

Unit 6: Work in the Community

Content Area: **Social Studies**
Course(s): **Sample Course**
Time Period:
Length: **Full Year - Grade 1**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies, Grade 1

Work in the Community

Belleville Board of Education

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Unit Overview

In Unit 6, students will learn about work in the community and how do people get what they need. They will learn the difference between a want and a need. The students will be able to give examples of what needs and wants people have. The students will learn the difference between goods and services. They will learn how to identify goods and services used at home, at school, and in the community. Students will also learn the difference between a producer and consumer and understand how producers market their goods. Finally, the students will learn how to make a budget and why it is important to save money as well as discover the many job opportunities people work whether at home, in the community, or at school.

Enduring Understanding

- People exchange goods and services to get what they need.
- Producers make goods and provide services. Consumers buy goods and services.
- Limited resources means that we must make choices as we spend, save, and donate money.

Essential Questions

- How do people get what they need?
- How to choose between needs and wants?
- Where do people buy food in the community?
- What are goods and services?
- What are producers and consumers?
- How is a person who produces clothes also a consumer?
- How do people spend and save money?
- Why do people work at jobs?
- What if there were no workers to drive trucks?

Exit Skills

- **Chapter 6, Lesson 1:**
 - Define what a need is.
 - Define what a want is.
 - Describe why we make choices.
 - Give examples between a want and a need.
 - Indicate why people use money.
- **Chapter 6, Lesson 2:**
 - Identify goods.
 - Identify services.
 - Give examples between goods and services.
 - Identify goods and services used at home, at school, and in the community.
- **Chapter 6, Lesson 3:**
 - Explain who producers are.
 - Explain who consumers are.
 - Summarize the relationship between consumers and producers.
 - Summarize how producers market their goods.
- **Chapter 6, Lesson 4:**
 - Explain that a budget is a plan for how to use your money.
 - Recall how to make a budget.
 - Explain the difference between a want and a need.
 - Identify examples of goods and services.
- **Chapter 6, Lesson 5:**
 - Give examples about the jobs people do at home.
 - Give examples about jobs in the community.
 - Give examples about jobs at school.
 - Explain how goods are transported in the community and from faraway places.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.

Interdisciplinary Connections

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather

	information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.

Learning Objectives

After completing Unit 6, students will demonstrate the ability to:

- **Chapter 6, Lesson 1:**
 - Describe what a need is.
 - Describe what a want is.
 - Explain why we make choices.
 - Distinguish between a want and a need.
 - Explain why people use money.
- **Chapter 6, Lesson 2:**
 - Identify goods.
 - Identify services.
 - Distinguish between goods and services.
 - Identify goods and services used at home, at school, and in the community.
- **Chapter 6, Lesson 3:**
 - Know who producers are.
 - know who consumers are.
 - Understand the relationship between consumers and producers.
 - Understand how producers market their goods.
- **Chapter 6, Lesson 4:**
 - Explain that a budget is a plan for how to use your money.
 - Learn how to make a budget.
 - Explain the difference between a want and a need.
 - Identify examples of goods and services.
- **Chapter 6, Lesson 5:**
 - Learn about the jobs people do at home.
 - Learn about jobs in the community.
 - Learn about jobs at school.
 - Learn how goods are transported in the community and from faraway places.

Suggested Activities & Best Practices

- **Chapter 6:**
 - Complete the Quest throughout the chapter. The Quest is write up a plan to help Stan spend his prize money.
 - See the My World Activity Guide to find additional resources to complete the Quest.
- **Chapter 6, Lesson1:**

- Act out a scene in a store. Take turns acting as workers and shoppers.
- Take turns with a partner and act out something you would like to have. Guess what it is.
- A Big Book of Wants and Needs: As a group make a big book of wants and needs. Ask half of the children to draw things people need to live and the other half to draw things people want. Assist children with labeling the wants and needs. Gather all the pages and staple them into a class book.
- Thumbs Up-Thumbs Down: Review wants and needs. Ask children to put their thumbs up if the item you name is a need and thumbs down if it is a want. Possible items: books, air, water, shoes, games, clothes, food.
- **Chapter 6, Lesson 2:**
- Tell a partner what you use to help make your favorite meal.
- Act It Out: Create a word web of services jobs that children can do at home. First, draw a circle in the center of a piece of chart paper. Around the circle, draw other circles. Then invite children to think of services they could do for their families at home. Instead of calling out the jobs, have children act them out. When someone guesses the service, write it down in the word web.
- Find and Point: Play a game where children will find the main idea of a paragraph and point it out. Make a "deck of cards" by cutting out simple paragraphs from children's newspapers or magazines.
- **Chapter 6, Lesson 3:**
- Share with a partner a good you would like to make to sell.
- Act It Out: Invite children to set up a market in a corner of the classroom. Have them set up a variety of goods and place sticky notes on the goods to show the price of each good. Then have them role-play being producers and consumers, acting out buying and selling goods.
- **Chapter 6, Lesson 4:**
- Make up a story about the people in the picture. Share it with a partner.
- Draw It: Provide children with paper and colored pencils or crayons. Have them draw a picture to show an example of choices families make when buying goods and services. Have children share their pictures with a partner.
- Reading Circle: Read aloud the book *The Berenstain Bears' Trouble with Money* by Stan and Jan Berenstain. Then supply children with drawing paper. Have them respond to the book by making simple drawings of the "trouble" in the story.
- **Chapter 6, Lesson 5:**
- Work with a partner to act out some things you do to help your parents at home.
- Who Am I: Brainstorm different jobs people do and write a list on chart paper. Then invite a volunteer to come up to the front of the class and act out one of the workers on the list performing his or her job.
- I Spy: Explain that we can get a lot of information from primary sources such as photographs. Have children work in pairs to play the game "I Spy" to identify as much information as they can from the primary source.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics

- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 1 Teacher's Edition, Student Activity Mats, Leveled Readers, Activity Guide, Student myWorld Interactive book.

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- www.pearsonrealize.com
- <https://www.tikatok.com/>
- relevant YouTube/TeacherTube videos

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

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- Media Literacy

21st Century Skills

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy

- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: