

# Unit 4 People Who Supply Our Goods and Services

Content Area: **Social Studies**  
Course(s): **Sample Course**  
Time Period: **February**  
Length: **Full Year - Grade 2**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Social Studies, Grade 2**

**Unit 4 People Who Supply Our Goods and Services**

**Belleville Board of Education**

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Board Approved: 7/16/2018

## Unit Overview

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- **In this chapter, children will learn:**
  - the difference between a need or a want
  - the process of food production and consumption
  - how the methods of food production have changed over time
  - the connection between producers and consumers
  - the challenges that producers face which limit their resources
- **Chapter Vocabulary:** needs, wants, choice, scarce, barter, producers, harvest, goods, consumers, services, process, distributors, markets, weather, drought, climate, irrigation
- **Academic Vocabulary:** purchase, natural, sequence, source

## Connect

- Big Question Video ( How do people get what they need?)
- Chapter Jumpstart Activity
- Quest (Lend a Hand to Farmer Fran)/ Findings (Write Your Ad)

## Investigate

- Lesson 1 Needs, Wants, and Choices

- Lesson 2 Food Producers
- Lesson 3 Producing and Consuming Goods
- Lesson 4 Challenges Producers Face

**Literacy Skills:** Identify Main Ideas and Details

**Critical Thinking Skills:** Analyze Costs and Benefits

**Primary Source:** Photograph: Dairy Farm

**Citizenship:** Dolores Huerta: Champion for Farm Workers

### **Synthesize**

- Lesson Check and Review for each lesson
- Chapter Assessment

### **Demonstrate**

- Lesson Quiz for each lesson
- Chapter Vocabulary Games

## **Enduring Understanding**

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- People have to make choices about needs and wants because resources are limited.
- Food production and consumption is a process that often starts on the farm, and the methods have changed over time.
- Producers and consumers are connected through the settling and buying of goods and services.
- Producers face challenges which limit their resources.

## **Essential Questions**

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- **How do people get what they need?**
- How are wants different from needs?
- How did people get things they wanted and needed in the past?
- How do families make money to pay for the needs and wants they choose?
- Who are producers?
- What things do producers make?
- Why are producers important?
- How do farmers help people get what they need?
- Who are consumers?
- What do consumers do?
- How are producers and consumers connected?
- How do farmers get their goods to markets?
- What weather can help crops?
- How can farmers solve weather problems?
- Who was Dolores Huerta?

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## **Exit Skills**

- By the end of Social Studies in 2nd Grade, students will be able to:
  - Use primary and secondary sources.
  - Explain how life changes throughout history.
  - Use maps and globes to locate places and geographic features
  - Describe how a government work and explain the need for government.
  - Recognize the difference between producers and consumers.
  - Identify how people obtain what they need and want.
  - Recognize the characteristics of a hero.
  - Name different heroes throughout history.
  - Define culture and describe the ways culture is shared within communities.

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## **New Jersey Student Learning Standards (NJSLS-S)**

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.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.C.CS4	Availability of resources affects economic outcomes.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.

## Interdisciplinary Connections

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LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## Learning Objectives

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After completing Unit 4, students will demonstrate the ability to:

### Lesson 1 Needs, Wants, and Choices

- Identify needs and wants
- Compare and contrast needs and wants
- Understand basic economic concepts, such as money and trade
- Recognize that scarcity requires people to make choices

### Lesson 2 Food Producers

- Identify producers in communities
- Compare farmers today with farmers of the past

- Identify how farmers use resources

### Lesson 3 Producing and Consuming Goods

- Determine the role of producers, distributors, and consumers providing and using goods and services
- Describe the process of getting goods from farm to market

### Lesson 4 Challenges Producers Face

- Explain how weather can challenge crop production
- Identify how farmers learned to grow productive crops in new climates
- Determine how farmers solve weather problems to grow productive crops

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

## **Suggested Activities & Best Practices**

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- Map and Graph Skills
- Literacy and Critical Skills
- Citizenship lesson for each chapter/ biographies online
- Primary Source Skill
- Video - Big Question Video
- Jumpstart Activity
- Audio- Sing About It!
- Big Question Activity
- Quest Interactivities
- Lesson Interactivities - Introduction and Review
- Vocabulary Practice Game
- Tikatok
- Active Classroom - activities that encourage active student participation and are included within each lesson in the chapter

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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- Admit Tickets
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit tests

## **Primary Resources & Materials**

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- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

## **Ancillary Resources**

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- myWorld Interactive digital activities
- myWorld Interactive Map and Graph Skills Handbook
- TikaTok
- [www.discoveryeducation.com](http://www.discoveryeducation.com) digital field trips
- [www.ducksters.com/history](http://www.ducksters.com/history)



## Technology Infusion

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- myWorld Interactive online resources/digital activities
  - Quest Interactives
  - student eText with audio and vocabulary glossary support
  - whiteboard activities/games
  - Chapter Jumpstart Activity
  - Big Question Videos
  - Audio - Sing About It!
  - Digital skill practice
  - Online Biographies
- [www.discoveryeducation.com](http://www.discoveryeducation.com) digital field trips
- [www.ducksters.com/history](http://www.ducksters.com/history)



## Alignment to 21st Century Skills & Technology

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- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan

- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Sample Lesson**

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