



Marietta City Schools

District Unit Planner

*Grade 5 Social Studies*

Theme	<i>Building a Budget</i>	Unit duration (Days)	<i>5-10 Days</i>
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#### GSE Standards

**SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.**

#### Information Processing Skills:

#### **Information Processing Skills:**

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
6. identify and use primary and secondary sources
11. draw conclusions and make generalizations

#### Themes and Enduring Understandings:

**Individuals, Groups, Institutions:** the actions of individuals, groups, and/or institutions affect the economy through intended and unintended consequences. **K-5 EU:** The student will understand that the ways people make decisions with their money affect their ability to purchase things in the short and long term.

**Production, Distribution, and Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society

Essential Questions	
<p><b>Factual—</b></p> <p>What elements should be part of a personal budget? What is the benefit of saving money?</p> <p><b>Inferential—</b></p> <p>How do I make good decisions about when to spend and when to save my money? How do income and expenses affect a budget? How does the economic market affect what we can buy?</p> <p><b>Critical Thinking-</b></p> <p>Why is it important to save my money? Why can't we have everything we want?</p>	
Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
<p>elements</p> <p>benefit</p> <p>personal</p>	<p>budget</p> <p>income</p> <p>expense</p> <p>allowance</p>
Assessments	
<p><b><u>Summative Assessment(s):</u></b></p> <p>Economics and Business Assessment</p> <p>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.</p> <p>Standards: All GSE for the unit.</p> <p>* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.</p>	

**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.

[Teacher Notes](#) for this unit

Additional unit information may be found at the [GADOE Inspire Site](#)

Objective or Content	Learning Experiences	Differentiation Considerations
<b>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</b>	<a href="#">Cha-Ching: When You Get Money</a> (Video)  <a href="#">Cha-Ching! When you Get the Money</a> (lesson) Build background knowledge with this short video and activity from Discovery Education Experience.	Allow students to work in teams Provide opportunity for previewing vocabulary Utilize small group instruction as needed
<b>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</b>	<a href="#">Defining Budget</a> Understand the elements of a budget	Allow students to work in pairs Create anchor charts for each term
<b>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</b>	<a href="#">My Budget</a> Simulation to gain an understanding of how a budget works.	Allow use of a calculator
<b>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important</b>	<a href="#">Lights, Camera, Budget!</a> Budget simulation to create a movie. Partnership between GCEE and Georgia Public Broadcasting.	This task is designed for middle and high school students- suggest Individual work for advanced students and teams for others.

**Recommended High Quality Complex Texts**

*Not a Billion Gazillion Dollars* by Paula Danzinger

*Tarantula Shoes* by Tom Birdseye

*Millions* by Frank Cottrell Boyce

Video [Cha-Ching: Big Big Waste of Money](#)