



1. What is our purpose?

1a) To inquire into the following:

- **transdisciplinary theme**

How we organize ourselves:

An inquiry into the **interconnectedness human-made systems** and communities; the structure and function of organizations; societal decision-making; **economic activities and their impact on humankind and the environment**.

central idea

Different approaches to money management complicate relationships in a global economy.

(An inquiry into the ways in which we discover and recognize money as a global exchange system, and encounter and resolve conflicts in money and business.

Class/grade: 3rd Grade

Age group: 8 - 9 yrs

School: Willard

School code: 7202

Title: Money, Money, Money

Teacher(s): Nhem, Novelo, DeGroof, Beaumont

Date: 1/8/18 - 2/16/18

Proposed duration: 90 hours over 6 weeks

1b) Summative assessment task(s):

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

Students will demonstrate their understanding of the central idea by designing and implementing a classroom business. Teachers will assess students' ability to: work collaboratively, evaluate their performance and make modifications to business plans in order to meet the needs of their customers, communicate clearly with one another and with their customers, document and calculate daily or weekly profits, allocate duties such as CEO, COO, marketing, communications, accounting, payroll, production, sales. Students will demonstrate their understanding of money as a global exchange system by reflecting upon being in a small market system that is a reflection of the greater global exchange system through their written reflections.

Through the implementation of this unit, teachers will expect students to take action such as:

- Being able to manage their own money.
- Evaluate the pros and cons of saving and spending money
- Use money they made on their own to donate to charity.
- Analyze marketing strategies used to attract them as customers.
- Use their buying power to implement change.
- Provide goods or services to meet the needs / wants of their school community.

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: connection, responsibility, reflection

Related concepts: systems, interdependence, cooperation or conflict

What lines of inquiry will define the scope of the inquiry into the central idea?

- Money as an exchange system.
- Money management philosophies
- Issues related to running a business

What teacher questions/provocations will drive these inquiries?

1. How do possessions / wealth or lack of it affect relationships?
2. What are different methods we can use to manage money?
3. How has money's values and nature changed over time?
4. What are the components needed to run a successful business?
5. What is the role of money in people's lives and businesses around the world?

Provocations

- Teacher modeling of business project
- Community (business portion of city)
- Problematic Scenario

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills?

What evidence will we look for?

- Teachers will chart what students know about money, what they want to know, and they want to learn by using a KWL chart/circle map during discussions at the beginning of the planner.
- Teachers will introduce vocabulary terms to see if students recognize and can define terms related to money.
- Teacher/students will bring in actual money from other countries to assess students' familiarity with different types of currency.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Through their business reflection journals, teachers will assess students' ability to: negotiate personal conflicts that arise, record daily financial transactions, modify business plans
- Teachers will assess students' ability to use vocabulary related to money during discussion, research of the problematic scenario, and implementation of businesses.
- During discussions and journal entries teachers will monitor students' ability to reflect on how the use of their money impacts themselves, others in their local community, and on a global scale.
- Through the use of a timeline, teachers will evaluate students' understanding of how money was used in the past and how it has changed.
- During company meetings, teachers will observe how students problem solve personal conflicts and manufacturing issues.
- Through the use of electronic or hand-generated graphs, teachers will examine students' ability to calculate, graph, and adjust business practices based upon the analysis of their data.
- Using Excel Spreadsheet and / or a hand-generated graph, the teacher will determine students' ability to graph, analyze, and present data related to their classroom businesses.
- Teachers may assess students' understanding that businesses are not only for profit, but also meet the needs of the general community.
- As part of their action plan, students may use the profit made by their business for the benefit of the school community.
- During classroom discussions, the teacher will examine students' ability to discuss money in relation to its global impact.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. The teacher may introduce the problematic scenario and discuss the process of inquiry necessary to investigate it.
2. Children will research vocabulary-related concepts to the problematic scenario by using various resources and recording their findings. Students will learn about the history of money, global trading systems, and local trading systems in order to build background related to their businesses at school.
3. Students will read stories about money and use other resources (ie: internet, newspapers, magazines, daily observations, interviews, etc.) to investigate possible solutions for the problematic scenario.
4. The teacher will hold discussions with the classroom regarding money's role in our lives and how conflicts arise around money issues.
5. Students may research businesses around the world to build background.
6. Students may role-play resolving money conflicts.
7. Students may keep a money journal with personal experience stories about money.
8. Guest speakers who have started their own business will share their experiences about making money.
9. Students will watch videotapes related to money such as "The Money Story" and "Money Essentials."
10. Children may learn how to use Excel or other spreadsheet programs as a money management tool.
11. Students will create and run their own businesses. Students will experiment using various money management philosophies by developing and running their business plans.
12. Students will learn how to calculate their profit margin, how to organize their business by allocating different roles to members of the business, how to advertise their business, and what to do with the money that they make.
13. Using the knowledge gained from their money research, students will reflect on how to use money responsibly.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

transdisciplinary skills

Social Skills: Accepting responsibility, group decision, making and resolving conflict as students worked at resolving conflict through cooperation, communication, and compromise while making business decisions

Self-management: Organization, time management skills will develop as students create and present businesses.

Organization will be demonstrated as students learn about money and create their businesses.

Research Skills: Collecting, organizing, interpreting, and presenting data will be essential research skills used throughout their problematic scenario.

As students work together to run their businesses they will demonstrate the following attitudes and profiles: risk-takers, principled, responsibility, reflective, creativity, independence, integrity, and commitment.

Learner profile and/or attitudes

Risk-Takers: Students will develop and sell a product/service to their target market.

Creativity: Students will display their creativity by developing a business which will fill a need.

Enthusiasm: Students will demonstrate enthusiasm by participating in creating, advertising, and launching their business.

Cooperation: Students will learn that cooperation is a key skill in order to run their businesses.

Reflective: Students will reflect when they analyze data related to their daily profits, hold business meetings, write in their business journals, and when they change their business models.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Open Court, internet, magazines, newspapers, guest speakers, classroom and school library, local businesses, money videos in the library, money video ("The Money Story – The United States Mint and the Bureau of Engraving and Printing.") News stories on businesses and wealth inequities, Eyewitness books on Money, "Money Matters: a Kid's Guide to Money," "Show Me the Money" series, "Everyday Economics" series, "Money Madness," "Cornerstone of Freedom" Series, "A True Book" series, "Issues in Focus" series, "Cool Collections" series, and other books from the Public Library, "Money, Money, Money" OCR, Money collected from around the world.

www.USMint.gov. Literature book : Lunch Money. My Math Reader - Foreign Currency

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

The classroom environment will invite inquiry by modeling how the school as a whole functions as a business. As a classroom the internet will be available for inquiry, and a library with resources that may foster and invite inquiry. We will invite parents and businesses from the local community to come to discuss the components of a business: their product, their employees, history, advertising, profits, and corporate responsibility.