|  |  |  |
| --- | --- | --- |
| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| How do families gain money? | What do families choose to spend money on? | Why do families choose to save money? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| List an example and a non-example of a method for obtaining money. | Brainstorm the choices families have in using their money. | Draw and label a two-sided picture showing the pros and cons of saving money. |
| *Integration of Inquiry Process and Skills* | | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| Connect: Connects ideas to own interests about what it means to have or not have a choice.  Graphic Organizer: [Connect#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect2) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about the economic choices families make.  Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about the advantages and disadvantages of saving money.  Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) |
| Wonder: Formulates questions related to listening activities about how families gain money. | Wonder: Formulates questions related to listening activities about what families choose to spend money on. | Wonder: Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about why families choose to save money. |
| **Investigate:** **Uses materials provided to find answers to questions posed** about how families gain money by examining an image bank of ways to obtain money and reading about the difference between spending and saving money. | Investigate: Distinguishes between fact and opinion about what families choose to spend money on while watching a video of examples of the uses of money and reading an article about creating and managing a budget.  **Graphic Organizer**: [**Investigate#6**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate6) | Investigate: Finds facts and briefly summarizes them to answer research questions about why families choose to save money while examining a website and reading an article about some of the approaches families can take to save their money.  Graphic Organizer: [Investigate#7](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate7)  [C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_1_Economic_Choices.pdf) |
| Construct: Lists an example and a non-example of a method for obtaining money. | Construct: Brainstorms the choices families have in using their money. | Construct: Draws a conclusion about the main idea with guidance.  Graphic Organizer:[Construct#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct2) |
| Express: | **Express:** | Express: Draws and labels a two-sided picture showing the pros and cons of saving money. |
| Reflect: | **Reflect:** | Reflect: Identifies own strengths and sets goals for improvements.  Graphic Organizer: [Reflect#3](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect3) |
| Summative Performance Task: *Argument:* What choices do we make with our money? Construct an argument supported with evidence that addresses the question of how families make economic choices. *Extension:* Participate in a class discussion about the pros and cons of spending for a short-term goal versus saving for a long-term goal. | | |

**1st Grade** [**Economic Choices Inquiry**](http://www.c3teachers.org/inquiries/economic-choices/)

|  |  |
| --- | --- |
| What Choices Do We Make with Our Money? | |
| **Staging the Question: Discuss the construct of “choice” and how it is influenced by the money we have.** | |
| **Social Studies Practices** | **Gathering, Using, and Interpreting Evidence Civic Participation**  **Comparison and Contextualization** **Economic Systems** |