

### 1. What is our purpose?

#### To inquire into the following:

- **Transdisciplinary theme**  
**How We Organize Ourselves**

**Central idea:** Economic systems and their impact on mankind

#### Summative assessment task(s):

##### Final Performance Assessment:

Students will work in small groups to produce a good/service that can be exchanged with classmates. The team will determine the resources needed, cost in time and money, and jobs required to complete task. They will then produce the good/service and create an advertisement to sell good/service. Final presentation and trading of goods.

#### Individually—students will

1. describe the economic cycle through their team's production of a good/service
2. BCR response on opportunity cost
3. meet job requirements & portion of advertisement
4. Write to persuade customers to buy their product

Class/grade:3rd Grade

Age group: 8-9

School: College Gardens Elementary School code: 0229

Title: It's All About Choices

Teacher(s): Rueda, VGA, DiGiacomo, Harris, Rogovoy, Yang

Date: February 19,2008

Proposed duration: number of hours 60-65 over number of weeks—6



PYP planner

### 2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?

- Function
- Causation
- Form

What lines of inquiry will define the scope of the inquiry into the central idea?

- Production and exchange of goods and services
- Organization of economic systems
- The difference between wants and needs

What teacher questions/provocations will drive these inquiries?

1. How are wants and needs different?
2. What is required to produce goods and services?
3. Why do we trade goods and services locally and abroad?
4. Why do people construct economic organization?

### 3. How might we know what we have learned?

*This column should be used in conjunction with “How best might we learn?”*

What are the possible ways of assessing students’ prior knowledge and skills?  
What evidence will we look for?

Wants	Needs
Goods	Services

Students will pair share      Add and delete ideas throughout the unit

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Inquiry # 1: The difference between wants and needs: Decide on a personal want and need: illustrate each and label with a sentence

Inquiry #2: The production and exchange of goods and services  
Given a product—students can identify the resources needed to make it & can classify the type of each resource    Complete sequence chain showing steps required to produce a good or service and how does the good/service impact mankind

Inquiry #3: The organization of an economic systems  
Students will complete a flow chart of an organization ex. Touring the Pepsi organization and creating a flow chart of their organization

### 4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- Lesson 17 Products and county that supplies the products
- Map skills
- MCPS Economic Resources vs. Geographic Characteristics page 15
- Students create an advertisement for their goods and services
- Students will write to persuade their product lesson 27-28
- *Abuela’s Weave: hamburger investigation*
- Lesson 7-12
- *United streaming video*
- *Venn Diagram on how technology has changed production ex. crayons*
- *Book Shipping Goods: why we trade services locally and abroad Lesson 16*
- *Lessons 4-6 in binder*
- MCPS Lesson 13: Cost and Profits how much did it really cost to make
  
- *Vocabulary work: economic, goods, services, choices, production, human and capital resources, country, scarcity, consumers, producers, manufacture, trade, brad, locally*
- Junior Great Books:
  - Fisherman and His Wife
  - Ooka and the Honest Thief
  - Fire on the Mountain

#### Transdisciplinary Skills:

**Social Skills**— Students are working in small groups to decide what product to market (group decision making)

**Research Skills**— Researching the organization of an economic system

**Communication Skills**- Students will present their good and service to the whole class

**Thinking Skills**— acquisition of knowledge, connections to prior knowledge

**Focus Learner Profile and Attitudes:** knowledge and principled

**Attitudes:** creativity

### 5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  
How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

- From Wax to Crayons (30)
- Milk to Ice Cream (30)
- How Paper is Made (18)
- Making Choices (18)
- Shipping Goods (18)
- What Do We Pay For (3-BB, 30 text, guide),

\*See separate comprehensive resource list

**6. To what extent did we achieve our purpose?**

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Central Idea: Economic systems and their impact on mankind. Students learned about the history of economic systems and the inequality throughout time of payment and treatment. Students learned about how all the pieces of production are important and how resources are necessary. The students demonstrated this learning throughout the summative assessment.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Next year, improve the assessment task by making it more open ended, giving students more ways to present their information. Have students also make a cost analysis of the items that they are making.

What was the evidence that connections were made between the central idea and the Transdisciplinary theme?

The central idea and the transdisciplinary theme (How We Organize Ourselves) is connected by: the structure and function of organizations; economic activities and their impact on humankind and the environment.

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to?

- Develop an understanding of the concepts identified in "What do we want to learn?"
  - Fieldtrip the Museum of Industry
  - T-chart and illustration for wants and needs
  - Comparing wants and needs of people in different cultures or countries to us in the USA
  - Production lines in class
  - Students figuring our the resources and labor
  - Hamburger: natural, capital and human resources used to make a hamburger

- Demonstrate the learning and application of particular Transdisciplinary skills?

Develop particular attributes of the learner profile and/or attitudes?  
In each case, explain your selection.

Plus	Deltas
<ul style="list-style-type: none"> <li>• Students worked on researching their product</li> <li>• Students work hard on social skills during their time for bartering.</li> </ul>	<ul style="list-style-type: none"> <li>• Students needed to learn to work together and cooperate</li> <li>• Students needed to work on self-management to be sure to carry out their commitment.</li> </ul>

### 8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

1. What is a natural resources?
2. Why were women discriminated against?
3. Why is beef not considered a natural resource?
4. Why are needs different around the world?

*At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.*

How are wants and needs different?

What is required to produce goods and services?

Why do we trade goods and services locally and abroad?

Why do people construct economic organization?

### What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students brought in magazine articles to share with the class

One class really got into making origami

### 9. Teacher notes

Add Second grade resource materials Social Studies books...