Unit 6: Work in the Community

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Belleville Public Schools

Curriculum Guide

First Grade Social Studies

Unit 6: Work in the Community

Belleville Board of Education

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Unit Overview

Chapter 6 focuses on work in the community. Students will learn the difference between wants and needs, goods and services, and producers and consumers. Students will explore various job opportunities at home, in the community, or at school. Students will learn the importance of a budget and saving money.

(Reference myWorld Interactive, Chapter 6)

Enduring Understandings

- 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

Lesson 1: Needs, Wants, and Choices

- How do people get what they need?
- How do people choose between needs and wants?
- What is the difference between a need and a want?

Lesson 2: Goods and Services

- What is the difference between goods and services?
- What goods do you use at home and school?
- Why are services at school important?

Lesson 3: Producers and Consumers

- Who are producers and consumers?
- How do producers earn money with their goods and services?
- How can a person be both a producer and consumer?

Lesson 4: We Spend, Budget, and Save

- How do people spend and save money?
- Why is it important to create a budget?

Lesson 5: Specialized Work

- What is a job?
- What jobs do people have at home, in the community, and at school?
- Why do some people do jobs that do not earn money?

Exit Skills

By the end of Chapter 6, students will be able to:

- Acquire and accurately use domain specific words.
- Differentiate between wants and needs.
- Describe how to choose between a want and need.
- Contrast goods and services.
- Identify goods and services at home and school.
- Distinguish between producers and consumers.
- Explain how producers marker their goods.
- Define a budget as a budget is a plan on how to use money.
- Point out the importance of a budget.
- Identify jobs at home, in the community, and at school.
- Determine how a job helps people buy things they want and need.
- Explain why some people work jobs and don't earn money.

New Jersey Student Learning Standards (NJSLS)

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.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
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.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

Learning Objectives

Lesson 1: Needs, Wants, and Choices

- Construct ideas to explain how people get the things they want.

- Distinguish between needs and wants.
- Determine the ways people choose between wants and needs.

Lesson 2: Goods and Services

- Differentiate between goods and services.
- Create a list of goods used at home and school.
- Justify why services at school are important.

Lesson 3: Producers and Consumers

- Explain the difference between producers and consumers.
- Determine how do producers earn money with their goods and services.
- Develop examples of how producers can be consumers.

Lesson 4: We Spend, Budget, and Save

- Justify why people need to spend and save money.
- Determine the importance of creating a budget.
- Create a budget.

Lesson 5: Specialized Work

- Define a job.
- Construct a concept map to show jobs do people have at home, in the community, and at school.
- Evaluate the reasons some people do jobs that do not earn money.

Suggested Activities & Best Practices

Chapter 4- Work in the Community

- Rap About It
- Quest Project-Based Learning
- Jumpstart Activity

Lesson 1: Needs, Wants, and Choices

- Jumpstart Activity
- Interactivity

Lesson 2: Goods and Services

- Jumpstart Activity
- Interactivity
- Quest Connection
- Literacy Skills

Lesson 3: Producers and Consumers

- Jumpstart Activity
- Interactivity

Lesson 4: We Spend, Budget, and Save

- Jumpstart Activity
- Interactivity
- Quest Connection
- Critical Thinking Skills

Lesson 5: Specialized Work

- Jumpstart Activity
- Interactivity
- Primary Source
- Citizenship

See the myWorld Activity Guide for additional resources and activities.

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration

- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- Bank Teller as a Guest Speaker (Budgeting)
- Nonfiction books (needs/wants, goods/services, producers/consumers)
- Scholastic (Financial Literacy Lessons)

Technology Infusion

- BrainPopJr. (Goods and Services, Needs and Wants, Saving and Spending Money)
- Smart Exchange (Budget)
- Kahoot (needs/wants, good services, producers/consumers)



Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are

struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

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

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- 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.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- 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 workpresented 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

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

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: