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 KUDs/I Can

### Writing KUDs and I Can Statements

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
<b>3-E1.0.1</b> Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	Explain (reasoning content)	Students will know that scarcity is when someone cannot provide a product or service because they do not have the required resources or time to produce such a thing, opportunity cost is the money or other benefits lost when pursuing a particular course of action	Students will understand that scarcity affects consumers because they cannot have the product or produce a certain service, opportunity cost depends on the individual and can affect how much of and what is produced and consumed, and choices also affect what is produced and consumed.	Given a business scenario from Michigan, students will be able to identify the scarcity, opportunity costs, and make executive decisions about products. (Role Play)	<ul style="list-style-type: none"> <li>• Scarcity</li> <li>• Opportunity Costs</li> <li>• Choices</li> <li>• Product (Produce)</li> <li>• Consumer</li> </ul>	I can tell how scarcity, opportunity costs, and choices affect what is made and used in Michigan.

		instead of the favorable one, and choices are decisions that are made.				
<b>3-E1.0.2</b> Identify incentives (e.g., sales tax, tax breaks) that influence economic decisions people make in Michigan.	Identify (content)	Students will know incentives are things that influence an action or greater effort, as a reward for increased productivity.	Students will understand what different incentives are. Ex. A sales tax is a tax paid to a governing body to pay for the sales of certain goods and services (electronic goods, uncooked items). A tax break refers to any item that reduces taxes.	Given a list of incentives, students will be able to sort out Michigan's economic incentives.	<ul style="list-style-type: none"> <li>• Incentives</li> <li>• Economic Incentives (Michigan)</li> <li>• Sales tax, tax breaks, etc</li> </ul>	I can tell what Michigan's economic incentives are.
<b>3-E1.0.3</b> <b>Analyze how Michigan's location and natural resources influenced its economic development</b>	Students will know location is a place of settlement and natural resources are the natural wealth of a country, consisting of land, forests, mineral deposits, water, etc and both	Students will understand the different aspects of location and what different natural resources are and how they	Given 4-5 scenarios that describe the location and natural resources of an unknown city in Michigan, students will pick which city	<ul style="list-style-type: none"> <li>• Location</li> <li>• Natural Resource</li> </ul>	I can explain how location and natural resources influence Michigan's economic development.	

<p><b>(e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).</b></p>	<p>influence a state's economic development.</p>	<p>influence Michigan's economic development. (ex. Waterways and other natural resources can affect the amount of goods and services available to Michigan.</p>	<p>they would be willing to build/develop in. Students will also explain why they chose their city.</p>			
<p><b>3-E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</b></p>	<p>Students will know that</p> <ul style="list-style-type: none"> <li>• Entrepreneurs are people who organize and manage any enterprise, especially a business, usually with considerable initiative and risk.</li> </ul>	<p>Students will understand that entrepreneurs use</p> <ul style="list-style-type: none"> <li>• Natural resources as a site for the production of goods and services</li> </ul>	<p>Given a business scenario (and a group of classmates), students will be able to create a business plan to grow and sell Motman's apples combining natural, human, and capital resources.</p>	<ul style="list-style-type: none"> <li>• Entrepreneur</li> <li>• Natural Resources</li> <li>• Human Resources</li> <li>• Capital Resources</li> </ul>	<p>I can tell about how to combine natural, human, and capital resources to produce goods and services in Michigan.</p>	

	<ul style="list-style-type: none"> <li>• Natural resources are the wealth of a country consisting of land, forests, mineral deposits, water, etc</li> <li>• Human resources are people, especially the persons employed by a given company, institution, or the like</li> <li>• Capital resources are any assets used in the production of products and/or services.</li> </ul>	<p>( and sometimes as the good or service)</p> <ul style="list-style-type: none"> <li>• Human resources to maintain and/or use the natural resources that produce goods</li> <li>• And capital resources are goods produced by human resources in order to provide a service</li> </ul>				
<b>3-E1.0.5</b>	Students will know	Students will	In groups of 4-5	• Business	I can tell if a	

<p><b>Explain the role of business development in Michigan's economic future.</b></p>	<p>that business development is related to a number of tasks and processes generally aiming at developing and implementing growth opportunities.</p>	<p>understand that business development can lead to Michigan's economic growth and can contribute to Michigan's human and capital resources.</p>	<p>students and given 1-2 business development ideas, students will be able to describe if they would support/recommend that specific business.</p>	<p>Development</p>	<p>business idea is good for the economic future of a state (MI).</p>	
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