



Marietta City Schools
District Unit Planner

Grade 4: Social Studies

Theme	<i>Economics</i>	Unit duration (Days)	<i>4- - 8 Days</i>
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GA DoE Standards

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

- Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).
- 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.
- Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).
- Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).
- Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).
- 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:

- compare similarities and differences
- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- draw conclusions and make generalizations
- analyze graphs and diagrams
- 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](#) 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

[Parent Information Letter](#)- edit for school specific information

[K-5 Map Collection](#): 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](#)

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](#) 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 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 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		
<p>Teachers are reminded to preview all texts and videos to ensure they are appropriate for their learners.</p> <p><i>Follow the Money</i> by Loreen Leedy <i>You Can't Buy a Dinosaur with a Dime</i> by Harriet Ziefert <i>The Kids' Money Book</i> by Jamie Kyle MacGillian <i>Those Shoes</i> by Maribeth Boelts <i>The Big Buck Adventure</i> by Deborah Tobola <i>A Chair for My Mother</i> by Vera Williams <i>Uncle Jed's Barbershop</i> by Margaree King Mitchell <i>Abuela's Weave</i> by Omar Castañeda</p> <p>DE Videos Leather Dollars and Gold Dust Economics: production, Distribution, and Consumption DE Video Segments only Greatest Inventions With Bill Nye DE Video Segment Cotton Gin Elementary Video Adventures DE Video Segment Trains</p>		