April: Harcourt Unit 6: People in the Marketplace (Economics) Gr.2

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **6-12 Weeks**
Status: **Published**

Unit Overview

This unit covers how products and made and how consumer benefit from production and trade of goods and services.

Enduring Understandings

People all over the world are interconnected by, and depend upon, needs and wants.

Natural raw materials, production and golbal trade of good and services provide people with what they need and want.

Essential Questions

What are producers and consumers?

How do we get money to buy the things we want?

How are raw materials turned into products?

How does global trade help us get what we want and need more readily?

Instructional Strategies & Learning Activities

	Objective	Procedure	Assessment/ Differentiation	Standards
e				
Unit 6 e Unit he	SWBAT: -use visuals to determine word	1. Discuss the big idea ™ p. 265 Create a word web for *My*	**For the unit:** **Formative:** • Teacher observation	

ce :s) **ntal:** ıds	meaning -access prior knowledge -Use categories to classify information -Interpret charts	*Family* 2. Preview vocabulary ™ p. 266-67 3. **Skil**l- Categorize and Classify™ p. 268-9 List groups of words on chart ™ p. 268/ fill in organizer p. 269 4. Access prior knowledge- Read *Supermarket* p. 270-75/ ™ 275 questioning/response	• Questioning • Whiteboard Response • Think-Pair Share • Classroom discussion • Workbook pages • Writing/Performance rubrics included in lesson • Pretest	
Unit 6	SWBAT: -Identify and explain the roles of producer/consumer -Identify goods/services -Identify parts of a bar graph -Interpret bar graph -Recognize importance of Wanda Montanez	1.Ask students *How do producers and consumers depend on each other?* 2. Read p.276-79/ ™ questioning/ assess using Review ™ p. 279 3. Activity- Make a chart that shows good and services you buy and use. Share 4. Practice-Workbook p. 51 5. **Skill**- Read a Bar Graph/Make a class bar graph of favorite foods? ™ p.280/ read p.280-81 ™ questioning 6. Practice- Workbook p. 52 7. Biography-Wanda Montanez (businesswoman) Read p. 282-3 ™ questioning ™ p.283	**For the unit:** **Differentiation:** *Refer to Teacher's Manual ESL/ Extra Support/ Enrichment ideas for each lesson **Will vary according to student readiness /interest/learning profile:** • Leveled Text • Levels of Questioning	6.1.4.C.17 6.1.4.D.11 9.2.4.B.1 9.2.4.A.1
Unit 6	SWBAT: -Understand people have many occupations -Recognize people make choices about spending -Recognize that people do not always have enough money for what they want	1.Ask students *How to people get money to pay for goods and services?* 2. Read p.284-9/ ™ questioning/ assess using Review ™ p. 289 3. Write-Make a list of things you like to do/choose one to help you earn income. Share 4. Practice-Workbook p. 53 5. **Skill**- Make a Choice When Buying/Discuss how students	• Anchor activities (ongoing-listen to books, websites) • Harcourt web activities • Whiteboard response • Flexible Grouping • Graphic Organizers • Videos Discovery Education/ BrainPop Jr. • KWL Charts • Think-Pair-Share • Reading Buddies • Enrichment/Remediation	6.1.4.B.4,7 6.1.4.D.4 9.1.4.A.2 9.1.4.B.2,5 9.1.4.E.1 9.2.4.A.4

	-Identify economic choice -Compare and contrast different points of view with spending	make choices about things to buy? ™ p.290/ read p.290-1™ questioning 6. Practice- Workbook p. 54 7. Point of View-Discuss why people save money Read p. 292-3 ™ questioning ™ p.293		
Unit 6	SWBAT: -Understand how raw materials are used to make a product -Identify the step of production -Recognize products are shipped and sold -Describe the purpose of a flowchart/ interpret	1.Ask students *How do raw materials become products?* 2. Read p.294-99/ ™ questioning/ assess using Review ™ p. 299 3. Activity- Choose a raw material that comes from your community and show things that can be made from it. Share 4. Practice-Workbook p. 55 5. **Skill**- Read a Flow Chart/How does wheat end up in a loaf of bread in the store? ™ p.300/ read p.300-01 ™ questioning 6. Practice- Workbook p. 56/ Make a flowchart		6.1.4.A.2 6.1.4.D.4,6, 13,17
Unit 6	SWBAT: -Understand the concepts of scarcity -Understand concept of supply and demand -Use a KWL chart to set a purpose for reading -Record data on a KWL chart	1.Ask students *Why so we make, sell, and buy more of some things than others?* 2. Read p.302-05/ ™ questioning/ assess using Review ™ p. 305 3. Write- Imagine you are a farmer, write about something that caused your crop to fail. Share 4. Practice-Workbook p. 57 5. **Skill**- Preview and Question/Ask- *What would you include in a report about blueberries?* ™ p.306/ read p.306-7 ™ questioning 6. Practice- Workbook p. 58		6.1.4.A.116.

Unit 6	SWBAT: -Define and identify barter and trade -Understand the concept of trade with another country -Understand that countries help each other in times of need	1.Ask students *How does trade help people meet their needs?* 2. Read p.308-11/ ™ questioning/ assess using Review ™ p. 311 3. Activity- Draw a picture and label goods you would be willing to trade.Share 4. Practice-Workbook p. 59 6. Citizenship-Read *Countries Help Each Other* p. 312-13 ™ questioning		6.1.4.A.3,10 11 6.1.4.D.4,12 16,17
Unit 6 :w	SWBAT: -Review concepts learned in unit	1. Review questioning ™ p. 316-319 2. Workbook p. 61/ Study Guide Review answers whole class/ discuss **Harcourt website- Adventure Activity*		
Unit 6	SWBAT: -Recall concepts learned in unit	1.Administer unit test 2.Use data for reteaching	**Summative:** Unit Test	

Integration of Career Readiness, Life Literacies, and Key Skills

P.2	Attend to financial well-being.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
P.3	Consider the environmental, social and economic impacts of decisions.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
P.4	Demonstrate creativity and innovation.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
P.7	Plan education and career paths aligned to personal goals.
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
9.1.2.CAP.4	List the potential rewards and risks to starting a business.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
P.9	Work productively in teams while using cultural/global competence.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
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).
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.B.1	Differentiate between financial wants and needs.

Technology and Design Integration

Students will interact with Smartboard, IPads, Chromebooks, and a document camera.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2	Explain the purpose of a product and its value.
8.2.2.ETW.1	Classify products as resulting from nature or produced as a result of technology.
8.2.2.ETW.2	Identify the natural resources needed to create a product.

Interdisciplinary Connections

CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.2.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.2.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.2.CCSS.ELA-Literacy.CCRA.R.4	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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

For the unit:

Differentiation:

*Refer to Teacher's Manual ESL/ Extra Support/ Enrichment ideas for each lesson

Will vary according to student readiness /interest/learning profile:

- Leveled Text
- Levels of Questioning
- Anchor activities (ongoing-listen to books, websites)
- Harcourt web activities
- Whiteboard response
- Flexible Grouping
- Graphic Organizers
- Videos Discovery Education/ BrainPop Jr.
- KWL Charts
- Think-Pair-Share
- Reading Buddies
- Enrichment/Remediation

Modifications & Accommodations

IEP and 504 accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Projects/Rubrics

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

- Teacher observation
- Questioning
- Whiteboard Response
- Think-Pair Share
- Classroom discussion
- Workbook pages
- Writing/Performance rubrics included in lesson

Pretest

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit Test

Instructional Materials

Hartcourt textbook

See materials embedded in lessons above.

Supplemental:

Read alouds

Leveled readers

Standards

6.1.2.EconET.1	Explain the difference between needs and wants.
6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
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.
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
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.