## **Instructional Unit Title: Pieces of the Puzzle**

The teacher may engage students in a brainstorming session so that students can begin to understand how the economic choices they make have an impact on the economic success of a community (e.g., classroom, school, local).



The teacher may facilitate a discussion so that students can describe how satisfying their wants and needs may require establishing a plan to earn or make money.



The teacher may provide economic stories (e.g., Glo Goes Shopping, Bunny Money, Olivia Owl) so that students can explain their role as a consumer and the choices they make about how and where to spend their money (e.g., purchasing goods and services).



The teacher may bring in guest speakers (e.g., individuals who run non-profits) so that students can discuss how choosing to "give back" (e.g., money, time) has a positive impact on the community (e.g., classroom, school, local).



The teacher may lead a discussion so that students can analyze the interdependent relationship among producers, consumers, government services, collection/allocation of tax dollars, and individual choice in supporting the economic success community.



The teacher may bring in small business owners from the community so that students can determine the significance of the interdependent relationship between producers and consumers in expanding and supporting the local economy.



The teacher may provide case studies and/or real world examples illustrating what happens to a community when businesses leave so that students can establish the importance of the role businesses play in contributing to the economic success of a community.



The teacher may provide case studies or real world examples of people who started their own business so that students can examine how one of the choices for investing money may involve entrepreneurial activities (e.g., lemonade stand, dog walking) which contribute to the overall economic success of the community.



The teacher may provide economic data on various Colorado communities so that students can examine a community's economic base (and success) and how the community depends on the collection of taxes (e.g., sales, property); growth of business; and access to resources (e.g., human, natural).



PERFORMANCE ASSESSMENT: You are interested in opening a small business in Aurora (community). In order to accomplish this goal, you need to create a business plan to present to the Small Business Association of Aurora (SBAA), who is responsible for issuing business licenses. The goal of the SBAA is to strengthen the local economy within the community. As such, they focus on small business that demonstrate an interest in building the local economy as well as give back to the community. Therefore, it's important for your business plan to incorporate the financial and philanthropic impact in Aurora (community). The essential elements of your business plan include: A name for your business, what your business offers (good or service), a financial plan, a marketing strategy, and a plan for how your business will give back to the community.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.