



# Choices and Costs

## Teacher Guide

Making choices



Goods



Bakers





# Choices and Costs

## Teacher Guide



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# Choices and Costs

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**Choices and Costs**  
**Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade 2

# Introduction

## ABOUT THIS UNIT

### The Big Idea

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An economy is all the ways people make and exchange goods and services. It also includes jobs people do.

The economy is made up of all the choices people make about working, buying, and selling. Every choice has a cost; it requires giving something up. As consumers, we choose which products and services to buy. As producers, we choose which resources and skills to use.

Other choices, like decisions about our future, are more personal. They require thought about what we enjoy now and what we want to do when we are older. We have to study and work to learn skills and habits that will help us succeed in the economy and make our lives what we want them to be.

# What Students Should Already Know

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Students in Bayou Bridges should already be familiar with:

- what maps and globes represent and how they are used
- features of a map: key (or legend), symbols, scale, compass rose
- cardinal directions (north, south, east, west) and relative location
- locations of the four hemispheres
- locations of the equator and prime meridian
- monuments and landmarks—natural and human-made—in the United States
- geographic features and physical characteristics of the United States, Canada, and Mexico
- economic activities and ways people use land in urban, suburban, and rural regions
- natural disasters common in North America and their effects
- various Native American groups residing in North America prior to the establishment of the thirteen English colonies
- resources used by Native American groups
- cultural practices and celebrations of some Native American groups
- beginnings of the United States as thirteen colonies under English control
- taxation imposed by King George III leading to the colonists' rebellion
- lives of enslaved Africans in the colonies, including their role as forced labor on plantations
- events leading up to, including, and following the War of Independence
- significance of the Declaration of Independence
- end of the War of Independence and U.S. victory over Great Britain
- George Washington's role and the formation of Washington, D.C., as the capital city of the United States
- key symbols and figures of the United States, including the American flag, the bald eagle, the national anthem, Uncle Sam, and the Pledge of Allegiance



## What Students Need to Learn

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- what an economy is
- differences between producers and consumers
- what a marketplace is
- what free trade is
- types of resources: natural, human, capital
- economic choices and costs
- what scarcity is
- why specialization is important
- difference between imports and exports
- why goods and services are traded
- government's role in the economy
- how to start preparing for their future
- importance of education and good habits

### AT A GLANCE

The most important ideas in Unit 4 are:

- Producers make goods and provide services. Consumers buy goods and services.
- Goods and services are made and provided using natural, human, and capital resources.
- Consumers make choices about what to buy and do based on costs and scarcity.
- In a free enterprise system, the government protects consumers and makes rules but does not assign goals or direct the work of businesses.
- It is important to have good study habits and regularly attend school.
- Vocational schools are a good option for people who have a specialized career path in mind.
- Planning for the future can begin at a young age.

### WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

## UNIT RESOURCES

### Teacher Components

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*Choices and Costs* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes Support notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

**A Culminating Activity, Chapter Assessments, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 46.** The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.
- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

*Choices and Costs* Timeline Card Slide Deck—thirteen individual images related to making economic choices and their costs. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical gallery in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The gallery may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!



Chapter 1



Chapter 1



Chapter 1



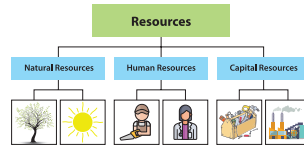
Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 2



Chapter 2

## Student Component

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The *Choices and Costs* Student Book includes two chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read the text on the Student Book pages aloud. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves.

## USING THE TEACHER GUIDE

### Pacing

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The *Choices and Costs* unit is one of four social studies units in the Grade 2 Bayou Bridges Curriculum Series that we encourage teachers to use over the course of the school year. A total of thirty-five days has been allocated to the *Choices and Costs* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 2 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

### Reading Aloud

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Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud.

In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

## Picture This

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During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

## Turn and Talk

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You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

## Framing Questions and Core Vocabulary

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At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

## Read Aloud Chapters

## Framing Questions

## Core Vocabulary

Chapter 1: Living and Working in the United States

How does the economy work?

societies, goods, services, wages, specialize, resources, digital, scarcity, expensive, money, bartering

Chapter 2: Opportunity, Choice, and Planning for the Future

How can we plan for the future?

opportunity, habits, disciplined, veterinarian, industries, dedication

## Activity Pages

### Activity Pages



The following Activity Pages can be found in Teacher Resources, pages 58–59. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 2.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 2—Two-Column Chart (AP 2.1)

## Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

## Books

Acton, Johnny, and David Goldblatt. *Economy*. DK Eyewitness Books. London: DK Children, 2010.

Ferrie, Chris, and Veronica Goodman. *ABCs of Economics*. Naperville, IL: Sourcebooks Explore, 2020.

Furgang, Kathy. *Everything Money: A Wealth of Facts, Photos, and Fun!* Washington, D.C.: National Geographic Kids, 2013.

Larson, Jennifer S. *Who's Buying? Who's Selling? Understanding Consumers and Producers*. Minneapolis: LernerClassroom, 2010.

Lauber, Patricia. *Be a Friend to Trees*. Illustrated by Holly Keller. New York: HarperCollins, 1994.

Nam, Jeong-hee. *Lion, King, and Coin*. Illustrated by Lucia Sforza. Grand Rapids, MI: Eerdmans Books for Young Readers, 2017.

Siegel, Randy. *One Proud Penny*. Illustrated by Serge Bloch. New York: Roaring Brook Press, 2017.

Sturges, Philemon. *The Little Red Hen (Makes a Pizza)*. Illustrated by Amy Walrod. New York: Puffin Books, 2002.

# CHOICES AND COSTS SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum  
 TG—Teacher Guide; SB—Student Book; AP—Activity Page

## Week 1

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

### *Choices and Costs*

<p>"Living and Working in the United States" Core Lesson (TG &amp; SB, Chapter 1, page 2)</p>	<p>"Good or Service?" (TG, Chapter 1 Additional Activities)</p>	<p>"Living and Working in the United States" Core Lesson (TG &amp; SB, Chapter 1, pages 3–4)</p>	<p>"Producer or Consumer?" (TG, Chapter 1 Additional Activities)</p>	<p>"Producers and Consumers" (TG, Chapter 1 Additional Activities)</p>
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## Week 2

**Day 6**

**Day 7**

**Day 8**

**Day 9**

**Day 10**

### *Choices and Costs*

<p>"Producers and Consumers" (TG, Chapter 1 Additional Activities)</p>	<p>"Living and Working in the United States" Core Lesson (TG &amp; SB, Chapter 1, pages 5–6)</p>	<p>"Opportunity Cost" (TG, Chapter 1 Additional Activities)</p>	<p>"Living and Working in the United States" Core Lesson (TG &amp; SB, Chapter 1, pages 7–8)</p>	<p>"Types of Resources" (TG, Chapter 1 Additional Activities)</p>
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## Week 3

**Day 11**

**Day 12**

**Day 13**

**Day 14**

**Day 15**

### *Choices and Costs*

<p>"Producers Use Resources" (TG, Chapter 1 Additional Activities)</p>	<p>"Uses of a Tree" (TG, Chapter 1 Additional Activities)</p>	<p>"Uses of a Tree" (TG, Chapter 1 Additional Activities)</p>	<p>"Living and Working in the United States" Core Lesson (TG &amp; SB, Chapter 1, pages 9–10)</p>	<p>"Introduction to Scarcity" (TG, Chapter 1 Additional Activities)</p>
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## Week 4

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

### ***Choices and Costs***

"Introduction to Scarcity" (TG, Chapter 1 Additional Activities)	"Living and Working in the United States" Core Lesson (TG & SB, Chapter 1, pages 11–12)	"What Is Money?" (TG, Chapter 1 Additional Activities)	"Living and Working in the United States" Core Lesson (TG & SB, Chapter 1, pages 13–16)	"Then and Now" (TG & SB, Chapter 1, page 17)
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## Week 5

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

### ***Choices and Costs***

"Meeting Community Wants and Needs" (TG, Chapter 1 Additional Activities)	"Meeting Community Wants and Needs" (TG, Chapter 1 Additional Activities)	"Meeting Community Wants and Needs" (TG, Chapter 1 Additional Activities)	"Meeting Community Wants and Needs" (TG, Chapter 1 Additional Activities)	"Meeting Community Wants and Needs" (TG, Chapter 1 Additional Activities)
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## Week 6

**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

### ***Choices and Costs***

Chapter 1 Assessment	"Opportunity, Choice, and Planning for the Future" Core Lesson (TG & SB, Chapter 2, pages 18–21)	"Opportunity, Choice, and Planning for the Future" Core Lesson (TG & SB, Chapter 2, pages 22–24)	"Who I Am" (TG, Chapter 2 Additional Activities, AP 2.1)	"My Future" (TG, Chapter 2 Additional Activities, AP 2.1)
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**Week 7**

**Day 31**

**Day 32**

**Day 33**

**Day 34**

**Day 35**

***Choices and Costs***

Chapter 2 Assessment	Culminating Activity	Culminating Activity	Unit 4 Performance Task	Unit 4 Performance Task
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# CHOICES AND COSTS PACING GUIDE

\_\_\_\_\_’s Class

(A total of thirty-five days has been allocated to the *Choices and Costs* unit in order to complete all Grade 2 history and geography units in the Bayou Bridges Curriculum Series.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*Choices and Costs*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*Choices and Costs*

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## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*Choices and Costs*

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**Week 4**

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

***Choices and Costs***

--	--	--	--	--

**Week 5**

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

***Choices and Costs***

--	--	--	--	--

**Week 6**

**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

***Choices and Costs***

--	--	--	--	--

**Week 7**

**Day 31**

**Day 32**

**Day 33**

**Day 34**

**Day 35**

***Choices and Costs***

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## CHAPTER 1

# TOPIC: Living and Working in the United States

### Primary Focus Objectives

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- ✓ Understand the relationship between producers and consumers. (2.16, 2.16.a)
- ✓ Explain opportunity cost. (2.16, 2.16.c, 2.18)
- ✓ Explain the connection between natural resources and trade. (2.19, 2.26)
- ✓ Understand the meaning of the following domain-specific vocabulary: *societies, goods, services, wages, specialize, resources, digital, scarcity, expensive, money, and bartering.*

### Materials Needed

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Activity Page



AP 1.1

- individual student copies of *Choices and Costs* Student Book
- individual student copies of Letter to Family (AP 1.1)

### What Teachers Need to Know

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For background information, download the Bayou Bridges Online Resource “About Living and Working in the United States”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

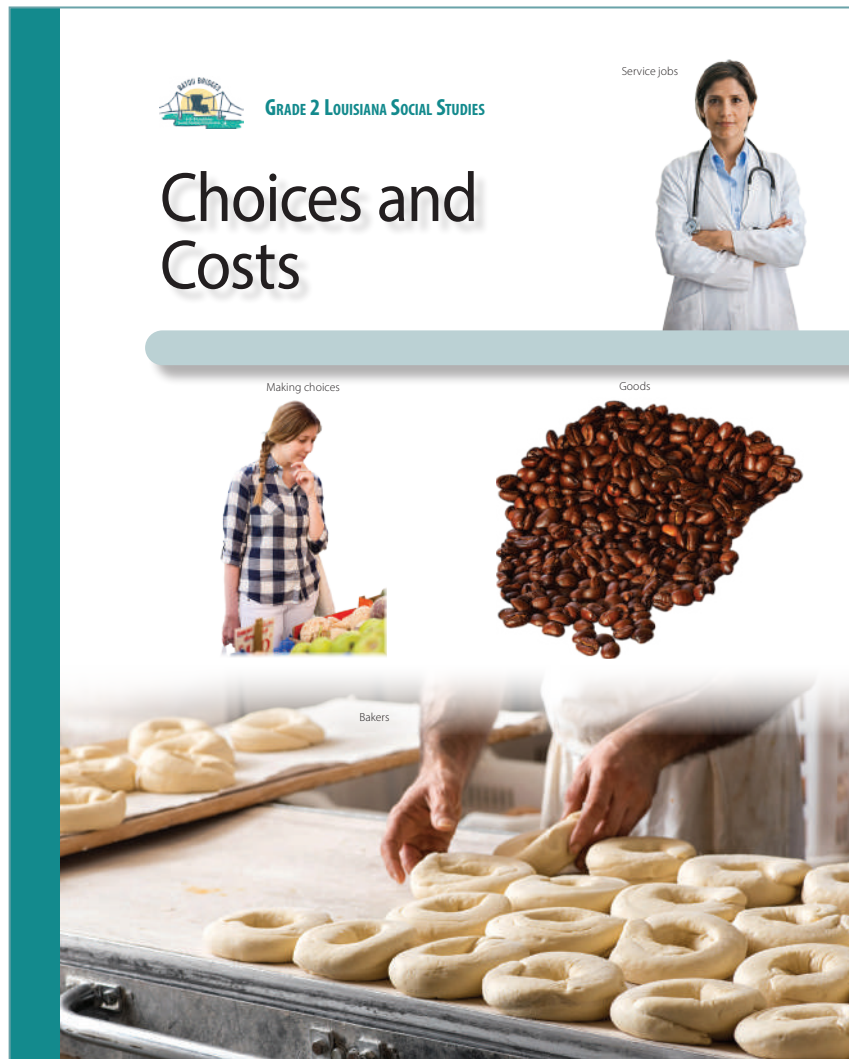
## THE CORE LESSON

### Introduce *Choices and Costs* and Chapter 1: “Living and Working in the United States”

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Review the topics that students have studied so far this year: the geography of North America, the history of the United States, and the government of the United States. Tell students that now they are going to learn about another aspect of the United States: its economy. An economy is how people make, buy, and sell the things they need and want.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



## Framing Question

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How does the economy work?

## Core Vocabulary

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societies    goods    services    wages    specialize    resources    digital  
scarcity    expensive    money    bartering

## Chapter 1: “Living and Working in the United States”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “Living and Working in the United States.”

### CHAPTER 1

## Living and Working in the United States

All societies have an economy. An economy is all the ways people exchange goods and services. It also includes jobs people do. People are paid money for the jobs they do. They use that money to buy the things they want and need. You might be a part of the economy. You may do chores at home for an allowance.



**CORE VOCABULARY**—Explain that **societies** are communities of people that have something in common, such as where they live or what languages they speak.

**CORE VOCABULARY**—Explain that **goods** are items that people can buy. Many goods are objects that can be seen and touched, like a banana or a lamp. Others are things we experience through our other senses, like music or movies.

**CORE VOCABULARY**—Explain that **services** are tasks that people do for other people in exchange for payment.

**SUPPORT**—Prompt students to give an example of a good and a service with which they are familiar. Examples may come from grocery shopping trips or other purchases they or their caregivers have made. Goods may include groceries, toys, and new household items. Services may include gardening, car maintenance, and pet sitting. (2.4)

**SUPPORT**—Remind students that a need is something that is necessary for survival, such as food, clothing, shelter, or water. Wants are things that are nice to have but are not necessary to keep us alive. Wants can include video games, vacations, and books.

**Ask students the following questions:**

**LITERAL—**What is an economy? (2.16)

- » An economy is all the ways people exchange goods and services. It includes everything we do that involves money, such as the jobs people do and the ways we buy and sell things.

**LITERAL—**How is money used in an economy? (2.16)

- » People use money to buy the things they want and need.

**Now ask students to look at the images on page 3 as you read aloud.**

In an economy, there are two main roles: producers and consumers. Producers make goods or provide services. In Louisiana, for example, producers include lumberjacks and people who fish. Consumers buy these goods or services. When a lumberjack chops wood to sell, they are a producer.



Sometimes a person can be both a producer and a consumer. When a person who fishes buys new fishing nets, they are acting as a consumer.

3

**SUPPORT—**Help students better understand the roles of consumer and producer. Discuss situations in which they are consumers, such as when buying snacks at a baseball game, paying a barber for a haircut, paying the fare on a city bus, or going to a shopping mall to buy shoes or school supplies. Then discuss situations in which they are producers, such as helping serve food, collecting tickets at a school fair, or running a lemonade stand. Clarify that someone can produce or consume without exchanging money.



**Ask students the following questions:**

**LITERAL**—What is a producer? (2.16)

- » A producer is someone who makes goods or provides services.

**LITERAL**—What is a consumer? (2.16)

- » A consumer is someone who buys or uses goods or services.

**LITERAL**—Everyone is a producer at some times and a consumer at other times. Give an example. (2.16.a)

- » When you catch fish to sell, you are a producer, and when you buy fishing nets, you are a consumer.

**Now ask students to look at the image on page 4 as you read aloud.**

Producers make decisions by thinking about what consumers want to buy. Imagine a fisherman deciding what kind of fish to catch. They need to consider what kind of fish consumers want and how much they will pay. This is part of free enterprise. Free enterprise means that people are free to buy and sell and to start and run their own businesses. In a free enterprise system, the government doesn't control economic activity. It just sets up some rules to help ensure free enterprise remains free and fair.



**SUPPORT**—Explain that *enterprise* is another word for business.

**SUPPORT**—Tell students that according to the idea of free enterprise, it is better to let people make their own decisions about producing, buying, and selling than to have the government make those decisions. Supporters of free enterprise believe that when individuals, not the government, are in charge of business decisions, resources go where they are most needed. They also believe that people are happier when the government does not tell them what to do.

**Ask students the following questions:**

**LITERAL**—What does it mean to have a free enterprise economy? (2.16, 2.16.b)

- » Having a free enterprise economy means that people are free to buy and sell goods and services and to start and run their own businesses.

**LITERAL**—Who controls economic activity in a free enterprise system? (2.16, 2.16.b)

- » Producers and consumers control economic activity in a free enterprise system.

**LITERAL**—What is the role of the government in a free enterprise system? (2.16, 2.16.b)

- » In a free enterprise system, the government makes rules to keep things safe and fair.

**EVALUATIVE**—Why might people want a free enterprise economy instead of a government-run economy? (2.16.b)

- » Answers will vary. Possible answer: In a free enterprise economy, people have more freedom to choose what they buy and sell.

Now ask students to look at the image on page 5 as you read aloud.

Every decision has an opportunity cost, which is the benefit that someone does not gain by making a different choice. For example, if a lumberjack spends their days cutting logs, the opportunity cost is the time they could have spent doing something else, like fixing equipment.

Every decision has an economic cost as well. This is the total of the opportunity cost and the cost of carrying out the activity that was chosen. For a lumberjack who decided to cut logs, this could be the time they didn't spend fixing their equipment, plus the wages they paid a worker to help them cut logs.



**CORE VOCABULARY**—Explain that **wages** are the amount of money that workers are paid. Some workers are paid based on how long they work. Others are paid a set amount for completing a job.

**SUPPORT**—Give students a real-life example of opportunity cost. For example, suppose they are offered either chicken nuggets or pizza for lunch. If they choose the chicken nuggets, they cannot have the pizza. The pizza is their opportunity cost. It is what they have to give up in order to have chicken nuggets. Conversely, if they choose the pizza, the opportunity cost is the chicken nuggets. Emphasize that the opportunity cost in any situation is what you did *not* choose.

**Ask students the following questions:**

**LITERAL**—What is opportunity cost? (2.18)

- » Opportunity cost is the benefit that someone does not gain when they choose one activity over another.

**LITERAL**—What is economic cost? (2.16)

- » Economic cost is opportunity cost plus the cost of carrying out the activity that was chosen.

**EVALUATIVE**—What is the economic cost of baking cupcakes instead of cleaning your room? (2.16.c)

- » The cost of baking cupcakes is what you otherwise would have done with the time you spent baking, such as cleaning your room, plus what you would otherwise have done with the money you spent on ingredients, such as putting it in a savings account.

**Now ask students to look at the images on page 6 as you read aloud.**

People specialize in different jobs to produce goods and services. This means they become experts in a particular skill. We all rely on such skills.

Fishermen specialize in catching fish.



Bakers specialize in baking bread and cakes.



Bricklayers are experts at constructing walls.



6

**CORE VOCABULARY**—Explain that people who **specialize** in something become experts in a particular skill.

**Note:** There are other ways of specializing. For example, certain retail and wholesale businesses specialize; one antique dealer may specialize in ceramics from one part of the world, whereas another may specialize in furniture from Europe. Students may be familiar with the idea that certain shops sell products, or certain businesses provide services, that others do not.

**SUPPORT**—Point out that people and businesses specialize because it makes their jobs easier, faster, and more rewarding. People with expertise in a skill and the specialist tools they need to perform that skill are very valuable. Likewise, people will go to businesses that they know sell the exact thing they want or have the expertise and connections to track it down, or that are known to be very good at performing the service the person wants to buy.

**Ask students the following questions:**

**EVALUATIVE**—Why do people specialize in different jobs? (2.17)

- » People specialize in different jobs to produce certain goods and services.

**LITERAL**—What does a baker specialize in? (2.17)

- » A baker specializes in baking bread and cakes.

**INFERENTIAL**—What does a librarian specialize in? (2.17)

- » A librarian specializes in organizing books and helping people find books and information.

**Now ask students to look at the images on page 7 as you read aloud.**

To make or provide goods and services, people use resources. There are three types of resources. Natural resources come from nature, like timber. Human resources are people themselves, their time, knowledge, and skills. Capital resources are the things that help produce a good or deliver a service.

```
graph TD; Resources[Resources] --> Natural[Natural Resources]; Resources --> Human[Human Resources]; Resources --> Capital[Capital Resources]; Natural --> Tree[Tree]; Natural --> Sun[Sun]; Human --> Welder[Welder]; Human --> Doctor[Doctor]; Capital --> Toolbox[Toolbox]; Capital --> Factory[Factory];
```

7

**CORE VOCABULARY**—Explain that **resources** are things used to make goods or provide services.

**SUPPORT**—Prompt students to identify the natural, human, and capital resources in the photos at the bottom of the page. (*natural resources: trees/timber/wood, wind, water; human resources: the people cutting hair and driving a boat; capital resources: wind turbines, boat, buoy, scissors, hairstylist's chair*) For each natural and capital resource, ask how it is being used to provide goods or services.

(timber: not shown, but could be for lumber for buildings or furniture; wind: to produce electricity; water: as a mode of transportation; wind turbines: to produce electricity; boat: to catch fish; buoy: to prevent boating accidents; chair: to provide hair cutting) (2.19)

**SUPPORT**—Ask volunteers to give examples of natural, human, and capital resources found at school. (Possible answers: natural resources: grass on the playing field; human resources: teachers, classroom aides, janitors, yard and hall monitors, cafeteria workers; capital resources: desks, tables, chairs, boards, markers) (2.19)

**Ask students the following questions:**

**LITERAL**—What is a resource? (2.16)

- » A resource is something that is used to produce goods or services.

**EVALUATIVE**—Trees are a natural resource. What is another natural resource? (2.19)

- » Answers will vary, but students may identify sunlight, water, wind, minerals, or plants as natural resources.

**Now ask students to look at the images on page 8 as you read aloud.**

Some natural resources, like fish and trees, are renewable—they can be replaced. Forests can grow all on their own. People cut down trees to build houses and make goods. But it is important that humans replace the trees they use.



Renewable



Nonrenewable

Other resources, like the gas used to fuel a boat, cannot be replaced. They are nonrenewable.

8

**SUPPORT**—Direct students to the image of lumber along the side of the road on page 8. Explain that the logs were once trees in a forest. Humans cut down the trees and will use their wood to build things like furniture and homes. Even though trees can grow on their own, they need humans’ help to grow back when entire forests have been cut down. Ask: Why is it in people’s interest to help restore forests? (*Because forests provide useful resources that cannot be accessed if they are cut down entirely.*) (2.19)

**Ask students the following questions:**

**LITERAL**—What does it mean when a resource is described as being renewable? (2.16)

» A renewable resource is a resource that can be replaced.

**INFERENTIAL**—Why do humans need to replace the trees they cut down? (2.16)

» Answers will vary. Some students might say humans today need to make sure there are enough trees for people in the future.

**Now ask students to look at the image on page 9 as you read aloud.**



Goods and services need a place to be bought and sold. That place is called a marketplace. A marketplace can be physical like a grocery store or mall. It can also be digital. When someone shops online, they are using a digital marketplace. The United States is a nation of many markets. Many different things affect what’s available in a marketplace. In Louisiana, there are seafood markets full of foods caught fresh from the sea.

**CORE VOCABULARY**—Explain that when something is described as **digital**, it means it has information stored in a computer, such as words, videos, or photos. For example, a digital photo

album is a collection of photos that is kept on a computer. Likewise, a digital marketplace exists entirely on a computer (over the Internet).

**SUPPORT**—Remind students that digital goods and services are not things we can touch or physically visit. On our computer screen, we can see a digital marketplace, like a website, and look at what that website sells. We can send it our information to make a purchase. But we cannot go in person to that digital marketplace to touch or try out the goods it sells.

**Ask students the following questions:**

**LITERAL**—What is a marketplace? (2.16)

- » A marketplace is a place where goods and services are bought and sold.

**EVALUATIVE**—What types of marketplaces do we have in our community? (2.16)

- » Answers will vary, but students should identify grocery stores, thrift shops, shopping malls, strip malls, restaurants, toy stores, farmers markets, and so on.

**Now ask students to look at the images on page 10 as you read aloud.**

Sometimes, there aren't enough things that people want to buy. This is called scarcity. When things become scarce, they can become more expensive. This is why your favorite fruit might cost more at certain times of the year when it is scarce.



Scarcity forces people to make choices. For example, if there's a shortage of lumber, builders might have to choose between building fewer houses or using a different material instead.

10

**CORE VOCABULARY**—Explain that **scarcity** is when there isn't enough of something for everyone who wants it.



**SUPPORT**—Help students understand the concept of scarcity by providing an example. Say that it is lunchtime and the cafeteria is serving cheeseburgers. There are ten people lined up for cheeseburgers. However, there are only five cheeseburgers left. Explain to the class that there is a scarcity of cheeseburgers because more people want a cheeseburger than there are cheeseburgers available. Because of the scarcity, the other five people have to make other choices.

**CORE VOCABULARY**—Explain that when something is **expensive**, it costs a lot of money.

**Ask students the following questions:**

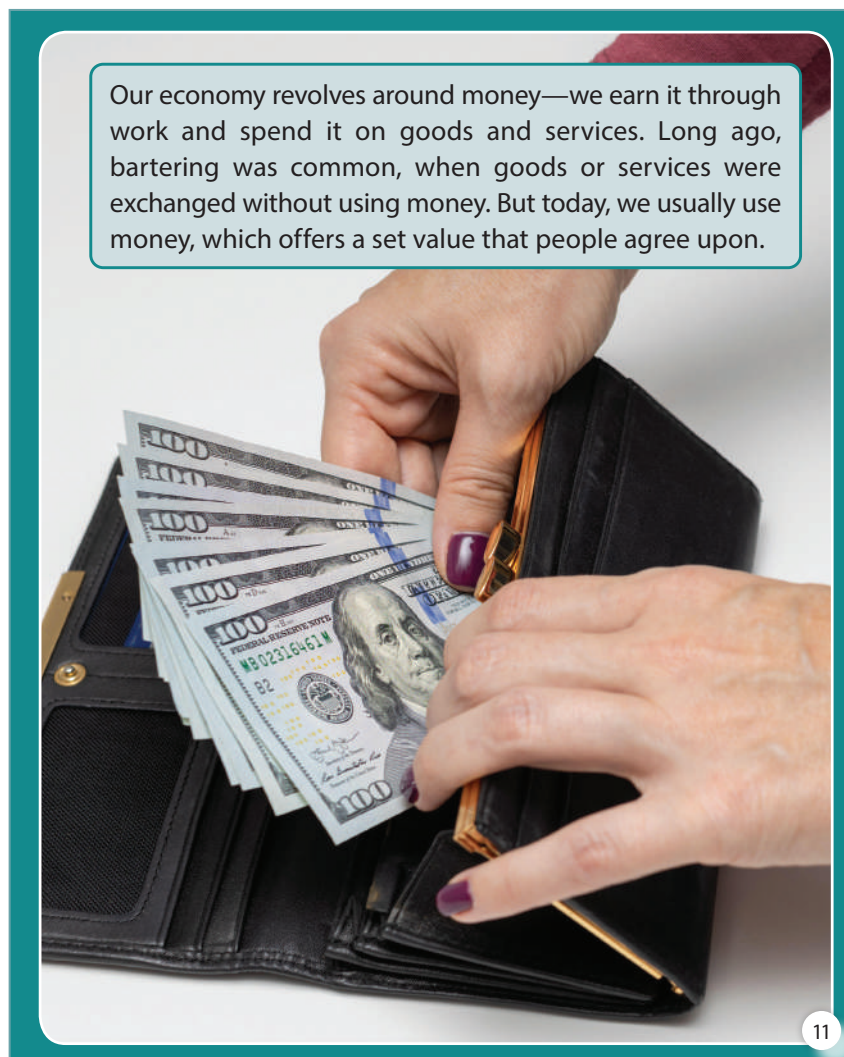
**LITERAL**—How is price connected to scarcity? (2.18)

- » When an item is scarce, it can become more expensive.

**EVALUATIVE**—What does it mean when someone says there is a scarcity of strawberries this year? (2.18)

- » It means that there are fewer strawberries available for sale this year than people are wanting or expecting. It might also mean that strawberries will be more expensive than usual.

**Now ask students to look at the image on page 11 as you read aloud.**



**CORE VOCABULARY**—Explain that **money** is something, such as bills or coins, that is generally accepted as payment for goods and services.

**SUPPORT**—Have students point to the money in the image on page 11. Explain that in the United States, money comes in paper bills, as shown in the image, and in coins.

**CHALLENGE:** Have students look at the paper money in the image. Ask: Whose picture is that on the money? (*Benjamin Franklin*) Invite volunteers to share what they remember about Benjamin Franklin from Unit 2, *The Beginnings of America*, and Unit 3, *Making the United States of America*.

**CORE VOCABULARY**—Explain that **bartering** is the direct exchange of goods and/or services without using money. For example, a person may give a neighbor a homemade pie in exchange for cutting their grass.

**SUPPORT**—Give students another example of bartering. Say: Imagine that you are eating lunch with a friend. You brought an apple to eat with your lunch. Your friend brought a bag of carrot sticks. You each want what the other one has, so you exchange the apple for the carrot sticks. That's bartering.

**Ask students the following questions:**

**LITERAL**—How do people get money? (2.16)

- » People earn money from doing work.

**LITERAL**—How does bartering work? (2.16)

- » Bartering is when people trade goods or services for other goods or services. Bartering is exchanging goods or services without using money.

**INFERENTIAL**—When two people barter, which one is a consumer? (2.16.a)

- » Answers may vary, but students might say that when two people barter, both are consumers. A consumer is someone who buys something; when two people barter, each one buys something from the other.

Now ask students to look at the images on page 12 as you read aloud.

The cost of items depends on how popular they are and the resources used to create them. For example, think of a fancy car that some people want, but it has expensive parts and is hard to make. Its price would be higher than a less fancy car. The same goes for sparkly jewelry or a designer wristwatch. The watch might be made from special materials like diamonds or gold, making it costly to make.



12

**SUPPORT**—Check that students understand the factors that affect the cost of an item:

- the resources required to produce the item
- the amount of work required to make the item
- the number of people who want to buy the item

**Ask students the following questions:**

**LITERAL**—What three things affect the cost of an item? (2.16)

- » The cost of an item is determined by how popular it is, how much work is needed to make it, and what resources are used to make it.

**EVALUATIVE**—Which would be more expensive: a bracelet made of gold or a bracelet that is painted to look gold? (2.16)

- » A bracelet that is made of gold would probably be more expensive than a bracelet that is painted to look gold because gold is an expensive material. The seller would have to sell the real gold bracelet for a higher price to cover the cost of the materials.

Now ask students to look at the image on page 13 as you read aloud.

Deciding what to buy can be a challenge. Consumers must figure out what they need and what they want. They must follow their budget or plan for spending the money they have. For example, deciding between a need (like food or clothes) and a want (like a trip to the beach or the newest video game) is a daily decision people make.

People also make other economic choices. Sometimes people, goods, or ideas move from place to place for various reasons. For example, someone might move to a different city for a job, or a factory might relocate.



13

**SUPPORT**—Guide students through a sample budget on the board or chart paper. Say; Suppose you have ten dollars to spend on anything you want. There are a few things you'd like to buy, but you can't afford them all. You need to make a plan for how to use your money.

Give the following options (write them on the board or chart paper):

Comic book \$6.00

Gum \$2.00

Poster \$8.00

Next, create a few sample budgets and demonstrate for students some choices they can make.

- Budget 1: poster (\$8.00) and gum (\$2.00) = \$10.00; right on budget
- Budget 2: poster (\$8.00) and comic book (\$6.00) = \$14.00; too much
- Budget 3: comic book (\$6.00) and gum (\$2.00) = \$8.00; \$2.00 to spare
- Budget 4: comic book (\$6.00) and 2 packs of gum (\$2.00 + \$2.00) = \$10.00; right on budget

**Ask students the following questions:**

**LITERAL**—How do people decide what to buy? (2.18)

- » People decide what to buy by figuring out what they need, what they want, and how much money they have to spend.

**INFERENTIAL**—Why might a person move to a different city for a job? (2.26)

- » Possible answers: A person might move to a different city because their employer moved their job to that city, such as when a factory closes and a worker moves to where the employer has another factory. Or a person might move to a different city to take a new, different job with a different employer.

**Now ask students to look at the images on page 14 as you read aloud.**

Goods are moved from place to place usually because no one place has everything that is needed or wanted. For example, Louisiana has a lot of seafood, but it doesn't have the kind of weather needed to grow coffee plants, which produce the seeds, or beans, of the plant. Therefore, coffee beans are brought in, or purchased, from tropical parts of the world.



Louisiana sells its seafood to other places that are farther from the coast.



14

**SUPPORT**—Use the information on the page to review with students the roles of consumers and producers. For example, Louisiana is a producer of seafood and a consumer of coffee beans.

**Ask students the following questions:**

**LITERAL**—What is the main reason goods are moved from place to place? (2.26)

- » The main reason goods are moved from place to place is that no one place has everything that people need or want.

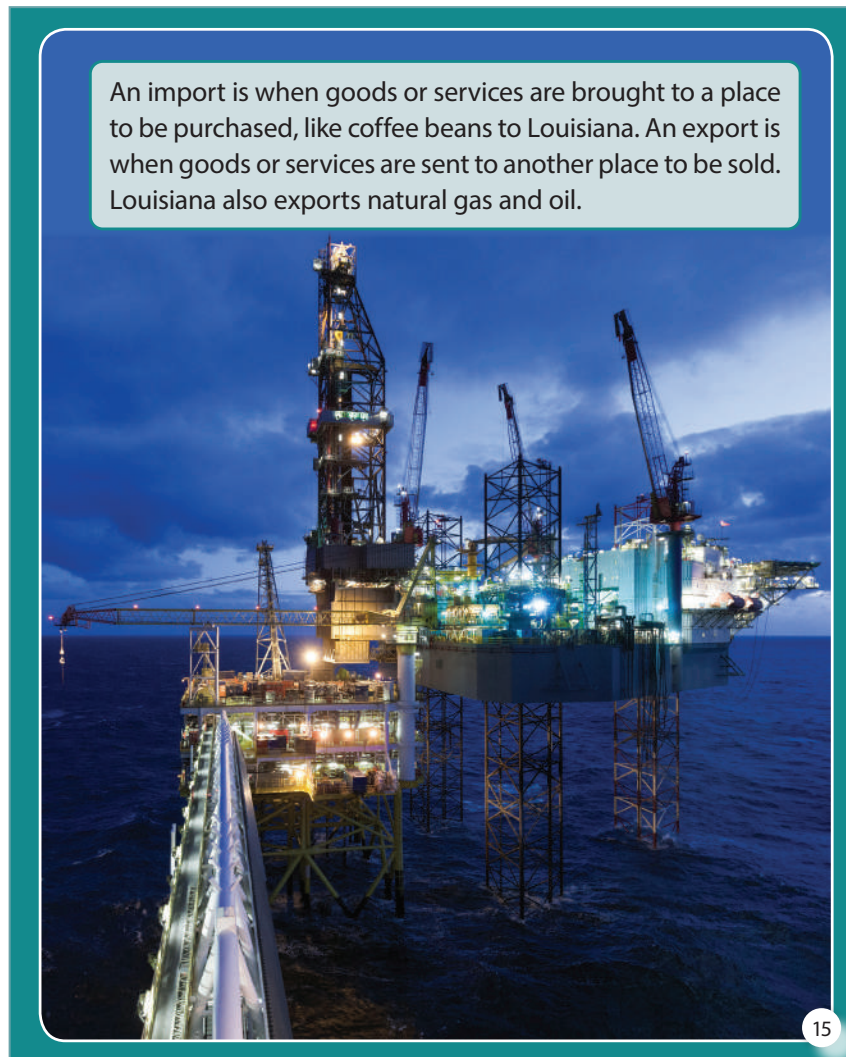
**EVALUATIVE**—Why do people in Louisiana buy coffee beans from outside the state? (2.26)

- » People in Louisiana buy coffee beans from outside the state because coffee plants don't grow in Louisiana (because Louisiana doesn't have the right weather).

**INFERENTIAL**—Why do people outside of Louisiana buy seafood from Louisiana? (2.26)

- » Places that are not near the coast do not have access to seafood on their own, so they buy it from Louisiana, which has a coast and lots of seafood.

**Now ask students to look at the image on page 15 as you read aloud.**



**SUPPORT**—Give students the following mnemonic to remember the difference between imports and exports: *imports* come *in* (both words start with *i*); *exports* *exit* (both words start with *ex*). Explain that *exit* means to go out.

**SUPPORT**—Explain that one place's import is another place's export. For example, "Louisiana exports natural gas to China" means the same as "China imports natural gas from Louisiana."

**SUPPORT**—Explain that natural gas and oil are natural resources that come from the earth. They are sometimes called fossil fuels. They are nonrenewable; nature cannot make more of them.

**Ask students the following questions:**

**EVALUATIVE**—What is the difference between imports and exports? (2.16)

» Imports are brought into a place. Exports are sent out of a place.

**LITERAL**—What items does Louisiana export? (2.16)

» Louisiana exports natural gas and oil. It also exports seafood.

**Now ask students to look at the image on page 16 as you read aloud.**



**SUPPORT**—Prompt students to recall what they learned about the U.S. government in Unit 3, *Making the United States of America*. Ask: What building is shown in the image on page 16? (*the U.S. Capitol*) What happens there? (*Congress makes laws for the country.*) (2.9, 2.15)

**SUPPORT**—Explain to students how the government makes it cheaper to borrow money. Say: When a person borrows money from a bank, they have to pay back that money, plus a fee for borrowing it. That fee is called interest. Interest is basically the cost of borrowing money. The government helps decide the amount of interest that people must pay when they borrow money.

**SUPPORT**—Help students recall by asking the following questions: What do we call goods that come into the country? (*imports*) What do we call goods that go out of the country? (*exports*) (2.16)

**Ask students the following questions:**

**LITERAL**—How can the government encourage economic growth? (2.16)

- » The government can encourage economic growth by making it cheaper for people to borrow money.

**LITERAL**—How does the government help with trade? (2.16, 2.26)

- » The government makes sure that the goods going in and out of the country are safe. It also makes sure that prices are fair.

### Then and Now, page 17

**Ask students to look at the images on page 17.**

**Then**



**Now**



17



**Tell students that these images show ways people shop.**

**Guide students to the Then image.** Explain that this shows shopping a long time ago.

**Guide students to the Now image.** Explain that this shows shopping today.

**Note:** Make sure students understand that today, people still shop in stores. They just have a choice between shopping in stores and shopping online. This choice did not exist in the past because the Internet did not exist until the 1980s.

**Have students compare the two images.**

**Ask students the following questions:**

**EVALUATIVE**—What is similar or alike in the images? (2.3, 2.5)

- » Both images show a woman and a girl shopping together. The people in both images are looking at goods for sale. Both women are holding forms of money in their hand.

**EVALUATIVE**—What is different in the images? (2.3, 2.5)

- » In the Then image, the woman and girl have gone on an outing to shop in a store. There are several other people in the store. A salesclerk is helping them. The store is filled with goods for sale, including clocks, watches, and lamps. The woman has cash she carries in a wallet. In the Now image, the woman and girl are shopping on a computer from their home. They are alone; there are no salespeople helping them. The woman has a credit card she can use to make their purchase.

**INFERENTIAL**—Which do you think was more costly in economic terms: the activity in the Then image or the one in the Now image? Why? (2.3, 2.4, 2.5, 2.16, 2.18)

- » Answers will vary but should note that getting dressed up, going to the store, and shopping in person would take far more time than purchasing something online from one's home. Therefore, there's very little cost (beyond the cost of the computer and Internet connection) to shopping online in the 2020s compared to shopping in person in the 1800s.

## Timeline Card Slide Deck

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- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: "How does the economy work?"



### CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—How does the economy work?

- » The economy is built around the exchange of goods and services for money. People earn money by doing jobs. There are two main roles in an economy: producers and consumers. Everyone fills each of these roles at one time or another. When we make things or provide a

service, we are producers. Producers use resources to make goods and provide services. When we buy things, either for work or for home, we are consumers. Consumers pay producers for goods and services. Those producers then become consumers and use their money to buy goods and services, and so on.

Consumers base their purchase decisions on the price of goods and services as well as their opportunity costs, which are the benefits that someone does not gain by making a different choice. Opportunity costs can be measured in money, time, chances to do something, or even happiness. Decisions also have economic costs, which are the cost of carrying out the chosen activity plus its opportunity cost.

Goods and services do not always stay in the place where they are made. Many are exported, or sent away to other countries. This brings money into the exporter's economy. Goods that are brought into a country are called imports. Importing goods allows people access to goods and services that may not be native to their homelands. Governments help ensure that trade between countries is safe and fair. Governments can also affect their economies by controlling the cost of borrowing money. When the government makes it cheaper to borrow money, the economy grows. When the government makes it more expensive to borrow money, the economy shrinks.

Activity Page **Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

## Additional Activities

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Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## CHAPTER 2

# TOPIC: Opportunity, Choice, and Planning for the Future

### Primary Focus Objectives

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- ✓ Understand the importance of education, including regular attendance and good homework habits. (2.14)
- ✓ Assess personal interests and future goals. (2.14)
- ✓ Explain why and how a person can specialize in a particular industry. (2.17)
- ✓ Understand the meaning of the following domain-specific vocabulary: *opportunity*, *habits*, *disciplined*, *veterinarian*, *industries*, and *dedication*.

### Materials Needed

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- individual student copies of *Choices and Costs* Student Book

### What Teachers Need to Know

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For background information, download the Bayou Bridges Online Resource “About Opportunity, Choice, and Planning for the Future”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## THE CORE LESSON

### Introduce “Opportunity, Choice, and Planning for the Future”

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Review the economic concepts from Chapter 1, including opportunity cost, consumers, producers, goods, and services. Explain that understanding these ideas can help students make decisions as they grow up. Tell students that in this chapter, they are going to explore other ideas that can help them as they grow.

## Framing Question

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How can we plan for the future?

## Core Vocabulary

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opportunity    habits    disciplined    veterinarian  
industries    dedication

## Chapter 2: “Opportunity, Choice, and Planning for the Future”

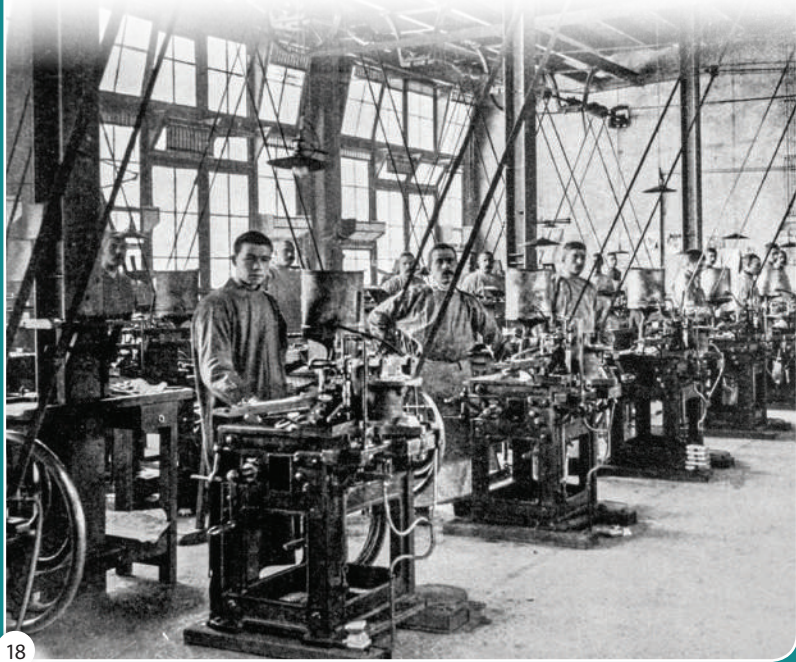
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Distribute copies of the Student Book. Ask students to turn to page 18 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Opportunity, Choice, and Planning for the Future.”

CHAPTER  
2

### Opportunity, Choice, and Planning for the Future

Life in the United States today is quite different than it was in the past. A hundred years ago, there were no smartphones, no modern computers, and not so many cars. People also had different jobs. For instance, there were a lot more farmers and factory workers in the past than there are today.



18

**CORE VOCABULARY**—Explain that an **opportunity** is a chance to do something. Many opportunities give people a chance to better themselves.

**SUPPORT**—After you read the text on the page aloud, create a T-chart on the board or chart paper. Label the left column “Then” and the right column “Now.” Invite students to provide information about life in the United States from this page and their studies so far to fill in details in each column. (Answers will vary but should include that one hundred years ago, there were no smartphones, fewer cars, and more farmers.) (2.5)

**Ask students the following questions:**

**LITERAL**—What technologies do we enjoy today that were not available one hundred years ago? (2.5)

» There were no smartphones or modern computers in the 1920s.

**EVALUATIVE**—How have jobs changed over the last hundred years? (2.5)

» Fewer people work in farming and factories today than they did a hundred years ago.

**Now ask students to look at the images on page 19 as you read aloud.**

As you get older, you will have many new opportunities and choices to make. Your hard work in school today can lead you to an exciting future. Whether you want to be a chef or a doctor or run your own business, it all starts with doing your best in school now.



19

**SUPPORT**—Explain that a chef is a person who is paid to cook food for other people, often at a restaurant or at a private event such as a party. Many chefs go to school to learn how to cook.

**Ask students the following questions:**

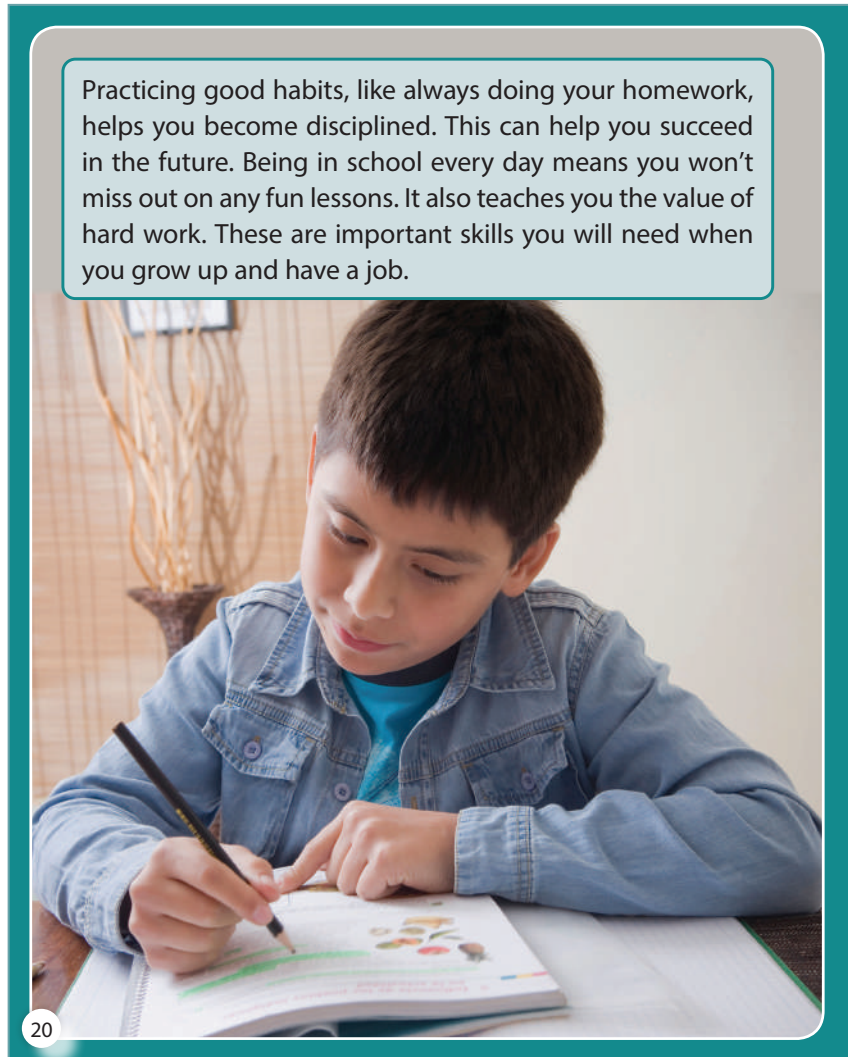
**LITERAL**—What is something you can do now to prepare for your future? (2.14)

- » Working hard to do my best in school now will help me prepare for my future.

**EVALUATIVE**—Look at the images on page 19. Did these people make the same choices? How do you know? (2.3, 2.4)

- » No, these people did not make the same choices. They are all doing different jobs. I can tell because they are wearing different uniforms and doing different tasks.

**Now ask students to look at the image on page 20 as you read aloud.**



**CORE VOCABULARY**—Explain that **habits** are a person's repeated actions. Habits can include brushing your teeth every morning and night and taking off your shoes as soon as you enter your home.

**CORE VOCABULARY**—Explain that being **disciplined** means that you work in a controlled or orderly way. Disciplined people do what they planned and what they know is best and stick to their schedules.

**SUPPORT**—Remind students that while it is important to come to school every day, there are times when it’s better to stay home, such as when they are sick.

**Ask students the following questions:**

**LITERAL**—What is a good habit that helps you become disciplined about schoolwork? (2.14)

» Doing my homework is a good habit that helps me become disciplined about schoolwork.

**EVALUATIVE**—Why is it important to go to school every day? (2.14)

» It’s important to go to school every day so I do not miss any lessons.

**Now ask students to look at the image on page 21 as you read aloud.**



**SUPPORT**—Guide students through the treasure map. Have students point to each island as you read the labels. Discuss the meaning of each label and ask for examples.

**Ask students the following questions:**

**LITERAL**—What is one way you can start working toward reaching your goals? (2.14)

» I can start working toward reaching my goals by planning for my future.

**LITERAL**—What does a person need to do to plan for their future? (2.14)

- » A person plans for their future by thinking about what they want to do and setting goals to help them get there.

**Now ask students to look at the image on page 22 as you read aloud.**

What kind of job would you like to have when you grow up? As you have learned, lots of people specialize in certain jobs. As you also know, this means they learn how to do one thing well. For example, if you enjoy being outdoors and looking after animals, you could specialize in veterinary science and become a veterinarian.



22

**CORE VOCABULARY**—Explain that a **veterinarian** is a doctor who takes care of animals.

**SUPPORT**—Explain that people specialize based on what they like and what they are good at. They also specialize based on opportunities they can afford to pay for (training, tools, and materials) and what careers and industries are available to them in order to lead the sort of life they want. Provide students with additional examples, such as: people who are good with tools and like to build things might become construction workers; people who like to help others and enjoy school might become teachers.

**Ask students the following questions:**

**LITERAL**—What does it mean to specialize in a type of work? (2.17)

- » To specialize means to learn how to do one thing well.



**INFERENTIAL**—What type of job might a person who specializes in cooking have? (2.17)

- » Answers will vary but may include chef, cook, baker, and other roles in the food services industry.

**EVALUATIVE**—Would a person who does not like animals want to specialize in veterinary science? Why or why not? (2.17)

- » No. People should specialize in things that they are good at and enjoy doing.

**Now ask students to look at the images on page 23 as you read aloud.**

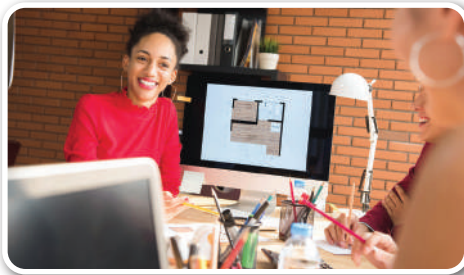
In Louisiana, there are schools that teach you to become very good at a skill or trade. These are called vocational schools. Imagine going to a school where you learn how to cook, how to take care of people in a hospital, or how to manage a business. These schools offer training in some of Louisiana's largest industries.



Some people spend many years learning how to cook well.



Some people go to school to become a nurse or a doctor.



Others learn how to run a business successfully.

23

**CORE VOCABULARY**—Explain that **industries** are groups of businesses that provide a particular product or service. For example, all the companies that make, repair, and provide parts for computers can be referred to as the computer industry. All the restaurants in a country and all the companies that supply them with food and equipment make up the restaurant industry.

**SUPPORT**—Explain that *vocation* is another word for job. A vocational school teaches people how to do a certain job.

**Ask students the following questions:**

**LITERAL**—What type of school can teach you how to become good at what you love doing? (2.17)

- » Vocational schools can help me become good at something I love to do.

**LITERAL**—What industries might a person work in after going to a vocational school? (2.17)

- » People who attend vocational schools might find jobs in the restaurant industry, the medical industry, or business.

**Now ask students to look at the image on page 24 as you read aloud.**



The choices you make now, like the subjects you learn in school and the habits you develop, can guide you toward a bright future. The world is full of opportunities, and with dedication and planning, you can be anything you want to be!

**CORE VOCABULARY**—Explain that **dedication** is working hard for a cause or activity because you think it is important.

**Ask students the following questions:**

**LITERAL**—What good habits will help you prepare for the future? (2.14)

- » Answers will vary. Possible answer: Good habits like doing my homework and turning it in on time will help me prepare for the future.

**EVALUATIVE**—What do you want your future to look like? What steps could you take now to help you get there? (2.14)

- » Answers will vary. Possible answer: I want to be a teacher when I grow up. Right now, I can go to school every day and learn as much as I can. When I'm older, I'll be able to teach others.

## Timeline Card Slide Deck

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- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: "How can we plan for the future?"



### CHECK FOR UNDERSTANDING: FRAMING QUESTION

**TURN AND TALK**—How can we plan for the future?

- » We can plan for the future by thinking about what we want to do and setting goals to help us get there. We can also plan for the future by establishing good habits, like attending school every day and doing our homework. If we want to specialize in a certain industry, it helps to figure out what we like to do and what we're good at doing.

## Additional Activities

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Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

# Teacher Resources

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## Chapter 1 Assessment: *Living and Working in the United States*

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**Make sufficient copies of the Student Answer Sheet for each student; see pages 49–51 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.**

1. What is an import? **(2.26)**
  - a) something made and sold in the United States
  - b) something bought from another country
  - c) something sold to another country
2. What does the government do in a free enterprise system? **(2.16.b)**
  - a) sets up rules for economic activity
  - b) controls all economic activity
  - c) stays out of economic activity
3. Which is a capital resource? **(2.19)**
  - a) lumber
  - b) an oil rig
  - c) a bricklayer
4. Which is a producer? **(2.16, 2.16.a)**
  - a) a baker
  - b) a reader
  - c) a shopper
5. Which is a consumer? **(2.16, 2.16.a)**
  - a) a band member performing
  - b) an athlete playing a sport
  - c) a sports fan watching a game
6. Which is an example of scarcity? **(2.18)**
  - a) a car dealership lot filled with cars
  - b) two items on five store shelves
  - c) a bookstore with full shelves
7. Which is a nonrenewable resource? **(2.19)**
  - a) fish
  - b) lumber
  - c) natural gas

- 8.** What is the opportunity cost of reading a book instead of going fishing? **(2.16, 2.18)**
- a)** You will be tired after reading.
  - b)** You will miss out on fishing.
  - c)** You will have to go to the library.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Chapter 1 Assessment Student Answer Sheet: *Living and Working in the United States*

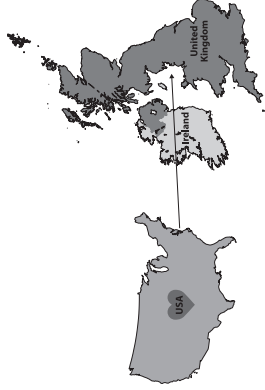
1. a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



**Chapter 1 Assessment Student Answer Sheet: Living and Working in the United States**

**4.**



**a.**



**b.**



**c.**

**5.**



**a.**



**b.**

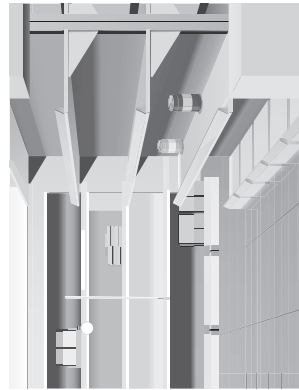


**c.**

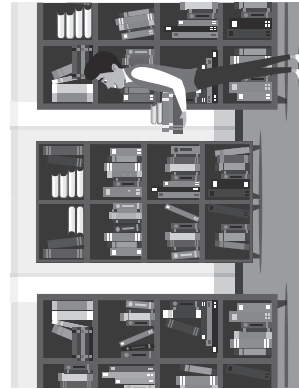
**6.**



**a.**



**b.**



**c.**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapter 1 Assessment Student Answer Sheet: Living and Working in the United States**

**7.**

**a.**



**b.**



**c.**



**8.**

**a.**



**b.**



**c.**



## Chapter 2 Assessment: *Opportunity, Choice, and Planning for the Future*

---

Make sufficient copies of the Student Answer Sheet for each student; see pages 53–54 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What does it mean to be disciplined? (2.14)
  - a) to get in trouble by breaking the rules
  - b) to work in a controlled and orderly way
  - c) to spend time playing every day
2. Which is a good habit? (2.14)
  - a) forgetting your lunch
  - b) staying up late
  - c) doing your homework
3. Which person specializes in taking care of animals? (2.17)
  - a) a bricklayer
  - b) a business owner
  - c) a veterinarian
4. Where can you train for a specialization? (2.17)
  - a) elementary school
  - b) high school
  - c) vocational school
5. Which is best to help you reach your goals? (2.14)
  - a) planning for the future
  - b) doing everything yourself
  - c) keeping them a secret

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapter 2 Assessment Student Answer Sheet: Opportunity, Choice, and Planning for the Future**

**1.**

**a.**



**b.**



**c.**



**2.**

**a.**



**b.**



**c.**



**3.**

**a.**



**b.**



**c.**



**Chapter 2 Assessment Student Answer Sheet: Opportunity, Choice, and Planning for the Future**

**4.**

**a.**



**b.**

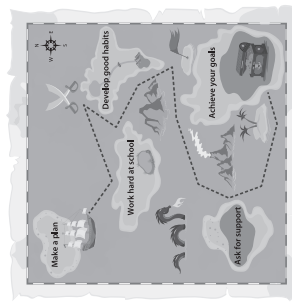


**c.**



**5.**

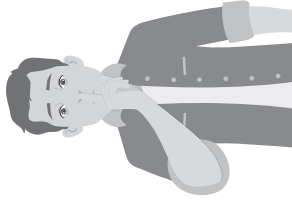
**a.**



**b.**



**c.**



## Culminating Activity: *Choices and Costs*

---

### How an Economy Works

**Materials Needed:** dress-up clothes or other props (optional)

**Note:** If your classroom has a dress-up center, encourage students to create costumes or use props for their skit characters. Otherwise, you may omit that portion of the activity.

Remind students what they learned about in this unit: producers, consumers, opportunity costs, money, imports, exports, free enterprise, scarcity, resources, specialization, making choices, and planning for the future. Explain that one way to remember important information is seeing it come to life in the form of a skit, which is a very short play.

Divide students into small groups. Each group will plan and act in a two- to three-minute skit about choices and costs. You may assign students a topic or let them choose their own from the following list:

- How are producers and consumers related?
- What resources do producers use?
- What are the benefits of free enterprise?
- What is the government's role in the economy?
- What are the effects of scarcity?
- Where do resources come from?
- What is opportunity cost?
- How do people make choices?
- Why do people budget?
- What is the difference between imports and exports?
- Why do some people specialize in certain fields of work?
- How can we start to plan for our future now?

You may also come up with your own topic for students to explore.

Point out that students don't necessarily have to portray humans in their skits; they can also role-play different economic ideas.

Allow students time to prepare and practice their skits before presenting in front of the class.

## Performance Task: *Choices and Costs*

---

**Materials Needed:** four blank 5" x 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of the *Choices and Costs* Student Book

**Teacher Directions:** In this unit, students learned about economic choices and costs, beginning with the idea that an economy is all the ways that people produce and exchange goods and services. The two main roles in an economy are producer and consumer. Producers and consumers come together in marketplaces to exchange goods and services—normally for money. Students learned about the types of resources producers use to create these goods and services. They also learned how consumers weigh opportunity cost when choosing what to purchase. They learned about the need for specialization and how they can plan goals related to their own specialized career path. Finally, students learned about the importance of pursuing education and establishing good habits to ensure a bright future.

Have students reflect on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are teaching their friends and family about economic choices and costs. They will share important ideas and examples with their friends and family by creating four different postcards on 5" x 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about economic choices and costs. Students should identify in their postcards the most important aspects of economic choices and costs that they have learned about and what makes them exciting and important ideas to think about.

Have students draw images of economic choices and costs on one side of each card and dictate a brief message about economic choices and costs for the other side.

**Note:** We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about their drawing by saying, "Tell me about what you drew and what it tells about economic choices and costs." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

## Performance Task Scoring Rubric

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

<b>Above Average</b>	<p>Response is accurate and detailed. Student demonstrates strong understanding of economic choices and costs, identifying four of the following details (or other correct details) in drawing and/or dictation:</p> <ul style="list-style-type: none"><li>• Economies are based on the activities of producers and consumers.</li><li>• A producer is someone who makes goods or provides services. A consumer is someone who buys goods or services.</li><li>• Producers and consumers come together when goods and services are bought and sold in markets.</li><li>• Free enterprise is a type of economic system in which people are free to buy and sell goods and services as they wish. They can also start and run their own businesses.</li><li>• There are three types of resources: natural resources, human resources, and capital resources.</li><li>• An opportunity cost is the value of what is not purchased or not experienced when a person buys or does something else.</li><li>• Economic cost is opportunity cost plus the cost of carrying out the activity that was chosen.</li><li>• Scarcity exists when there is not enough of a good or service for everyone that wants it. Scarcity makes prices go up.</li><li>• Interest is the cost of borrowing money.</li><li>• A good or service that is sold to another country is called an export. A good or service that is bought from another country is called an import.</li><li>• People can specialize in different jobs.</li><li>• Vocational schools can help people specialize.</li><li>• One way to achieve your goals is to start planning for your future today.</li><li>• Another way to achieve your goals is to do your best in school.</li></ul>
<b>Average</b>	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of economic choices and costs, noting three of the details listed above.</p>
<b>Adequate</b>	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of economic choices and costs, noting two of the details listed above.</p>
<b>Inadequate</b>	<p>Response is incomplete. Student demonstrates a minimal understanding of economic choices and costs, noting only one of the details listed above.</p>

## Activity Page 1.1

## Use with Chapter 1

## Letter to Family

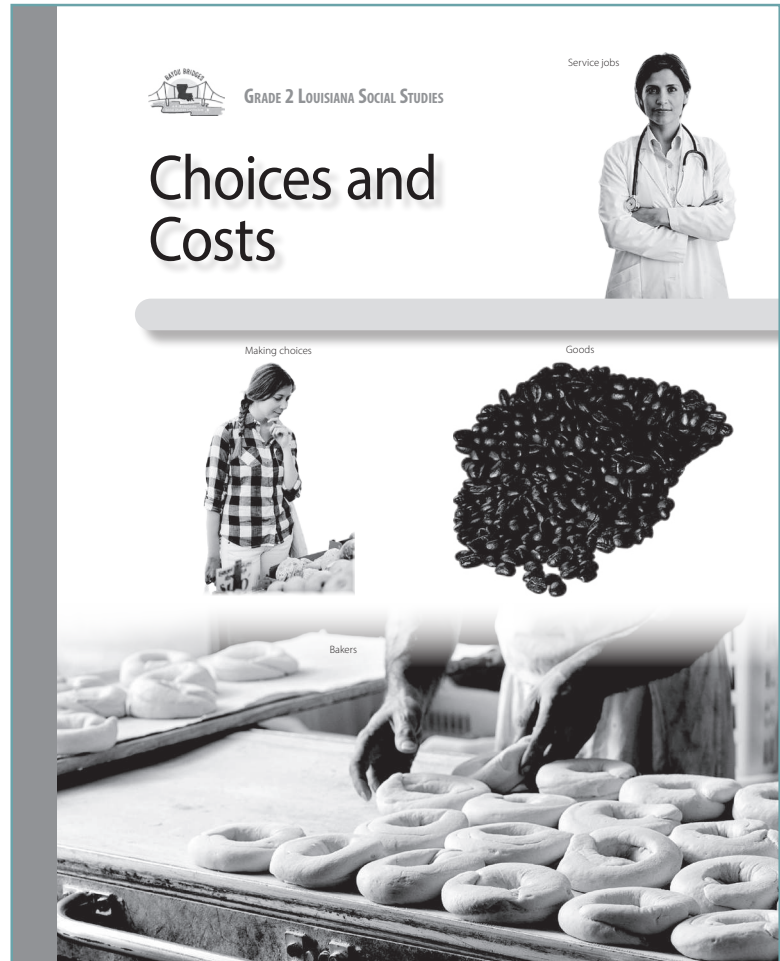
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about fundamental economic concepts such as buying, selling, and trade. They will learn about the basics of economics and economies, which are defined as all the ways people make, sell, and buy goods and services. They will also learn how consumers and producers come together in the marketplace to buy and sell goods and services.

In this unit, students will distinguish between wants and needs. They will examine the relationship between natural resources, capital resources, and human resources. They will be introduced to the concepts of budgeting, opportunity cost, and interest. They will compare systems of exchange, including barter and currency.

As part of their exploration, students will also learn a little bit about government involvement in the economy. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular action. The goal is to foster understanding of policies that affect students' lives that they may not be familiar with.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.





Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1**

**Use with Chapter 2**

**Two-Column Chart**

<b>What I Like</b>	<b>What I'm Good At</b>

### HISTORY

- 2.1** Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2** Differentiate between primary and secondary sources. For example:
- a)** Primary sources: letters, diaries, autobiographies, speeches, interviews
  - b)** Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4** Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5** Compare life in the United States in the past to life today.
- 2.6** Describe the significance of the American Revolution and the founding of the United States.
- 2.7** Identify and describe national historical figures, celebrations, symbols, and places.
- a)** Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.
  - b)** Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.
  - c)** Describe the significance of state and nationally designated holidays, including New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.
  - d)** Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto “In God We Trust.”
  - e)** Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
  - f)** Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.
- 2.8** Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.

## CIVICS

- 2.9** Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).
- 2.10** Identify and describe principles of American democracy and relate them to the founding of the nation. a. Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life. b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.
- 2.11** Explain the purpose of rules and laws in the United States.
- 2.12** Define governmental systems, including democracy and monarchy.
- 2.13** Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 2.14** Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.
- 2.15** Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.

## ECONOMICS

- 2.16** Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.
  - a)** Describe how people are both producers and consumers.
  - b)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
  - c)** Identify examples of an economic cost or benefit of a decision or event.
- 2.17** Explain why and how people specialize in the production of goods and services.
- 2.18** Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.
- 2.19** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.

## GEOGRAPHY

- 2.20** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21** Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.

- 2.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 2.23** Describe the relative location of the United States.
- 2.24** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 2.25** Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.
- 2.26** Explain how and why people, goods, and ideas move from place to place.
- 2.27** Describe how and why people from various cultures immigrate to the United States.

## **Answer Key: *Choices and Costs***

---

### **Chapter Assessments**

#### **Chapter 1**

**1. b 2. a 3. b 4. a 5. c 6. b 7. c 8. b**

#### **Chapter 2**

**1. b 2. c 3. c 4. c 5. a**



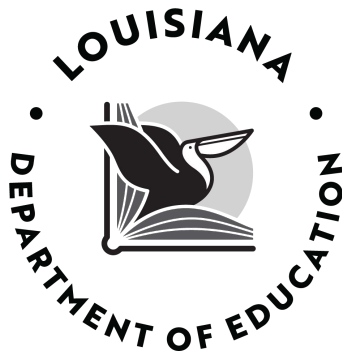


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**The Beginnings of America**

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**Choices and Costs**

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