

# **READINGTON PUBLIC SCHOOL DISTRICT**

## **Second Grade Social Studies**

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## **I. PURPOSE AND OVERVIEW**

The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey, and, eventually, to an understanding of American traditions, democratic values, and our global society.

## **II. RATIONALE SOCIAL STUDIES CURRICULUM IN SECOND GRADE**

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Second grade students will build on the knowledge from first grade skills in social studies and the kindergarten learning of home, family, basic understandings of good citizenship, and American holidays and symbols.

## **III. GOALS**

There are a variety of standards for social studies curriculum. This document compiles and harmonizes the New Jersey Student Learning Standards and the 21<sup>st</sup> Century Life and Career Standards. The standards have been organized by themes of social studies: social studies skills, history, civics, geography, and economics.

### **Social Studies Skills**

(Chronological Thinking, Spatial Thinking, Critical Thinking, Presentational Skills)

- Place key historical events and people in historical eras using timelines (Chronological Thinking)
- Explain how the present is connected to the past (Chronological Thinking)
- Determine locations of places and interpret information available on maps and globes (Spatial Thinking)
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. (Spatial Thinking)
- Distinguish fact from fiction. (Critical Thinking)
- Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., letters, documents, diaries, maps, photos, etc.) (Critical Thinking)
- Use evidence to support an idea in a digital, oral, and/written format. (Presentational Skills)
- Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace. (Presentational Skills)

## **IV. ASSESSMENT**

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, and analysis of primary sources, charts, and diagrams.

## **V. SCOPE AND SEQUENCE**

**Second Grade:**

	<b>Second Grade</b>
<b>Unit 1</b> <b>Sept 7/ Oct 20</b> <b>6 weeks</b>	<i>Governing the People</i>
<b>Unit 2</b> <b>Oct 21/Dec 14</b> <b>6 weeks</b>	<i>The World Around Us</i>
<b>Unit 3</b> <b>Dec 15/Feb 8</b> <b>6 weeks</b>	<i>Using Our Resources</i>
<b>Unit 4</b> <b>Feb 9/March 20</b> <b>6 weeks</b>	<i>People Long Ago</i>
<b>Unit 5</b> <b>March 21/May 10</b> <b>6 weeks</b>	<i>A World of Many People</i>
<b>Unit 6</b> <b>May 11/June 16</b> <b>6 weeks</b>	<i>People in the Marketplace</i>

**VI. UNITS OF STUDY**

<b>Second Grade Unit 1 Governing the People</b>
<b>Desired Results</b>
<p><b>Established Goals:</b></p> <p>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.</p> <p>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.</p> <p>6.1.4.A.9 - <b>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</b></p> <p>6.1.4.A.11 - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12 - Explain the process of creating change at the local, state, or national level.</p> <p>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).</p> <p>6.3.4.A.2 - Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p> <p>6.3.4.A.3 - Select a local issue and develop a group action plan to inform school and/or community</p>

members about the issue.

6.3.4.A.4 - Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.4.D.5 - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4.D.7 - Explain the role Governor William Livingston played in the development of New Jersey government.

**Understandings:**

***Students will understand...***

- a government makes laws to help people be safe and get along.
- leaders help others get their jobs done and reach their goals. They work to keep us safe and orderly.
- why we have leaders.
- how our country's government works.
- the jobs of our community and state government.

**Essential Questions:**

- How can I be a responsible citizen?
- Why do we have a government?

***Students will know/learn...***

- how America makes laws and chooses leaders. They will learn how a community, state, and nation are all different and alike in some ways. Students will learn that they have rights as citizens and that these rights come with responsibilities.
- the three branches of government.
- Specific vocabulary: Citizen, government, law, President, vote, judge, government services, tax, election, mayor, governor, Governor Livingston, capital, Congress, Supreme Court, Constitution, council, legislature, civil rights, fairness, equity, and common good.
- the concepts of freedom and bravery.
- the need for rules and laws.
- citizens' rights and responsibilities at home, at school and in the community.
- identify unfair actions by groups or individuals.
- the role of responsible citizens when others are treated unfairly.
- how the actions of an individual is pivotal in serving to unify all citizens to make changes for the common good of a country/nation.
- key historical documents.
- identify how Governor Livingston helped to create the New Jersey government.

***Students will be able to...***

- compare and contrast the different branches of government, its role, and location within Washington D.C.
- identify what makes a good rule or law and the consequences of breaking rules and laws.
- compare and contrast how an individual's ideas about fundamental rights and who they apply to can differ.
- use the understanding of our government's structure to create the steps needed to solve a community social problem.
- apply concepts of equity and the common good to the development of laws.
- describe incidents from the past when groups of people were not treated equally.

- compare and contrast how groups of people acted differently in response to violations of the rights of themselves or others.
- explain how historical documents have impacted our lives as citizens today.
- create solutions to unfair actions they can identify from their personal experiences.

#### Assessment Evidence

##### Performance Tasks:

- Write a letter ( Write a letter to the mayor about a problem in your community. Tell how you think it should be solved). A writing rubric will be used; the score will be out of 4.
- Lawmaker role play; focusing on the big idea (A government makes laws to help people be safe and get along) students will choose roles and perform a play.
- Creation of classroom rules.

##### Other Evidence:

- Pre-test, matching test, fill in the blank test, multiple choice test.
- Students will reflect upon and self-assess their learning by sharing with their peers what they have learned in this unit. Students will read their letters to their peers and use a self assessment rubric to focus on their own learning; how it can be maintained or improved?

#### Learning Plan

##### Learning Activities:

- Students will create classroom rules and discuss consequences if rules are not followed. By creating these rules, students will gain an understanding of how rules are created to keep all citizens safe.
- Through a flag construction activity, students will begin to understand how fairness, equality, and the common good can influence the success of the activity. Also, that participation of all members strongly affects the results.
- During a critical thinking activity, students will use our government structure to name a local problem, gather information, think about different solutions, think about consequences, try the solution, then think about how well the solution worked.
- The read aloud book, “We the People” by David Catrow, will be read to give the students an upbeat look at the Constitution’s preamble that will serve to show students the role the document plays in their lives. At this point, the teacher will touch on the historical importance of William Livingston as a signer of the U.S Constitution.
- Students will create a flipbook that matches the three branches of government to its responsibilities and location within Washington D.C.
- Students and teacher will look into the life of Susan B. Anthony as highlighted in the biography section of the big book. During this section, there will be a discussion about fairness, human, and civil rights past and present. Students will relate their ideas to past situations they have knowledge about; i.e., Rosa Parks or Martin Luther King Jr. to present situations we can recall through our school wide character education words.
- Students will view the BrainPOP Jr. clips of Rosa Parks, Martin Luther King Jr. and Susan B. Anthony. This activity will serve as a classroom discussion starter about fairness, civil rights, and human rights.

## Second Grade Unit 2 The World Around Us

#### Desired Results

##### Established Goals:

- 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.
- 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.

6.1.4.B.10 - Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.3.4.B.1 - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

**Understandings:**

*Students will understand that...*

- maps help us learn about different kinds of land, water, and places around us.
- countries and landform make up North America.
- there are different seasons and climates in different regions which affect how people live.

**Essential Questions:**

- Why do we have maps?
- How does where I live affect how I live?

*Students will know/learn...*

- specific vocabulary: location, region, cardinal direction, climate, landform, equator, and hemisphere.
- that a map grid is a tool to find the absolute location of a place on a map.
- what countries and landform make up North America.
- why seasons and climate are different in different regions.
- how regions around the world are different.
- the importance of one's actions and character can make a difference in other's lives.

*Students will be able to...*

- compare and contrast absolute and relative location.
- compare and contrast climate and weather.
- compare and contrast different types of maps.
- explain the connection between geography and culture.
- identify a state or local environmental issue and propose a possible solution.

**Assessment Evidence**

**Performance Tasks:**

- Write a letter ( write a letter to a friend telling them about a region in New Jersey; included a map that will help him or her get around). A writing rubric will be used; the score will be out of 4.
- Design a bulletin board project that tells about the land and how we use it.
- Plan a project around a local or state environmental issue and propose a possible solution; A 5 step guideline will be used to aid students through this project.

**Other Evidence:**

- Pre-test, matching test, fill in the blank test, multiple choice test.
- Students will reflect upon and self-assess their learning by sharing with their peers what they have learned in this unit. Students will read their letters to their peers and use a self-assessment rubric to focus on their own learning; how it can be maintained or improved?

**Learning Plan**

**Learning Activities:**

- Students will learn a landforms song and actions to demonstrate their knowledge of landforms.
- Students will color a landforms map to compare and contrast different landforms; this activity will serve to demonstrate the importance of a map key and how knowing this information can help determine where and how a person can live.

- After a class discussion, students will be divided into small groups to study tables outlining different weather, climate, and landforms in New Jersey cities and other parts of the globe. After looking at the data and making comparisons, the students will gain an understanding of cultural differences and why they exist.
- Using a map grid, students will be asked to locate different places on a map; this will serve to show students how important it is to know how to read a map key and how useful this information can be when navigating your way through a small town to find the library or traveling across a continent that contains many different landforms, climates, and weather patterns.
- During a class discuss students will identify a local or state environmental issue. Students will then be divided into homogeneous groups to plan and propose a possible solution.

## Second Grade Unit 3 Using Our Resources

### Desired Results

**Established Goals:**

- 6.1.4.B.5 - Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.7 - Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 - Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.9 - Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.C.9 - Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.17 - Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 - Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4.D.11 - Determine how local and state communities have changed over time, and explain the reasons for changes.

**Understandings:**

*Students will understand ...*

- what natural resources people use and how to use them.
- some of the reasons people choose to live in a place.
- how people change their environment
- how transportation and communication have changed over time.

**Essential Questions:**

- Why do we live here?
- What must we have to live?
- How do we protect our environment?

*Students will know/learn...*

- specific vocabulary: natural resources, conservation, technology, product, rural, urban, suburb, environment, communication, and transportation.
- that factors like geography and location of natural resources influence where people live.
- how to describe natural resources and tell how people use them.
- to identify ways people can care for and conserve Earth's resources.

**Students will be able to...**

- compare and contrast farming today with farming long ago.
- describe how people use technology to change the environment.
- describe how people use technology to share ideas and why information sharing is important to progress.
- identify and compare urban, suburban, and rural areas.

**Assessment Evidence**

**Performance Tasks:**

- Create a flowchart about using resources to produce food; students will follow a 5 step guideline to assist them through this project. A rubric will be used; the score will be out of 4.
- Write a paragraph describing how technology in communication has allowed for the spread of ideas or products throughout the United States and the world.

**Other Evidence:**

- Pre-test, matching test, fill in the blank test, multiple choice test.
- Students will reflect upon and self-assess their learning by sharing with their peers what they have learned in this unit. Students will work with their peers and use a self-assessment rubric to focus on their own learning; how it can be maintained or improved?

**Learning Plan**

**Learning Activities:**

- Students will view a series of slides depicting towns in New Jersey and other parts of the United States; these slides will serve to open up a discussion about how human interaction and technology has impacted the environment. We will also discuss the actions we are taking as a community to address concerns.
- During our class discussion about settlers and natural resources, students will demonstrate their understanding of why settlers select specific areas to inhabit.
- Students will participate in a matching activity to show their understanding regarding the use and distribution of natural resources.
- After a lengthy discussion about the development of new technology modernizing communication, students will write a paragraph demonstrating their understanding of how this has led to the expansion of ideas in the United States and the world.
- In small groups, students will use pictures that illustrate the transition of science and technology to complete a cause and effect chart which will demonstrate their comprehension of said historical era.
- Students will draw a picture depicting how local and state communities have changed over time, then write a paragraph about what changes took place and why.

**Second Grade Unit 4 People Long Ago**

**Desired Results**

**Established Goals:**

- 6.1.4.A.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.D.1 - Determine the impact of European colonization on Native American populations, including the **Lenni Lenape of New Jersey**.
- 6.1.4.D.4 - Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.6 - Describe the civic leadership qualities and historical contributions of George Washington,



Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.  
 6.1.4.D.10 - Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.  
 6.1.4.D.12 - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.  
 6.1.4.D.14 - Trace how the American identity evolved over time.  
 6.1.4.D.16 - **Describe how stereotyping and prejudice can lead to conflict**, using examples from the past and present.  
 6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**Understandings:**

*Students will understand ...*

- that history is the story of how people and places changed over time.
- how our country got its independence.
- how we honor our American heritage.

**Essential Questions:**

- What is history?
- Why do people and places change over time?
- Why do we honor some people and events from the past?

*Students will know/learn...*

- who Dr. Martin Luther King Jr. is and how his actions generated change in the United States and the world.
- the key events that lead to the creation of the United States.
- who the Lenni Lenape are and why they are significant to New Jersey.
- the qualities of leadership and the historical contribution of key leaders.
- specific vocabulary: change, colony, landmark, independence, history, heritage, and memorial.

*Students will be able to...*

- identify national holidays, heroes, and legends and their significance.
- describe how landmarks honor our country's history and ideals.
- place important events on a timeline and describe their order.
- identify important people related to our country's independence.
- recognize Native Americans as the first group of people to live in North America.
- describe how stereotyping and prejudice can lead to conflict.

**Assessment Evidence**

**Performance Tasks:**

- Write a historical journal from the point of view of people who lived at different times in our country's history. A 5 step project guideline will be used.
- Create a timeline outlining the key events that led to the creation of the United States or the key events in a historically important person's life.
- A rubric will be used; the score will be out of 4.

**Other Evidence:**

- Pre-test, matching test, fill in the blank test, multiple choice test.
- Students will reflect upon and self-assess their learning by sharing with their peers what they have learned in this unit. Students will work with their peers and use a self-assessment rubric to focus on their own learning; how it can be maintained or improved?

## Learning Plan

### Learning Activities:

- In pairs, students will be invited to choose one person from history and research information about him or her. Students will be guided to provide leadership qualities and historical contributions that made this person significant in U.S. history. Students will then share with the rest of the class.
- Students and teacher will look into the life of Dr. Martin Luther King Jr. as highlighted in the biography session of the big book. During this section, there will be a discussion about social change and civil rights past and present. Furthermore, students will begin to gain an understanding about how stereotyping and prejudice can lead to conflict, but the actions of an individual can make changes for the common good of a country/nation.
- After viewing a brainpop video about the Native American Iroquois, students and teacher will discuss the impact the Europeans settlers would have had on the Native American Tribes. In addition, students will view a power point slide presentation about the Lenni Lenape who are indigenous to New Jersey.
- As a class we will create a timeline to be displayed in the classroom, this timeline will outline the key events that led to the creation of the United States. In addition, this timeline will serve to trace American identity over time.
- Through a book study, students will compare and contrast fictional and historical heroes that have contributed to American national heritage.
- Students will create a booklet containing historical symbols, monuments, and holidays. This booklet will serve as a reference to American identity and help students become aware of the importance of American heritage.

## Second Grade Unit 5 The World of Many People

### Desired Results

#### Established Goals:

- 6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.18 - Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

<p><b>Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● our country is made up of different people and cultures.</li> <li>● there are similarities and differences in each culture.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is culture?</li> <li>● Why is our country a mix of different cultures?</li> </ul>
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> <li>● specific vocabulary: culture, immigrant, custom, tradition, language, and diversity.</li> <li>● diversity exists in the school and community.</li> <li>● there are many features of culture, including dress, art, language, food, music, beliefs and conflict.</li> <li>● that immigrants bring a variety of cultures to the United States.</li> <li>● that people in a group have different points of view.</li> </ul> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● describe how culture brings diversity to our country.</li> <li>● compare and contrast traditions and customs of different cultures from around the world.</li> <li>● find locations of countries in different hemispheres on the world map or globe.</li> <li>● identify the reasons immigrants come to the United States.</li> <li>● follow steps for working together in a group.</li> <li>● explain how people far apart are still connected and influence each other's lives</li> <li>● apply an understanding of point of view to identify actions or events that would be understood differently by different groups.</li> </ul>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Write a diary entry telling about the events of a day when your family celebrates a tradition.</li> <li>● Design a family history storyboard that shows the important events from past and present; a 5 step project guideline will be used to aid students with this activity. A 4 point rubric will be used to score the diary entry and the history storyboard.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Pre-test, matching test, fill in the blank test, multiple choice test.</li> <li>● Students will reflect upon and self-assess their learning by sharing with their peers what they have learned in this unit. Students will work with their peers and use a self-assessment rubric to focus on their own learning; how it can be maintained or improved?</li> </ul>
<p><b>Learning Plan</b></p>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Students will use a world map or globe to locate different nations around the world. Each partnership will then select a nation to study; students will be guided to present information about the government, language, customs, and laws of selected nation.</li> <li>● Through the creation of a class bulletin board “our garden of diversity” and class discussion students will gain an understanding of how and why it is important to work together to solve community, state, nation, and global issues.</li> <li>● After completing their diary entry, students will share their work; this will serve to describe how culture is expressed through the behavior of each individual culture's customs.</li> <li>● Through a recall and retell activity students will explain how traditions are maintained in a culture; students will also begin to understand how cultures can adopt new traditions and beliefs.</li> <li>● Pairs of students from different cultures will be asked to complete a venn diagram; through this activity,</li> </ul>	

students will gain a greater perspective of how beliefs, values, and traditions may reflect more than one culture and how the experiences and events may be interpreted differently by different cultures.

- After watching the BrainPOP Jr. video entitled ‘Pueblo’ students will be able to describe why it is important to understand different cultures perspective in this vastly diverse world.

## Second Grade Unit 6 People in the Marketplace

### Desired Results

**Established Goals:**

- 6.1.4.C.6 - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7 - Explain how the availability of **private and public goods and services** is influenced by the global market and government.
- 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.
- 6.1.4.C.10 - **Explain the role** of money, savings, **debt, and investment in individuals’ lives.**
- 6.1.4.C.11 - Recognize the importance of setting long-term goals when making financial decisions within the community.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.

**Understandings:**

*Students will understand...*

- that producers and consumers depend on each other for goods and services.
- why we make, sell, and buy more of some things than others.
- how trade helps people meet their needs.

**Essential Questions:**

- Do I need other people in order to live?
- Where do people get money?
- How does trade help me get what I need?

*Students will know/learn...*

- specific vocabulary: producer, goods, services, marketplace, consumer, business, occupation, income, free enterprise, budget, scarce, human resources, and capital resources.
- identify places where families get their money.
- the importance of the supermarket to buyers in a community.
- how goods and services are related to business.
- how to understand the benefits and costs of making an economic choice.
- to identify the steps in the production process.
- understand the concept of scarcity.

*Students will be able to...*

- explain the process by which goods are delivered to markets.
- explain the roles of the producer and the consumer.
- recognize that people make choices about wants when spending money.
- recognize that people do not always have enough money to buy everything they want.

<ul style="list-style-type: none"> <li>understand that prices go up and down based on supply and demand.</li> </ul>	
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Write an advertisement for a product you want to sell. Use details to describe the item so others will want to buy it. A rubric will be used; the score will be out of 4.</li> <li>Class fair project: Students will be allowed to create a good to be sold during the class fair. Students need to demonstrate a clear knowledge for how limited resources can affect producers and consumers.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Pre-test, matching test, fill in the blank test, multiple choice test.</li> <li>Students will reflect upon and self-assess their learning by sharing with their peers what they have learned in this unit. Students will work with their peers and use a self-assessment rubric to focus on their own learning; how it can be maintained or improved?</li> </ul>
<b>Learning Plan</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Students will be given flash cards which illustrate goods and services that can be produced. Students will then describe how this good or service relate to households, businesses, laborers, and governments.</li> <li>Students will complete the ‘A lot or a Little’ worksheet to show their understanding of availabilities of goods and how this can be influenced by the global market and government.</li> <li>During this unit students will earn money for good role model behavior, money will then be used to buy classroom goods and services. Through this activity, students will gain an understanding of money, savings, debt, and investments.</li> <li>Through a sharing, saving, and spending activity students will acquire knowledge about individual financial decisions. In addition, after a class discussion about community needs and wants students will gain an understanding about setting long term financial choices with respect to these needs and wants.</li> </ul>	

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