Meeting Needs and Wants

INQUIRY QUESTION
How can we work together to meet community needs and wants?

INQUIRY PRODUCT
2D Product

DESCRIPTION
Communities are created to meet our common needs, giving us a sense of belonging, trust, care, and safety. In this Inquiry, students are introduced to the concepts of needs and wants, scarcity, and abundance, as well as the ways that producers and consumers interact and how individuals and communities make choices about how to use their resources. Then, they work together to design their own community model, taking action together to shape the world around them.

Launch

Module 1 Launch the Inquiry
Students begin the Inquiry with an engaging, thought-provoking activity to hook them into the inquiry process. They are introduced to the Inquiry Question and their initial Investigation Questions begin to surface. There is no pre-teaching required to start students on their inquiry journey.

Objectives
- Generate ideas about needs and wants
- Generate ideas of important civic and economic features of a community
- Collaborate with peers

Lesson and Description	Objectives
CORE 1. Hook: Creating a Community Model Students explore the concept of communities and make observations about the people and places who meet a community's needs and wants. They begin to generate ideas about features that a community must have and may have. This lesson sparks curiosity and serves as an informal pre-assessment for the content and concepts of the Inquiry.	• Generate ideas about needs and wants • Generate ideas of important features of a community • Exchange ideas through discussion
CORE 2. Generating Investigation Questions Students are introduced to a modified version of the Question Formulation Technique (QFT) to generate Investigation Questions that will guide their exploration of ways that communities meet their needs.	• Generate meaningful questions about ways of meeting community needs and wants with support of question words (Who, What, Where, When, Why, How) • Collaborate to generate, evaluate, and select questions

Investigation

Module 2 Why can't I have everything I want?
Students are introduced to the economic concepts of needs, wants, scarcity, and choice, which frame their investigation into meeting community needs. They classify items as needs or wants and explore how people may use this information to evaluate and make economic choices. They discover how limited resources necessitate decision-making and consider ways that unexpected situations might require a choice between two or more options.

Objectives
- Distinguish between needs and wants
- Explain how scarcity necessitates decision-making
- Provide rationale for economic choices
- Identify the opportunity cost of decisions (ex. to give up something you want for something you want more)

Checkpoint Assessment
- Review the Tough Choices! Reflection handout
- Observe and track students over the course of the module's activities and interactions; look and listen for:
    - Ability to distinguish between needs and wants
    - Explanation of how scarcity necessitates decision-making
    - Identification of the opportunity cost of decisions (ex. to give up something you want for something you want more)

Lesson and Description	Objectives
CORE 1. Exploring Needs and Wants Students explore the economic concepts of needs and wants. They brainstorm items they might acquire from different places in the community, and they practice differentiating between needs and wants while exploring why circumstances might lead to different perspectives.	• Classify objects and concepts as needs or wants • Explain their thinking and justify how they classify items as needs or wants • Exchange ideas through discussion
CORE 2. Game Board Critique Students cultivate a growth mindset and practice giving kind, helpful, and specific feedback to their peers during a partner critique. At the end of the lesson, students apply the feedback they received and revise their work.	• Apply kind, helpful, and specific feedback with increasing independence • Provide a balance of warm, cool, and suggestion feedback to a piece of work • Form complete critique sentences with limited prompting • Apply feedback when making their final drafts
EXT 3. Uh-Oh! Cards Students develop scenarios about unexpected events that might impact spending or saving plans. They describe the problem, then identify a place in the community where it might be solved. They make connections to the value of saving as a way to prepare for the unexpected.	• Design scenarios that create problems and solutions related to needs and wants • Identify situations in which scarcity necessitates decision-making • Exchange ideas through discussion

`CORE` 4. Making Tough Choices!	
Students play a game to practice making choices by connecting their needs and wants to providers within the community. They also experience the ways that unexpected events can require them to adapt to new circumstances and re-evaluate the costs and benefits of potential choices.	• Explain how scarcity necessitates decision-making • Give reasoning for decisions involving prioritization of needs and wants • Cooperate with others to effectively engage in a learning game
`CORE` 5. Debriefing Tough Choices! `CHECKPOINT ASSESSMENT` Students reflect on their experience in the Tough Choices! game to draw conclusions about the ways in which people decide how to use their resources. They consider the key concepts of scarcity, decision-making, and saving.	• Generate ideas about ways to address challenges and opportunities related to scarcity and decision-making • Engage in collaborative discussion

Module 3 How do people make spending and saving decisions?

Students are introduced to a variety of economic concepts, including saving, spending, and earning. They are introduced to the concept of budgeting and imagine themselves making choices among a variety of options. They practice making personal savings goals and develop strategies to achieve goals that rely upon earning, saving, and spending.

Objectives
- Identify how people meet their needs and wants by using scarce resources
- Describe how and why people save money for a future goal
- Explain the concept of saving as giving up buying something today in order to buy something more valuable or important in the future
- Recognize that money is earned from work done

Checkpoint Assessment
- Review the Working Toward Goals handout
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Identification of how people meet their needs and wants by using scarce resources
  - Description of how and why people save money for a future goal
  - Explanation of the concept of saving as giving up buying something today in order to buy something more valuable or important in the future
  - Recognition that money is earned from work done

Lesson and Description	Objectives
`CORE` 1. Earning and Saving Students explore ways that people can earn money and save it for the future. They also examine reasons why people save money.	• Gather and compare evidence in multiple sources to explain how people earn an income • Explain why scarcity requires decisions about how to use resources • Draw on multiple sources to investigate how and why people save or spend, including the costs and benefits of various choices • Exchange ideas through discussion

CORE 2. Evaluating Benefits and Costs

Students explore the concept of evaluating benefits and costs as key elements to support decision-making. They connect these concepts to making choices about whether to spend or save.

- Investigate costs and benefits to make informed financial decisions
- Identify the opportunity cost involved in a consumer decision
- Explain why people evaluate benefits and costs differently
- Exchange ideas through discussion

CORE 3. Working Toward a Goal

Students explore the concepts of earning, saving, and spending to work toward a goal. They consider ways that people can make choices and strategies that support saving to meet a financial goal. Then, they develop a personal savings goal and describe ways to achieve it.

- Draw evidence from a text to explain the connection between saving and setting goals
- Describe how and why people spend, save, give, or earn
- Exchange ideas through discussion

EXT 4. Using a Budget

Students explore the concept of using a budget to plan for expenses. They evaluate the most important purchases they need to make to satisfy their needs and wants and consider the benefits, costs, and opportunity costs of each decision.

- Justify purchases using the terms "need" and "want"
- Prioritize purchases to stay within a limited budget
- Exchange ideas through discussion

5. Reflecting on

CORE Saving and   **CHECKPOINT ASSESSMENT**
Spending

Students reflect on their learning from this module to imagine how they could earn, spend, and save to achieve an economic goal in the future. They explain how scarcity necessitates decision making and why people can't buy everything they want.

- Describe how people can work toward financial goals (save, spend, earn, prioritize, choose)
- Explain why, how, and where people save, spend, and earn money
- Describe how scarcity necessitates decision-making
- Exchange ideas through discussion

Module 4 How do community producers meet needs and wants?

Students explore how different producers, including businesses, the government, and volunteers, meet the needs and wants within a community. They imagine themselves in the role of a community producer and think about the good or service they will provide, the resources they will need to provide this good or service, and the skills and knowledge required. Students are also introduced to the economic concept of supply and demand and consider how it applies to various scenarios.

Objectives
- Explain how producers in a community meet wants and needs
- Analyze scenarios to identify examples of economic concepts (producers, consumers, goods, services)
- Describe examples of resources that producers use to provide goods or services
- Create a plan to produce a good or service based on consumer demand

Checkpoint Assessment
- Review the Producer Plan handout
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Identification of key concepts in an exchange: good, service, producer, consumer
  - Description of knowledge, skills, and resources that producers use to provide certain goods or services

Lesson and Description	Objectives
CORE **1. Exploring Goods, Services, Producers, and Consumers** Students explore the role that producers play in meeting community needs. They investigate how producers use knowledge, skills, and resources to provide goods and services to consumers.	• Analyze sources to identify information about what producers do and need to meet needs and wants • Identify key concepts in an exchange: good, service, producer, consumer • Generate ideas about the skills, knowledge, and resources required to produce certain goods and services • Describe goods and services that people produce in a community
CORE **2. How Producers Create a Good or Service** Students investigate how producers use a variety of resources to provide goods and services and explore the relationship between supply and demand by analyzing the story of a lemonade stand.	• Analyze a source for evidence about resources used for production such as human capital (knowledge, skills) or capital goods (supplies, equipment) • Draw connections about the relationship between supply and demand
EXT **3. A Closer Look at Productive Resources** Students explore goods and services the government provides to deepen their understanding of how producers meet needs in a community. They use evidence to make inferences about the knowledge, skills, and tools that producers use to meet community needs.	• Analyze sources to identify evidence about goods, services, producers, and resources • Describe examples of goods and services that governments provide • Make inferences about knowledge, skills, and resources that producers use to provide certain goods or services • Exchange ideas through discussion
EXT **4. Librarian Case Study** Students analyze a case study to explore how people provide a good or service in response to unmet needs in a community.	• Examine a case study to describe how a producer provides goods and services to meet community needs • Draw connections between unmet community needs and opportunities for producers
5. Meeting Our **CORE** **Community's** **CHECKPOINT ASSESSMENT** **Needs or Wants** Students apply their learning about how producers meet needs and wants by providing a good or service. They create a plan to illustrate a good or service they could produce, including the community need or want it would meet and the resources it would require.	• Demonstrate understanding of consumer demand (needs and wants) for goods and services • Make inferences about knowledge, skills, and resources that producers use to provide certain goods or services • Exchange ideas through discussion

Module 5 How do people work together to help their communities?
Students investigate the ways communities collectively work together to meet shared needs and apply their learning to create an action plan. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Objectives

- Analyze case studies to investigate how people can contribute to meeting community needs and wants
- Identify evidence of how people use human and capital resources to accomplish shared tasks
- Identify challenges and opportunities in their own community
- Generate ideas for solutions to challenges

Checkpoint Assessment
- Review the Action Plan handout
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Examples of how people work together to meet community needs and wants (time, talent, treasure)
  - Reasons to justify taking action (by identifying problems, impacts, etc.)
  - Identification of challenges and opportunities related to needs and wants in their own community
  - Creation of an action plan for meeting a community need or want and a description of resources that might be utilized

Lesson and Description	Objectives
CORE 1. Time, Talent, Treasure Students begin to investigate how young people can contribute their time, talent, and treasure to help meet needs and wants in their community.	• Investigate how people can contribute to meeting community needs and wants • Identify evidence of how people use human and capital resources to earn income • Exchange ideas through discussion
CORE 2. Case Study: Young People Making a Difference Students examine and compare case studies to further investigate how people might take action to meet community needs. They reflect on their learning to generate ideas about opportunities to meet needs or wants in their own community.	• Analyze case studies to investigate how people can contribute to meeting community needs and wants • Identify evidence of how people use human and capital resources to meet needs or wants • Exchange ideas through discussion
EXT 3. Making an Action Plan Students learn about the importance of making a plan before taking action. They discuss challenges and possible solutions and ideate on specific action steps that might support them in reaching their goal when they take informed action.	• Investigate how an action plan can help people meet goals • Identify challenges and opportunities in their own community • Generate ideas for solutions to challenges • Exchange ideas through discussion
CORE 4. Synthesizing Findings and Drawing Conclusions **CHECKPOINT ASSESSMENT** Students reflect on findings throughout the Inquiry to identify challenges and opportunities in their own community. They create an action plan for meeting a community need or want, and describe resources that might be utilized. They share ideas with classmates and select the strongest idea to address when they take informed action.	• Reflect on findings to identify challenges and opportunities in their own community • Create an action plan for meeting a community need or want • Describe how people can use human and capital resources to meet needs or wants • Exchange ideas through discussion

CORE   5. Constructing the Inquiry Challenge Statement

In this pivotal lesson, students transition from investigation to action. They consider the content they have explored, the relevant knowledge they have gained, and the questions they have asked, acknowledging that some may have remained unanswered and new questions may have emerged, to decide how to create an Inquiry Product that has an authentic impact.

- Reflect on learning about needs and wants to identify problems and opportunities in the world around them
- Collaborate to construct an Inquiry Challenge Statement that will guide them in taking informed action

Take Action

Module 6   Take Informed Action

Students shift focus in this module, using the conclusions and key findings from their investigation to impact the world beyond their classroom. The lessons guide students through the stages of the design process, including brainstorming and developing their ideas, creating a prototype, evaluating and improving their work based on feedback, and preparing to share the work publicly. Finally, they reflect on the knowledge and skills they developed during their inquiry journey.

Objectives
- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Checkpoint Assessment
- Review students' final Inquiry Products using your customized Inquiry Product rubric
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Examples to identify what makes the work strong or areas for improvement
  - Explanation of connection between work and Inquiry Product rubric Success Criteria
  - Progress toward Inquiry Product rubric Success Criteria
  - Feedback that is kind, helpful, and specific
  - Demonstration of growth mindset by accepting and considering feedback
  - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
CORE 1. Brainstorm: Comparing Models to Develop Success Criteria Students compare models of the products they will create, identifying specific elements that make these examples successful and generating ideas for Success Criteria that they can use to guide and evaluate their own work.	• Critically analyze models to identify what makes a product successful or unsuccessful • Generate ideas for Success Criteria • Engage in collaborative discussion

EXT 2. Brainstorm: Team Norms	
EXT 2. Brainstorm: Team Norms Students work together to define what they need from each other to be successful as a team, whether that team is the whole class or their Inquiry Product Group. This lesson helps students develop awareness of how they collaborate with others and to form a common language to use when challenges arise.	• Generate ideas about effective team dynamics • Select ideas to generate team norms • Engage in collaborative discussion
CORE 3. Brainstorm: Generating Ideas for the Work Students generate, evaluate, and select ideas for the content of their Inquiry Product. In the next lesson, they will use these selected ideas to create a prototype of their product.	• Generate ideas for the content of the Inquiry Product • Evaluate and select ideas for an effective product using Success Criteria in the <u>Inquiry Product rubric</u>, and any constraints, as a guide • Give meaningful feedback to peers • Use feedback to develop work
CORE 4. Prototype: Sketching a Mock-Up Prototyping, or creating a rough draft, is the next step in the design process. For visual products, the prototype is a mock-up. Students use the ideas that they generated in the brainstorm session to sketch their mock-ups.	• Design and create a draft product to address the Inquiry Challenge • Explore a variety of solutions for the most effective product
CORE 5. Improve: Critiquing Rough Drafts Students use a small-group critique protocol to give and receive kind, helpful, and specific feedback on their rough drafts. They use this feedback to identify next steps in their work.	• Give meaningful critique feedback • Accept and use feedback to form a revision plan • Engage effectively in group discussion
CORE 6. Improve: Developing the Work In this teacher-guided work session, students apply critique feedback to develop the next draft of their work. If needed, this lesson could be repeated to allow for multiple work sessions.	• Take ownership of work in terms of quality, degree of challenge, revision, and completion
EXT 7. Share: Crafting a Maker Statement Students develop written Maker Statements to explain the ideas behind their work. Maker Statements enable students to describe their work in more detail to their audience. In addition, a written explanation of the work can provide the teacher with additional assessment insights.	• Explain the meaning and purpose of the work • Use criteria to evaluate and improve work

EXT 8. Share: Practicing to Present the Work Students practice talking about their work to prepare them to present, either formally or informally. They also give and receive feedback in order to help strengthen their ability to present. The resulting verbal explanations of the work can provide the teacher with additional assessment insights.	• Practice and reflect upon ability to present work • Give meaningful feedback to peers • Engage effectively in group discussion
CORE 9. Reflect: Revisiting the Inquiry Challenge Students reflect on the Inquiry as a whole now that they have shared their completed Inquiry Products. They reflect upon their successes, struggles, and strides by revisiting content and skills that were the focus of the Inquiry. In doing so, students lay a groundwork for continued growth in future projects.	• Identify successes, struggles, and personal growth • Reflect on the degree to which the project was successful in meeting the overall goal