



Marietta City Schools

District Unit Planner

Grade 1 Social Studies

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| Theme | <i>Economics and Year in Review</i> | Unit duration (Days) | 12 - 25 Days |
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Ga DoE Standards

SS1E1 Identify goods that people make and services that people provide for each other.

SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.

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.

Information Processing Skills:

1. Compare similarities and differences.
3. Identify issues and/or problems and alternative solutions.
5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context.

Themes and Enduring Understandings:

Scarcity: The student will understand that because people cannot have everything they want, they have to make choices.

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

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.

| Essential Questions | |
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| <p>Factual—</p> <p>What is an example of a good?</p> <p>What is a service?</p> <p>What goods did the historic figure make?</p> <p>What services did the historic figure provide?</p> <p>What is scarcity?</p> <p>What roles do we have in our economy?</p> <p>Inferential—</p> <p>What are goods and services people make and buy from each other?</p> <p>What goods and services do you consume?</p> <p>How does scarcity impact people's decisions?</p> <p>Critical Thinking-</p> <p>How did scarcity push the people we have studied to make decisions?</p> <p>How are we producers?</p> <p>How are we consumers?</p> | |
| Tier II Words- High Frequency Multiple Meaning | Tier III Words- Subject/ Content Related Words |
| scarce consume | goods services |

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|---------------------------------|----------------------------------|
| Produce Provide influence | producer consumer scarcity |
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Assessments

Summative Assessment(s):

Understanding Economics Anticipation Guide and Assessment

Assessment guides are designed to be given pre and post teaching and learning. Teachers can use the pre assessment to guide planning for instruction and providing differentiation to students as needed. Post teaching the assessments measure student understanding of unit content.

*Teachers can access the anticipation guides via the grade level Schoology Course.

Theme Based Writing Task and Rubric:

[Producers and Consumers in our Community](#) Complete this lesson after [Connecting Producers and Consumers](#) Students will create a poster showing how the adult family member or friend interviewed is a producer and consumer in their job. A gallery walk allows for additional exposure to the content.

SS1E1 Identify goods that people make and services that people provide for each other.

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SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.

| Objective or Content | Learning Experiences | Differentiation Considerations |
|----------------------|--|--------------------------------|
| Teacher Supports | Parent Information Letter -Edit for School Content Teacher Notes for this unit Additional unit information may be found at GADOE Inspire 1st Grade Museum Box Unit. This unit has a Museum Box for identifying and sorting goods and services. Complete the Museum Box Request form to reserve the Museum Box. | |

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| <p>SS1E1 Identify goods that people make and services that people provide for each other.</p> <p>SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.</p> | <p>Introduction to Economics This lesson will introduce the unit and allows students a foundation on which to understand goods and services. Students will learn about and identify specific needs and wants.</p> | <p>Limit the number of cards to sort at one time. There are two blank want cards and two blank need cards to challenge students who are ready provided on the sort cards for those who are ready for the challenge. Create an anchor chart (similar to the samples) with students to post during this unit.</p> |
| <p>SS1E1 Identify goods that people make and services that people provide for each other.</p> <p>SS1E3 Describe how people are both producers and consumers.</p> <p>SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.</p> | <p>Connecting Producers and Consumers Students will review goods and services and understand that people are both producers and consumers of goods and services. This lesson also integrates the skill of sequencing</p> | <p>If students need additional instruction on producers and consumers: watch the short video clip from Discovery Education (Consumer, Producer and Goods) and create a Six Word Summary</p> <p>Sequencing- complete the activity as a class or cut the pictures from the activity sheet into cards for sorting.</p> |
| <p>SS1E1 Identify goods that people make and services people provide for each other.</p> <p>SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources</p> | <p>Introducing Scarcity Join our guest Speaker (Ms. Franco from Cobb County) as we learn about scarcity and become detectives to find items that are scarce in our environment.</p> | <p>Provide pictures of items for the closing; provide conversation starters</p> |
| <p>SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources</p> | <p>Scarce Chairs Museum Box Lesson with activities to identify and understand scarcity The lesson is centered around the text, <i>Scarce Chairs</i>, which is included in the Museum Box. Teachers with access to the text can complete the lesson without the box if desired.</p> | <p>Large groups/partner/individually read text based on student reading ability, Increase required number of sentences for photo caption when appropriate. Students work in whole or small groups for item sort and question. Have students illustrate or write their own “feeling” words after reading the story.</p> |
| <p>All for the Unit</p> | <p>I Understand 1st Grade Economics Students will choose an activity to demonstrate understanding of economic concepts learned in the unit. This activity takes several class days.</p> | <p>Allow students to work in teams on this project</p> |

Recommended High Quality Complex Texts

On Market Street by Arnold Lobel
Ox-Cart Man by Donald Ha
Strega Nona Meets Her Match by Tomie dePaola
If You Give a Mouse a Cookie by Laura Joffe Numeroff (or any book in this series)
The Mitten by Jan Brett
Bringing the Rain to Kapiti Plain by Verna Aardema
Abuela's Weave by Omar Castañeda
Curious George Takes a Job by H.A. Rey
Market Day by Carol Foskett Cordsen
A Chair for My Mother by Vera Williams
Chicken Sunday by Patricia Polacco

Discovery Education Videos

[How Our Economy Works: All About Earning and Spending Money](#) (several segments with a teacher's guide)

[Lawn Shark](#) (Kenny the Shark episode featuring lawn mowing business)