

# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Our Community Then and Now*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 2)*

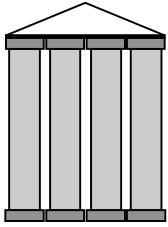
**LENS:** *Change and Continuity*

**Unit Title:**  
*Our Community Then and Now*

**Conceptual Lens:** *Change and Continuity*

**Length of Unit:** *9 weeks*

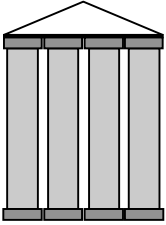
<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
5.1 3G 5.1 3H 5.1 3K 5.1 3M 5.2 3E 5.2 3F 5.2 3J 5.4 3A 6.1 3A 6.1 3D 6.2 3A 6.2 3E 6.2 3G 6.2 3L 6.3 3E 6.3 3F 6.4 3G 6.5 3B 6.5 3C 6.5 3G 6.5 3H 7.4 3A 8.2 3A 8.2 3B 8.2 3C 8.2 3D	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. Citizens participate and influence decisions and actions of government.</li> <li>2. Voting is a way citizens make their voice heard.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>3. Different forms of money can be used to purchase a variety of goods and services. Local businesses compete to get consumers.</li> <li>4. Wants and needs change over time.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>5. People live in urban, suburban and rural environments or regions.</li> <li>6. People, businesses and industries cause pollution.</li> <li>7. Pollution can damage natural resources.</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>8. Communities long ago differ from communities today.</li> <li>9. Historical figures make significant contributions to a community.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. Changes in communication impacted cultures over time.</li> <li>11. Technological advances change ways people communicate.</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. How our community has changed over time.</li> <li>2. The different ways people communicate.</li> <li>3. Ways that our community conserves natural resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and locate places and regions</li> <li>2. Identify the physical characteristics of your community</li> <li>3. Use a timeline to show change in your community</li> <li>4. Use cause and effect relationships</li> <li>5. Interview people to gain information</li> <li>6. Oral presentation</li> </ol>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Community Then and Now  
**Conceptual Lens:** Change and Continuity  
**Length of Unit:** 9 Weeks

<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions F = Factual C = Conceptual P = Philosophical</b>
<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. Citizens can participate and influence the decisions and actions of government..</li> <li>2. Voting is one way that citizens make their voice heard.</li> </ol>	<ul style="list-style-type: none"> <li>• How do citizens participate and influence the decisions of government? (F)</li> <li>• Why is it important that people have the right to vote? (C)</li> <li>• How have the voting practices changed in your community? (F)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>3. Different forms of money can be used to purchase a variety of goods and services. Local businesses compete to get consumers.</li> <li>4. Wants and needs change over time.</li> </ol>	<ul style="list-style-type: none"> <li>• What are the different ways of advertising? (F)</li> <li>• What are some ways that local businesses in your community advertise? (F)</li> <li>• Why do local business advertise? (F)</li> <li>• How are your wants different than your parents when they were your age? (F)</li> <li>• What is the difference between a want and a need? (C)</li> <li>• Why do you think wants change more than needs over time? (C)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>5. People live in Urban, suburban and rural environments or regions.</li> <li>6. People, businesses and industries cause pollution.</li> <li>7. Pollution can damage natural resources.</li> </ol>	<ul style="list-style-type: none"> <li>• What are the differences between an urban area/city, suburb, and small town? (F)</li> <li>• What type of community do you live in? (F)</li> <li>• What types of industries/businesses are in your community? (F)</li> <li>• Why do people decide to move to a new location? (F)</li> <li>• What is pollution? (F)</li> <li>• What are some ways pollution damages the environment? (C)</li> <li>• What is a natural resource? (F)</li> <li>• How can we save natural resources? (F)</li> <li>• What are some ways your community recycles? (F)</li> <li>• What could happen to natural resources if we don't conserve them? (C)</li> </ul>



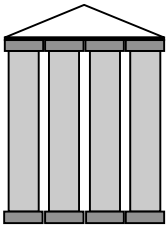
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Community Then and Now

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions</b> <b>F = Factual</b> <b>C = Conceptual</b> <b>P = Philosophical</b>
<p><b>History</b></p> <p>8. Communities long ago differ from communities today.</p> <p>9. Historical figures make significant contributions to a community.</p>	<ul style="list-style-type: none"><li>• Why do you think communities have changed over time? (C)</li><li>• How are transportation systems today different from those 100 years ago? (F)</li><li>• How has the invention of electricity changed the way people live, work and play? (C)</li><li>• How are homes today different than homes 100 years ago? (F)</li><li>• How might communities be different in 100 years? (C)</li><li>• Why is George Washington considered “The Father of our Country?” (P)</li><li>• How have local historical figures contributed to your community? (F)</li><li>• Why is it important that historical figures and their contributions are remembered and celebrated? (P)</li></ul>
<p><b>Culture</b></p> <p>10. Changes in communication have impacted cultures over time</p> <p>11. Advances in technology change the ways people communicate.</p>	<ul style="list-style-type: none"><li>• In what ways did people communicate before telephones? (F)</li><li>• How have advantages in technology changed the ways people communicate? (F)</li><li>• How has the use of the Internet changed communication? (C)</li><li>• How could some advances in technology impact communication in a negative manner? (P)</li></ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Community Then and Now

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

**NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

**WHAT:**

Investigate change and continuity in our community.

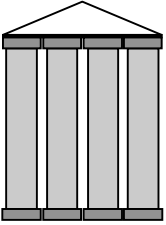
**WHY:**

Understand that communities change over time.

**ENGAGING SCENARIO:**

You work in a museum and are preparing an exhibit based on similarities and differences between the past and the present. You will interview a grandparent or an older person and complete an interview form showing how communication, transportation, and schooling were different when they were your age. Using the information gathered from the interview you will choose one area and create a poster illustrating the changes over time. You will give an oral presentation to the class sharing the information from your interview and your poster.

**PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Community Then and Now

**Conceptual Lens:** Change and Continuity

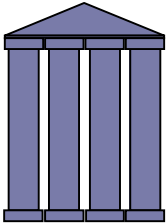
**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Complete interview form</li> </ul>			
<ul style="list-style-type: none"> <li>Complete detailed poster illustrating one area of change               <ul style="list-style-type: none"> <li>- title</li> <li>- two illustrations depicting past and present</li> <li>- captions</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Thoughtful explanation of the differences in the three areas of change</li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Evidence of complete sentences</li> </ul>			
<ul style="list-style-type: none"> <li>Articulate oral presentation</li> </ul>			
<ul style="list-style-type: none"> <li>Colorful, appealing poster</li> </ul>			
<b>TOTALS</b>			

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Our Diverse Community*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 2)*

**LENS:** *Cultural Unity and Diversity*

**Unit Title:**

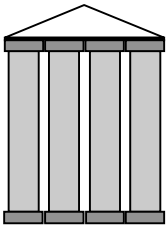
*Our Diverse Community*

**Conceptual Lens:** *Cultural Unity and Diversity*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
5.1 3C 5.1 3E 5.1 3F 5.13G 5.1 3L 5.2 3A 5.3 3B 5.4 3B 5.4 3C 5.4 3D 5.4 3E 6.3 3B 6.4 33 6.4 3C 7.1 3A 7.1 3B 8.2 3A 8.2 3B 8.2 3D 8.3 3A 8.3 3B 8.3 3D 8.4 3A 8.4 3B 8.4 3C	<b>Government/Civics</b> 1. Governments help organize people in a diverse community. 2. Laws and rules maintain unity and equality in a diverse community. <b>Economics</b> 3. Products are made and exchanged to meet needs & wants of people in the community. <b>Geography</b> 4. Different climates determine how people live in a diverse community. 5. The search for basic needs determines the migrating patterns of people. <b>History</b> 6. Contributors of different cultural groups help develop communities. 7. Individuals or groups migrate into a community for different reasons.  <b>Culture</b> 8. Cultures and traditions from other places create diversity in a community. 9. Holidays, celebrations, traditions, and folktales build a diverse community	<b>Students will know:</b>  1. The cultures associated with different holidays. 2. The important of the U.S. Constitution. 3. Where the continents are located on a map. 4. The diverse groups inhabiting their community. 5. Why goods, services and resources come from all over the nation and the world.	1. Use a map and globe to locate places 2. Use a graphic organizer to display information 3. Gather information from family and other community members 4. Share information with the class 5. Record cultural holidays on a calendar





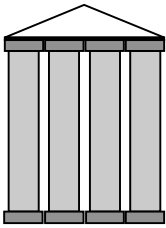
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Diverse Community

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions</b> <b>F = Factual</b> <b>C = Conceptual</b> <b>P = Philosophical</b>
<b>Government/Civics</b> 1. Governments help organize the people in a diverse community. 2. Laws and rules maintain unity and equality in a diverse community.	<ul style="list-style-type: none"> <li>• Who are the government leaders in our community? (F)</li> <li>• How are these leaders chosen? (F)</li> <li>• Why is there a need for many leaders in a community? (C)</li> <li>• What is the importance of the U.S. Constitution? (C)</li> <li>• What is equality? (C)</li> <li>• Why is it important that people are treated equally? (P)</li> <li>• Would a diverse community prosper if people were not treated equally? (P)</li> </ul>
3. Products are made and exchanged to meet the needs and wants of the people in the community.	<ul style="list-style-type: none"> <li>• What does it mean when people migrate? (F)</li> <li>• What continents are represented in our diverse community and where are they located on the world map? (F)</li> <li>• How does people migration change a community? (C)</li> <li>• What is climate? (F)</li> <li>• What is the climate in our community? (F)</li> <li>• How does the climate in a community determine how people live? (C)</li> </ul>
4. Different climates determining how people in a diverse community live. 5. The search for basic needs determines the migrating patterns of the people.	<ul style="list-style-type: none"> <li>• What are products? (F)</li> <li>• From where do different products come? (F)</li> <li>• How do products from different places benefit a diverse community? (C)</li> <li>• What does it mean to exchange products? (C)</li> <li>• What are some of the businesses that make up our diverse community? (F)</li> <li>• How do businesses buy and sell products? (F)</li> </ul>
6. Contributors of different cultural groups help develop communities. 7. Individuals or groups migrate into a community for different reasons.	<ul style="list-style-type: none"> <li>• What are the reasons people migrate? (C)</li> <li>• Who are the people that migrated into our community and when did they arrive? (F)</li> <li>• Why do people from different cultures continue to migrate? (C)</li> <li>• What does it mean to make a contribution to your community? (P)</li> <li>• What contributions have cultural groups made in our community? (F)</li> <li>• How do contributions made by cultural groups help a community to grow? (C)</li> <li>• Will people continue to migrate? (P)</li> </ul>
<b>Culture</b> 8. Cultures and traditions from other places create diversity in the community. 9. Holidays, celebrations, customs, traditions, and folktales build a diverse community.	<ul style="list-style-type: none"> <li>• What are the customs and traditions in our community that are from other places? (F)</li> <li>• What is diversity? (C)</li> <li>• How do the customs and traditions from other places create diversity in a community? (C)</li> <li>• What are the holidays and celebrations? (F)</li> <li>• What are folktales? (F)</li> <li>• What nationalities are represented in our community? (F)</li> <li>• How do different nationalities and their traditions shape a diverse community? (P)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Diverse Community

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### NOTE:

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Teachers should introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### WHAT:

Investigate cultural unity and diversity in a community.

#### WHY:

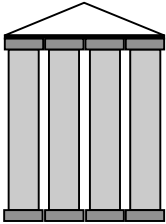
Understand that communities are made up of different individuals and groups, but they must work together to bring unity to the community.

#### ENGAGING SCENARIO:

Demonstrate understanding by assembling a puzzle. Each student will receive a puzzle piece with its own unique shape. Each puzzle piece will also be represented by its own color of red, white, or blue. Students will show their individuality by holding up their puzzle piece and comparing the shape to others. Students will repeat the activity comparing colors of their pieces. Next, color groups will attempt to complete a puzzle. Finally, students from the three groups will be instructed to work together to complete the puzzle-the US flag. Then, individually students will respond in writing to the following prompts:

1. What did each individual shape teach us?
2. What did each color group teach us?
3. What did the completed puzzle of the flag teach us?

#### PROCEDURE:



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Diverse Community

**Conceptual Lens:** Cultural Unity and Diversity

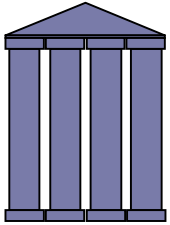
**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Written retelling of how people must work together to bring unity to the community.</li> </ul>			
<ul style="list-style-type: none"> <li>Include the role of the individual, the role of the individual within a small group, and the role of the individual as a member of the community.</li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Clear written retelling of what each individual puzzle shape taught.</li> </ul>			
<ul style="list-style-type: none"> <li>Clear written retelling of what each color group taught.</li> </ul>			
<ul style="list-style-type: none"> <li>Clear written retelling of how people must work together to bring unity to the community.</li> </ul>			
<ul style="list-style-type: none"> <li>Clear conclusion sentence that tells about the important of community</li> </ul>			
<b>TOTALS</b>			

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Our Community*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 2)*

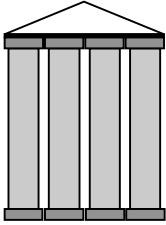
**LENS:** *Interdependence*

**Unit Title:**  
*Our Community*

**Conceptual Lens:** *Interdependence*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>5.1 3B      6.2 3D            5.1 3C      6.2 3F            5.1 3J      6.2 3K            5.1 3L      6.3 3A            5.2 3B      6.3 3F            5.2 3C      6.5 3A            5.2 3F      6.5 3D            5.3 3C      6.5 3F            5.3 3H      7.3 3A            6.1 3B      7.3 3B            6.1 3C      7.3 3C            6.2 3B      7.4 3B            6.2 3C      8.2 3A                          8.2 3D                          8.3 3D</p>	<p><b>Government/Civics</b>            1. Laws keep order in communities.            2. Leaders are elected to help make rules and laws for communities.            3. Citizens have rights and responsibilities.</p> <p><b>Economics</b>            4. People work for wages to fulfill needs and wants.            5. Producers and consumers make and use goods and services.            6. Taxes on products pay for government services.</p> <p><b>Geography</b>            8. People use natural resources to meet needs and wants.            9. People have a responsibility to take care of the environment.</p> <p><b>History</b>            10. People work together to build communities.            11. Conflicts between people or groups cause communities to change.</p> <p><b>Culture</b>            12. Neighborhoods are where people live, work, and play together.            13. Communities are made of one or more neighborhoods.            14. People in a community work together to solve problems.</p>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>The differences between urban, rural and suburban communities</li> <li>The roles of producers and consumers and their relationship communities</li> <li>Specific examples of community leaders and how they were chosen</li> <li>The characteristics of natural resources and how the community uses them</li> <li>Some of the communities of the past and how people worked together to build them.</li> <li>Significant individuals and their contributions to communities</li> <li>The different between needs and wants.</li> </ol>	<ol style="list-style-type: none"> <li>Use a map and globe to locate natural resources of a community</li> <li>Use their local community map to find places where goods and services are provided</li> <li>Research an historical figure and his/her contribution to the community</li> <li>Use a timeline of historical communities</li> <li>Use cause and effect to show how historical communities (e.g. Native Americans and early American settlers) helped each other)</li> <li>Use a T-chart</li> </ol>



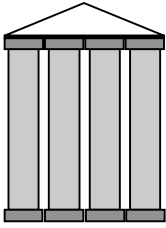
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Community

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

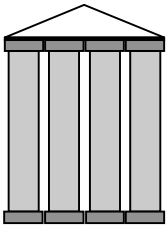
<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions</b> <b>F = Factual</b> <b>C = Conceptual</b> <b>P = Philosophical</b>
<p><b>Government</b></p> <ol style="list-style-type: none"> <li>1. Laws help keep order in a community.</li> <li>2. Leaders are elected to help make up rules and laws for communities.</li> <li>3. Citizens have rights and responsibilities.</li> </ol>	<ul style="list-style-type: none"> <li>• Why do communities need rules and laws? (C)</li> <li>• Who are leaders in our community? (F)</li> <li>• How are they selected? (F)</li> <li>• What is a citizen? (C)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>4. The student understands that people work for wages in order to fulfill needs and wants.</li> <li>5. The student understands that producers make goods and services.</li> <li>6. The student understands that consumers use goods and services.</li> <li>7. The student understands that taxes on goods and services help pay for government services (e.g. police and fire protection, parks, schools, libraries, etc.)</li> </ol>	<ul style="list-style-type: none"> <li>• What are wages? (F)</li> <li>• What different kinds of jobs do people in your community do? (F)</li> <li>• What are some of your needs? What are some of your wants? (F)</li> <li>• What is the difference between what people need and what people want? (C)</li> <li>• What are goods and services? (F)</li> <li>• What kinds of goods are produced in our community? (F) Services? (F)</li> <li>• What is a producer? (F)</li> <li>• Why do communities need producers? (C)</li> <li>• What do communities do if something they need is not produced there? (C)</li> <li>• What kinds of goods do people buy in our community? (F)</li> <li>• What types of services do people use in our community? (F)</li> <li>• How do people choose what goods and/or services they can buy? (C)</li> <li>• Why do communities need consumers? (C)</li> <li>• What does the community do if they have more goods than the consumers need or want? (C)</li> <li>• What are taxes? What types of goods and services are taxed? (F)</li> <li>• What are some types of government services? (F)</li> <li>• Should people be taxed? (P)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>8. The student understands that people use natural resources in order to meet their needs and wants.</li> <li>9. The student understands that people have a responsibility to take care of the environment.</li> </ol>	<ul style="list-style-type: none"> <li>• What is a natural resource? (F)</li> <li>• What types of natural resources do you have in your community?(F)</li> <li>• What does the community do if they need natural resources that the community does not have? (C)</li> <li>• What is the environment? (F)</li> <li>• What are ways that you can help take care of the environment?(F)</li> <li>• What would happen if the people in your community did not take care of your environment? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Community  
**Conceptual Lens:** Interdependence  
**Length of Unit:** 9 Weeks

<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions F = Factual C = Conceptual P = Philosophical</b>
<p><b>History</b></p> <p>10. The student understands that people work together over time to build communities.</p> <p>11. The student understands that conflicts between people or groups cause communities to change over time.</p>	<ul style="list-style-type: none"> <li>• What ways did American settlers work together to build their communities? (F)</li> <li>• Who are some individuals or groups who made contributions that changed your community? (F)</li> <li>• Why do people in a community work together? (C)</li> <li>• What are conflicts? (F)</li> <li>• Can you think of a time when a conflict in your community changed it? (F)</li> <li>• How do conflicts make good or bad change to a community over time? (C)</li> </ul>
<p><b>Culture</b></p> <p>12. The student understands that neighborhoods are places where people live, work and play together.</p> <p>13. The student understands that communities are made of one or more neighborhoods.</p> <p>14. People in a community work together to solve problems.</p>	<ul style="list-style-type: none"> <li>• What kinds of houses do people live in in our neighborhood? (F)</li> <li>• What do people in our neighborhood do for fun? (F)</li> <li>• What kinds of work do people in our neighborhood do? (F)</li> <li>• What makes a neighborhood? (C)</li> <li>• What makes a community? (C)</li> <li>• What makes a town or suburban area? (F)</li> <li>• What makes a city or urban area? (F)</li> <li>• What makes a farm community or rural area? (F)</li> <li>• How do neighborhoods differ from each other? (C)</li> <li>• What are the differences between a town, a city, and a farming community?(C)</li> <li>• Which kind of community is best? (P)</li> <li>• What are some problems that you have had in your school community? (F)</li> <li>• How were these problems solved? (F)</li> <li>• Why is it important for people to learn to work together? (P)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Community  
**Conceptual Lens:** Interdependence  
**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### NOTE:

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### WHAT:

Investigate interdependence in our community.

#### WHY:

Understand that people work for wages to fulfill needs and wants. People have to budget to meet their needs and wants.

#### ENGAGING SCENARIO:

Assign each student in the classroom a classroom job. For a week, they can each earn a salary if they do their job.

In setting up the store, ask the class to brainstorm things that they *need* in school and things that they *want* in school. Based on their lists, provide items that the students *need* (*pencils, paper, etc.*) and *want* (*candy, toys, etc*) in the classroom store.

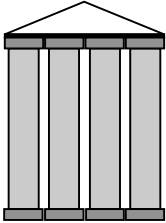
Students keep track of how much they earn. They make a list of the things they want and the things they need. At the end of the week, they look at their lists and make decisions about what to buy, based on their budget and their needs.

Discuss as a class at the end of the project. Ask guiding questions like, Why did you do your job this week? Why did you want to earn your wages?

Pretend you are the mother or father of your family. Explain why you would go to work. Tell about something you would buy that the family needs and something you would buy that the family wants.

#### PROCEDURE:





## SOCIAL STUDIES FRAMEWORK

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### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Accurate budget showing their earning and spending               <ol style="list-style-type: none"> <li>clear chart of earnings</li> <li>T-Chart accurately distinguishing between needs and wants</li> </ol> </li> </ul>			
<ul style="list-style-type: none"> <li>Written explanation clearly shows that:               <ol style="list-style-type: none"> <li>As the head of the family, they worked for wages.</li> <li>As the head of the family, they chose an appropriate want and an appropriate need to buy for the family.</li> </ol> </li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Spending decisions show ability to choose needs before wants</li> </ul>			
<ul style="list-style-type: none"> <li>Money budgeted properly. Did not spend more than earned.</li> </ul>			
<b>TOTALS</b>			

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%