

| **Marietta City Schools** **2023–2024 District Unit Planner** | | | | | |
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| *Grade Four Social Studies* | | | | | |
| **Theme** | *Economics* | | | **Unit duration (Days)** | *4- - 8 Days* |

| **GA DoE Standards** | |
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| **SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.** a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west). b. Explain how price incentives affect people’s behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce. c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South). d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns). e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe). f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph)  **SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.**  **Information Processing Skills:**  1. compare similarities and differences  3. identify issues and/or problems and alternative solutions  6. identify and use primary and secondary sources  11. draw conclusions and make generalizations  12. analyze graphs and diagrams  15. determine adequacy and/or relevancy of information  **Themes and Enduring Understandings:**  **Individuals, Groups and Institutions**: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.  **Production, Distribution, and Consumption:**The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services  **Location**: The student will understand that location affects a society’s economy, culture, and development. **K-5 EU:** The student will understand that where people live matters  **Movement/Migration:** The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.  **Technology Innovation:** The student will understand that new technology has many types of different consequences, depending on how people use that technology. | |
| **Essential Questions** | |
| **Factual—**  What things influence spending decisions?  What fundamental problem of economics makes a budget necessary?  What do you buy with your money?  What advantages are there in saving money?  What impact did economics have on the growth of towns?  What impact did the steamboat and steam locomotive have on trade and industry  What were some of the decisions people had to make when choosing to settle the west?  **Inferential—**  How could making a budget help you get the things you want?  How does the price of goods or services lead to decisions about what to produce?  How did the telegraph lead to increased business productivity?  What were some possible economic advantages of traveling west?  What were some potential opportunity costs?  What factors would lead an individual to open factories?  How did specialization improve the standard of living in the North before the Civil War?  Why did Southerners grow tobacco and cotton?  Why would countries trade with their allies?  **Critical Thinking-**  How does an individual’s ideas and beliefs influence saving and spending choice  How can your spending and saving habits make your life better?  Why did large, southern farms have to rely mostly on themselves (not specialize)?  How does voluntary exchange help buyers and sellers?  How has technological advances led to growth of business productivity in the United States? | |
| **Tier II Words-** High Frequency Multiple Meaning | **Tier III Words-** Subject/ Content Related Words |
| specialize  cost vs. benefits  voluntary  buyer  seller  advancement | trade  opportunity cost  specialization  voluntary exchange  productivity  price incentives  standard of living  cotton gin  steamboat  steam locomotive  telegraph |
| **Assessments** | |
| **Summative Assessment(s):**  Economics Assessment  Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.  Standards: All GSE for the unit.  \* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.  **Theme Based Writing Task and Rubric:**  [Economics Guide Book](https://docs.google.com/document/d/10llzr2-bOhEBlOVL78GEsOUF4Nv9SNIs9A55pIZPWds/edit#) Use key events in American history to create an *Economics for Dummies* style guidebook (Differentiation: Provide path-finders for research sites, provide outline/skeleton to guide organizations, allow for small groups instead of individuals or partners.)  All GSE for the Unit | |

| **Teacher Resources** These resources are intended to support teachers with background information and planning for instruction | | | |
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| [Parent Information Letter](https://docs.google.com/document/d/1vPJKUKsoIOja8EmSnXPysmd3j3VKce9gYKDF2wRSEDs/edit)- edit for school specific information  [K-5 Map Collection:](https://drive.google.com/file/d/19Yqh1KXGrz_4LtC5jcHFQ8MTpK5ImQP_/view?usp=sharing) Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.  Additional unit information may be found at the [GADoE Inspire Site](https://inspire.gadoe.org/collection/45.0050/0)  *The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.*  [*10 Day Economics KBU Plan*](https://docs.google.com/presentation/d/1EwgDGH-LR4YcExZqRxgVULHnVAtSz3KC/edit?usp=sharing&ouid=105330250397144043825&rtpof=true&sd=true)This Plan also includes information for Unit 4 (Economic Basics) | | | |
| **Objective or Content** | **Learning Experiences** | | **Differentiation Considerations** |
| **SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.** | [Party on a Budget](https://docs.google.com/document/d/1kn7WC9y8m5kPMr1MLNzCplxPK4GOFkK1lcHE6zkdotc/edit#) Collaborate to plan and budget for a BIG Birthday Party | | Utilize purposeful grouping, provide students tasks during video instruction, preview vocabulary prior to teaching |
| **SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important** | [Time to Save](https://docs.google.com/document/d/1kp71T4Mo1sZ8rUqQvMciokBInlwK91BcNDrV64rdUnY/edit#) Create a savings plan to purchase a big ticket item | | Be mindful of students who do not receive allowance/income at home. You may need to develop a classroom economy with fake money to represent savings and spending |
| **Recommended High Quality Complex Texts** | | | |
| Teachers are reminded to preview all texts and videos to ensure they are appropriate for their learners.  *Follow the Money* by Loreen Leedy *You Can't Buy a Dinosaur* with a Dime by Harriet Ziefert *The Kids' Money Book* by Jamie Kyle MacGillian *Those Shoes* by Maribeth Boelts *The Big Buck Adventure* by Deborah Tobola *A Chair for My Mother* by Vera Williams *Uncle Jed's Barbershop* by Margaree King Mitchell *Abuela's Weave* by Omar Castañeda  DE Videos [Leather Dollars and Gold Dust](https://app.discoveryeducation.com/learn/videos/19fdbc4f-a0f5-4f3a-8c21-e1c8b30e412e/)  [Economics: production, Distribution, and Consumption](https://app.discoveryeducation.com/learn/videos/d900eead-90b1-4d46-9104-d431ebc82c62/) DE Video Segments only [Greatest Inventions With Bill Nye](https://app.discoveryeducation.com/learn/videos/173ca10d-a4ad-43e9-ab32-a85523627bc6) DE Video Segment Cotton Gin [Elementary Video Adventures](https://app.discoveryeducation.com/learn/videos/c22e5c3d-cd06-49cf-8d5f-3bb21ac09a2f/) DE Video Segment Trains | | | |