

First Grade Social Studies Curriculum Bundle #10

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| Title |   | Suggested Dates |
| Me and My Economic Choices | | March 21 – April 15 (20 days) |

| Big Idea/Enduring Understanding | Guiding Questions |
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| <ul style="list-style-type: none"> What I choose to buy affects me as well as what other people will choose to produce. | <ul style="list-style-type: none"> What goods and services do I need and want and how do I get them? How do I choose what to buy? How do producers choose what to sell? What are the different jobs which help produce a good or a service? |

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

| Knowledge & Skills with Student Expectations | Specificity & Examples | Suggested Resources (Read the note above) |
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| <p>1.6 Geography. The student understands various physical and human characteristics of the environment. The student is expected to:</p> <p>1.6C identify and describe the human characteristics of places such as types of houses and ways of earning a living</p> | <p>TEACHER NOTE: Focus on types of occupations and how the environment may influence the type of job you have (fishing next to lake or ocean, farming in plains areas, astronomy in mountains, marine biologist close to oceans, etc.)</p> <p>Note: Types of homes and how the environment influences the type of home you choose was covered in Bundle 5.</p> | |
| <p>1.7 Economics. The student understands the concepts of goods and services. The student is expected to:</p> <p>1.7A identify examples of goods and services in the home, school, and community;</p> | <p>Goods: things that people make or grow, things that can be bought or sold:</p> <ul style="list-style-type: none"> Home – garden, crafts, food that has been cooked (catering) Community – crops, livestock (i.e. dairy farm), computers (Dell), microwaves and cell phones (Samsung), stores (Wal-Mart and Target), restaurants (McDonald’s, Pizza Hut), internet shopping <p>Services: jobs that people do for pay or to help others:</p> <ul style="list-style-type: none"> Home – home-based business, chores, day cares School – education, nurse/health care, food service, PTO/PTA, volunteers, custodians Community – community service professionals, volunteers, hair cutting (Super Cuts), doctors and | <p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/standards/</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p> <p>“Making Choices of Goods and Services” TEA Exemplary Curriculum Unit (Helps to teach TEKS</p> |

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| | dentists, nail salons, day care (Stepping Stone), lawyers | 1.7AB, 1.8AB, 1.17AB, 1.18AB) |
| <p>1.7 Economics. The student understands the concepts of goods and services. The student is expected to:</p> <p>1.7B identify ways people exchange goods and services; and</p> <p>Health1.5 Health Information. The student recognizes health information.</p> <p>1.5A identify people who can provide helpful health information such as parents, teachers, nurses, and physicians</p> | <p>Need to define exchange, buy/sell, barter/trade</p> <ul style="list-style-type: none"> • Example: Susan works in a nail salon making other women’s nails beautiful (service). The women pay Susan for their beautiful fingernails. Susan takes the money that the women pay her and buys groceries (goods), takes her children to the doctor (service), and gets her hair cut (service). • Example: Juan is a high school student who gets a job making pizza (good). He takes the money he earns making pizza and buys a car (good) from a car dealership. The car dealership takes the money that Juan and other customers paid them to pay their employees who need the money to pay for their homes, gasoline, food, etc. • Example: Nurses and doctors provide helpful health information which would be a service | |
| <p>1.7 Economics. The student understands the concepts of goods and services. The student is expected to:</p> <p>1.7C identify the role of markets in the exchange of goods and services.</p> | <p>Market: brings buyers and sellers together; can be physical place (shopping center) or mechanism (telephone, internet) Exchanging services: like taking care of each others’ children</p> <p>TEACHER NOTE: Use very real examples such as Wal-Mart or the Lego website or YMCA after-school program.</p> | <p>Connected Tech Activity: A Field Trip to a Dairy</p> |
| <p>1.8 Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <p>1.8A identify examples of people wanting more than they can have;</p> | <p>What does it mean when your parents say, “It costs too much money?” What are some things that you want that you can’t have? Why can’t you have those things? (Wanting: fancier bike, newer computer, CD play/MP3, vacation to XYZ, too much food)</p> <p>Have students explain how they make choices when they decide between products/toys.</p> <p>TEACHER NOTE: This is the economic concept of “opportunity cost.”</p> | <p>Brainpop > Social Studies > Needs and Wants Movie</p> |

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| <p>1.8 Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <p>1.8B explain why wanting more than they can have requires that people make choices; and</p> | <p>Wants may cost more than people can afford; people have to choose between what they want and what they can afford.</p> <p>TEACHER NOTE: This may also be an opportunity to discuss healthy choices as well as environmentally-sound choices.</p> <p>TEACHER NOTE: Many books, especially Berenstain Bears books, address this concept well and could cover ELA TEKS as well.</p> | <p>(See notes for economics lessons under 8A)</p> <p>“Why We Save” lesson plan from Univ. of Nebraska at Omaha</p> |
| <p>1.8 Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <p>1.8C identify examples of choices families make when buying goods and services.</p> | <p>Best price, most convenient place to buy, easiest person to make an appointment with, loyalty to a brand or business or person, going to the person or place which has treated them the nicest and most fairly, etc.</p> | <p>(See notes for economics lessons under 8A)</p> |
| <p>1.9 Economics. The student understands the value of work. The student is expected to:</p> <p>1.9A describe the requirements of various jobs and the characteristics of a job well-performed; and</p> | <p>Most jobs require that their employees be on time, meet expectations, have a positive attitude, work well with others, gain a certain level of education, meet physical requirements (lifting, etc.), have a skill (art, dancing, electrical), and continue to learn more</p> <p>For example, to become a teacher, you have to like children, graduate from college, pass the state certification test, and interview with the principal. A teacher’s job is performed well when students learn.</p> | <p>http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=423FDB79-F3AA-4683-BBC2-FC25E99C2119</p> <p>Connected Tech Activity: Class Assembly Line</p> |
| <p>1.9 Economics. The student understands the value of work. The student is expected to:</p> <p>1.9B describe how specialized jobs contribute to the production of goods and services.</p> | <p>EX – Jobs involved in getting milk to the market (grocery store): Dairy farmer, truck driver, pasteurization expert, bottler, next truck driver, stocker, cashier</p> <p>TEACHER NOTE: “Specialized” is referring to efficiency in production. For example, assembly lines break down production into discrete steps: one person puts on the same door for each car that comes down the line.</p> | |

Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.

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| <p>1.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>1.17B obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts</p> | <p>TEACHER NOTE: Students are strongly recommended to use at least two web quests per year to help satisfy many social studies and technology TEKS.</p> | <p>Webquest Show Me the Money!!!</p> |
| <p>1.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>1.17C sequence and categorize information; and</p> | <p>Categorize goods and services</p> | |
| <p>1.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>1.19A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p>1.19B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> | | |