

UNIT 5

Course: Language Arts/Social Sciences/SEL	Grade Level: 1st Grade
Unit Title: Income and Spending/Goods and Services	Length of Unit: Approximately 6 weeks
<p>Unit Summary: Building on economic concepts from kindergarten, this unit begins with an exploration of economic wants and how people fulfill their wants with goods and services. Next, students are introduced to the terms ‘producer’ and ‘consumer’ as they explore ways in which their families consume goods and services. Students explore the concept of scarcity and how scarcity forces people to make choices. This unit integrates math expectations using data, pictographs, and money. Students explore the concept of trade and then investigate how money simplifies trade. Students will also look at various ways people earn money. Students will read widely to compare, contrast and make connections between events, ideas and people to demonstrate an understanding of a text. Students will communicate an opinion with reasons to support.</p> <p>SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify likes and dislikes as well as needs and wants, recognize and persevere through challenges, and acknowledge that others may feel differently than others do on topics/issues.</p>	
Stage 1- Desired Results	
<p>STANDARDS</p> <p>Priority: Social Sciences: SS.EC.FL.3.1: Explain how people earn pay or income in exchange for work.</p> <p>SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services.</p> <p>Language Arts: RL.1.3: Describe characters, settings, and major events in a story, using key details.</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Apply an understanding of ‘producer’ and ‘consumer’ to make decisions regarding the acquisition of necessary and/or wanted goods and services.</p> <p>TG2: Read and compare informational texts, drawing on key details to describe the similarities and differences of two texts on the same topic, and to explain how readers’ understanding of a text is deepened when an author makes connections in the text between two events, ideas, or information.</p> <p>TG3: Communicate (write/speak) an opinion piece about a topic or a book with a reason to support this.</p>

<p>RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RL.1.9: Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>W.1.1. Write opinion pieces in which they introduce a topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SEL 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</p>	<p>Meaning</p>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: People try to fulfill their economic wants with goods and services obtained through trade or exchange of money.</p> <p>EU2: People have to make choices regarding goods and services that impact basic needs vs. wants; when goods and services are scarce, people are forced to make hard decisions.</p> <p>EU3: Effective readers understand the connections between events, ideas/concepts or steps and use those connections to better understand informational text(s).</p> <p>EU4: Effective readers compare and contrast ideas, details, themes, issues, etc. by thinking of how they are similar (alike) and different and the reasons for these similarities and differences.</p> <p>EU5: Writers gather information to support their ideas.</p> <p>EU6: Facing challenges and difficulties is essential to achieving goals; mistakes are essential for growth.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: How do we get things we need or want in our school and community?</p> <p>EQ2: How do people determine what they need? <i>How do people determine what they need vs. what they want?</i></p> <p>EQ3: How can I use the events, ideas, or steps to create connections to better understand informational text?</p> <p>EQ4: How do I use compare and contrast to better understand what I read?</p> <p>EQ5: How do writers influence their audience?</p> <p>EQ6: What can I learn from mistakes?</p>

responsible behaviors in personal, school, and community contexts.	Acquisition	
<p>Supporting: Social Sciences: SS.EC.1.1: Explain and give examples of when choices are made that something else is given up.</p> <p>Language Arts: RI/RI 1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.8: Identify the reasons an author gives to support points in a text</p>	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences K2: The differences between a want and a need and how to prioritize these</p> <p>K3: How people fulfill their wants and needs</p> <p>K4: The difference between consume and produce</p> <p>K5: What income is and how it can be exchanged for goods and services</p> <p>Language Arts/Digital Literacy K6: Reading strategies</p> <p>K7: The elements of opinion writing</p> <p>K8: The writing process</p> <p>K9: How to be a responsible digital citizen</p> <p>K10: Similarities and differences</p> <p>SEL K11: The definition of a challenge</p>	<p>Year-Long English/Spanish "I Can" Statements</p> <p><i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can explain how people earn pay or income in exchange for work.</p> <p>S2: I can describe the skills and knowledge required to produce certain goods and services.</p> <p>Language Arts/Digital Literacy S3: I can use key details in a story to talk about the characters, settings, and important events. (RL.3)</p> <p>S4: I can describe how two individuals, events, ideas, or pieces of information in a text relate to one another (RI.3)</p> <p>S5: I can compare and contrast texts. (RL/RI.9)</p> <p>S6: I can communicate/write an opinion piece about a topic. (W.1)</p> <ul style="list-style-type: none"> • I can introduce the topic or name the book I am writing about. • I can state my opinion. • I can provide a reason for my opinion. • I can provide a sense of closure.

		<p>S7: With adult help, I can remember what I have learned to answer a question or find the answer from other sources. (W.8)</p> <p>S8: I can ask and answer questions about key details in a text. (RL/RI.1)</p> <p>S9: I can find reasons in a text to support key details. (RI.8)</p> <p>S10: I can recognize that people have various viewpoints. (Info/Dig Lit Goal 1)</p> <p>S11: I can participate in guided discussions about text to share opinions and responses. (Info/Dig Lit Goal 2)</p> <p>S12: I can recognize the point of view or opinion of the author. (Info/Dig Lit Goal 3)</p> <p>S13: I can format text and images to support a message. (Info/Dig Lit Goal 4)</p> <p>SEL</p> <p>S14: I can define what a challenge is.</p> <p>S15: I can identify likes and dislikes as well as needs vs. wants.</p> <p>S16: I can recognize that others may feel differently than I do about the same situation.</p>
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