

CURRICULUM PLANNING MAP

Level:
7th grade

Course Unit Title:
Consumerism

Approximate Time:
4 – 8 days

MAJOR FOCUS

Organizer

Students will be able to explain the concept of needs versus wants, influences on consumers, and advertising and relate those to making positive consumer choices.

Goals/Academic Expectations

Academic Expectations

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.16 Students use computers and other electronic technology to gather, organize, manipulate, and express information and ideas.

1.2 Students make sense of the variety of materials they read.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

Core Content:

Distinguish between informative and persuasive passages.

Identify supporting details and explain their importance in a passage.

Summarize information from a passage.

Persuasive Reading includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.

Informational Reading includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.

Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.

Transactive writing is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.

Essential Questions

- What are wants and needs?
- What considerations should be used when making consumer decisions?
- What are positive and negative aspects of advertising?

Culminating Performance

In small groups, students will plan a two-week day camp involving games and physical activity for elementary students. Each group must plan a variety of activities and develop a plan to purchase appropriate game and sports equipment with a set amount of money.

OR,

Students will take a written test consisting of multiple choice and open response questions.

Knowledge

- The difference between needs and wants
- Influences on purchasing
- Understand advertising methods
- Understand comparison shopping
- Understand where goods can be purchased

Instructional/Assessment Activities

Day 1
Pretest
Reading: Making Consumer Choices

Day 2
Reading: Buying Personal Products

Day 3
Price Comparison Activity

Day 4
Gym: games for recreational purposes

Day 5
Gym: games for recreational purposes

Day 6
Gym: games for recreational purposes

Day 7
Groups will develop plans for purchases using catalogues, web sites, calling stores, newspapers.

Day 8
Groups will continue to develop plans for purchases

Day 9
Present/discuss plans
Post test

Skills/Abilities (Demonstrators)

- Evaluate personal consumer practices
- Make consumer decisions
- Defend consumer selections
- Develop strategies for budgeting
- Evaluate advertising
- List places where products can be purchased

Critical Resources

Teen Health Text Book Course Two
Graph Template
Worksheets for Price Comparison
Open Response Question and Rubrics

Scoring Guide

Prompt:

As a group, plan a two-week day camp involving games and physical activity for elementary students. You must plan a variety of activities and develop a plan to purchase appropriate game and sports equipment.

Keep in mind the following guidelines:

- There are 100 students attending the camp and ten workers.
- You have \$500 to spend on equipment and supplies.
- List all sources of purchases and the reason you selected that source and that brand.

4	Plan stays within the budget, provides adequate reasons for purchasing choices, games and activities are age-appropriate, allotted time is filled. Shows that they used the comparison chart to determine which products to purchase. Allows for a variety of activities each day and through out the two weeks.
3	Plan stays within the budget, provides reasons for purchasing choices, games and activities are appropriate, time is filled. Shows that they used the comparison chart to determine which products to purchase.
2	Plan is close to the budgeted amount, games and activities fill the allotted time. Shows some use of the comparison chart to determine which products to purchase.
1	Develops a weak plan showing how to spend the money and on what activities. Little evidence of comparison shopping.
0	No Answer or incorrect or irrelevant information