Unit 5: World of Work

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

Unit Overview

In this unit, students will discover that there can never be enough resources, goods, or services to satisfy people's wants. For this reason, people must make choices about what to buy or how to save money.

Standards

SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.

Essential Questions

- 1. What choices do people make to get the things they want?
- 2. How are needs and wants different?
- 3. In what ways can people benefit when they work together?
- 4. Can the cost of anything ever be nothing?

Application of Knowledge and Skills...

Students will know that...

- 1. Goods are things one buys or uses. Services are jobs people do to help others. Save means to put away and keep. A factory is a building where workers make goods
- 2. Needs are things one must have to live. Wants are things one would like to have.
- 3. Sell means to give money for things. Volunteers are people who help others for no money.
- 4. "Stone soup" is the concept of people sharing limited resources for the benefit of all.
- 5. Different goods have different costs.
- 6. In a factory, people perform different jobs.

Students will be skilled at...

- a. Use the terms goods, services, save, and factory.
- b. Describe the difference between needs and wants.
- c. Evaluate the difference between goods and services.
- d. Use the terms sell and volunteer.
- e. Use pictures to visually describe part of a story
- f. Rank various items according to their cost.
- g. Identify the different jobs people perform at a factory.

Assessments

- Diagnostic: K-W-L - Complete a K-W-L chart for the key vocabulary of the unit. The four words that will be previewed in this activity are: goods, services, save, and factory.
- Formative: "Stone Soup" Recipe - Students will write their own recipe for "stone soup".
- Formative: Following the Story - After reading the story, "Fox at Work", to the class, the students will illustrate their favorite part of the story.
- Formative: From Tree to Table - Look at pictures of the process of making and selling orange juice. Write captions using the words goods, services, sell, save, and factory.
- Formative: Good or Services - Write a list of goods and services on the board. Students will write the items on their own paper in either the goods or services column.
- Formative: Graphic Organizer - Create a graphic organizer and write a list comparing and contrasting needs and wants.
- Formative: Jobs at a Factory - Look at a picture of people working in a factory. Write a caption telling each person's job.
- Formative: Picture Graph - Interpret a picture graph which displays the cost of various items. Count and figure out the order of the items, based on their price.
- Formative: Vocabulary Worksheet - Complete sentences by using the words sell, goods, services, and volunteers.
- Summative: End-of-Year Benchmark Assessment - Students will complete an end-of-year assessment based on the main concepts taught in the units People Everywehere and World of Work. They will be tested using higher-order questions which require creative thinking.

Activities

- 1. Discuss with the students the differences between needs and wants
- 10. Take the class on a walking field trip from the school to the municipal complex
- 11. Complete a map of the Green Brook community near the IEF school. Students will complete the community map by placing map symbols at the correct places on the map and defining the map symbols in the map key
- 12. Read the folktale, "Stone Soup" to the class
- 13. Make a "doggy bank" by using a plastic juice container, covering it in paper, then decorating it
- 14. Review the students' lists of goods and services and extend the concept of factory workers into a discussion of goods and services
- 2. Cut out pictures from magazines and glue them into two categories on a piece of paper, needs and wants
- 3. Look at pictures of different businesses that people work at to earn money; use these pictures as a discussion starting point
- 4. Watch the video, "What is Agriculture". After the video, the students will write one sentence about a good produced on a farm
- 5. Pass out cards to the students with different goods and services. Then call on each student to either act out their service or explain where this good is kept at their home
- 6. Read to the students a short biography about someone who started a new business. Ask the students to explain why starting a new business often involves courage
- 7. Read "Fox at Work" to the class, then illustrate certain sections of the story
- 8. Discuss with the class how families save their money and then make choices about what to buy
- 9. Each student makes a list of three things they want, and write down an estimate of how much each item costs. Some students will share which item they would choose if they could only have only one thing

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Students will draw a picture of a job they would like to do and label the illustration
- Students will draw a picture of a job they would like to do and write a sentence about the good or service that is pictured (intermediate activity)
- Students will write a sentence to complete this idea. "Tony looked at a toy race car and a soccer ball at the toy store."
- Students will write two sentences to complete this idea. The first sentence will make a choice. The second sentence will explain the choice. "Tony looked at a toy race car and a soccer ball at the toy store." (intermediate activity)

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: job, family, culture, tradition map, map key, community

Content specific modifications to extend learning for gifted students may include:

- Students will draw a picture of a job they would like to do and write a sentence about why the good or

service that is pictured is important (challenge activity)
- Students will write three sentences to complete this idea. The first sentence will make a choice. The second sentence will explain the choice. The third sentence will tell what happens next. "Tony looked at a toy race car and a soccer ball at the toy store." (challenge activity)

Integrated/Cross-Disciplinary Instruction

Math class concepts can be integrated into this unit. Students can solve math word problems that involve making choices when buying different goods. A sample problem could be, Anna wants stickers that cost ten cents. She wants a bracelet that costs eighteen cents. She wants a hair ribbon that costs five cents. She has twenty cents. What can she buy?

Utilize balanced literacy read aloud techniques during Big Book read alouds

Resources

- "Fox at Work" book - By Edward Marshall; Red Fox publishing company, (c)1993
- "Social Studies-School and Family" teacher's edition - Houghton Mifflin Company, (c)2005
- "Social Studies-School and Family" textbook - Houghton Mifflin Company, (c)2005
- "What is Agriculture" video - Houghton Mifflin Company, (c)2001
- BrainPop Jr.
- Discovery Education
- Houghton Mifflin accompanying Big Books
- Houghton Mifflin accompanying Flip Chart
- Junior Achievement Materials
- Leveled Readers

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice

	healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.