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.
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

SPIRITUAL APPLICATIONS:


McGRAW-HILL RESOURCES:

The United States Communities and Neighbors
Unit 3 pp. 116-123
Unit 3 – Lesson 2 Digital Plans and Presentations
Leveled Reader – Dog Wash

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – Earth’s Natural Resources (20:34)
BrainPop Jr. video – Natural Resources (5:06)
BrainPop Jr. video – Rural, Suburban and Urban (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 137): Create an advertisement using the economic concepts studied.
2. Play the Sortify: Natural Resources game on BrainPop Jr.
3. Create a three-circle Venn diagram comparing human resources in rural, suburban, and urban communities.
4. With a partner, research a local business to find out about its history, its good or services, and what type of resources it requires. Report your findings to the class.
5. Brainstorm a list of resources we would have without God’s creation. (Can you find any?)
6. Create a video or PowerPoint presentation highlighting “human resources” within the Seventh-day Adventist church (past and present). Share your presentation in Sabbath School or church.
SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Scarcity and Trade

PACING: 4 Days

STANDARDS:
- SS.K-4.GI.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

SPIRITUAL APPLICATIONS:
Ask the pastor or other church leader from the church to present information about the ways the Seventh-day Adventist church helps people (around the world). Focus on how the church is meeting the needs of people.

McGRAW-HILL RESOURCES:
The United States Communities and Neighbors
Unit 3 pp. 124-129
Unit 3 – Lesson 3 Digital Plans and Presentations
Leveled Reader – The Boston Tea Party (TE 24, 25)
Interactive presentation slide – “Trade in the United States”

ADDITIONAL RESOURCES / CONNECTIONS:
BrainPop Jr. video – Goods and Services (4:20)

ASSESSMENT/INSTRUCTIONAL IDEAS:
1. Continue Big Idea Project (p. 137): Create an advertisement using the economic concepts studied. Rubric is on page 137W.
2. As a class, participate in an outreach/service project to meet the needs of local people.
3. Research a product that is traded in the United States. Using a line graph, show how trade for that product has increased or decreased.
4. Make an illustrated book containing a fictional story using the concepts of supply, demand, scarcity, and trade.
TOPIC: Currency in North American and the Caribbean

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:

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?