

*School/District: Any School District, USA*

## **UNIT TITLE: *Meeting Our Basic Needs***

Conceptual Lens: **Interdependence**

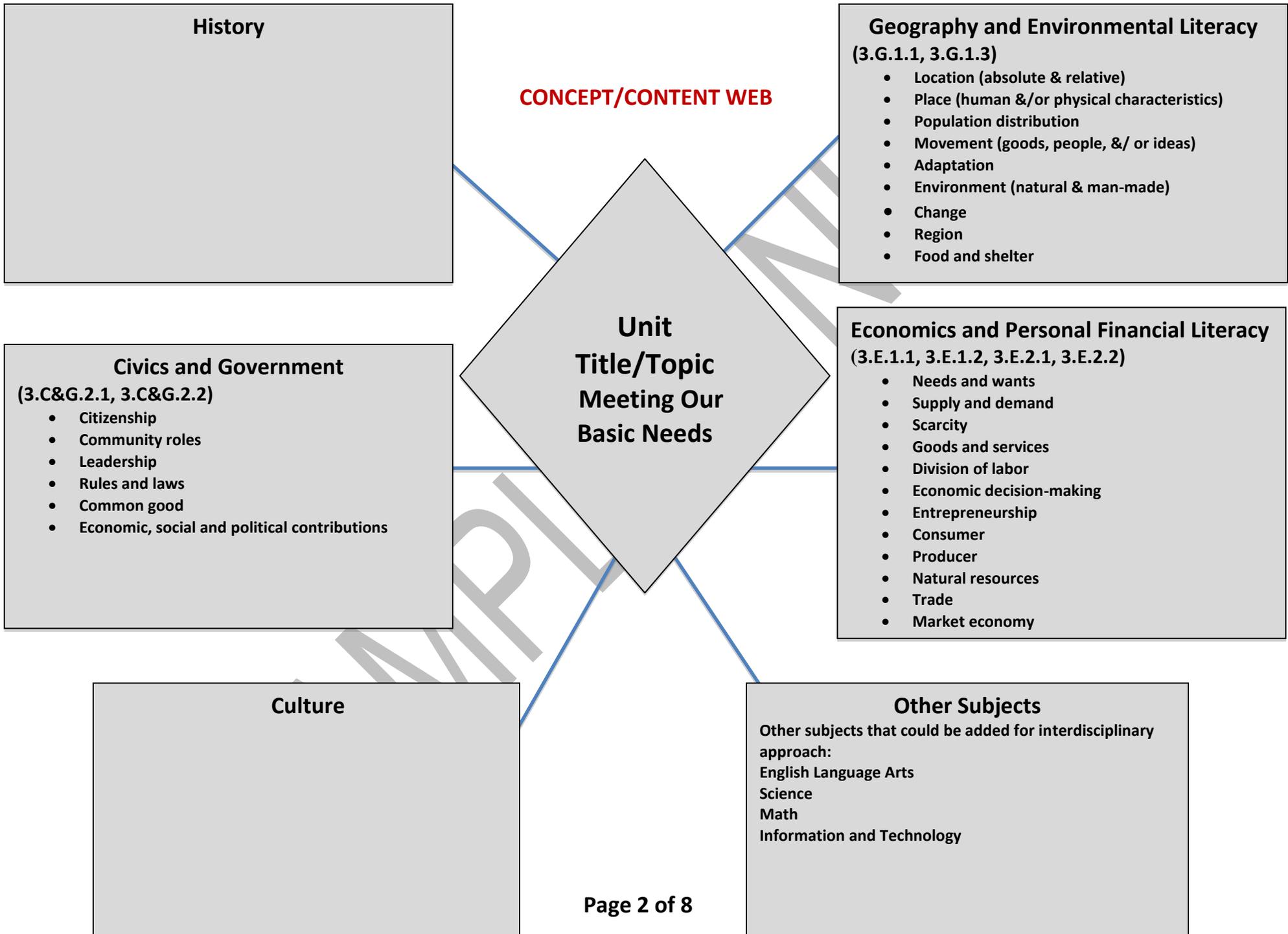
Grade Level/Course: **Third Grade**

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### **Unit Overview:**

There is a growing recognition from educators and other leaders that to be effective citizens, students must have a basic understanding of the economic world around them. In this unit, we will equip students with the knowledge and tools necessary for them to understand the basic principles of economics and how to apply the basic needs and key elements (wants and needs, supply and demand, trade and interdependence, etc.) to real world situations so students can make informed choices in their roles as consumers, producers, savers, as well as voters. Student learning will focus on the basic needs within their county and/or region and natural resources in their environment.

**[ Third Grade Sample Unit ]**



## Essential Understandings (Generalizations) and Guiding Questions:

Generalizations		Guiding Questions Factual (F), Conceptual (C), and Provocative/Debatable (P)	
History		History	
Geography & Environmental Literacy	<ol style="list-style-type: none"> <li>1. The <u>physical environment</u> of a <u>place</u> can determine the way that <u>people</u> meet their <u>basic needs</u>.</li>   <li>2. <u>Humans</u> may <u>change</u> or <u>adapt</u> to their <u>environment</u> in order to meet their <u>needs</u>.</li> </ol>	Geography & Environmental Literacy	<ol style="list-style-type: none"> <li>1a. What are some examples of basic needs that all people have? (F)</li> <li>1b. What are some ways that you and your family meet their basic needs? (F)</li> <li>1c. What is the physical environment like in your community? (F)</li> <li>1d. What is it important for people to understand their physical environment?</li>   <li>2a. How might humans interact with the environment to meet their needs? (C)</li> <li>2b. How do people in your community meet their basic needs? (F)</li> <li>2c. Is human interaction with the environment always positive? (P)</li> </ol>
Civics & Government	<ol style="list-style-type: none"> <li>3. Rules and laws may be necessary to protect</li>   <li>4. Responsible citizens contribute to the common good of the community.</li> </ol>	Civics & Government	<ol style="list-style-type: none"> <li>3a. What are some examples of rules and laws that citizens must obey in your community? (F)</li> <li>3b. Why do communities have rules and laws?</li>   <li>4a. What are the various roles that people may play in your community? (F)</li> <li>4b. Why are those roles important? (C)</li> <li>4c. What is the difference between a right</li> </ol>

			and a responsibility? (F) 4d. What are the characteristics of a responsible citizen? 4e. Why is it important to be a responsible citizen? (C)
<b>Economics &amp; Personal Financial Literacy</b>	5. People in a market economy contribute to the economic development of their community.  6. The law of supply and demand in a market economy works to keep the economy stable.	<b>Economics &amp; Personal Financial Literacy</b>	5a. What are the basic elements of a market economy? (C) 5b. What are some examples of countries with a market economy? (F) 5c. What are some typical roles that people might play in a market economy? (C)? 5d. How might you participate in our economy? (F) 5e. Why it important for people to contribute to the economy? (C)  6a. What are some roles that people play in a market economy? (F) 6b. How does a market economy work? (C) 6c. What is the law of supply? (C) 6d. What is the law of demand? (C) 6d. What might happen if consumers demand more than is supplied? (C) 6e. What might happen if producers produce more than consumers want (C) 6c. What do you understand about how these two laws work together? (C)
<b>Culture</b>		<b>Culture</b>	
<b>Other Subjects</b>		<b>Other Subjects</b>	

## Critical Content and Skills

AC = Assessment Codes		
Q = Quizzes	SA = Student Self-Assessment	O = Observations
T = Tests	WS = Work Samples	D = Dialogues
P = Prompts	PT = Performance Tasks	

Students Will Know... (factual content)	AC	Students will be able to do... (key skills)	AC
1. Basic Economic terminology i.e. consumers, producers, the difference between a need and a want, etc.	Q/T	1. Research and use technology to access and present information	WS/PT
2. Identify various leadership roles in the community and their functions.	D	2. Use map and graphs to locate places and resources.	O/WS
3. The natural resources located in their community and the ways in which they are use.	D		

## Performance Tasks and Scoring Guides/Rubric

### Performance Task #1 including Scoring Guide/Rubric

#### Research/Presentation:

**What:** As a member of your town council, you have been asked to be a member of a team who will develop a plan to make sure that everyone in your community has their basic needs met. You and your team will research the resources available in your community.

**Why:** In order to understand that:

*The **physical environment** of a **place** can determine the way that **people** meet their **basic needs**.  
**Humans** may **change** or **adapt** to their **environment** in order to meet their **needs**.*

**How:** In teams of three, students will select a community from the options provided and research the needs the resources that are located there. The team will use maps and charts to show where the resources are located and the percentage of that resource. Using other visual representations, including computer programs, students will create a presentation/display board that shows their plan of action for the community. The teams will share their research findings by explaining the graphic organizer to the class. Then the students will display their work around the classroom so their classmates can do a gallery walk.

#### Rubric for Basic Needs

CRITERIA	EXCELLENT (4 PTS.)	PROFICIENT (3 PTS.)	ADEQUATE (2 PTS.)	LIMITED (1 PT.)
<b>Content/Graphic Organizer</b>	Engaging thoughts and insightful presentation of thoughts and supporting details	Clear and thoughtful presentation of thoughts and supporting details	Straightforward and developing presentation of thoughts and supporting details	Simplistic presentation of thoughts and supporting details.
<b>Delivery:</b> Eye contact, voice, gestures props	Outstanding variety of non-verbal cues and communicates well with the audience	Very good variety of non-verbal cues and communicates with the audience	Satisfactory variety of non-verbal cues and communicates some with the audience	Limited variety of non-verbal cues and doesn't communicate well with the audience
<b>Achievement of Purpose/Understanding:</b>	Clearly explains in detail, the connection between the basic needs of a community and the physical environment of their community.	Explains, with some detail, the connection between the basic needs of a community and the physical environment of their community.	Somewhat explains the connection between the basic needs of a community and the physical environment of their community.	Vaguely explains the connection between the basic needs of a community and the physical environment of their community.

## Suggested Learning Experiences

**CORRELATIONS →**

	Enduring Understanding	Critical Content	Key Skills
1. Graphic Organizers such as charts on wants and needs/supply and demand, producers and consumers, natural resources	1,4,6		1,2
2. Create games such as Concentration/Bingo, etc. to address facts and terminology		2	2
3. Use a concept web to determine and guide basic needs and how they are developed	8,11		2
4. Create a collage or scrapbook about human needs, natural resources, etc.	2,7	4	4
5. Journal writings and reflections			5
6. Venn Diagram (wants/needs)			2
7. Bubble Concept mapping including visual representations of basic needs and natural resources.	3,6		2

<b>Unit Materials/Resources</b>	<b>Teacher Notes</b>
<p><i>Teaching Economics Using Children's Literature</i> by Maryann Foltz, Suellen Reed and Harlan R. Day.</p> <p>Available: <a href="http://www.amazon.com/s/ref=nb_sb_ss_i_0_20?url=search-alias%3Dstripbooks&amp;field-keywords=teaching+economics+using+children%27s+literature&amp;prefix=Teaching+Economics+u">http://www.amazon.com/s/ref=nb_sb_ss_i_0_20?url=search-alias%3Dstripbooks&amp;field-keywords=teaching+economics+using+children%27s+literature&amp;prefix=Teaching+Economics+u</a></p> <p>Sample rubrics: <a href="http://www.rcampus.com/rubricshowc.cfm?code=G68492&amp;sp=true&amp;">http://www.rcampus.com/rubricshowc.cfm?code=G68492&amp;sp=true&amp;</a> <a href="http://www.rubrics4teachers.com/roleplay.php">http://www.rubrics4teachers.com/roleplay.php</a></p>	<p>Use resource teachers (art, P.E., music, etc.) in the planning process for the "Classroom Community" performance task.</p> <p>Work collaboratively with media and technology specialists for resources to develop unit.</p> <p>Differentiation: May choose to have students work in pairs/teams to research and create graphic organizers for presentation. Students could be assigned roles of recorder/writer, presenter, etc.</p>