

Unit/Topic Title: **How We Use Money**

Trimester: **2<sup>nd</sup>**

Estimated Time (When): **February (4 weeks)** (includes time for re-teaching and enrichment)

<b>Standard(s)</b> 1. Economics	
<b>Prepared Graduates:</b> <ul style="list-style-type: none"> <li>➤ Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.</li> <li>➤ Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b> <ul style="list-style-type: none"> <li>• People work to meet wants and needs (3.1)</li> <li>• Recognize money and identify its purpose (PFL) (3.2)</li> </ul>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>• Discuss that money is used to buy items that the student or family wants (3.1.b)</li> <li>• Identify how money is used as a medium of exchange (3.2.b)</li> </ul> <b>Introductory concepts/outcomes:</b> <ul style="list-style-type: none"> <li>• Exert self-control- learn how to solve problems that arise in social situations</li> <li>• Identify pictures that illustrate events from the past, present, or future</li> <li>• Identify change over time- for example how they have grown and changed</li> </ul> <b>Reinforcement concepts/outcome:</b> <ul style="list-style-type: none"> <li>• Sequence stories and events with increasing complexity (for example 5</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• What do we buy and why?</li> <li>• How do people use income?</li> <li>• Why do people use money?</li> </ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Working enables people to meet wants. For example a parent works to receive income used to purchase items such as food, cars, and vacations.</li> <li>• Recognition of units of money aids in making purchases. For example, a parent pays for an item using correct change.</li> <li>• Knowledge of coins and currency ensures accurate transitions. For example you can check that a cashier gave you the right amount of change.</li> <li>• Money is a medium of exchange.</li> </ul> <b>Nature of Economics:</b> <ul style="list-style-type: none"> <li>• Economic thinkers analyze the connection between working and earning income.</li> <li>• Economic thinkers recognize that people use income to meet needs and wants.</li> <li>• Financially responsible individuals use money wisely.</li> </ul>

or more pictures which tell a story) <ul style="list-style-type: none"> <li>• Prepositional vocabulary, for example : diagonal, through, underneath, around, etc.</li> </ul>	
<b>Essential Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Mastery: wants, money    Introductory: problem solving, past, present, future, change</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>➤ Teaching Strategies GOLD™           <ul style="list-style-type: none"> <li>• 30. Shows basic understanding of people and how they live</li> </ul> </li> </ul>	
<b>Instructional Resources</b>	
<ul style="list-style-type: none"> <li>➤ The Creative Curriculum System</li> </ul>	