Unit 4: People at Work

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 3**
Length: **3rd Marking Period**
Status: **Published**

Unit Overview

In the People at Work unit, students will learn about needs and wants in daily life. Students will understand the work of producers and the role of consumers in our society. They will also understand how resources play a major role in our world's economy.

Standards

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Essential Questions

- 1. How do wants and needs influence people's daily lives?
- 2. How do producers and consumers interact to form an economic system?

Application of Knowledge and Skills...

Students will know that...

- 1. The relationships between people's choices and their wants and needs
- 2. The work of a producer and the role of a consumer
- 3. The differences between jobs that provide goods and jobs that provide services
- 4. The importance and ways of saving money
- 5. The journey of products/produce/animals from farms to markets

Students will be able to...

- a. Distinguish between wants and needs
- b. Understand and use vocabulary terms: producer, consumer, income, and price.
- c. Explain the roles of producers and consumers.
- d. Create a worker project that details skills and results from a particular job.
- e. Explain why people save and or spend earnings.
- f. Trace the journey of products/ produce/ animals from farm to market.

Assessments

- Diagnostic: Needs and Wants - Students will create a needs and wants chart to begin our unit.
- Diagnostic: Sequence Chart - Students will create a sequence chart that details the journey from farm to market of various items consisting of products/produce/and or animal.
- Formative: Narrative Writing - Students will create a voculary book that will illustrate and define unit vocabulary.
- Summative: Personal Project - Students will create a worker and write a report about the skills needed for that job. Also, students will describe what is produced for society by this job.
- Summative: Timeline - Students will create a timeline that details the work of scientists in daily life.
- Summative: Written Test - Students will take the unit assessment to check understanding of material taught.

Activities

- 1. Students will word splash activity of wants and needs

- 2. Students will create a vocabulary book
- 3. Students will be able to identify service workers and their contributions to society
- 4. Compare/contrast goods and services
- 5. Create a scientist timeline after reading the selection on scientists and their contributions
- 6. create a sequence flow chart that explains the journey from farm to market
- 7. Research monies around the world to create a money mobile

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time

- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide vocabulary cards/pictures as needed
- Provide pre-printed worksheets as needed
- Use vocabulay words in a story about a trip to the store
- Make a collage of producers and consumers
- Provide blank venn diagram for compare/contrast activity
- Work with a partner to do scientist poster
- Provide pictures for flow chart
- Create money flash card game
- Provide encyclopedias/money books
- Read tests aloud
- Read directions aloud
- Provide study guides for assessments

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: producer, consumer, income, and price
- Use vocabulay words in a story about a trip to the store

Content specific modifications to extend learning for gifted students may include:

- Work with a partner to do scientist poster

Integrated/Cross-Disciplinary Instruction

- Junior Achievement Program
- Scott Foresman Grade 2 Math Unit on money
- Grade 2 Science Unit:Soils
- Career Day activities
- Throughout each unit of the social studies curriculum, students are practice researching, communication, and presentation skills

Resources

- Junior Achievement materials
- Houghton Mifflin Social Studies Neighborhoods Grade 2 Unit 4: People at Work (pgs. 158-204)
- Houghton Mifflin's accompanying Big Books
- Scholastic News
- Discovery Education
- BrainPop Jr.
- Houghton Mifflin student workbook
- Selection Readers: Mystery Coin, Alexander Who Used to be Rich Last Sunday
- Video: America Rocks
- www.eduplace.com/ss
- www.eduplace.com/kids/hmss05
- Selected books on money, banking, jobs
- www.usmint.gov/kids

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.