

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

TCI "Social Studies Alive - Our Community and Beyond" Unit 3

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 3 (Economics)/Module Overview

In Unit 3, students will learn to:

- In Lesson 9, students will analyze and ask questions about images related to the economy, and then bring two of them to life.
- In Lesson 10, students will create their own market to discover what happens when supply is high and demand is low. Then, they'll find out what happens to prices when supply is low and demand is high.
- In Lesson 11, students will analyze a variety of situations dealing with money and create arguments to explain your choice in each situation. Next, they'll play a budget game! Then, they'll allocate tokens to categories and make tough choices.
- In Lesson 12, students will use a ball of yarn to create a trade web connecting countries around the world to one another. Finally, they'll identify different points of view about trade and then write an argument analyzing global trade.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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- ~6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- ~6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- ~6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- ~6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- ~6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- ~6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- ~6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

Unit 1/Geography Weekly Learning Activities and Pacing Guide Time Frame: 8 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 9: Understanding Our Economy (10 days)	6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.	Objective: We are learning: <ul style="list-style-type: none"> Explain how goods and services are bought and sold at market. Analyze how scarcity forces people to make decisions and that decisions have benefits and costs. Describe the free market economy of the United States. Suggested Formative Assessment(s): <ul style="list-style-type: none"> Analyze and ask questions about images related 	Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> Activity Card A: Grocery Store Act-It-Out Activity Card B: Garage Sale Act-It-Out Handout: Access Points for Differentiation Spanish: Activity Card A Spanish: Activity Card B Spanish: Handout: Access Points for Differentiation

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	6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	<p>to the economy, and then bring two of them to life.</p> <ul style="list-style-type: none"> Summative Assessment: TCI Assessments: Lesson 9 "Understanding our Economy" 	<ul style="list-style-type: none"> Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide World History Extension: Ancient Forms of Communication
Lesson 10: Choices in a Free Market (10 days)	<p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify the interests of buyers and sellers in a market with respect to price. Explain the effects of supply and demand on prices. Predict what will happen to prices when supply or demand changes. Analyze reasons for high and low prices of goods and services in the local community. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Create your own market to discover what happens when supply is high and demand is low. Summative Assessment: TCI Assessments: Lesson 10 Choices in a Free Market 	<p>Texts</p> <ul style="list-style-type: none"> Student Journal <p>Materials</p> <ul style="list-style-type: none"> Activity Card A: Fruit Cards Activity Card B: Play Money Handout: Access Points for Differentiation Spanish: Activity Card A Spanish: Activity Card B Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide
Lesson 11: Using Money Wisely (10 days)	6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Describe why and how people save money. Analyze various financial situations and debate the best course of action to take. Decide how to allocate money to various budget categories. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Analyze a variety of situations dealing with money and create arguments to explain your choice in each situation. Then play a budget 	<p>Texts</p> <ul style="list-style-type: none"> Student Journal <p>Materials</p> <ul style="list-style-type: none"> Activity Card: Voting Cards Handout: Access Points for Differentiation Spanish: Activity Card

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		<p>game. Allocate tokens to categories and make tough choices.</p> <ul style="list-style-type: none"> Summative Assessment: TCI Assessments: Lesson 11 Using Money Wisely 	<ul style="list-style-type: none"> Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide
<p>Lesson 12:</p> <p>The United States and Global Trade</p> <p>(10 days)</p>	<p>6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Analyze a simulated pattern of global trade. Identify different perspectives about global trade. Identify products sold in the local community that are involved in global trade. Annotate world maps with examples of trade. <p>Suggested Formative Assessment(s)</p> <ul style="list-style-type: none"> Research and map items in your own community that are products of global trade. Summative Assessment: TCI Assessments: Lesson 12 The United States and Global Trade 	<p>Texts</p> <ul style="list-style-type: none"> Student Journal <p>Materials</p> <ul style="list-style-type: none"> Activity Card: Global Trading Cards Answer Key Handout: Access Points for Differentiation Spanish: Activity Card Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)