Unit 4 - Economics

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 4**
Length: **April - June**
Status: **Published**

NCS 2nd grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Economic knowledge and reasoning skills help people make sound financial decisions

Enduring Understanding

People rely on goods and services on a daily basis

People trade good and services with each other

People make choices about how to spend money

People work to earn money for goods and services

Producers and consumers depend on each other for goods and services

There are many careers to choose from to earn money

People save money to purchase goods and services at a later time

Service providers affect our community

Essential Questions

What is a service provider?

How do service providers affect our community?

How are goods made?

How are goods brought to us?

Skills

Identify and describe jobs people do

Differentiate between needs and wants

Explain the process by which goods are delivered

Identify and explain the roles of consumer and provider

Distinguish between goods and services

Activities include but not limited to:

Mock assembly line

Classroom store

Identify needs and wants and prioritize

Career day visitors

Create an advertisement for a product or company

Standards

Includes but not limited to:

SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

Assessments

Performance Tasks

Quizzes & Tests

Classroom Participation

Teacher Observation

Anecdotal notes

Questioning strategies

Peer/Self reviews

Presentations

Group Discussions

Classwork

Projects

Resources/Instructional Materials

Social Studies Alive

BrainPop

Scholastic News

Integrate wth GoMath money unit

Alexander, Terrible, Horrible, No Good, Very Bad Day

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and

assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.