**Grade** **Level**: 1st Grade **Dates**: Jan 10 – Feb 17 2022

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Weegar. PLong, BBrown, Bustos  **Buffer**: N/A | **Transdisciplinary Theme**: Where We Are in Place and Time  **Segment of Theme**: Relationships between, homes and journeys  **Over Arching Concept**: Producers, Consumers, Goods, Services | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: Changes in our environments have changed how our home and communities’ function. | | |
| 1. **Key Concepts**: Responsibility, Connection, Change | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Related:   * Adaptations * Homes * Journeys * Relationships * Improvements * Impact * Value * Budget * Savings * Goods * Services * Needs * Wants | Communities have a responsibility to provide goods and services to meet people’s needs.  People earn and spend their money differently for a variety of reasons.  Producers and consumers provide opportunities for change. | **DOK Level 3 & 4**  How do countries benefit from trading with each other?  Besides water and plants, what are some resources that people need?  What happens to a family if their income stops? (relate to Covid-19)  Do we ever run out of materials here at school? (paper towels)  How are you a consumer?  How are you a producer?  List some names of things that you need to buy  What was the system when there was no money?  How does your family earn money?  How do you spend your own money?  Explain the difference between a need and a want  Explain the difference between a good and service |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| Students need to be able to understand that money is a need in order to live daily.    Students should be able to count by tens. | How will you assess student’s understanding of the lines of inquiry?  Students complete a graphic organizer on goods vs services.  Students will be able to identify good and services they use in their community  Producer and consumer matching  Goods and Services T-Chart  Students will identify foods they purchase in the grocery store and the countries they come from  Students will be provided with various school supplies and the cost and students will use money manipulatives to count out the correct amount of money for each object. Students will list items from most expensive to least expensive. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| *Create Your Own Business*  Students will design and create their own business in teams of two-three. Business can be anything the students image from a good to a service. Each student will receive $120 in startup play money. Students will learn about the economy and how to budget money. Students market their business and invite the Senior Leadership Team to their opening business day. They will be able to describe how their business makes them both a producer and a consumer. Senior Leadership Team members will receive play money to be able to shop in the student’s business. Student teams will present their concept and ideas to the Senior Leadership Team.  Grocery Store Project:    Students will be provided with a set amount of money. ($15)    The teacher will set up a grocery store in the classroom with tangible items to choose from and prices. Students will have $5 for breakfast, $5 for lunch and $5 for dinner. Students will choose the items from the grocery store to plan their meals.    The items will be set up in the teaching station. Each item will have a ticket with a picture and the price. Students will bring their paper to the station, take the ticket for the item, glue it to their paper, return to their seat .Students will total their items.    *Alternate option:*    Cut images from grocery store catalogs to write the prices on the items for students to choose from in place of tangible items if tangible items are not available. | Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| KWL Chart  Class discussions – Teacher questions  Social Studies Weekly pre-test  Georgia Studies Weekly – What is a Producer? What is a Consumer  Counting Coins Pre assessment | KWL  Graphic organizers  Student journal entries  Class discussions  Teacher observation  Think, Pair, Share | Social Studies Weekly Post Test  Georgia Studies Weekly – What is a Producer? What is a Consumer?  Iready money quiz |
| **Section 4: How will we Facilitate Learning?** | | |
| 1. Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| Provocation – Book Fair – Discuss the book fair as a want rather than a need. Books available to check out vs buying a book at the book fair    Provide students with grocery store ads and allow students to flip through the grocery store ads and discuss what they see prior to introducing the culminating activity.  Read-aloud with Ms. Shoemaker: *The Doorbell Rang*. She will discuss economics with the class. Schedule this event in advance via Ms. Shoemaker’s Media Center page.  Mother Hubbard(Read-aloud). Scarcity | **Week 1: Tuning In**  Students will watch the Producers and Consumers Video through GA Studies Weekly  Students will complete I See, I Think, I Wonder with images of people engaged in different tasks and students will determine which person is the producer and which person is the consumer.  Students will discuss goods and services by using illustrations  Goods and Services Activity: After reading Money for Goods and Services (Text from GA Studies Weekly) students will choose an important piece of information from the text about buyers and sellers. Students will make the connection between buyers and consumers and sellers and producers.   * Who, What, Where, When, Why, How Activity   BrainPOP Jr – Needs and Wants  Class discussion / Graphic organizer on needs vs. Wants    Journal writing – Illustration / writing on something you need for school and why they need it (the purpose) ex – pencil, paper, notebook ‘    Counting Coins Preassessment - Students will be provided with coins and asked to present a penny, dime, nickel and quarter.    KWL – Counting Coins    BrainPOP – Counting Coins  **Week 2: Finding Out**  Goods and Services – Web Map with partners – Students will list examples of goods and services  Students will create an advertisement for a good or service that they could provide. This will lead into the concept based summative assessments as students will choose their good/service for their business design  Students make a list of producers in the community  Students will write a thank you card for a producer in the community. Students will include information for what the producer provides for the community and how it helps that student.  Stations – Understanding the value of coins (identifying coins) , Practice counting station, teacher station (remediation)  **Week 3: Sorting Out**  Read-aloud with Ms. Shoemaker: *The Doorbell Rang*. She will discuss economics with the class. Schedule this event in advance via Ms. Shoemaker’s Media Center page.  Students will begin their personal business project. Students will chose to work in pairs, individual or teams of three. Students will choose which business to create using the advertisements students created in the previous week. Each business will receive startup money which they must use to rent their space and purchase their supplies.  Think,Pair,Share – Goods and Services    Brain Pop – Equivalent Coins    Goods vs services – Word Bank – Students use a graphic organizer to decide whether the word is a good or service and place the word in the correct category.    Journal writing – Why saving money can be hard  **Week 4: Sorting Out**  Mother Hubbard(Read-aloud). Scarcity  After watching the video On Work in GA Students Weekly. Students will create a Mind Map on goods, services, needs and wants  Discussion on what happens when a person loses their job. Discussion on how COVID has affected jobs in the local and global community.    Students will continue working on their business ideas and create the protypes and advertising for their business.    **Week 5: Going Further**  What are Some Things You can Do to Help the Earth Activity – Students will write about one way they can help the earth – home, school, city. town or other communities.  Discussion on water conservation and the importance of conserving natural resources.  Discussion on making choices about conservation.  Students will market their business to the Senior Leadership Team. Members of the Senior Leadership Team will attend class presentations have time to “shop” Students will be able to explain their concept for their business, present their marketing strategies (prototypes and advertising) and explain how they are producers and/or consumers. Senior Leadership Team members will receive play money to purchase goods or services from the student’s business. Students will then determine how much they profited from their business.  Think,Pair Share – Grocery Store Ads    KWL – Grocery Shopping    Grocery Store Project:    Students will be provided with a set amount of money. ($15)    The teacher will set up a grocery store in the classroom with tangible items to choose from and prices. Students will have $5 for breakfast, $5 for lunch and $5 for dinner. Students will choose the items from the grocery store to plan their meals.    The items will be set up in the teaching station. Each item will have a ticket with a picture and the price. Students will bring their paper to the station, take the ticket for the item, glue it to their paper, return to their seat .Students will total their items.    *Alternate option:*    Cut images from grocery store catalogs to write the prices on the items for students to choose from. | Students may need to work in pairs for the concept based summative assessment.    Teacher and para assistance may also be utilized to assist students as needed.    Modified assignments to include illustrations    Small group / teacher led groups during stations – remediation    Enrichment – journal writing / class presentations |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
| PE  One of the 1st grade standards for this unit is to read about and describe the life of historical figures in American History. In P.E. we will focus on a few different historical figures in the sports world. One person we will focus on is Jackie Robinson and his impact in baseball. 2nd grade discusses Jackie Robinson, so covering the topic in 1st grade, will impact their future learning in a positive way.  Spanish – Names of foods / grocery store terms | Shortage on groceries and other resources due to delivery issues related to COVID  Food scarcity due to the pandemic  The culminating project will allow students to understand more about saving and spending money as well as the process planning meals and budgeting money. | Students may start to save their own money  Students may be more engaged in their meal planning and grocery shopping at home.  Students will be able to recognize producers and consumers within the community.  Students may develop an interest in small businesses and entrepreneurship |
| 1. Student Agency and Play:   What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| Students are able to design and market their own business. Students will engage in a mock market.  Students are able to participate in a mock grocery store.  Money counting maniupulatives | | Texts:  Consumers and Producers – Ellen Mitten  Mother Hubbard(Read-aloud). Scarcity  Who’s Buying, Who’s Selling – Understand Consumers and Producers – Jennifer S. Larson  What are Goods and Services – Caroline Anders  Iready  Brain Pop  Text: The Doorbell Rang  Grocery Store Ads  Tangible Grocery Store Items  Money manipulatives  Social Studies Weekly, BRAINPOP, Jr., SeeSaw consumer & producer video |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| 22 Weegar: The students were very involved in this Unit as it related to everyday living.  Long: The students loved this unit and were very excited to talk about their businesses. | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| 22 Weegar: We worked on the various tasks individually, in pairs, and sometimes in  small groups.  Brown: We worked in groups of four . | | 22 Weegar: Students were able to do presentations and  journal writing to show their understanding.  Brown: Students was able to go on job interviews and pick a different job . |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| 22 Weegar: The opportunity for students to plan meals and shop was a real life experience.  Brown: The students were risk takers on the virtual trip to the grocery store. | | 22 Weegar: The assessments were successful overall. However, the mixed coin assessment was challenging.  Brown: The coin quiz confused students and needs further development. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| 22 Weegar: Students were very concerned and curious about how much money it takes to buy food, etc.  Brown: Students became very worried while shopping if they are able to afford money .  Long: Students wanted to know if they made the product if they were selling goods and services. | | 22 Weegar: Students shared their ideas about future jo much education they would need for various jobs bs and how.  22 Long: They worked on the presentation of their ideas. The student’s goal is to present his/her product and the other students and staff will be able to purchase with a limited amount of money. This requires the students to have to choose and allows for the best ideas to receive the most purchase  Brown: We created a super market in the store and we created prices for the items. We have supply and demand that I had the students to use resources in the class to find the definitions |
| 1. Any additional notes or changes that need to be considered next year? | | |
| 22 Weegar: adjust the Math Assessment.  Long: I will have the students bring in their poster boards early to ensure that they have them when needed.  Brown will have students bring in illustrations | | |
| **Section 6: Picture Evidence** | | |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:

**Math**:

**Science**:

**Social Studies**: