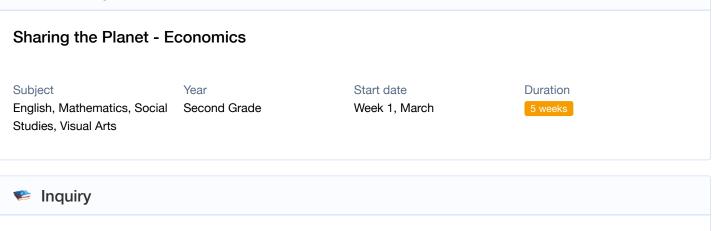


Sharing the Planet - Economics

IB PYP Homeroom (Second Grade)

Nicole Cheroff, Kee Kee Holloway, Julie Chartier, Lisa Alexander, Giovanni Jimenez, Katy Lucas, Anne Barrett Sessa, Gary King, Karin Greeson, Liz Jacobs, Devon Rusert, Wendy Sanders, Jessica Weingart, Kelley Jordan-

## 🔰 Summary



## Transdisciplinary Theme



#### Sharing the planet

Communities and the relationships within and between them

## The Central Idea

Communities share economic resources.

Students will develop the understanding that communities share economic resources as they explore

The central idea is taught across subjects through social studies by reading and writing non-fiction texts about money, economic choices, and scarcity. Additionally, we connect communities sharing resources to environmental science (clean water and clean air) and conservation. Students also make connections to scarcity during health and social-emotional learning. In addition, students will study money in math.

### E Lines of Inquiry

- Money- is different in different parts of the world, and is used in exchange for goods and services.
- Wants and Needs-is different for different people in the world.
- Goods and services- allocated in various ways.
- Economic Choices- scarcity, supply and demand and incur opportunity costs.
- Spending and saving.

## Teacher questions

- Is money the same in every country of the world?
- What are Goods and Services?
- What is the difference in a consumer and producer?
- What are opportunity costs?
- How does scarcity affect the price or purchase of a product?
- What are wants and needs?
- Why is it important to save as well as spend your income?

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### Sharing the Planet - Economics



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# 📎 Learning Goals

## Scope & Sequence

fm Social Studies

## [CCGPS] Economic Understandings

#### Learning Outcomes

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, firstserved; personal characteristics; and others).

SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

SS2E4 The student will describe the costs and benefits of personal spending and saving choices.

[IB] Human systems and economic activities

#### **Overall Expectations**

will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves.

will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

#### **Conceptual Understandings**

Identify roles, rights and responsibilities in society

Formulate and ask questions about the past, the future, places and society

#### Learning Outcomes

recognize how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).

exhibit skills and strategies for organizing his or her time and belongings

demonstrate a positive attitude towards learning

identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)

demonstrate ability to apply existing rules and routines to work and play with others.

suggest some suitable rules and routines for the class



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talk about the reasons that rules are necessary in the various communities to which he or she belongs

#### English

#### [IB] Oral language - listening and speaking

#### **Overall Expectations**

show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

#### **Conceptual Understandings**

Everyone has the right to speak and be listened to.

#### Learning Outcomes

listen and respond in small or large groups for increasing periods of time

listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form

follow classroom instructions, showing understanding

describe personal experiences

obtain simple information from accessible spoken texts

follow two-step directions

predict likely outcomes when listening to texts read aloud

ask questions to gain information and respond to inquiries directed to themselves or the class

use oral language to communicate during classroom activities, conversations and imaginative play

use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).

[IB] Visual language - viewing and presenting

#### **Conceptual Understandings**

Visual texts can immediately gain our attention.

Viewing and talking about the images others have created helps us to understand and create our own presentations.

#### Learning Outcomes

connect visual information with their own experiences to construct their own meaning, for example, when taking a trip

realize that shapes, symbols and colours have meaning and include them in presentations

use a variety of implements to practise and develop handwriting and presentation skills

through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout,

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#### border, frame

observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.

attend to visual information showing understanding through discussion, role play, illustrations

## [CCGPS] Reading Literary

#### Learning Outcomes

Key Ideas and Details

ELACC2RL1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

## [CCGPS] Reading Informational

#### Learning Outcomes

Key Ideas and Details

ELACC2RI1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RI3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

ELACC2RI4. Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

Range of Reading and Level of Text Complexity

ELACC2RI10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## [CCGPS] Speaking and Listening

#### Learning Outcomes

Comprehension and Collaboration

ELACC2SL1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas

ELACC2SL5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.



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## 🗟 Visual Arts

## [IB] Responding

#### **Overall Expectations**

show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

#### **Conceptual Understandings**

People make meaning through the use of symbols.

People share art with others.

We express our responses to artwork in a variety of ways.

We reflect on our artwork and the work of others.

We enjoy and experience different forms of arts.

The art is a means of communication and expression.

#### Learning Outcomes

enjoy experiencing artworks

show curiosity and ask questions about artworks

describe what they notice about an artwork

identify the materials and processes used in the creation of an artwork

analyse the relationships within an artwork and construct meanings

communicate their initial responses to an artwork in visual, oral or physical modes

make personal connections to artworks

express opinions about an artwork

create artwork in response to a variety of stimuli.

## [IB] Creating

#### **Overall Expectations**

show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

#### **Conceptual Understandings**

We can enjoy and learn from creating art.

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The creative process involves joining in, exploring and taking risks.					
Our experiences and imagination can inspire us to create.					
In creating art, people make choices to construct meaning about the world around them.					
We can express ourselves through arts.					
Learning Outcomes					
select tools, materials and processes for specific purposes					
combine different formal elements to create a specific effect					
engage with, and enjoy a variety of visual arts experiences					
realize that their artwork has meaning					
use their imagination and experiences to inform their art making					
create artwork in response to a range of stimuli					
take responsibility for the care of tools and materials					
take responsibility for their own and others' safety in the working environment					
participate in individual and collaborative creative experiences.					

### **Standards and benchmarks**

Georgia State Standards GSE: Fine Arts: Music (2018)

#### General Music Grade 2

ESGM2.CR.2 Compose and arrange music within specified guidelines.

- b. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests).
- c. Arrange rhythmic patterns to create simple forms and instrumentation.

ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique.

b. Perform simple body percussion and instrumental parts including ostinato while other students play or sing contrasting parts.

ESGM2.PR.3 Read and Notate music.

a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation.

c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line).

ESGM2.RE.2 Evaluate music and music performances.



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a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances by themselves and others with given criteria.

ESGM2.RE.3 Move to a varied repertoire of music, alone and with others.

a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).

b. Perform choreographed and non-choreographed movements.

c. Perform line and circle dances.

Connecting

ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.

b. Describe connections between music and disciplines outside the fine arts. GSE: Fine Arts: Visual Arts (2017)

#### Creating Grade 2

VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

a. Generate individual and group ideas in response to visual images and personal experiences.

b. Produce visual images in response to open-ended prompts, themes, and narratives.

c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

VA2.CR.2 Create works of art based on selected themes.

a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

b. Create works of art emphasizing multiple elements of art and/or principles of design.

VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.

- a. Create drawings and paintings with a variety of media.
- b. Experiment with printmaking techniques (e.g. mono-prints, relief prints).
- c. Create art using basic spatial concepts (e.g. overlapping, horizon line, size).
- d. Explore basic color theory (e.g. tertiary colors, values, color scheme).

VA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

VA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

#### Presenting Grade 2

VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

a. Sign a finished work of art.

b. Create a title for a work of art. GPS: Modern Languages & Latin (2009)



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#### Communication Grade 2

Interpersonal Mode of Communication (IP)

MLE2.IP1 Students exchange simple spoken language in the target language, utilizing cultural references where appropriate. Students:

F. comprehend basic directions.

MLE2.IP2 Students demonstrate skills necessary to sustain brief oral exchanges in the target language. Students:

B. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.

Interpretive Mode of Communication (INT)

MLE2.INT1 Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. Students:

B. demonstrate proficiency in listening and reading comprehension

Presentational Mode of Communication (P)

MLE2.P1 Students present brief material orally in the target language. Students:

B. share information and give brief descriptions about self, others and surroundings.

MLE2.P2 Students demonstrate writing skills in the target language. Students:

B. label pictures and write short lists of words.

#### Connections, Comparisons, and Communities Grade 2

MLE2.CCC1 Students make links between the target language and other subjects. Students:

B. connect skills learned in other subjects with skills learned in the target language.

## Key and Related Concepts

## Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	supply and demand, resources, community	-Interdependence	Social Studies
Causation	Why is it as it is? The understanding that things do not just happen; there are causal relationships at work, and that actions have	Causation, that actions have consequences, fits with the concept of spending/saving and opportunity costs. As we discuss the terms and hold Market Day,	-Consequences	



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Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
	consequences.	students will understand that actions and events have reasons and consequences.		

## Developing IB Learners

## 1 Learner Profile



Knowledgeable



Thinkers



Communicators

#### Description

Market Day - Students will research and choose an item or service that will targeted to their peers/consumers. Students will market and advise and promote their items using communication skills in a flipgrid video. advertise their goods or services via FlipGrid. Under normal circumstances Market Day would be facilitated in person, but due to Covid-19 this will be conducted virtually

Students will show being knowledgeable by viewing photographs and make inquiries about the planner.

Students will present information on their economic pledges, during the presentation classmates will complete a google form for peer feedback on the demonstration of learner profile attributes.

Attitudes - Students will show commitment as they chose a good/service to offer at Market Day and stick with that product. They will show confidence, independence and creativity as they as develop their good/service to market virtually to their classmates. They will show cooperation as they give feedback and show interest in one another's projects. They will show enthusiasm as they "sell" their product and persuade their classmates to purchase their product.

Students will present information on ...... classmates will complete on a google form on evidence of learner profile atributes

#### **Spanish Class Instruction:**

Key Concepts: Function, Causation

-Students will watch a video in Spanish to introduce vocabulary terms associated with states of matter - solid, liquid, gas -



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#### physical changes

https://www.youtube.com/embed/huVPSc9X61E

-Students will learn limited vocabulary terms associated with states of matter - solid, liquid, gas - physical changes

-Students will sing a song and do motions associated with the states of matter - solid, liquid, gas - physical changes

-Students will use Total Physical Response (TPR) to act out solid, liquid, gas - physical changes

-Students will categorize states of matter using an interactive document

https://www.liveworksheets.com...

## 🕴 ATL Skills

### PApproaches to Learning

#### Description

Market Day - Students will research and choose an item or service that will targeted to their peers/consumers. Students will market and advise and promote their items using communication skills in a flipgrid video. advertise their goods or services via FlipGrid. Under normal circumstances Market Day would be facilitated in person, but due to Covid-19 this will be conducted virtually.



## **Communication Skills**

- Exchanging information - Listening, interpreting and speaking

Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Listen actively and respectfully while others speak.

#### Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.



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## 실 Action

### -A- Student-initiated Action

One opportunity for student initiated action is that students will be able to choose the item or service that they will sell at Market Day.

Students will also complete a Student Pledge about a way to save/conserve their own money and/or resources.

Saving Pledge

-Compile a class list of ways to save money/resources.

-Students will choose an action from the list.

-Students will create their own Pledge of Saving.

## 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?

Goal: Your goal is to sell a good or service at a Market Day.

Role: You are a producer of a good or service. You have been asked to participate in a Market Day to sell your good or service.

Audience: Your audience is a group of consumers at the Market Day

Situation: You will create a good or service to sell at a Market Day. You will set up a booth to sell your good or service. Consumers will come to your booth to purchase your good or service.

Product: You will create a good or service to sell. You will create marketing materials such as a sign to advertise your product and a display for your booth. You will determine a price for your good/service. You will display your good/service at the Market Day and sell your product as you speak to visiting consumers. After the Market Day, you will complete a reflection piece to reflect on how well your product sold and what you could improve upon.

(For the 20-21 school year students will create a FlipGrid commercial instead of participating in the live Market Day.

Standard:

SS2E2: Identify some ways in which good and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first come first served, and personal characteristics)

SS2E4: Describe the costs and benefits of personal saving and spending choices.

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

-Chalk Talk- Activity with the vocabulary words. Teacher will display vocabulary words on chart paper. Students will be given a few minutes to describe the vocabulary words on their sticky notes. Students will discuss the posters.



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-For evidence teachers will look for students to begin to formulate an idea of what the vocabulary words are.

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

-Exit Ticket

- -Headband Activity
- -Word Sort

## Learning Experiences

#### Designing engaging Learning Experiences

#### Gifted/Enrichment activities.

**G2 Sharing the Planet** May 10, 2022

📄 Prov

Provocation\_-\_March\_2021.docx Mar 24, 2021

The students will have experiences discussing and exploring various scenarios; Goods versus Services and Needs versus Wants. supply and demand; first come, first serve; and scarcity

The students will have an opportunity to begin brainstorming possible goods or services they feel are in demand and what happens when it is not in demand by the consumer.

**Music:** 

Key Concepts: Form, connection, function

Activities:

-Review rhythm as related to monetary mathematical concepts, including multiple meters

-Discuss, plan, and/or budget for an upcoming performance as though you are the producer





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-Play a multi-section piece in order to experience the mathematical connections of notes (that relates to money) and musical form

Central Idea: Using the idea that communities share economic resources

Learner Profile: Students will develop their thinking skills by studying how the idea of rhythm connects to other non-musical disciplines and concepts. Students will become knowledgeable on the use and development of rhythm within a song and it's different parts

Assessment: Students will perform grade-level rhythms within song repertoire (vocal, percussion, orff instruments), students will use the quaver program or chromelab music to compose within a given meter, students will use the conversational solfege to improvise rhythms within multiple meters

#### Art Class Instruction:

Key Concepts: Form, Connection, Function

Central Idea: Using the idea that communities share economic resources

#### Activities:

-Students will create a new currency \$100.00 bill after studying examples of currency of the United States and other countries.

-Students will discuss and plan to create mini-posters for their sales booths for 2nd Grade's "Market Day." Concepts of clear communication through text and images, using alphabet stencils and resource materials will be emphasized in this experience in creating advertising signage, using good graphic design, typography, and art images.

#### Learning Goals:

Student's goal is to advertise and sell a good or service at a Market Day.

As a producer of a good or service, students have been asked to participate in a Market Day event. The audience is a group of consumers attending the Market Day. In this situation, students will create a good or service to sell at a Market Day. They will set up a booth to sell their wares. The mini-poster signs created in the Art Room will advertise one's product or service. Consumers will come to the student's booth to purchase their good or service. Students will create marketing materials such as a sign to advertise their product and a display for their booth.

Learner Profile: Students will develop their thinking skills by studying how the idea of advertising connects to other non-artistic disciplines and concepts. Students will become knowledgeable on the use and development of effective communication through excellent graphic design, typography, and art images.

Reflection: After the Market Day, students will complete a reflection piece to reflect on how well their product sold and what they could improve upon in their advertising.

(For the 20-21 school year students will create a FlipGrid commercial instead of participating in the live Market Day.)

#### Science:

#### Key Concepts: Form, Connection, Function

-Students will investigate and evaluate the effects of force and motion on objects as they refine and build free-standing marble run roller coasters that work every time.

-Students will then create a commercial using Flip-grid to entice others to "ride their coaster". The commercial must show a test run of the marble run, the name, the time, the features, and the price,.





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-Students will have a Roller Coaster Market Day, where they will view each other's commercials, then choose which coaster they want to ride. Students can then charge admission to their roller coaster ride to try to earn the most money.

Provocations

Introduce visual thinking routines (I see, I think, I wonder with different marketplaces from around the world. Ex. Target, outdoor market, etc.)

-Display a picture.

-Students will respond with what they see, think, and wonder.

-Students guess what upcoming unit will be about.

Activities

-Social Studies Weekly

-Brainpop

-Educational Videos

-Trade books

🥺 Reflections

**General Reflections** 

Looking Back

Susanne Hendrickson May 9, 2022 at 3:14 PM

Due to health restrictions we had to adjust our market day. Students created a business providing a good or service to share economic resources within a community. Students replicated a model of the product. By doing this students learned about scarcity, supply and demand, opportunity cost, and real life difficulties.

#### $\equiv$ Looking Forward

Susanne Hendrickson May 9, 2022 at 3:16 PM

We are looking forward to executing this project to its fullest potential when health guidelines are lifted.



# Stream & Resources

IB PYP Homeroom (Second Grade)

## Resources

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

Brainpop jr - Spending and Saving

Money from different countries

Fiction and non-fiction books about money and economics in different countries

video or pictures of markets in the US and other countries