

# Grade 7 Dimensions of Social Studies - Unit 4: Dimensions of Economics

## Phoenixville Area School District

Stage 1 Desired Results					
<p><b>Overarching PA Core Standards:</b></p> <p>6.1.7.B Compare decisions made because of limited resources and unlimited wants.</p> <p>6.2.7.G Examine how various <b>economic systems</b> address the three basic questions.</p> <ul style="list-style-type: none"> <li>• What to produce?</li> <li>• How?</li> <li>• For whom?</li> </ul> <p>6.3.7.D Identify how governments limit or promote international <b>trade</b>.</p> <p>6.4.7.D Explain how transportation,</p>	<b>Transfer</b>				
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens.</li> <li>• Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view.</li> <li>• Evaluate how individual and groups reflect, create, and change societal constructs and institutions.</li> <li>• Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary.</li> </ul>				
	<b>Meaning</b>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">UNDERSTANDINGS <i>Students will understand that...</i></th> <th style="width: 50%; text-align: left;">ESSENTIAL QUESTIONS <i>Students will keep considering...</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><b>Dimension 1: Developing Questions and Planning Inquiries</b></p> <ul style="list-style-type: none"> <li>• Historians ask both compelling and supporting questions to find the information they need and communicate ideas.</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Dimension 1</b></p> <p>How do I know what questions to ask? What makes a good question?</p> <p><b>Dimension 2</b></p> <p>How does the use of resources define a society's priorities?</p> </td> </tr> </tbody> </table>	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>	<p><b>Dimension 1: Developing Questions and Planning Inquiries</b></p> <ul style="list-style-type: none"> <li>• Historians ask both compelling and supporting questions to find the information they need and communicate ideas.</li> </ul>	<p><b>Dimension 1</b></p> <p>How do I know what questions to ask? What makes a good question?</p> <p><b>Dimension 2</b></p> <p>How does the use of resources define a society's priorities?</p>
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<p>communication networks, and technology contribute to <b>economic interdependence</b>.</p>	<p><b>Dimension 2: Applying Disciplinary Concepts and Tools</b></p> <ul style="list-style-type: none"> <li>• Economics shape the ideas, choices, and actions of individuals and groups.</li> <li>• The desire for economic goods (both buying and selling) creates interdependence as well as conflict.</li> </ul> <p><b>Dimension 3: Evaluating Sources and Using Evidence</b></p> <ul style="list-style-type: none"> <li>• Every source of information is limited by the author’s point of view and the information available to that person.</li> </ul> <p><b>Dimension 4: Communicating Conclusions and Taking Informed Action</b></p> <ul style="list-style-type: none"> <li>• Effective communicators make thoughtful, original, and creative choices about content, language, and style to convey their message to their target audience in a variety of ways.</li> <li>• Citizens can change their world through action.</li> </ul>	<p>How do changes in economic policy affect individuals and society, including those from various racial/ethnic backgrounds?</p> <p><b>Dimension 3</b> What makes a source trustworthy? What do I do when I disagree?</p> <p><b>Dimension 4</b> What are the main points I am trying to get across? How do I make sure the audience gets them? How can individuals and groups contribute to their communities and to the world?</p>
<b>Knowledge and Skills Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

- Three major types of economies today (Traditional, Free Market, and Command)
- Consumer Economics
- Scarcity
- Law of Supply and Demand
- Shortage and Surplus
- Economic interdependence
- Economic Choices

VOCABULARY:

- Supply
- Demand
- Shortage
- Surplus
- Capital
- Competition
- Consumption
- Credit
- Debt
- Income
- Interest
- Monopoly
- Profit
- seller's market
- unemployment

- Gathering and using multiple sources
- Using evidence to support a claim

Code (A, M, T)	Evaluative Criteria	Assessment Evidence	
	<p>STANDARDS AND CRITERIA FOR SUCCESS: your performance needs to meet the guidelines of the rubric in the areas of degrees of accuracy, understanding and clarity.</p>	<p>PERFORMANCE TASK(S):</p> <p>GOALS: To show modern problems countries have as one of the three major economies</p> <p>ROLES: Newscaster</p> <p>AUDIENCE: TV viewer</p> <p>SITUATION: Highlight one of the three major economies connected to a present-day country</p> <p>PRODUCT: Researched newscast</p>	<p>Differentiation Considerations:</p> <p>Depending on need, students may be assigned a specific economic problem to research. Also based on need, resources may be curated to suit the students, or students can search for their own sources on school databases. Connect with the school librarian for this project.</p>
		<p>OTHER EVIDENCE:</p>	<p>Differentiation Considerations:</p>

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