

<p>Unit Name: Economics and Citizenship</p> <p>Standards: I can differentiate between wants, needs, goods and services. I can describe characteristics of a positive citizen. I can identify leaders and their roles. I can explain how leaders are chosen.</p> <p>Essential Questions: Why do people work? How do we get along together?</p>	<p>Length: One Quarter</p> <p>Outcomes: People work to earn money for things that they need and want. People use the characteristics of a good citizen to live, work, and be successful together.</p> <p>Learning Targets: 1. Students will understand the difference between a need and a want. 2. Students will understand what work is and the different kinds of work people do. 3. Students will understand that goods are made, bought, and traded. 4. Students will understand the importance of being a good citizen. 5. Students will understand that we have many leaders who have different roles.</p>
<p>Topic 1: Needs and Wants</p> <p>Standard(s): I can differentiate between wants, needs, goods and services.</p> <p>Lesson Frame: Things We Need</p> <p>Lesson Frame: Things We Want</p> <p>Performance Tasks: Graphic Organizer Compare and Contrast Completion of rubric Participation Sequencing</p>	<p>Length: 2 weeks</p> <p>Academic Vocabulary: wants, needs, shelter</p> <p>I can list things I need to survive.</p> <p>I can tell the difference between my wants from my needs.</p> <p>Notes: Activities may vary depending on individual needs</p>
<p>Topic 2: Goods and Services</p> <p>Standard(s): I can differentiate between wants, needs, goods and services.</p> <p>Lesson Frame: Why People Work</p> <p>Lesson Frame: Service Jobs and Volunteers</p> <p>Lesson Frame: Goods</p>	<p>Length: 2 weeks</p> <p>Academic Vocabulary: work, service, goods, volunteer, factory, trade</p> <p>I can list different types of work.</p> <p>I can name some service workers in my community and how they help. I can compare and contrast work, service jobs, and volunteering.</p> <p>I can tell how people get goods they need. I can tell what trade means.</p>

<p>Performance Tasks: Graphic Organizers sequencing Completion of rubrics lists compare and contrast</p>	<p>Notes: Activities may vary depending on individual needs videos and literature</p>
<p>Topic 3: Good Citizens Standard(s): I can describe characteristics of a positive citizen. Lesson Frame: Voting Lesson Frame: Respecting Earth Lesson Frame: Being Fair</p>	<p>Length: 2 weeks Academic Vocabulary: citizen, vote I can participate in a class vote and interpret the data. I can share ways to take care of the Earth. I can show fairness in ways to solve problems.</p>
<p>Performance Tasks: Graphic Organizers sequencing Completion of rubrics lists Participation</p>	<p>Notes: Activities may vary depending on individual needs videos and literature Mock Election</p>
<p>Topic 4: Our Leaders Standard(s): I can identify leaders and their roles. I can explain how leaders are chosen. Lesson Frame: The President Lesson Frame: Governors Lesson Frame: Mayors</p>	<p>Length: 2 weeks Academic Vocabulary: governor, mayor I can identify facts and duties of the President. I can identify facts and duties of the Governor. I can identify facts and duties of the Mayor.</p>
<p>Performance Tasks: Graphic Organizers Completion of rubrics lists Participation Compare and contrast</p>	<p>Notes: Activities may vary depending on individual needs videos and literature</p>