

Activity Page 1.1

Use with Chapter 1

Letter to Family

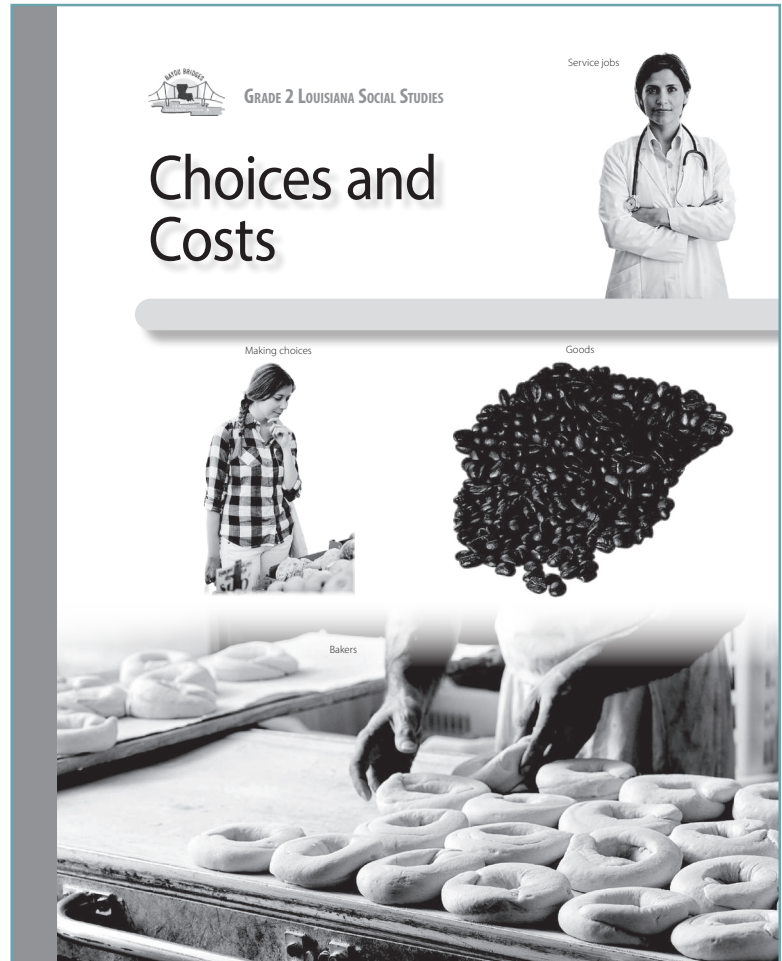
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about fundamental economic concepts such as buying, selling, and trade. They will learn about the basics of economics and economies, which are defined as all the ways people 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

What I Like	What I'm Good At

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

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*

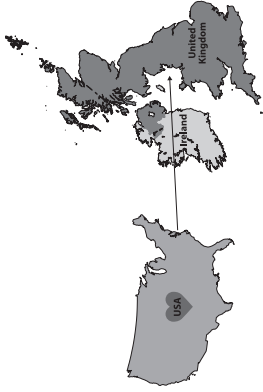
1. a.



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.

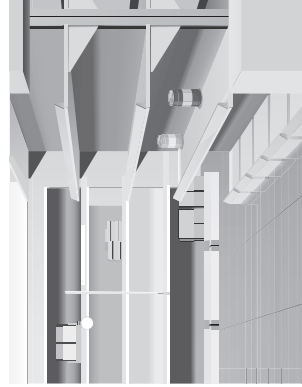


c.

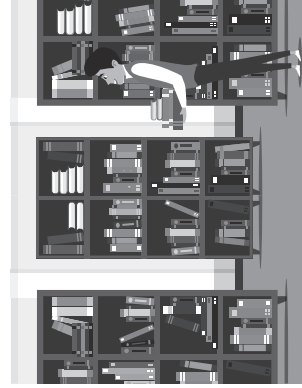
6.



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.

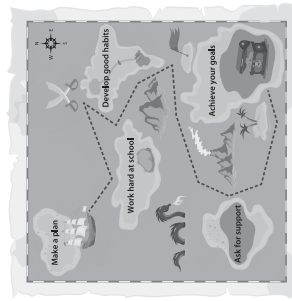


c.



5.

a.



b.



c.

