



Goods and Services Across the 50 States

Ohio and the 50 States: Goods and Services



Standards Covered

ELA	Math	Science	Social Studies
L.3.4, RI.3.4, RI.3.7, RI.3.1, RI.3.4, W.3.8, W.3.7, W.3.6, SL.3.4, RI.3.5, RI.4.4, RI.4.3, RL.4.4, RL.4.6, W.4.4, W.4.7, SL.4.1, RI.3.7, RI.4.3, L.4.4, SL.5.4	3.MD.3, 4.MD.4, 3.OA.9, 3.NF.1, 3.NF.3, 3.MD.1, 3.NBT.2, 3.NBT.3, 4.OA.3, 4.OA.5, 4.NBT.2, 4.NBT.4, 4.MD.2	3.ESS.3, 3.ESS.2, 3.ESS.3, 3.PS.3, 4.PS.2, 4.LS.1, 5.LS.1, 5.LS.2	SS.3.18, SS.3.17, SS.3.16, SS.3.15, SS.3.10, SS.3.5, SS.3.7, SS.4.10, SS.4.20, SS.4.21, SS.4.14, SS.4.12, SS.4.8, SS.4.11, SS.5.15, SS.5.16, SS.5.17, SS.5.18, SS.5.14



Vocabulary

goods, services, scarcity, transportation, entrepreneurs, energy, electricity, circuits, producer, consumer, agriculture, industry, natural resources, market, products, technology, etc.



Text Set

[CKLA Lessons in Economics](#)

[CKHG The Geography of the United States](#)

[CKLA Light and Sound](#)

[CKLA Electricity and Magnetism](#)



Materials Materials for these lessons will be linked within the daily outline



Teaching All Learners Center



Instructional Outline

Week One – Where Do Goods Come From?

Day 1 - Pre-assessment: Which states can a student identify on a blank map? Any capitals? Read graphs, charts, tables with numbers and pictures to answer questions. Introduction/priming (*present problem, project, vocabulary, etc.*) Introduce new vocabulary. Provide students with their own vocab. ring with visual supports to convey meaning.

Day 2 – Discussion about goods and services, producers and consumers. What are your favorite foods, toys, things? Select pictures to create individual student favorite things poster.

Day 3 – Where do your favorite things come from? Fill in graphic organizer with images, icons, pictures words. One of my favorite things is _____. It was produced in _____(state/country). Repeat as time allows to create multiple pages.

Day 4 – How did my favorite item get to the store where it was purchased? Revisit types of transportation. Build image poster from student selections. Bring favorite item to school. Does it have a maker's mark showing where it was manufactured? Look it up online. Locate item's origin. Plot points on a world map to indicate where each item was produced.

Day 5 – Explore the How It's Made videos on [YouTube](https://www.youtube.com/watch?v=HwDm0T3U404) (search: How it's made + favorite item name) any of the favorite items from the class featured in an episode. If so, watch segment(s). Capture screenshots of each step of construction/production. Make book for student to keep with map picture they plot point for where it was made. Share favorite item book(s), item and map with others. (friends, family, others)

Possible field trip to transportation location or museum OR field trip to local manufacturing or service place of business. For each trip each student fills in the field trip notetaking sheet. Place we visited > photo, > provides a good? or service? or both? > Agriculture, industry, technology/innovation, natural resources? > pictures of process (manufacturing or service) > provides what to our local community and beyond > How far does this reach? (local, state, US, global)



Week Two – Transporting Goods

Day 1 - Revisit favorite item research. Revisit maps showing place of production. Use GPS to provide directions from place of production to hometown location. What type(s) of transportation might be needed to get your item from point A to point B? Plot with transportation icons on a large world map. Students will also have their own personal maps. Transportation is a **service** provided to get **goods** from one place to another.

Day 2 – Use the *Transporting Goods If Then* graphic organizer with pictures as notetaking about transportation types and when they might be used. For example, a plane or cargo ship may be needed to transport across bodies of water but a car, truck, semi, etc. can be used if only road travel is required. Transportation types to consider include airplanes, trains, wheeled vehicles (truck, car, bus, semi)

Day 3 - Explore transportation text set from the [OCALI Lending Library](#) to learn more about the different types of transportation. Revisit notes sheet. Add any new details learned from transportation books. Transportation is a **service** provided to get **goods** from one place to another.

Day 4 – Plan visits to different transportation museums (see folder with fieldtrip suggestions) within Ohio, local transportation resources (bus station, airport, trucking company, UPS/FedEx, etc.).

Day 5 - Formative Assessment Checkpoint (Student progress monitoring using the learning progression for standards in this Tiered Plan related to transportation and goods and services)

Possible field trip to transportation location or museum OR field trip to local manufacturing or service place of business. For each trip each student fills in the field trip notetaking sheet. Place we visited > photo, > provides a good? or service? or both? > Agriculture, industry, technology/innovation, natural resources? > pictures of process (manufacturing or service) > provides what to our local community and beyond > How far does this reach? (local, state, US, global)



Week Three – Lessons in Economics

Day 1 – The world is a big place filled with manufacturing, production of many goods and provider of many services. All together the exchange of goods and services for money builds an economy. As a class, read *CKLA book: Understanding Economics*.

Day 2 – Are our favorite items wants or needs? In the next few weeks, we will study more about budgeting and wants vs. needs. For now, we can add a page to our favorite item books to decide if it is a need or just something we want to have. How much did it cost? Do some research to see if you can look up a price for our favorite item. Add the price to the want vs. need page.

Day 3 – As a class, read *CKLA book: Lessons in Economics*. Take picture notes as we read each section/chapter of the book. Locate new vocabulary we have been using in the book. What new words did you see? Revisit unit vocabulary card ring for support as needed.

Day 4 – Let's explore the economy within Ohio and the other states within the US. Which state provide which products to our economy? Begin with Ohio. Explore some books about Goods and Services text set. (available in the [OCALI Lending Library](#)) What types of products come from Ohio? Agriculture, industry, natural resources? Capture pictures and put into the Ohio state note sheet. Add Ohio to a new 50 states goods and services card ring. What other states boarder Ohio? What products and services do they provide to the US? Add those state cards to the card ring.

Day 5 – As a class, read *CKLA book: Geography of the United States*. Study the states, capitals, goods and services by regions using chapters from this text. Add online research, interviews with state personnel, etc. as needed. Add the regions state cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most ____? What is the capital of ____? Possible field trip to transportation location, museum OR field trip to local manufacturing or service place of business. For each trip each student fills in the field trip notetaking sheet. Place we visited > photo, > provides a good? or service? or both? > Agriculture, industry, technology/innovation, natural resources? > pictures of process (manufacturing or service) > provides what to our local community and beyond > How far does this reach? (local, state, US, global)



Week Four – United States Geography

Day 1 - As a class, read *CKLA book: Geography of the United States*. Study the states, capitals, goods and services by regions using chapters from this text. Add online research, interviews with state personnel, etc. as needed. Add the regions state cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most____? What is the capital of _____?

Day 2 - If more states remain, as a class, read *CKLA book: Geography of the United States*. Study the states, capitals, goods and services by regions using chapters from this text. Add online research, interviews with state personnel, etc. as needed. Add the regions state cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most____? What is the capital of _____?

Day 3 – Possible field trip to transportation location or transportation related museum.

As a class, read *CKLA book: Geography of the United States*. Study the states, capitals, goods and services by regions using chapters from this text. Add online research, interviews with state personnel, etc. as needed. Add the regions state cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most____? What is the capital of _____?

Day 4 - If more states remain, complete the remainders to complete the whole class and student maps. Continue to study the states, capitals, goods and services for 5 more states using text sets, online research, interviews with state personnel, etc. and add those cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most____? What is the capital of _____?

Day 5 - Possible field trip to transportation location, museum OR field trip to local manufacturing or service place of business. For each trip each student fills in the field trip notetaking sheet. Place we visited> photo, >provides a good? or service? or both? > Agriculture, industry, technology/innovation, natural resources? > pictures of process (manufacturing or service) > provides what to our local community and beyond > How far does this reach? (local, state, US, global)



Week Five – Goods Across the United States

Day 1 - As a class, read *CKLA book: Geography of the United States*. Study the states, capitals, goods and services by regions using chapters from this text. Add online research, interviews with state personnel, etc. as needed. Add the regions state cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most____? What is the capital of _____?

Day 2 - If more states remain, as a class, read *CKLA book: Geography of the United States*. Study the states, capitals, goods and services by regions using chapters from this text. Add online research, interviews with state personnel, etc. as needed. Add the regions state cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most____? What is the capital of _____?

Day 3 – Possible field trip to transportation location or transportation related museum.

As a class, read *CKLA book: Geography of the United States*. Study the states, capitals, goods and services by regions using chapters from this text. Add online research, interviews with state personnel, etc. as needed. Add the regions state cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most____? What is the capital of _____?

Day 4 - If more states remain, complete the remainders to complete the whole class and student maps. Continue to study the states, capitals, goods and services for 5 more states using text sets, online research, interviews with state personnel, etc. and add those cards with symbol icons to the card ring. Each day practicing the states that have some prior by asking questions. Which state produces the most____? What is the capital of _____?

Day 5 - Possible field trip to transportation location, museum OR field trip to local manufacturing or service place of business. For each trip each student fills in the field trip notetaking sheet. Place we visited> photo, >provides a good? or service? or both? > Agriculture, industry, technology/innovation, natural resources? > pictures of process (manufacturing or service) > provides what to our local community and beyond > How far does this reach? (local, state, US, global)



Week Six – What is Energy?

Prime new vocabulary: renewable and non-renewable resources, energy, electricity as a good and a service

Day 1 – Introduce the topic of electricity/energy as a good and a service that travels across the United States and the globe. How does it travel? Electric seems invisible, like the internet, phone, radio and satellite services. Introduce new kinds of travel. (lines and airwaves) As a class, read *CKLA book: Electricity and Magnetism*. As a class make a list or do a walk and find tour of the classroom, home or building and find items that need electric to operate.

Day 2 – Where does this energy source come from? How does it get here? How is it produced? Is there a cost? Is it a good or a service or both? How far away is the local electric company? Where is it located? How is electric produced there? Class simulation of open and closed circuits using a circle of connected hands with a mechanical device between the teacher and paraprofessional or first student. (peeping chicks work really well for this simulation) One thumb (teacher) touches one conductor on bottom, the other thumb (para or student) touches the other conductor on bottom. Make sure not to touch! J Electricity lab: use a tray with objects, batteries or other energy source, wires, switches, etc. to create a circuit to operate a motor or light. What types of materials conduct electricity flow? What types of materials do not conduct electricity? Record findings with icons on the Electricity Lab graphic organizer. Can you create and model an open and closed circuit.

Day 3 – How does electricity flow from one location on the map/globe to another? Remember those conductors? Go outside and see if the class can spot physical conductors of energy/electricity and or telephone/internet signals. Use a map of the town to pinpoint where the local electric company is located. Use a picture to show where the school is located. Draw a closed circuit from the power company service to the school. If time repeat to student addresses. (great way to practice address recall and locating home on a map)

Day 4 – Use electrical equipment in the classroom that provides an on/off switch. Model and use vocabulary open and closed circuit while operating tools for a purpose. (turn on/off the lights, a fan, a pencil sharpener, switch adapted audio book, computer, interactive whiteboard, etc. Compare the use of electric and non-electric tools, Why do we often choose power tools over manual tools? (pencil sharpener, light) Research the cost of electricity. Why should we conserve electric? Is the electricity produced in your town renewable or non-renewable? Don't know? Visit and find out or invite a worker to come as a guest speaker. What would life be like without electricity? Try it for an hour or a day. Which do students prefer?

Day 5 - Field trip to visit the local power company, TV, phone and/or internet providers. For each trip each student fills in the field trip notetaking sheet.



Place we visited> photo, >provides a good? or service? or both? > Agriculture, industry, technology/innovation, natural resources? > pictures of process (manufacturing or service) > provides what to our local community and beyond > How far does this reach? (local, state, US, global) Summative Assessment Checkpoint (Which states can a student identify on a blank map? Which capitals? Goods or services for specific states?) Transportation modes? Electricity, open and closed circuits, renewable or non-renewable?





Pre and Post Assessment

Included in the unit plans:

- ☐ Work sample with checklist, rubric, or notes
- ☐ Learning progressions (task analysis) rubric
- ☐ Diagnostic data – specific skill set:
- ☐ Project with rubric

Could be added to the unit plans:

- ☐ Captioned photos
- ☐ Test or quiz in accessible format
- ☐ Audio or video recording with data sheet
- ☐ Benchmark assessment formatted like alternate assessment
- ☐ Other




Teaching All Learners Center

Providing All Students Access

When planning tools and supports, consider adapting and expanding teaching materials, student materials, technology, and curricular resources.

Student specific supports and services across the tier aligned to this lesson should be pulled from the IEP, RIMP, gifted, 504 plan, behavior plan, ELL plan, diversity profile, etc. Consider assistive technology, instructional strategies, and environmental adaptations.

Designing to the Edges (Tip to Tip)

Universal Tools and Supports	Activity Specific Multiple Means & Differentiated Tools	 Student Specific Supports & AT (*add student initials or code to note individual student supports or SDI)
Examples include: <ul style="list-style-type: none"> • Learning Progression rubric to track own skill development • Test format like AA • Manipulatives • chunking of tasks/items • access to sensory breaks • cues to refocus attention to task • instructions and/or text read aloud 	Examples include: <ul style="list-style-type: none"> • social stories • verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) • preferential/flexible seating in the classroom to minimize distraction while working on academic tasks • verbal and/or picture prompting to task 	Examples include: L- <ul style="list-style-type: none"> • flexible seating choice • deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities • sensory chew toys T- <ul style="list-style-type: none"> • customized seating

<ul style="list-style-type: none"> • goods and services T chart with sorting cards with pictures and words on each card 	<ul style="list-style-type: none"> • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<ul style="list-style-type: none"> • presentation of communication symbols on the left in a vertical array • choice making with voice output single message switches
<ul style="list-style-type: none"> • videos with CC • music • map of Ohio • transition supports music, movement, objects/materials 	<ul style="list-style-type: none"> • multiple choice selection from an array of word or word+picture choices • manipulatives • flexible seating options • tactile/object choices • sensory supports • reteaching as needed • redirection as needed 	
<ul style="list-style-type: none"> • repetition of instruction • verbal and/or visual cues • visual/auditory timer • Manipulatives • Modeling • information broken down, segmented • chunking of tasks • access to sensory breaks • cues to refocus attention to task • instructions and/or text read aloud 	<ul style="list-style-type: none"> • social stories • verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) • preferential seating in the classroom to minimize distraction while working on academic tasks • verbal and/or picture prompting • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<p>C-</p> <ul style="list-style-type: none"> • flexible seating choice • deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities <p>D-</p> <ul style="list-style-type: none"> • Wiggle cushion <p>R-</p> <ul style="list-style-type: none"> • reinforcers <p>J-</p>

<ul style="list-style-type: none"> ● adult support to increase independence in the school environment and during classroom tasks ● Paraprofessional to model appropriate behavior, facilitate academic tasks, implement de-escalation strategies 		<ul style="list-style-type: none"> ● adult/peer modeling of appropriate behavior/ appropriate social communication ● adult/peer modeling/facilitation for calming strategies ● Personal communication device ● LAMP- Words for Life program for communication <p>T-</p> <ul style="list-style-type: none"> ● visual models for correct way to form letters and numbers ● picture cues to aide in comprehension <p>W-</p> <ul style="list-style-type: none"> ● visual model for writing
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