



Summary

How We Organize Ourselves

Subject

English, Mathematics, Social
Studies, Music, Visual Arts

Year

First Grade

Start date

Week 1, March

Duration

7 weeks

Inquiry

Transdisciplinary Theme



How we organize ourselves

The Central Idea

Economies are interconnected.

Lines of Inquiry

- exchange and consumption of goods and services
- supply and demand
- responsibility in making choices

Teacher questions

- What is the difference between goods and services?
- How are people both producers and consumers?
- How does scarcity affect choices about goods and services?
- How do you make spending and saving choices?
- What is scarcity?

Learning Goals

Scope & Sequence

Social Studies

[CCGPS] Economic Understandings

Learning Outcomes



SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3 The student will describe how people are both producers and consumers.

SS1E4 The student will describe the costs and benefits of personal spending and saving choices

 English

[IB] Written language - writing

Overall Expectations

show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual Understandings

People write to tell about their experiences, ideas and feelings.

Learning Outcomes

use their own experience as a stimulus when drawing and "writing"

listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction

[CCGPS] Reading Informational

Learning Outcomes

Key Ideas and Details

ELACC1RI1. Ask and answer questions about key details in a text.

ELACC1RI2. Identify the main topic and retell key details of a text.

Standards and benchmarks

Georgia State Standards

GSE: Physical Education (2018)

Fitness Grade 1

PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- Discusses the benefits of exercising/playing and being active.
- Actively engages in physical education class.
- Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- Practices the proper protocol for each Georgia Fitness Assessment component.



Personal and Social Behavior, Rules, Safety, and Etiquette Grade 1

PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Accepts personal responsibility by using equipment and space appropriately.
- Follows the rules and procedures of the learning environment.
- Responds appropriately to feedback from the teacher.
- Works independently with others in small and large groups.
- Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



- Recognizes physical activity as a component of good health.
- Recognizes that challenges in physical activity can lead to success.
- Describes positive feelings that result from physical activities.
- Identifies personal likes and dislikes regarding participation in physical activities with others.
- Accepts and respects differences and similarities in physical abilities in self and others.



Key and Related Concepts



Key Concepts

Key Concepts	Key questions and definition	Related concepts	Subject Focus
 Connection	How is it linked to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	production, employment	English, Social Studies
 Responsibility	What are our obligations? The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.		



Developing IB Learners

☆ Learner Profile



Communicators



Balanced



ATL Skills



Approaches to Learning

Description

Transdisciplinary Skills: Informed Choices, Application, Presenting.



Thinking Skills



Assessment & Resources



Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

GRASPS

Goal – Students will be able to select a good or service that they will sell in the classroom marketplace.

Role-You will be your own business owner. Your job is to select a product to sell to your classmates. You will be responsible for selecting a product that people want or need and bring it to the marketplace for consumers to buy.

Audience-

Your classmates will be your consumers. Make sure to create enough goods to sell to the people in your homeroom.

Scenario- The Class Market is coming! You have a wonderful product or service that you would like to share with the class. You are to create a good or provide a service that your classmates will want to buy.

Product- Commercial for a good or service.



Standard-SS1E1 Identify goods that people make and services that people provide for each other. SS1E3 Describe how people are both producers and consumers. SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Zoom In - overall vocabulary

Good and Services Sorting Cards

Scarcity Role-Play (Not enough of something) - Dialogue

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

GRASPS

Goal- Students will be able to identify needs and wants, as well as whether those needs/wants are goods or services for their family that has lost their belongings when a tornado destroyed their house.

Role- Your task is to identify 20 items that you will need the most. Then you will sort the items into goods and services. Then you will sort items into needs and wants. You will create foldable to show your knowledge.

Audience- Your audience is your parents as well as your peers.

Scenario- Your family has been affected by a tornado when it destroyed your house. You can choose up to 20 items that can be purchased for your new bedroom. Please identify whether these items are needs/wants and goods/services.

Product- Student will create a foldable that will have list of 20 items, t chart for goods/services, and another t-chart for needs/wants.

Standard-

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Zoom In - overall vocabulary



Good and Services Sorting Cards

Scarcity Role-Play (Not enough of something) - Dialogue

Learning Experiences

Designing engaging Learning Experiences

Gifted and Enrichment activities



G1 How We Organize Ourselves May 12, 2022

2018-2019

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
<p>March 3</p> <ul style="list-style-type: none"> Complete reflection from last unit <p>Goods and Services SS1E3</p>	<p>Complete Reflection for previous week</p>	<p>Zoom-in: 'Busy market'</p> <ul style="list-style-type: none"> Zoom in protocol <p>Brainpop link- Good and Services</p>	<p>SS Weekly #30</p> <ul style="list-style-type: none"> Complete SSW activity page 	<p>Hop and Think- Goods and services (On Drive)</p>	<p>Assessment:</p> <p>Read Aloud "Give a Mouse a Cookie"</p> <p>S complete worksheet listing goods and services (Goal- 3 of each)</p>
<p>March 10</p> <p>Supply and Demand SS1E2</p> <p>Consumers and producers SS1E3</p>	<p>Scarcity role play</p>	<p>Sort activity (On Drive)</p>	<p>Producers-assembly line activity</p>	<p>Consumers-Book: The Little Red hen</p>	<p>Write about whether you liked being a producer or consumer</p>



March 19 Supply and Demand SS1E2	PD Day	'Snakes and Donuts' Play- dough activity	Video- Arthur's pet business	Book- Chair for my Mother	Supply and Demand Sort High/Low demand High/Low supply
March 25 Responsibility in making choices SS1E4	Book- Alexander who used to be rich last sunday	Tug of War- Spending and saving	Frozen Clip - Supply and Demand	CENTRAL OFFICE VISIT	
April 8 Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	IB Reflection	

Science Lab:

Key Concepts:

Activities:

- Students learn how inventions of historical figures led to many changes in our lives.
- In small groups, students begin planning to create an invention that solves a problem.
- Students learn about the inventions of Ben Franklin and GW. Carver and connect the problems they solved with inventions
- Students complete planning stages, then begin building models of their inventions
- Students then must present their invention by explaining the problem and how their invention can solve the problem.
- Students then create a "market plan" to determine how supply and demand, needs and wants, would effect the success of their invention in the market place

Music:

Key Concept: Responsibility

Central Idea: Music is a journey through time.

Learner Profile: Inquirer, knowledgeable, thinker, communicator

-Practice jobs as related to groups and pieces of music

-Talk about demand as related to classroom preferred music tasks

-Talk about connection of music to supply and demand (ie., What happens if everyone wants to buy this song or instrument?)

Physical Education:

Key Concept: Responsibility

Central Idea: Being healthy is about making choices.



Learner Profile: Thinker and caring

Activities:

- Participate in fitness games that increase heart rates
- Use pedometers to calculate the number of steps performed throughout activity while trying to reach each goal set for the level

2017-2018

Teacher provides the context for inquiry:

1. Create a display of books and photographs of jobs from around the world.
2. Schedule guest speakers to discuss the responsibilities of various jobs, goods, and services.
3. Show united streaming videos about jobs, goods, and services.

Leading/facilitating children's inquiry:

1. Sort/classify different needs and wants and/or goods and services. Lead the students in connecting specific jobs that meet our needs/wants. Create graphic organizers to categorize.
2. Students will research a job of interest to them and develop clues to create a riddle. Students will participate in a classroom career day in which they role-play their job and share their riddles.
3. Analyze different needs and wants. Create a savings web in which students organize their choices into color-coded needs and wants.

Provocations

Visible Thinking Strategy - Zoom In . Teacher will reveal tiny bits of a Market picture until the whole picture is displayed. Students will look closely and answer questions: What do you notice? What might this be? Everytime a new piece is displayed -students are able to comment and reflect.



Reflections

General Reflections



Looking Forward



Kathryn Bean May 18, 2022 at 10:35 AM

What we discovered about the process of learning to inform the next steps is that students have a hard time grasping scarcity. We can further strengthen transdisciplinary connections by making more connections with this vocabulary to the skill. We can innovate for future learning and teaching by adding more technology.



Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:49 AM

***Career Day* by Anne Rockwell**

***The Work We Do* by David Conrad**

***Officer Buckle and Gloria* by Peggy Rathmann**

Guest speakers

Houghton-Mifflin Social Studies textbooks

www.unitedstreaming.com video streaming related to jobs (“The Difference Between Needs & Wants”, “Providing Goods & Services”, and “How Our Economy Works”)

www.zoomschool.com