Unit 3: My Economic Responsibilities

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **February-March**
Status: **Published**

Summary

In the second grade Social Studies course, students further refine the civic and cultural competencies that they developed in first grade. The course begins by examining citizenship through the lens of civic responsibilities. Through the presentation of different examples, students learn that the US was founded on principles of democracy, which is reflected in our government's system. Students examine the different rights they have, but also that they have certain responsibilities to both our local and global communities. During the second unit, students investigate how communities differ, but also share similarities. Students engage in a comparative analysis of the experiences of students in Cranford to those in other parts of the world, allowing them to refine key Social Studies skills, expand their geographic understanding, and build cultural appreciation. During the third unit, students learn how different members of the community help produce goods and services that are then consumed. Students also explore ways they can make financially responsible decisions. In the final unit, students serve as novice historians as they complete a comparative investigation of Cranford today and in the past. By examining key primary source documents, students are able to identify the extent of continuity and change in their town.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Perspective - Interpret different perspectives on a particular topic recognizing that views, experiences, or understandings may vary, but still be valued
- Causation - Evaluate the relationship between causes and effects and discuss continuities and changes over time
- Contextualization - Identify and explore the context (historical, geographic, situational, etc.) of different events, places or locations, symbols, or traditions

This unit is part of the larger aforementioned course sequence and specifically focuses on "My Economic Responsibilities" where students will know that the availability and desirability of a good or service determine its price and that there are different ways to secure goods and services, such as borrowing or saving. By the end of this unit, students will be able to identify different ways to secure goods and services, find out how goods are made by putting the steps of their production in order, recognize that availability and desirability determine the price of goods and services, and evaluate the costs and benefits of economic choices.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this

unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for eventual college, career, and/or civic life.

Revision Date: August 2022

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

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.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
9.1.2.FP.2	Differentiate between financial wants and needs.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2	Explain why an individual would choose to save money.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.

LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
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.
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other

	countries.
LA.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Essential Questions

Essential Questions:

- How do different members of the community help produce goods and services?
- How can I be a smart consumer?

Enduring Understandings:

- The availability and desirability of a good or service determine its price.
- There are different ways to secure goods and services, such as borrowing or saving.

Objectives

Students will know:

- There are different ways to secure goods and services, such as saving, borrowing.
- The availability of a good or service in addition to if people want that good or service affect its price .

Students will be skilled at:

- identifying different ways to secure goods and services.
- analyzing out how goods are made by putting the steps of their production in order.
- explaining how availability and desirability determine the price of goods and services.
- evaluating the costs and benefits of economic choices.

Learning Plan

The learning plan includes, but is not limited to the following:

1. Optional TCI Unit Inquiry Project (p. 66)-

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

2. Complete TCI Lesson 6 (p. 89) How Are Goods Made and Brought to Us? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: consumer, goods, income, producer, trade, transportation

c. Hands-On Activity/Reading: Sequencing How Goods Are Made and Delivered

d. Show What You Know: Students will connect resources from a specific environment to the product people use.

3. Complete TCI Lesson 7 (p. 107) Who Provides Services in a Community? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: business, law, service, tax

c. Hands-On Activity/Reading: Presenting Skits About Service Workers

d. Show What You Know: Students will write about their favorite service job to learn about by drawing and labeling a picture of the service job. They will then write a sentence explaining why it is their favorite.

4. Complete TCI Lesson 8 (p. 121) How Can I Be a Smart Consumer? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: need, resource, save, scarcity, want

c. Hands-On Activity/Reading: To Buy or Not to Buy? Analyzing Cost and Benefits

d. Show What You Know: Students will list costs and benefits of purchasing a toy instead of a sandwich.

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments. Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Lesson 6 "Show What You Know" (p.106) - Students will connect resources from a specific environment to the product people use.
- Lesson 7 "Show What You Know"(p. 120) - Students will write about their favorite service job to learn about by drawing and labeling a picture of the service job. They will then write a sentence explaining why it is their favorite.
- Lesson 8 "Show What You Know"(p. 133) - Students will list costs and benefits of purchasing a toy instead of a sandwich.

Summative Assessments:

- Lesson 6 Assessment: How Are Goods Made and Brought to us?
- Lesson 7 Assessment: Who Provides Services in a Community?
- Lesson 8 Assessment: How Can I Be a Smart Consumer?

Alternative Assessments:

- Unit Inquiry
    - Collecting Evidence (p. 68)
    - Constructing an Argument (p. 70)
    - Taking Informed Action (p. 70)

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

- TCI: Social Studies Alive! My Community
    - Unit Inquiry: pages 66-70
    - Lesson 6: pages 89-106
    - Lesson 7: pages 107-120
    - Lesson 8: pages 121-134

Supplemental Resources for Lesson 6:

- How It's Made: Popcorn
- How Cheese is Made
- Foods on the Move
- Products on the Move
    - Unit 1 images with analysis questions: https://americanhistory.si.edu/sites/default/files/1.2.pdf
    - Unit 5 images with analysis questions: https://americanhistory.si.edu/sites/default/files/5.2.pdf

Supplemental Resources for Lesson 7:

- You, Me, and Community
- Community Helpers

Supplemental Resources for Lesson 8

- United States Mint- H.I.P. Pocket Change Kids Site
- U.S. Mint for Kids: Videos
- Federal Reserve Education
- Hands on Banking

Supplemental Resources for Economics:

- BrainPOP Jr. Video: Goods and Services
- BrainPOP Jr. Video: Needs and Wants
- BrainPOP Jr. Video: Community Helpers
- BrainPOP Jr. Video: Saving and Spending
- Invite any student family members who are service workers to come speak to the class about their profession

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts
- Providing opportunities for text-to-speech for written responses
- Use visual presentations of all materials to include graphic organizers for writing
- Mark texts with a highlighter

Note: Teachers can find more specific modifications for English learners, learners with special needs,learners reading below grade level, and advanced learners on the TCI website.