

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Buyers and Sellers

PACING: 4 Days

STANDARDS:

- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.
- SS.K-4.PDC.3** Distinguish the difference between needs and wants.
- SS.K-4.PDC.5** Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K-4.PDC.6** Explain how economic incentives affect people's behavior.

OBJECTIVES:

- Evaluate primary and secondary sources.
- Define and understand basic economic terms.

VOCABULARY: economics, budget, buyer, seller, exchange

SPIRITUAL APPLICATIONS:

2 Corinthians 9:7, 8 – Read and discuss “Taking Care of God’s Things” from *What We Believe for Kids* by Jerry Thomas (pp. 52, 53).

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 3 pp. 102-115

Unit 3 – Unit Opener and Lesson 1
Digital Plans and Presentations

Skill Builders: Primary Source Paintings – (Demonstrates how paintings can be primary or secondary sources)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Needs and Wants* (3:44)
BrainPop Jr. video – *Saving and Spending* (5:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 137 – to be continued): Create an advertisement using the economic concepts studied. Rubric is on page 137W.
2. Prepare a monthly budget. Include how you will earn money and how you will spend money.
3. Role play with partners as buyers and sellers. How will you determine a fair price?
4. Distribute small sacks of items (jelly beans, marbles, etc.). Practice figuring “tithe” or one-tenth.
5. Make a list of your “needs” and your “wants.” Which is longer? Compare your list with a classmate.

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Productive Resources

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.2** Explain uses of God’s gift of natural resources for meeting human needs.
- SS.K-4.STS.3** Design a project using technology to serve the church and community.
- SS.K-4.STS.7** Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe.

OBJECTIVES:

- Define natural resources, human resources, and capital resources and how they are important in the economy.

VOCABULARY: natural resources, human resources, capital resources, entrepreneur

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Scarcity and Trade

PACING: 4 Days

STANDARDS:

- SS.K-4.IGI.8** Participate in age appropriate outreach and service projects.
- SS.K-4.PDC.1** Demonstrate how people and communities deal with scarcity of resources.
- SS.K-4.PDC.9** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

OBJECTIVES:

- Recognize the connection between supply and demand.
- Explain how scarcity affects trade.

VOCABULARY: demand, supply, scarcity, product, trade

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Currency in North American and the Caribbean

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.7** Identify the characteristics and functions of money and its uses.
- SS.K-4.GC.5** Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections.

OBJECTIVES:

- Discuss the importance of currency.
- Compare and contrast currencies of North America.

VOCABULARY: characteristic, currency, symbol

SPIRITUAL APPLICATIONS:

Matthew 22:15-22 - Discuss symbols on currency. What lesson did Jesus teach about money in this reading?

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 3 pp. 130-137

Unit 3 - Lesson 4 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Math in Our Lives: Currency* (13:11)

BrainPop video - *Money* (3:44)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 137): Create an advertisement using the economic concepts studied. *Rubric is on page 137W.*
2. Research a currency from another country. Then compare and contrast that currency with the currency of the United States. Share what you've learned with the class.
3. Create your own system of currency. Illustrate and label your currency.
4. Research exchanging one country's currency for that of another country. How and where can you make such an exchange? Do you get an equal number of currency pieces?