



Marietta City Schools
2023–2024 District Unit Planner

Grade 4 Social Studies

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| Theme | <i>Unit 4 Economic Principles</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.

Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

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

Location: The student will understand that where people live matters

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

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions.

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 is the basic economic problem?

What incentives might lead an individual to trade with others?

What are some inventions that make life easier for consumers?

Inferential—

How does scarcity influence economic activities?

Why is trade necessary?

How does the price of goods and services influence saving and spending choices?

How have technological advances impact society and business productivity?

Critical Thinking-

Why is opportunity cost unavoidable?

How does trade influence your life?

How would investing in technology increase business productivity?

Tier II Words- High Frequency Multiple Meaning

Incentive

Trade

activity

Tier III Words- Subject/ Content Related Words

opportunity cost

price as an incentive to purchase and produce

Specialization

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| <p>purchase</p> <p>produce</p> <p>goods</p> <p>services</p> <p>inventor</p> <p>cotton gin</p> <p>steam engine</p> <p>advertisement</p> | <p>standard of living</p> <p>voluntary exchange benefits for buyers and sellers</p> <p>trade and economic activity</p> <p>producer</p> |
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Assessments

Summative Assessment(s):

Economic Principles AMP 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:

Voluntary Trade and you ([Voucher Trade Game](#))- After playing a trade game, students respond to the prompt- *How does voluntary trade affect a nation, the community, and you?*

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

d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold

| Objective or Content | Learning Experiences | Differentiation Considerations |
|---|---|--------------------------------|
| <p>Teacher Resources</p> <p>These resources are intended to support teachers with background information</p> | <p>Parent Information Letter- edit for school specific information</p> <p>Teacher Notes for this unit</p> | |

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

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| | <p>Additional unit information may be found at the GADOE GPS Landing Page</p> <p>This unit is designed to introduce the basic economic concepts studied in Grade 4 Social Studies. Having clear understanding of these concepts through relating them to their own lives, gives students the background necessary to apply the concepts to historical events.</p> | |
| SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. | <p>Opportunity Cost Video Cashville Kids Introduction to the economic concept of opportunity cost. Students will use Sketchnotes to record information and demonstrate understanding of the concept. The activity includes “how to” and examples of sketchnoting</p> <p>Student Directions for Sketchnotes</p> | Teachers may replace sketchnotes with another video summary protocol of their choice. |
| SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. | <p>Decision Foldable Students will create a foldable identifying costs and benefits of choices (opportunity cost).</p> | Consider grouping students to assure they are successful with the task. Provide additional real-life examples. |
| SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. | <p>Lemonade Stand Students will model selling hot chocolate and lemonade throughout the year, coming up with price incentives to promote sales during “off seasons”. Teachers may make this activity as elaborate as they like, but that will increase the time and complexity. For this lesson sales will be tracked on a log sheet.</p> | Consider purposefully grouping students to assure success. Some students may be unfamiliar with the concept of a lemonade stand- provide additional instruction as needed. |
| SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. | <p>Promotion Poster Students will research a technological advancement from the GSE (<i>cotton gin, steamboat, steam locomotive, or telegraph</i>) and create a campaign to sell it to others.</p> | This task can be completed independently or in pairs. Provide examples of posters or advertisements promoting a product for examples. Consider allowing students to talk-out their ideas with a peer prior to beginning work. |
| SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. | <p>Just Saving My Money Teachers may wish to use this lesson and activity to build background knowledge of savings accounts. This may be helpful to support understanding for Marketing Plan</p> <p>Student Document and recorded read aloud</p> | Provide opportunity for increased discussion. Model aspects of the activity that students may be unfamiliar with. Work in small groups or pairs. |

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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. | Marketing Plan | Provide sentence starters or a presentation outline. Share examples of print ads, fliers, posters, etc. to provide examples. Have students rehearse their presentations or record them. Review the rubric multiple times and check for understanding. |
| SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. | Savings, Spending, and Budgets- Oh MY! Students will use their knowledge of saving, spending, budgeting, income and expenses to interpret an image / cartoon. | Consider purposeful grouping to assure equity of access and ability for success. Consider showing sales fliers or advertisements as examples if needed. |
| Recommended High Quality Complex Texts | | |
| <i>The Kids' Money Book</i> by Jamie Kyle MacGillian <i>Erandi's Braids</i> by Antonia Hernandez Madrigal <i>A Chair for My Mother</i> by Vera Williams <i>Uncle Jed's Barbershop</i> by Margaree King Mitchell <i>Mama is a Miner</i> by Ella Lyon <i>Earl and Starla Want All the Fishy Treats</i> by Michael Raymer | | |