

Grade 1 Unit 10: Goods and Services

Content Area: **Social Studies**
Course(s): **Social Studies Grade 1**
Time Period:
Length: **10 days**
Status: **Published**

NJSLS - Social Studies

SOC.6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
SOC.6.1.2.EconET.1	Explain the difference between needs and wants.
SOC.6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
SOC.6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
SOC.6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
SOC.6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
SOC.6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
SOC.6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
SOC.6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
SOC.6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.
SOC.6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.1.2.EconNE.2	Describe examples of goods and services that governments provide.

Rationale & Transfer Goals

This is the last unit for our students in first grade. They may have some knowledge of goods and services from going to stores with family but we will zoom in more closely on the importance of goods and services. Students will identify the value of coins and dollar bills. Learners will understand the differences between goods and services and describe choices buyers make. They will understand the difference between wants and needs and identify the specialized work people do. Students will learn how money moves and tell why people use money. First graders will identify the process of making a T shirt and describe how people and goods are transported from place to place.

Enduring Understandings

- Students will “count the ways” economics affects their everyday lives by exploring how people exchange money for goods and services.

Essential Questions

- What is the food your family buys at the market? What other kinds of markets are in your community?
- What goods, or things, do you use when you write? What other goods do you see in the classroom?
- What workers at our school perform services? What are some of those services?
- What does money look like? What can people do with money?

Important Vocabulary

- money
- trade
- goods
- services
- market
- wants
- budget
- save
- scarce
- business
- job
- factory

Content - What students will know

- Money
- What to Buy
- Spending Decisions
- Where Does The Money Come From
- Selling Photographs
- T Shirts
- A Business of Their Own

- Connections

Skills - What students will be able to do

- SWBAT Identify and express the value of different coins and a dollar bill. They will explain why people use money.
- SWBAT Explain the differences between goods and services and describe choices the buyers make.
- SWBAT Distinguish between things we want that are nice to have and things we want that we need to live and how do people budget.
- SWBAT Describe how workers earn money by providing services and explain a free market economy.
- SWBAT identify the specialized work people do.
- SWBAT Describe the process of making a T shirt and identify the specialized work that people do to manufacture goods.
- SWBAT Describe how money moves in a business and follow a sequence of events.
- SWBAT Compare kinds of transportation and describe how people and goods are transported from place to place.

Instructional Activities - How we teach content and skills

- Citizenship feature: Working to Help Others
- Reading Skill: Recall and Retell
- Chart and Graph Skill: Read a picture graph
- Critical Thinking: Make a choice when buying
- Unit 10 Magazine
- Little Thinkers Resource
- YouTube
- BrainPOP Jr
- Role Play

Evidence/Assessment - How we know students have learned

- Unit Assessment
- Benchmarks
- Teacher observation
- Class discussion

- informal assessments
- [Assessments](#)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
<p>Students will explore goods and services and how they affect our everyday lives.</p>	<p>The American People - Point out that one reason people come to the United States is to participate in our free-market economy, where all people have the right to start and run their own business.</p> <p>Where We Live - Explain that where we live may affect the kinds of transportation that help connect us to goods, people, and other places.</p> <p>Rules and Laws - Connect the free-market economy with the fact that buyers and sellers must follow rules and laws.</p>	<p>Students will act out a job they would like to do. Create props to act out the job using proper vocabulary.</p>

Key Resources

- Unit 10 Magazine
- YouTube Videos
- Little Thinkers Resource
- Scholastic News Articles
- BrainPOP Jr.

21st Century Life & Careers

WRK.9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections

HE.K-2.2.3.2.PS.1 Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

VA.K-2.1.5.2.Cr2c Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

Intersections of History

Diversity in the economic world will be prominent in this unit as it will represent all genders, races, cultures and orientations. Students will explore the different jobs that have not always been available to each group equally.

Black: Students will read *I am Jackie Robinson* by Brad Meltzer and discover the positive outcome he had on professional sports. He was the first professional baseball player to break the color barrier of the MLB showing future generations the significance of equality in all professions.

Hispanic: Students will read *Dolores Huerta A Hero to Migrant Workers*. They will learn how she stood up

for migrant workers rights to be able to provide for their families.

Women: Students will read about many women in *Little Dreams Visionary Women Around the World* by Vashti Harrison. Students will see how far women have come in the workforce and the many challenges they faced along the way.

LGBTQ: Students will read the story *I Am Billy Jean King* by Brad Meltzer and see the role model she has become for those who identify as part of the LGBTQ community.