# Unit 4 - Technology, Economics

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 4**
Length: **Alternates with Science**
Status: **Published**

## NCS 3rd grade Social Studies Curriculum

BOE Adopted & Approved October 2017

## Big Idea

Technology/Economics

Markets and how supply and demand work together to affect the prices of goods and services

What happens to prices when supply and demand change

Global trade and its effect on people and communities around the world

## Enduring Understanding

Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities 6.1.4.C.1

Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations 6.1.4.C.2

Describe how supply and demand influence price and output of products 6.1.4.C.4

Describe the role and relationship among households, businesses, laborers and governments within the economic system 6.1.4.C.6

Compare and contrast how access to and use of resources affects people across the world differently 6.1.4.C.9

Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey 6.1.4.C.12

Develop and implement a group initiative that addresses an economic issue impacting children 6.3.4.C.1

## Essential Questions

How does our economy work?
How does global trade affect our community?
What does our community trade with the world?
How can we help the global community?

## Skills

Distinguish between goods (objects) and services (activities)

Distinguish between a want and a need and explain how to choose needed goods and services

Explain the three functions of money in the economy

Discuss how natural, human and capital resources are used to produce goods and to provide services

Explain that prices are the money value of goods and services and that prices change as a result of supply and demand

Define consumers as buyers and producers as workers and sellers

Explain that people can improve their ability to earn income by gaining new knowledge, skills and experiences

Describe how to earn and save money in order to purchase a needed or desired item

Explain that some services are provided by the government, such as roads, schools, parks, police and the fire protection

Desribe products and services that are developed, manufactured or grown in New Jersey

<u>Learning Targets include limited to:</u>

People make decisions based in their needs, wants and the availability of resources

How to be aware of their relationships to people, places and resources in the local community and beyond

Economics is a driving force for the occurrence of various events and phenomena in societies

Interaction among various institutions in the local, national and global economies influences policymaking and societal outcomes

Availability of resources affects economic outcomes

Creativity and innovation affect lifestyle, access to information and the creation of new products and services

Make informed and reasoned decisions by seeking and assessing information, asking questions and evaluating

alternate solutions

Performance Tasks include but not limited to:

Explore how supply and demand effects prices, work together as buyers and sellers. Will explore global trade and its benefits and costs

Explore solutions to environmental problems. Design a class project to help global community

## Standards

Include but not limited to:

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| SOC.6.1.4.C.1 | Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. |
| SOC.6.1.4.C.2 | Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. |
| SOC.6.1.4.C.4 | Describe how supply and demand influence price and output of products. |
| SOC.6.1.4.C.6 | Describe the role and relationship among households, businesses, laborers, and governments within the economic system. |
| SOC.6.1.4.C.9 | Compare and contrast how the availability of resources affects people across the world differently. |
| SOC.6.1.4.C.12 | Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. |
| SOC.6.3.4.C.1 | Develop and implement a group initiative that addresses an economic issue impacting children. |

## Assessments

Pre-Assessment:

Pretests

KWL Charts

Discussions

Surveys, Questionnaires

Questioning

Predictions

Self-evaluation

Ongoing:

Performance Tasks

Questioning & Discussion

Teacher Observation

Student Participation

Quizzes & Tests

Use of charts, tables, graphs & maps

Projects

Presentations

Completing blank maps

Homework

Practice Workbook

## Resources/Instructional Materials

Our Community and Beyond text & workbook

art materials

television

computers

Internet sites

## Modifications

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|---|---|
| Modifications for Special Education Students | Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines |
| Modifications for English Language Learners | Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study |

| | |
|---|---|
| | guides, outlines |
| Modifications for Students Who Lack Support for School | Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines |
| Modifications for Gifted Students | Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels |

## Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

## Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.

- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.