

Grade 1 Term 2: CIVICS/ECON

Essential Question: How do people get what they need?		
<p>Purpose: Students will develop an understanding that people have needs and wants, however money is limited. Due to this fact, people need to make economic choices as to how to spend their money in order to meet their needs. Students will be exposed to these economics themes through folktales.</p>		
Day	Activities	Resources
Day 1	<p>MyWorld Chapter 6 - Lesson 1: Needs, Wants, and Choices</p> <p>Identify new vocabulary with students - need, want, choice, limited, scarcity</p> <p>Create a t-chart with students identifying wants and needs. Engage in the Econ Activity where students will make choices about how to spend money that they have earned. Students should be required to justify their choices using relevant vocabulary.</p> <p>Teacher note: Students should be purchasing needs before wants.</p>	<p>MyWorld Chapter 6, lesson 1: Needs, Wants, and Choices</p> <p>“Needs and Wants” from Reading A-Z</p> <p>Econ Activity</p>
Day 2	<p>Review the concept of wants, needs, and making economic choices with students.</p> <p>Watch the video on scarcity.</p> <p>Read the folktale <u>Stone Soup</u> by Marcia Brown. In the beginning, have students identify the soldiers’ needs (food/shelter). At the end, have students identify the choices that the soldiers made in order to have their needs met. Explain how scarcity (lack of food) led to certain decisions being made by the characters (villagers/soldiers) in the folktale.</p> <p>Choose 1 Activity from the link provided - focus on student understanding of scarcity and making choices.</p>	<p>Video - Scarcity</p> <p>Stone Soup by Marcia Brown</p> <p><u>Stone Soup</u> printable story</p>
Day 3	<p>Review the concepts of needs/wants/scarcity/making choices.</p> <p>Read <u>Ant and the Grasshopper</u> printable book.</p> <p>After reading, complete the writing prompt: If you were Ant, would you have shared the food with Grasshopper? Explain your thinking.</p>	<p><u>Ant and the Grasshopper</u> printable book</p>
Day 4	<p>MyWorld Chapter 6 - Lesson 2: Goods and Services</p> <p>Identify new vocabulary - goods, services</p> <p>Watch the following video: Goods and services</p> <p>Brain Pop Jr video</p> <p>On a chart paper, have students identify goods that they have at home, as well as services they could provide at home. Ex: service - make the bed, set the table etc. Ex: goods - food, furniture, etc.</p> <p>Read the book <u>Jobs for James</u> printable book. Have students identify the many services James provides to his community. Have students identify why James provided these services.</p>	<p>MyWorld Chapter 6, lesson 2: Goods and Services</p> <p>Goods and services video</p> <p><u>Jobs for James</u> printable book</p> <p>Brain Pop Jr video</p>
Day 5	<p>Read the story Hooray for the Farmers Market printable story. After reading, have students use sticky notes to identify goods/services highlighted in the story. Ex: farmer grows fruit - service; apple - good</p>	<p><u>Hooray for the Farmers Market</u> printable story</p> <p>“What Can I Buy?” article</p>

Competencies Scored	<p>Teachers should develop success criteria for the week. An example of some success criteria:</p> <ul style="list-style-type: none">● Explain how scarcity necessitates decision-making. (Econ)● Identify and make observations about the benefits and costs of making various personal decisions. (Econ)● Describe the goods and services that people in the local community produce and those that are produced in other communities. (Econ)
Addressed through ARC Literacy Lab	<p>Teachers should develop success criteria for the week. An example of some success criteria:</p> <ul style="list-style-type: none">● I can describe the roles and responsibilities of the members of my community (Civics)● I can examine how communities work to accomplish common task, establish responsibilities, and fulfill roles of authority (Civics)● I can describe the importance of communities working together (Civics)● I can describe how people have tried to improve their communities over time. (Civics)