



Grade 1 Unit 3 - What I Need vs. What I Want

Unit Focus

Questions and concepts surrounding "Needs vs. Wants" will be guiding students into thinking about what they need to survive, how they get what they need, and how that differs from what they may want. The students will also draw on their understanding of being a responsible member of a larger community and how that guides them in contributing to the collective needs of the group. The students will also have the opportunity to learn about economics and resources, especially how the resources available to them in their community affect how they live (and vice versa). Additionally, embedded in the unit will be a concept which focuses on the celebration of certain holidays and how those events connect to needs and wants.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Performance Standards <i>Social Studies : 1</i> 1010686 <i>DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</i></p> <ul style="list-style-type: none"> • INQ.K--2.2 Identify disciplinary ideas associated with a compelling question. • INQ.K--2.3 Identify facts and concepts associated with a supporting question. • INQ.K--2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions. <p>1010692 <i>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</i> 1010693 <i>Civics</i></p> <ul style="list-style-type: none"> • CIV.1.3 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. • CIV.1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police). • CIV.1.2 Explain how all people, not just official leaders, play an important role in a community. <p>1010703 <i>Economics</i></p> <ul style="list-style-type: none"> • ECO.1.1 Explain how scarcity necessitates decision-making. 	<p>T1 Evaluate how creation and participation in an economy impacts groups of people and their world (<i>Analyzing</i>)</p> <p>T2 Understand roles in communities and how to propose and/or create change in communities based on important issues (<i>Decision Making</i>)</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Differing wants and needs shape the ideas, choices, and actions of individuals and groups.</p> <p>U2 The various ways to meet those wants and needs leads to interdependence as well as conflict</p> <p>U3 As a responsible member of my community, my decisions about wants and needs can affect the wellbeing of others.</p>	<p>Q1 What is the difference between what I need and what I want?</p> <p>Q2 How does what's happening in my world determine if I get my needs and wants met?</p> <p>Q3 How do I/we/people use resources to help themselves and/or others?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS		
<p>K1 the difference between wants and needs</p>	<p>S1 identifying facts and concepts associated with needs and wants</p>		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- ECO.1.2 Identify the benefits and costs of making various personal decisions.
- ECO.1.4 Explain how people earn income.
1010713 History
- HIST.1.8 Generate possible reasons for an event or development in the past.
1010725 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION
- INQ.K--2.15 Identify and explain a range of local, regional and global problems, and some ways in which people are trying to address these problems.
- INQ.K--2.16 Identify ways to take action to help address local, regional and global problems.
- INQ.K--2.17 Use listening, consensus-building and voting procedures to decide on and take action in their classrooms.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Self-Direction

- Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.

- K2 how needs and wants get met
- K3 job descriptions within our families
- K4 how saving and spending help determine if wants and needs are met
- K5 organizations in the local community that help to meet people's needs
- K6 Vocabulary - needs, wants, resources, money, spending, saving, donating, leadership, volunteer

- S2 determining helpful sources when answering compelling and supporting questions
- S3 generating possible reasons for past job descriptions in the community compared to today
- S4 explaining how all people, not just official leaders, play an important role in a community
- S5 explaining how scarcity necessitates decision-making
- S6 identifying the benefits and costs of making various personal decisions
- S7 explaining how people earn income
- S8 identifying a range of needs in the community and some ways in which citizens are trying to address these needs
- S9 actively participating during turn and talk to identify/propose ways to take action
- S10 using listening, consensus-building, and voting procedures to decide on and take action in their communities