



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> ● transdisciplinary theme <p>How We Organize Ourselves</p> <p>An inquiry into the interconnectedness human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea</p> <p>People provide services and goods based on community wants and needs and available resources.</p>	<p>Class/grade: 2nd Grade Age group: 7 – 8 yrs</p> <p>School: Willard School code: 7202</p> <p>Title: How We Organize Ourselves (Producers and Consumers)</p> <p>Teacher(s): Teran, Jaramillo, Grabis, Torres, Yee, Tam, Hughes</p> <p>Date: 2/26/18-4/13/18</p> <p>Proposed duration: 90 number of hours over 6 weeks</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students will select a consumable product, create a flow chart, and give an oral presentation on how it gets produced and delivered. Its environmental footprint, and what affects that products value. (Students will present information in a format of their choice ie. infomercial, play skit, brochure) All presentations will include visual aides.</p> <p>Teacher will assess students ability to:</p> <ol style="list-style-type: none"> 1. Name the resources used, the steps involved in manufacturing, the type of technology used. 2. The environmental impact and footprint of the product: its production, packaging, distribution, and consumption 3. The need or want of the product, and how it is determined <p>By the completion of this unit the teacher will expect the students to be able to:</p> <ul style="list-style-type: none"> ● Students will become more environmentally conscious consumers by purchasing items that will have a low environmental impact. ● Students will have a better understanding of the pricing of goods and will be able to make more informed decisions when purchasing goods. ● Students will understand their individual roles in the economy and demonstrate basic economic reasoning skills. ● Students will be able to collaborate together as they research products, environmental and economic factors throughout the world. 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key concepts: Connection, Change, Function</p> <p>Related concepts: Interdependence, Systems, Value</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> ● Interdependence of producers and consumers ● Production, distribution, and consumption of goods and their environmental impact. ● Variables that affect product value and availability. <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. What influences a product's manufacturing and value? 2. How has production and distribution changed over time? 3. How do goods get to consumers?(farm to table; design to production to store) 4. How is the world connected through trade? 5. How can we be responsible producers and consumers? <p>Provocation activity</p> <p>Inequity of supplies and how it affects what they can produce at different tables.</p> <p>Tables/classrooms have certain supplies and groups need to trade to get needed supplies</p>

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?

- Through classroom discussion, teacher will assess students' conceptual understanding of production and distribution.
- Through classroom discussion and process chart, teacher will assess students understanding of how a product (food) gets into a store.

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

- Through a current problematic farming scenario, classroom discussions, projects, or written quiz, students will be able to understand and solve problems that are created by weather, land, water, and human variables; and how it affects food production, cost, consumption, and distribution.
- Through classroom investigations and product flow charts, study of world trade, students will be able to explain how product manufacturing, transportation, and packaging affect the environment and how power and privilege affect equity.
 - Students will be able to explain the role of producers, consumers, goods, services, and distribution.
 - Students will be able to explain the production process of goods.
 - Students will be able to explain how distribution has changed over time?
 - Students will be able determine value of products related to demand.

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?

1. Teacher/student will investigate food production and distribution throughout the world and time.
2. Teacher/students develop economic vocabulary and background by exploring books, videos, the internet, interviews, and open discussions.
3. Students will inquire into the production of particular goods and prepare flowcharts to explain and illustrate its steps from the producer to the consumer.
4. Students will explore various types of manufacturing, use of technology, and how industry has changed products over time. Such as specialization of labor using assembly lines vs. individually made products.
5. Students will explore various factories/stores to see manufacturing styles (tortilla factory, bakery, pizza, etc.)
6. Children will write ongoing reflections in their journals based on the different concepts of supply and demand.
7. Students will investigate to determine whether a business provides a good or service.
8. Students will create a list of household needs and determine which store or establishment can provide the goods or services.
9. Teacher/student will investigate what factors give a product value, such as limited supply, popularity trends, environmental issues, etc.
10. Student/Teacher investigates the working conditions and environmental impact of product manufacturers. (sweatshops, illegal aliens, pollution issues, etc.) Students will compare company practices and products and will work to become responsible consumers.
11. Class may choose to investigate and track all the single components needed in the production of a larger product, such as pizza, sandwich or bike.
12. Students will research economic problems created by changes in environmental and economic factors and ways to take personal action.
13. Students may participate in taking a product through the production stages all the way through the distribution process to potentially use the product to help others.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Thinking Skills: Analyze and comprehend the economic system

Communications Skills: Listen to, write, discuss, and present information learned

Integrity: Showing honesty and fairness as a producer and consumer

Attitudes and Profiles:

commitment, cooperation as students research products and their production;

principled and empathy as students research how products are produced and their impact on the environments and inhabitants and as students help others through times of crisis/need.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Social Studies Book (older series ordered from district), Social Studies Text and resources (Unit 4), "Producers and Consumers"; Poem: "More Milk, Please" by Gayle Howard ;Saturday Market by Patricia Grossman, Milk from Cow to Carton by Alike, How Do You Raise a Raisin by Pam Munoz Ryan, Videos on factories and businesses, Transformed How Everyday Things Are Made by Bill Slavin : Welcome Books How Things Are Made by Inez Snyder; other books that can support the unit; local businesses/guest speakers; internet; library resources; Economics for Children video series, See How It's Made by Penny Smith
Internet resources: <http://kids.cfaic.org>; <http://vric.ucdavis.edu>; <http://usda.gov>;

What does it Mean to be Green? by Rana DiOri

Added 2/23/16 <http://www.neok12.com/Industry.htm> - how things are made, <http://www.pbs.org/video/2365467043/> - how bees make honey (28 min), <http://learnabouta.org/student/kids/links.htm> - links to other websites, <http://pbskids.org/rogers/videos/index.html> - mr. rogers videos on how people make things, http://kids.nationalgeographic.com/videos/making-stuff/#art_pencils.mp4 - national geographic with numerous videos on how to make things <http://thekidshouldseethis.com/post/10203294293> - how crayons are made

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

School garden, discussion of local vendors and neighborhood stores, visit a farmers market or grocery store, community speakers such as business owners, a farmer, Siracha factory in Irwindale, Amy's Farm in Ontario