

UNIT 5

Course: Language Arts/Social Sciences/SEL		Grade Level: 4th Grade	
Unit Title: Economy		Length of Unit: Approximately 6 weeks	
Unit Summary: In this unit on financial literacy, students will be introduced to what it means to make a living and the ways in which spending choices are influenced. Students will consider the role human, natural and capital resources play in the types of goods which are readily available in their area. Students will read and analyze a variety of texts and compare and contrast themes and patterns. Students will write opinion pieces in which their point of view is supported with reasons and information			
SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to demonstrate decision-making skills and responsible behaviors when making decisions in personal, school, and community contexts.			
Stage 1- Desired Results			
STANDARDS Priority: Social Sciences: SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines). SS.EC.FL.3.4: Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options). Language Arts: RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a	Transfer		
	Students will be able to independently use their learning to...		
	TG1. Apply an understanding of economic principles to make sound economic decisions.		
	TG2: Read and analyze a wide range of texts to compare and contrast how similar themes are developed and/or deepen an understanding of a topic, and draw on specific details to describe how story elements work together and/or explain what and why something happens in an informational text (e.g., events, procedures, ideas).		
	TG3: Write a well-supported opinion piece that shows a clear relationship between the claim (opinion) and the reasoning.		
	Meaning		
	UNDERSTANDINGS Students will understand that...	ESSENTIAL QUESTIONS Students will continue to consider...	

<p>character's thoughts, words, or actions).</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts and details. C. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>) D. Provide a concluding statement or section related to the 	<p>EU1: Resources play a big part in considering what should be produced and consumed; the quality and quantity of goods and services factors into choices about spending and/or saving.</p> <p>EU2: Effective readers use specific details from a literary text to support their thinking about characters, settings or events.</p> <p>EU3: Authors of informational text include specific information to explain events, procedures, ideas and concepts and why they occur; effective readers understand these relationships and use these to support their understanding of the text.</p> <p>EU4: Effective readers compare key features of texts as they read which enables them to identify universal themes (e.g., good vs. evil) and identify patterns often used in literature; similar themes are addressed by different cultures in a way that provides lessons about cultural differences.</p> <p>EU5: Effective readers make meaning of informational text by integrating important information presented in two texts in order to present it for a specific purpose.</p> <p>EU6: Effective writers know their reasons are convincing when others are persuaded to take action on an issue or change their way</p>	<p>EQ1: Why do people make spending & saving choices about goods and services?</p> <p>EQ2: How does one or more of the story elements affect a text? <i>What is the impact of a character, the setting, or event on the text?</i></p> <p>EQ3: How does language and organization help me make sense of a text? <i>How does the way in which an author organizes information help me understand what I read?</i></p> <p>EQ4: How can I use information from two texts on the same topic to gain a better understanding of the topic?</p> <p>EQ5: How can my words/writing be helpful to others?</p> <p>EQ6: How will I know if I have convinced others that my opinion is valid?</p>
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<p>opinion presented</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>of thinking.</p> <p>EU7: When we take responsibility for our actions and develop self-awareness of our thoughts and feelings, we make better (more responsible) decisions.</p>	<p>EQ7: How do we make responsible decisions?</p>
<p>SEL:</p> <p>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Supporting:</p> <p>Social Sciences: SS.EC.1.4: Explain how profits reward and influence sellers</p> <p>Language Arts: RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences</p> <p>K2: Resources change in availability and cost depending on location</p> <p>Language Arts/Digital Literacy</p> <p>K3: Reading strategies</p> <p>K4: The structure of opinion writing</p> <p>K5: The writing process</p> <p>K6: The expectations for being a responsible digital citizen</p> <p>K7: The process of research</p> <p>SEL</p> <p>K9: The importance of taking responsibility for their own actions</p>	<p>Year-Long English/Spanish “I Can” Statements</p> <p><i>Students will be skilled at...</i></p> <p>Social Sciences</p> <p>S1: I can describe how goods and services are produced using human, natural, and capital resources.</p> <p>S2: I can analyze how spending choices are influenced by price as well as many other factors.</p> <p>S3: I can explain how profits reward and influence sellers.</p> <p>Language Arts/Digital Literacy</p> <p>S4: I can explain what happened and why it happened using evidence from the text. (RL.3)</p> <p>S5: I can describe a character, event and or setting. (RL.3)</p> <p>S6: I can describe the structure of stories,</p>

		<p>myths, and stories from other cultures. (RL.9)</p> <p>S7: I can find the common details about a topic when reading two different texts. (RI.9)</p> <p>S8: I can examine two texts on the same topic in order to integrate the information and apply it in written or spoken form to demonstrate knowledge. (RI.9)</p> <p>S9: I can write an opinion piece that supports a point of view on topics or texts. (W.1)</p> <ul style="list-style-type: none">• I can provide reasons for the opinion supported by facts and details.• I can choose words, phrases, or clauses to link the opinion and reason• I can write a conclusion that is related to the opinion presented in the introduction <p>S10: I can identify the author and title of information in multiple platforms to give credit to my sources. (Info/Dig Lit Goal 1)</p> <p>S11: I can recognize author's bias and text limitations. (Info/Dig Lit Goal 2)</p> <p>S12: I can organize information from multiple sources in a logical sequence using technology. (Info/Dig Lit Goal 3)</p> <p>S13: I can choose which facts and details to include in note taking. (Info/Dig Lit Goal 4)</p>
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