STEMS2 Unit Plan Template

Gina Gonce

*Paste your unit plan information into this doc, keep the headers for accessibility*

**BACKGROUND:**

Lesson Background:

**This section is for teacher use. Please answer these questions in the text.**

* Why is the unit designed this way?
* How did you select your community partners?
  + Community partners were chosen because they are business owners close to the school that the students frequent.
* Is there relevant or special content knowledge or background information that you think is required to implement the unit. For example background info on lo`i.
  + Students must have background knowledge in needs, wants, goods, services, and products that are damaging to the environment, e.g. single use plastics.
* How is the teaching and learning environment, context and content of this unit, designed to incorporate the concept of Sense of Place via the implementation of Na Hapana A‘o, STEMS2 Pedagogy and other frameworks as appropriate?
  + Students' sense of place will be incorporated because of our impact on ocean health and exploring business in their community.

Unit Overview:

**500 character (max) abstract providing a summary of your unit**

* What is the overall purpose and real world problem/challenge of the unit?

* What is the basic design of the unit?

* What is the basic content addressed in the unit?

The purpose of this unit is to explore ways to be a thoughtful consumer. We will discuss the roles of business and consumers in the community and what products are better or worse for the environment. We will explore the idea of civic duties to sell and buy goods and services in a way that is environmentally and socially responsible while still making a profit. We will speak with local business owners about how their business choices affect the community. Students will show their learning through discussions, pictures, sorts, brief constructed responses (CER style) and a good that other students can purchase. This unit will be inquiry and discussion based incorporation projects to solidify students ideas of the economic and civic concepts. We will begin with an introduction to business by the owner of the shave ice stand or drive-in that is across the street from our school. After explicitly teaching the ideas of needs, wants, goods, and services, students will explore how goods and services are acquired and how business can impact a community. Students will come up with a product to “sell” at a class market day. They will use the engineering design template/process to create a product. In addition, students will write a commercial to publicize their product that will play on our school’s monthly video newsletter. Students will also create a persuasive visual (poster, video etc.) about how to be a thoughtful consumer and suggest their families purchase items that have the least negative environmental impact. The basic content in this lesson will be understanding the basic economic ideas of goods and services as well as needs and wants. We will also look at the civics standard of improving the community and environment. The science standard about reducing the human impact on the local environment will be focused on when discussing thoughtful consumers and business practices. The engineering design standard will be implemented as students create a product to sell.

**STAGE 1:**

**Reflections before completing Stage I: (note: you do write answers to these questions here)**

* What is important for students to understand and be able to do?
* Students should be able to understand that goods and services can be acquired to get what we need and want in environmentally and community friendly ways.
* What do students already know and are already able to do?
* Students already assist in making decisions about their families’ purchases.
* Students already know about acquiring goods and services from adult modeling.
* What are students curious about?
* Studentsare curious about getting the things they want and need.

Unit Plan Title:

Sustainable Market Day

Essential Question:

* Open-ended (*how* or *why* Qs best)
  + **How can you make thoughtful purchasing decisions that minimize your impact on the environment?**
  + How do businesses serve our communities?
  + How can you provide a good or service that can help the community?
  + How can you be a thoughtful consumer?
* Pushes students to inquire about something real and relevant
  + Community Businesses
  + Environmentally and Community Friendly Goods and Services
  + Civic Consumerism
* Gratifying (to them and / or the community)
  + Giving back to the community
* Inspires activity or movement, and evokes emotion or controversy
  + Engineering design plan.
  + Product creation.
  + Commercial creation.

Enduring Understanding(s):

* Write 2 - 5 main ideas that students will remember for the long term.
  + **You can choose to buy items that are less likely to harm the environment.**
  + Businesses can both make profit and support their community.
  + Consumers have a duty to purchase goods and services that don’t negatively impact their environment.
  + Goods and services can be acquired in many ways for reciprocal benefit.
* Introduce these early and touch on them often.
* Form the foundation of the authentic culminating assessment
  + Using the engineering design process, create a sellable product from recycled materials.
  + Create an advertisement to promote the created product. (Shown to the whole school on a monthly video newsletter.)
  + Students can explain why purchasing a sustainable product over a single use or environmentally damaging product is important in a defense style rubric.

Standard Benchmarks and Values

* Select standard benchmarks (HCPS III, CCSS, NGSS)
* Identify values to reinforce (culture-based, such as NHMO or other).
* Notate if students will be *introduced* *to,* will *practice,* or will *demonstrate mastery* of the standard during this unit.
* All assessed standards should be demonstrated mastery
* STEMS2 Units are interdisciplinary and should address a minimum of standards across three content areas. Please list all standards addressed (i.e. *introduced to* and *will practice*) and assessed  (*demonstrate mastery*) in the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Science | Technology | Engineering | Mathematics | Social Science | Beyond |
| Standards Addressed  K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Practice)  Civics Anchor Standard 8 Processes Rules and Laws Principles and Values of Democracy Content Standard SS.1.2.8.5 Explain how people improve their communities and the environment • Community Improvement: help your neighbors, plant a community garden, run for office, volunteer • Environmental Improvement: beautification projects, buy local, clean ups, reduce, reuse, recycle  (Introduce)  Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.1 Compare differences between goods and services • Goods: tangible items, (e.g., food, games, toys) • Services: work done for others to provide something needed or wanted, (e.g., carpenter, plumber) (Mastery)   Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.2 Identify different ways of acquiring what you need and want • Currency: gold, money, silver • Barter: exchange services or goods of equal value • Trade: exchange goods for money (Introduce/Practice)  [K-2-ETS1-1 Engineering Design: Ask](https://www.nextgenscience.org/pe/k-2-ets1-1-engineering-design) questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (Introduce/Practice)  Represent and solve problems involving addition and subtraction. [CCSS.MATH.CONTENT.1.OA.A.1](http://www.corestandards.org/Math/Content/1/OA/A/1/) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1  (Practice)  [CCSS.ELA-LITERACY.W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/)  Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  Standards Assessed  K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.  Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.1 Compare differences between goods and services • Goods: tangible items, (e.g., food, games, toys) • Services: work done for others to provide something needed or wanted, (e.g., carpenter, plumber)  Civics Anchor Standard 8 Processes Rules and Laws Principles and Values of Democracy Content Standard SS.1.2.8.5 Explain how people improve their communities and the environment • Community Improvement: help your neighbors, plant a community garden, run for office, volunteer • Environmental Improvement: beautification projects, buy local, clean ups, reduce, reuse, recycle  [K-2-ETS1-1 Engineering Design: Ask](https://www.nextgenscience.org/pe/k-2-ets1-1-engineering-design) questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.  [CCSS.ELA-LITERACY.W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/)  Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | | | | |

Critical Skills and Concepts:

* List what you want students to know and be able to do by the end of the unit.
  + By the end of the unit students will know the difference between needs and wants, and goods and services, and be able to identify products that are good/bad for the community/environment.
* Link these skills and concepts to what students need to fully grasp the Enduring Understandings and answer the EQ.
* Delineate broad skills and concepts to be specific about what students are "getting good at.”

**STAGE 2:**

**Reflections before completing Stage II: (note: you do write answers to this question here)**

* What have students learned and how have they grown?

Authentic Performance Tasks:

* Describe how a student will *show you* that they deeply understand and can use / apply the Enduring Understandings.
  + After learning about wants, needs, good, and services, as well as researching products that are environmentally friendly students will:

                          \*create a product from recycled materials that could be useful to their classmates.

      \*create a visual advertisement to promote their product.

      \*explain to their schoolmates why it is important to be a thoughtful consumer/business

                            using a poster or video presentation tool.

* Develop a real-world task students can accomplish or problem they can solve to answer the EQ.
  + Students will create civically responsible products to sell and persuade students at the school and families in the community to be thoughtful consumers and purchase products that minimize their impact on the environment.
* Select some of the standards and values to assess.

Authentic Audience:

* Decide on an authentic and relevant audience for this task.
  + Students will present their reused material market day products to the first grade class.
  + Students will use a visual aid (poster or video) to persuade students at their school to be thoughtful consumers.
* Who can students show their understanding to in order to make an impact beyond the walls of their classroom?
  + Students will show their reused material market day products to students, teachers, and staff at our school.
  + Students will share their thoughtful consumer visual aid (poster or video) to students, teachers, and staff at our school as well as our community partners.

Other Evidence:

* List other evidence and assessments beyond those in the Performance Task that can be used to measure student growth and mastery of benchmarks.
  + Students will be assessed on the economic standards through a sorting activity.
  + Students will be assessed on the civics standard through their thoughtful consumer visual aid.
  + The science standard will be assessed through the materials choice and intended use of the products created to sell at market day.
  + The writing standard will be assessed through the students’ description of their product.
  + The engineering standard will be assessed based on their design template and product design description.

**STAGE 3:**

**Reflections before completing Stage III: (note: you do write answers to this question here)**

* How do students best learn?

Learning Plan:

* How are the STEMS2 Pillars integrated across your learning plan?
  + A’o - students will give each other feedback on their product design.
  + Sense of Place- Students will understand the impact their purchase decisions have on their community/environment.
  + Sense of Place- Students will explore business in their community.
  + <https://youtu.be/hKFV9IquMXA>
  + Advocacy- Students will inform their schoolmates on ways to be thoughtful consumers.
* Identify knowledge and skills students will need to accomplish the Authentic Performance Task.
* Address how lessons will spiral and scaffold to build up to the culminating assessment.
* Notate how you will link to Enduring Understandings and make connections between discrete knowledge and larger themes often.
* Give students a chance to practice all skills needed to accomplish the final assessments several times.
* Offer students a chance to:
  + Think about new knowledge/skills
  + Do /create / make using the knowledge/skills
  + Reflect and receive *feedback* on knowledge/skills
  + Re-do (several times, if needed) constantly pushing for excellence

Lesson Plan Template

OVERVIEW

*Paste your lesson plan information into this doc, keep the headers for accessibility*

**Unit Lesson:** Market Day

**Students:** This lesson is designed to be taught to a group of 21 students in a first grade classroom.

# Lesson Objective(s):

By the end of the unit students will know the difference between needs and wants, and goods and services, and be able to identify products that are good/bad for the community/environment.

*What standard(s) and understanding(s) will be developed?*

* K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Practice)

* Civics Anchor Standard 8 Processes Rules and Laws Principles and Values of Democracy Content Standard SS.1.2.8.5 Explain how people improve their communities and the environment • Community Improvement: help your neighbors, plant a community garden, run for office, volunteer • Environmental Improvement: beautification projects, buy local, clean ups, reduce, reuse, recycle  (Introduce)

* Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.1 Compare differences between goods and services • Goods: tangible items, (e.g., food, games, toys) • Services: work done for others to provide something needed or wanted, (e.g., carpenter, plumber) (Mastery/Assess)

* Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.2 Identify different ways of acquiring what you need and want • Currency: gold, money, silver • Barter: exchange services or goods of equal value • Trade: exchange goods for money (Introduce/Practice)

## [K-2-ETS1-1 Engineering Design: Ask](https://www.nextgenscience.org/pe/k-2-ets1-1-engineering-design) questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (Introduce/Practice/Assess)

#### Represent and solve problems involving addition and subtraction. [CCSS.MATH.CONTENT.1.OA.A.1](http://www.corestandards.org/Math/Content/1/OA/A/1/)

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1  (Practice)

# Lesson Launch Notes:

*Exactly how will you use the first five minutes of the lesson?*

* Show a video about plastic/styrofoam waste.

<https://youtu.be/hKFV9IquMXA>

* Talk story with a community business member.
  + Auntie Kalei’s shave ice (across the street from the school)

# Lesson Closure Notes:

*Exactly what summary activity, questions, and discussion will close the lesson and provide a foreshadowing of tomorrow? List the questions.*

* What are the differences between needs and wants?
* What are the differences between goods and services?
* **How can you make thoughtful purchasing decisions that minimize your impact on the environment?**

# Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

*What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

Days 1 and 2:

\*Students will be earning tickets throughout the unit that they can use to purchase items on market day. Students who show the 3 Bees (Be Responsible, Be Respectful, and Be Safe) and teamwork will be awarded tickets.

* After watching the video about the detriments of plastic waste, students discuss with their peers in small groups, and then share with the class what kinds of items they could purchase that would have less of a negative impact on the environment than the items they saw in the video.
* We will identify that in the video, it was children, not adults, who made changes that will make a positive environmental impact.
* To begin front loading information about needs and wants, students will be discussing how you can sort and organize a group of items drawn on the board. Food, Shelter, Water, Clothes, Love and Care, Ice Cream, Jewelry, a Phone, and a Car.
* After the share out of discussions, the items will be organized in two groups: needs and wants.
* Students will complete a color, cut, and glue activity to sort out needs and wants as a formative assessment.
* Students will watch videos about needs and wants.
  + <https://www.youtube.com/watch?v=FpNyTKgi1Io>
  + <https://www.youtube.com/watch?v=GdUZ8hwrQ6Q>
* Students will complete a thinking map wheel with the word ***needs*** in the center on one, and ***wants*** in the middle of the other. They will draw and label items in each of the groups. Word banks will be provided.
* Students complete the formative assessment argumentative prompt: Bobby says he **needs** his cell phone. Do you agree? Why or why not?

Days 3 and 4:

* Students will watch videos about goods and services and discuss what services their family purchases in their community.
  + <https://www.youtube.com/watch?v=W6rx-fxJeVs>
* Students will complete a color, cut, and glue activity as a formative assessment.
  + [Good and Services Sort (Teachers Pay Teachers)](https://docs.google.com/document/d/1RgpKa-ZGlzYiYZl6FDvp9iY3QAjmGm5Nc0EtJmOxfiY/edit?usp=sharing)
* Students will journal and draw about a service they use in their community.
  + Sentence stem: “One service my community provides is \_\_\_\_\_\_\_\_\_\_.”

Days 5, 6 and 7:

* Students will form groups based on what kind of product they have in mind to create.
* In groups they will come up with a business name and design a product to sell.
* After product approval by the teacher, students will identify and gather their materials.
* Students will create a prototype and present it to the class.
* Students in the class will ask questions and provide feedback on the product/design.
* After the presentations, students will redesign/modify their product and rebuild.
* Students will make 5-10 of the redesigned products.
* Students will create an advertisement poster for their product.
* Using the iPad, short commercials will be filmed for student’s products to share with students, teachers, and staff at school in a monthly video news report.

Day 8:

* Students will set up tables with their advertisement posters and products and determine a fair price, in tickets, how much their product will cost.
* After a gallery walk, students will determine what products they would like to purchase based on how many tickets they have earned.
* Students will take turns, 1 business member from each group, making purchases from other business teams.

Days 9 and 10:

* Students will reflect on their market day experience in their journals making connections to their community and drawing illustrations.
* Students will work, in new predetermined groups, to persuade their schoolmates and community members to be thoughtful purchasers. (Buy local products/Buy products that have a minimal negative impact on the environment.
* Posters will be created and displayed at local businesses about being thoughtful purchasers.

# Evidence of Success:

*What exactly do I expect students to be able to do by the end of the lesson, and how will I measure student mastery? That is, deliberate consideration of what performances will convince you (and any outside observer) that your students have developed a deepened (and conceptual) understanding.*

* Students will be able to differentiate between good and services and needs and wants.
  + [Needs/Wants Assessment](https://docs.google.com/document/d/1gJpAl-B9WG3rz8dvIRD5radteLVBRBLHkgp9hmIiX-w/edit)
  + [Market Day Group Packet (Teacher Pay Teachers)](https://docs.google.com/document/d/153aY-P9Axw4cV06W5nswoeyM8zElVJsiBKJwJ3tBOYI/edit?usp=sharing)
  + [Good and Services Sort (Teachers Pay Teachers)](https://docs.google.com/document/d/1RgpKa-ZGlzYiYZl6FDvp9iY3QAjmGm5Nc0EtJmOxfiY/edit?usp=sharing)
* Students will be able to identify the goods that they want that have the least environmental impact.
* Students will be able to design and redesign a “product” to “sell” based on peer and teacher feedback.

# Notes and Nuances:

*Vocabulary, connections, common mistakes, typical misconceptions, etc.*

* Vocabulary
  + Goods, Services, Needs, Wants, Environment, Purchase, Design, Collaborate
* Connections
  + Math: Counting tickets earned and deciding on purchases based on the cost (How many tickets is it worth?)
  + Science: Reducing Environmental Impact.
  + Community: What stores/businesses do you visit in the community? What do they sell? How do/can they give back to the community? How can you encourage members of your community to make thoughtful purchases?

# Resources:

*What materials or resources are essential for students to successfully complete the lesson tasks or activities?*

* Materials:
  + Recycled materials for students to build and create their products like empty tissue boxes, plastic bottles, and scratch paper.
  + Art supplies for decorating like paint, tape, stickers, poster boards colored paper, pompoms, and beads.
  + iPad for taking pictures and recording videos.

# Homework:

*Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?*

* Students will reflect on their group work and market day experience in the writing journal using the following sentence frames and illustrations.
  + “Working with my group helped me learn \_\_\_\_\_\_\_.”
  + “I liked market day because \_\_\_\_\_\_\_\_\_\_.”
  + “Next time I would \_\_\_\_\_\_\_\_\_\_\_.”
* Students will write a Happy Gram to another student in the class. The happy gram will provide students with positive feedback on their product or their market day experience.

Unit Lesson Plan

Day 1

*Paste your lesson plan information into this doc, keep the headers for accessibility*

# Lesson Objective(s):

*What standard(s) and understanding(s) will be developed?*

* Civics Anchor Standard 8 Processes Rules and Laws Principles and Values of Democracy Content Standard SS.1.2.8.5 Explain how people improve their communities and the environment • Community Improvement: help your neighbors, plant a community garden, run for office, volunteer • Environmental Improvement: beautification projects, buy local, clean ups, reduce, reuse, recycle  (Introduce)

* K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Practice)

* Students will identify there is a problem with plastic pollution in their community and brainstorm potential solutions.

# Lesson Launch Notes:

*Exactly how will you use the first five minutes of the lesson?*

* Students will watch a video made by local students on the impact of plastic pollution in their community. [Video](https://youtu.be/hKFV9IquMXA)

# Lesson Closure Notes:

*Exactly what summary activity, questions, and discussion will close the lesson and provide a foreshadowing of tomorrow? List the questions.*

* Students will summarize what problems plastics and other pollutants can cause in their environment.

# Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

*What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

\*Students will be earning tickets throughout the unit that they can use to purchase items on market day. Students who show the 3 Bees (Be Responsible, Be Respectful, and Be Safe) and teamwork will be awarded tickets.

* After watching the video about the detriments of plastic waste, students discuss with their peers in small groups, and then share with the class what kinds of items they could purchase that would have less of a negative impact on the environment than the items they saw in the video.

* We will identify that in the video, it was children, not adults, who made changes that will make a positive environmental impact.
* Students will think of alternative solutions for purchasing single use plastic items.

# Evidence of Success:

*What exactly do I expect students to be able to do by the end of the lesson, and how will I measure student mastery? That is, deliberate consideration of what performances will convince you (and any outside observer) that your students have developed a deepened (and conceptual) understanding.*

* Students will be able to draw an illustration, with a caption, representing the negative impact of plastic pollution or ways to replace a single-use plastic item with a more sustainable one.

# Notes and Nuances:

*Vocabulary, connections, common mistakes, typical misconceptions, etc.*

* single use
* sustainable
* environment

# Resources:

*What materials or resources are essential for students to successfully complete the lesson tasks or activities?*

* Access to video presentation
* Writing journal

# Homework:

*Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?*

* Take an inventory of items at home that are single use plastic and think of ways to reuse the items or replace it next time with a more sustainable item.

# Lesson Reflections (if applicable):

*How do you know that you were effective? What questions, connected to the lesson standards/objectives and evidence of success, will you use to reflect on the effectiveness of this lesson?*

* Students will relay what items that were found at their homes that were single use plastic and share what potential replacements or reuses they thought about.

Lesson Plan Template

Day 2

*Paste your lesson plan information into this doc, keep the headers for accessibility*

# Lesson Objective(s):

*What standard(s) and understanding(s) will be developed?*

* Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.1 Compare differences between goods and services • Goods: tangible items, (e.g., food, games, toys) • Services: work done for others to provide something needed or wanted, (e.g., carpenter, plumber) (Mastery/Assess)

* Students will be introduced to, practice and show understanding of needs and wants.

# Lesson Launch Notes:

*Exactly how will you use the first five minutes of the lesson?*

* Students will independently, then as a team, mentally sort a group of objects drawn and labeled on the board.

# Lesson Closure Notes:

*Exactly what summary activity, questions, and discussion will close the lesson and provide a foreshadowing of tomorrow? List the questions.*

* Pose the question, “Is there anything you thought you needed but discovered in actually a want?”

# Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

*What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

* To begin front loading information about needs and wants, students will be discussing how you can sort and organize a group of items drawn on the board. Food, Shelter, Water, Clothes, Love and Care, Ice Cream, Jewelry, a Phone, and a Car.
* After the share out of discussions, the items will be organized in two groups: needs and wants.
* Students will complete a color, cut, and glue activity to sort out needs and wants as a formative assessment.
* Students will watch videos about needs and wants.
  + <https://www.youtube.com/watch?v=FpNyTKgi1Io>
  + <https://www.youtube.com/watch?v=GdUZ8hwrQ6Q>
* Students will complete a thinking map wheel with the word ***needs*** in the center on one, and ***wants*** in the middle of the other. They will draw and label items in each of the groups. Word banks will be provided.
* Students complete the formative assessment argumentative prompt: Bobby says he **needs** his cell phone. Do you agree? Why or why not?  [Assessment](https://docs.google.com/document/d/1gJpAl-B9WG3rz8dvIRD5radteLVBRBLHkgp9hmIiX-w/edit)

# Evidence of Success:

*What exactly do I expect students to be able to do by the end of the lesson, and how will I measure student mastery? That is, deliberate consideration of what performances will convince you (and any outside observer) that your students have developed a deepened (and conceptual) understanding.*

* Students will be able to recall the needs and organize them on a thinking map.
* Students will be able to draw pictures of things they want and record them on a thinking map.

# Notes and Nuances:

*Vocabulary, connections, common mistakes, typical misconceptions, etc.*

Vocabulary: Wants, Needs, Survive

Typical Misconceptions: Things we rely on and ude daily,like cars and cell phones, are needs.

# Resources:

*What materials or resources are essential for students to successfully complete the lesson tasks or activities?*

* Access to video presentation
* Writing journal
* Thinking Map

# Homework:

*Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?*

* After this lesson, students will be asked to identify items in their home that are needs and wants and share some of these things in a group discussion.

# Lesson Reflections (if applicable):

*How do you know that you were effective? What questions, connected to the lesson standards/objectives and evidence of success, will you use to reflect on the effectiveness of this lesson?*

* After this lesson, I knew students were effective when they were able to thoughtfully compare their thinking maps, particularly the thinking map where they drew and wrote wants. Responding to each other's wants showed their understanding and recognition of the difference between want and needs.

Lesson Plan Template

Days 3 and 4

*Paste your lesson plan information into this doc, keep the headers for accessibility*

# Lesson Objective(s):

*What standard(s) and understanding(s) will be developed?*

* Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.1 Compare differences between goods and services • Goods: tangible items, (e.g., food, games, toys) • Services: work done for others to provide something needed or wanted, (e.g., carpenter, plumber) (Mastery/Assess)

* Students will be introduced to, practice and show understanding of goods and services.

# Lesson Launch Notes:

*Exactly how will you use the first five minutes of the lesson?*

* Students will generate a list of ways people spend money and then sort and organize that list.

# Lesson Closure Notes:

*Exactly what summary activity, questions, and discussion will close the lesson and provide a foreshadowing of tomorrow? List the questions.*

* Students will think about how their family spends money and if it is mostly goods or services. They will discuss with their classmates what goods and services their family spends their money on.

# Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

*What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

* Students will engage in a class discussion about what things are goods and what services their community provides.
* Students will watch videos about goods and services and discuss what services their family purchases in their community.
  + <https://www.youtube.com/watch?v=W6rx-fxJeVs>
* Students will complete a color, cut, and glue activity as a formative assessment.
  + [Good and Services Sort (Teachers Pay Teachers)](https://docs.google.com/document/d/1RgpKa-ZGlzYiYZl6FDvp9iY3QAjmGm5Nc0EtJmOxfiY/edit?usp=sharing)
* Students will journal and draw about a service they use in their community.
  + Sentence stem: “One service my community provides is \_\_\_\_\_\_\_\_\_\_.”

# Evidence of Success:

*What exactly do I expect students to be able to do by the end of the lesson, and how will I measure student mastery? That is, deliberate consideration of what performances will convince you (and any outside observer) that your students have developed a deepened (and conceptual) understanding.*

* Students will be able to provide examples of good and services that their community provides using the sentence frames
  + “One good I can buy in my community is \_\_\_\_\_\_\_\_\_\_”
  + “One service my community provides is \_\_\_\_\_\_\_\_\_\_\_\_”
  + Word banks will be provided.
  + Students will add illustrations to show connections and understanding.

# Notes and Nuances:

*Vocabulary, connections, common mistakes, typical misconceptions, etc.*

* Vocabulary: Goods, Services, Provide
* Connections: What goods/services that are available in the community are needs/wants.

# Resources:

*What materials or resources are essential for students to successfully complete the lesson tasks or activities?*

* Access to video presentation
* Writing journal

# Homework:

*Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?*

* After this lesson, students will be asked to identify and discuss what good and services their community provides.

# Lesson Reflections (if applicable):

*How do you know that you were effective? What questions, connected to the lesson standards/objectives and evidence of success, will you use to reflect on the effectiveness of this lesson?*

* Students able to properly sort images of goods and services into categories would show that the lesson was effective.

Lesson Plan Template

Day 5

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# Lesson Objective(s):

*What standard(s) and understanding(s) will be developed?*

* K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Practice)

* Civics Anchor Standard 8 Processes Rules and Laws Principles and Values of Democracy Content Standard SS.1.2.8.5 Explain how people improve their communities and the environment • Community Improvement: help your neighbors, plant a community garden, run for office, volunteer • Environmental Improvement: beautification projects, buy local, clean ups, reduce, reuse, recycle  (Introduce)

* Students will think of products to create in order to sell to other first grade students and create business teams from their ideas.

# Lesson Launch Notes:

*Exactly how will you use the first five minutes of the lesson?*

* Sample reusable materials will be presented to inspire students to create a new product using these materials.
* Students will brainstorm potential ideas for a product they can create and sell to other first grade students.

# Lesson Closure Notes:

*Exactly what summary activity, questions, and discussion will close the lesson and provide a foreshadowing of tomorrow? List the questions.*

* Students will share the draft design of their product with other business teams for feedback and discussion.

# Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

*What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

* Students will share their product ideas and form groups as similar ideas are presented.
* Students will meet in their business groups and fill out a planning page.

Graphical user interface, application

Description automatically generated

# Evidence of Success:

*What exactly do I expect students to be able to do by the end of the lesson, and how will I measure student mastery? That is, deliberate consideration of what performances will convince you (and any outside observer) that your students have developed a deepened (and conceptual) understanding.*

* Students will collaborate in order to come up with a business name, product details, and materials.

# Notes and Nuances:

*Vocabulary, connections, common mistakes, typical misconceptions, etc.*

* Vocabulary: Business

# Resources:

*What materials or resources are essential for students to successfully complete the lesson tasks or activities?*

* Recyclable/Reusable materials like tissue boxes, paper towel rolls, and sanitizing wipe containers.
* Craft/Decorating supplies like popsicle sticks, tape, glue, paint, and stickers.
* Business brainstorm/planning pages.

# Homework:

*Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?*

* Students will consider how their product helps/doesn’t negatively affect the environment.
* Students will discuss their plan with other business teams and share what they like and don’t understand.

# Lesson Reflections (if applicable):

*How do you know that you were effective? What questions, connected to the lesson standards/objectives and evidence of success, will you use to reflect on the effectiveness of this lesson?*

* Students who could collaborate with their classmates and come to an agreement on the materials and product would be successful.
* Discussions as a whole class about what was easy and what was difficult in the planning process would take place. Successful students would have thoughtful responses.

Lesson Plan Template

Days 6 and 7

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# Lesson Objective(s):

*What standard(s) and understanding(s) will be developed?*

* Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.2 Identify different ways of acquiring what you need and want • Currency: gold, money, silver • Barter: exchange services or goods of equal value • Trade: exchange goods for money (Introduce/Practice)

## [K-2-ETS1-1 Engineering Design: Ask](https://www.nextgenscience.org/pe/k-2-ets1-1-engineering-design) questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (Introduce/Practice/Assess)

* Students will create, present, revise and recreate their products.

# Lesson Launch Notes:

*Exactly how will you use the first five minutes of the lesson?*

* This lesson will begin with a short whole class discussion about what students have bought recently and why.

# Lesson Closure Notes:

*Exactly what summary activity, questions, and discussion will close the lesson and provide a foreshadowing of tomorrow? List the questions.*

* Students will watch popular commercials and look at eye-catching advertisements and create a poster/video to advertise their product to the rest of the first grade students.

# Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

*What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

* Students will use the recycled materials and crafting materials to make the product they designed.
* As a business team they will present their product to the class and answer any questions they may have and ask for ways to make their products better.
* Students will watch a video about engineering design.’
  + [Video](https://www.youtube.com/watch?v=7ZkTlQDewrk)
* Students will use the engineering design process to  redesign their product using feedback from their classmates.
  + Graphical user interface

    Description automatically generated with medium confidence
* Students will recreate their product and “manufacture” between 5-10 to sell for Market Day.
* Students will create an advertisement poster for their product.
* Using the iPad, short commercials will be filmed for student’s products to share with students, teachers, and staff at school in a monthly video news report.

# Evidence of Success:

*What exactly do I expect students to be able to do by the end of the lesson, and how will I measure student mastery? That is, deliberate consideration of what performances will convince you (and any outside observer) that your students have developed a deepened (and conceptual) understanding.*

* Students have created and thoughtfully recreated their products in a way that minimized their environmental footprint by reusing recyclable materials.

# Notes and Nuances:

*Vocabulary, connections, common mistakes, typical misconceptions, etc.*

* Vocabulary: design, engineering, redesign, feedback.
* Students will be discouraged from creating “new” products rather than finding ways to improve their existing product.

# Resources:

*What materials or resources are essential for students to successfully complete the lesson tasks or activities?*

* Recyclable/Reusable materials like tissue boxes, paper towel rolls, and sanitizing wipe containers.
* Craft/Decorating supplies like popsicle sticks, tape, glue, paint, and stickers.
* Business brainstorm/planning pages.
* Engineering design process thinking map.

# Homework:

*Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?*

* Students will write in their journal about their decisions to redesign their products and how they improved their design.

# Lesson Reflections (if applicable):

*How do you know that you were effective? What questions, connected to the lesson standards/objectives and evidence of success, will you use to reflect on the effectiveness of this lesson?*

* Students who are able to use feedback to redesign their product to make improvements have been successful.
* Students who use the engineering design process to create their final product have been successful.

Lesson Plan Template

Day 8

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# Lesson Objective(s):

*What standard(s) and understanding(s) will be developed?*

* Economics Anchor Standard 10 Exchange and Markets Role and Functions of Markets Content Standard SS.1.4.10.2 Identify different ways of acquiring what you need and want • Currency: gold, money, silver • Barter: exchange services or goods of equal value • Trade: exchange goods for money (Introduce/Practice)

#### Represent and solve problems involving addition and subtraction. [CCSS.MATH.CONTENT.1.OA.A.1](http://www.corestandards.org/Math/Content/1/OA/A/1/)

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent

* Students will sell their products and buy other business team’s products using the tickets they have earned during this unit.

# Lesson Launch Notes:

*Exactly how will you use the first five minutes of the lesson?*

* Students will meet with their business teams and decide how they would like to set up their tables for Market Day.

# Lesson Closure Notes:

*Exactly what summary activity, questions, and discussion will close the lesson and provide a foreshadowing of tomorrow? List the questions.*

* Students will reflect on their buying and selling experience with journal writing and corresponding illustrations.

# Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

*What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

* Students will set up tables with their advertisement posters and products and determine a fair price, in tickets, how much their product will cost.
* After a gallery walk, students will determine what products they would like to purchase based on how many tickets they have earned.
* Students will take turns, 1 business member from each group, making purchases from other business teams.

# Evidence of Success:

*What exactly do I expect students to be able to do by the end of the lesson, and how will I measure student mastery? That is, deliberate consideration of what performances will convince you (and any outside observer) that your students have developed a deepened (and conceptual) understanding.*

* Students were able to make thoughtful purchases from other business teams.
* Business teams were able to successfully sell the products they had made.

# Notes and Nuances:

*Vocabulary, connections, common mistakes, typical misconceptions, etc.*

* Vocabulary: buy, sell
* Students will be discouraged from only buying products from their friends and consider the product first.

# Resources:

*What materials or resources are essential for students to successfully complete the lesson tasks or activities?*

* Tables
* Posters

# Homework:

*Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?*

* Students will think about what they liked and disliked about market day and record their reflections in their journals.

# Lesson Reflections (if applicable):

*How do you know that you were effective? What questions, connected to the lesson standards/objectives and evidence of success, will you use to reflect on the effectiveness of this lesson?*

* Students able to collaborate and take turns during market day were successful.
* Students who made thoughtful purchasing decisions were also successful.
* Students who show pride in their purchases as well as what they were able to sell made the economic and social connections intended.

Lesson Plan Template

Day 9 & 10

*Paste your lesson plan information into this doc, keep the headers for accessibility*

# Lesson Objective(s):

*What standard(s) and understanding(s) will be developed?*

* K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Practice)

* Civics Anchor Standard 8 Processes Rules and Laws Principles and Values of Democracy Content Standard SS.1.2.8.5 Explain how people improve their communities and the environment • Community Improvement: help your neighbors, plant a community garden, run for office, volunteer • Environmental Improvement: beautification projects, buy local, clean ups, reduce, reuse, recycle (Introduce)

* Students will describe what it means to make thoughtful purchasing decisions, and persuade people in their community to do so.

# Lesson Launch Notes:

*Exactly how will you use the first five minutes of the lesson?*

* Students will engage in a discussion about what it means to make thoughtful purchasing decisions and what purchases to try to avoid.

# Lesson Closure Notes:

*Exactly what summary activity, questions, and discussion will close the lesson and provide a foreshadowing of tomorrow? List the questions.*

* Students will share the posters they made about making thoughtful purchasing decisions.

# Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

*What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

* Students will reflect on their market day experience in their journals making connections to their community and drawing illustrations.
* Students will work, in new predetermined groups, to persuade their schoolmates and community members to be thoughtful purchasers. (Buy local products/Buy products that have a minimal negative impact on the environment.
* Posters will be created and displayed at local businesses about being thoughtful purchasers.

# Evidence of Success:

*What exactly do I expect students to be able to do by the end of the lesson, and how will I measure student mastery? That is, deliberate consideration of what performances will convince you (and any outside observer) that your students have developed a deepened (and conceptual) understanding.*

* Students will be able to describe and persuade people in the community to make thoughtful purchasing decisions.

# Notes and Nuances:

*Vocabulary, connections, common mistakes, typical misconceptions, etc.*

* Vocabulary: buy, sell, thoughtful purchases
* Students will be discouraged from only buying products from their friends and consider the product first.

# Resources:

*What materials or resources are essential for students to successfully complete the lesson tasks or activities?*

* Posters
* Markers

# Homework:

*Exactly what follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?*

* Students will reflect on their families' purchases and decide if they are thoughtful or not and how their purchasing decisions can be improved.

# Lesson Reflections (if applicable):

*How do you know that you were effective? What questions, connected to the lesson standards/objectives and evidence of success, will you use to reflect on the effectiveness of this lesson?*

* Students can articulate ways to make thoughtful purchasing decisions and how they can support their community and minimize their impact on the environment with their purchases.