

Second Grade Social Studies

Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved:

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future.

Vision Statement

The Francis Howell High School Community will provide a high quality educational experience that will result in students possessing the necessary knowledge and skills to become life-long learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment which develops a sense of personal and school pride, cultural awareness and tolerance.

Values

Francis Howell School District is committed to:

High Expectations

Continuous Improvement

Engagement, Collaboration, and Partnerships

Innovation

Safety

Trust, Respect, and Inclusiveness

Customer Service and Satisfaction

Accountability and Transparency

Francis Howell School District Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Social Studies Graduate Goals

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators', following definition:

- Civics: To develop responsible citizens who possess a commitment to the values and principles that are necessary for the preservation and improvement of American constitutional democracy.
- Government: To provide students with an understanding of the development, purpose, and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of the United States' past develops, an appreciation of our nation's heritage and builds an enduring legacy for posterity.
- Geography: To develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environment interact.
- Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies.

Course Rationale

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The

primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Social Studies Curriculum Team

Curriculum Committee

Greta Bishline

Brittany Booth

Cami Hackmann

Robyn Heimburger

Kerri Schoenberger

Angela Shockley

Becky Schwab

Independence

Fairmount

Henderson

Castlio

Daniel Boone

Independence

Warren

Elementary Content Leader

Director of Curriculum & Assessment

Chief Academic Officer

Superintendent

Dr. Carrie Hepburn

David Brothers

Dr. Nathan Hoven

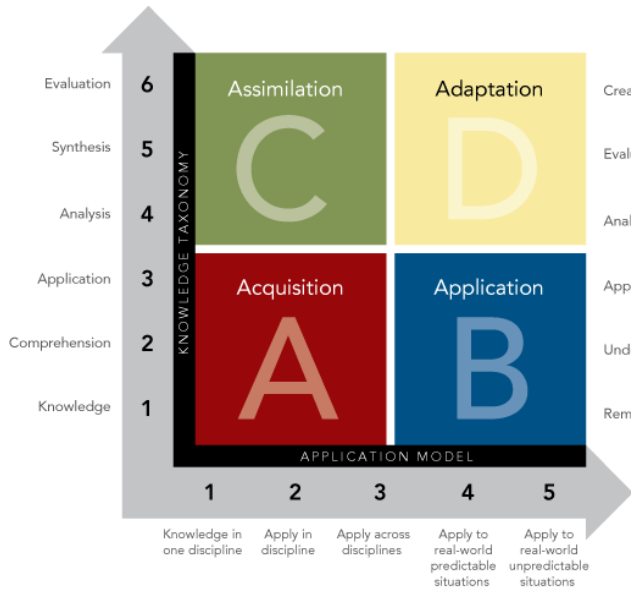
Dr. Mary Hendricks-Harris

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

[Social Studies Standards](#)

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Semester 1 Semester 2

Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:
Building A Better US	Me On The Map	African American History	Native Americans	Econ & Me
PE Assessment:	PE Assessment:	PE Assessment:	PE Assessment:	PE Assessment:
Teachers observe students throughout the school day and determine how they peacefully resolve conflict.	In this unit, students will participate in shared research to identify the seven continents and learn about their cultures. Using a variety of literature, students will explore map skills. Students will produce a visual presentation using digital tools to share their research on a continent.	Students will create a final project after researching a famous African American that has influenced United States history. Teacher/student can choose what they want their final project to look like. Some ideas are: create a poster, wax museum, digital presentation.	Students will create a final project by choosing a Native American tribe and create visual representation of that tribe's way of life. Examples could be: diorama, picture, collage, etc. After completion, class may do a gallery walk to reinforce similarities and differences of the different tribes.	Students will create a final project after learning about cost-benefit analysis. Students have a predetermined amount of money to spend. The choices made will reflect learning about needs and wants as well as cost-benefit analysis (e.g., class store, online wishlist, or in-store adds).

Course Map

	Unit Description	PE Summary	PE Standards
Unit 1: Building a Better Us 4 weeks	In this unit we will build an understanding of what it means to be a respectful, responsible citizen of the United States. Students will explore the concept of majority rule, their rights as citizens, and how to resolve conflicts peacefully.	Teachers observe students throughout the school day and determine how they peacefully resolve conflict. Teacher will assess: Students' ability to use classroom and building expectations to peacefully resolve conflict. Performance: Mastery: Students will show that they really understand when they... <ul style="list-style-type: none"> • Find creative ways to resolve conflict, by using their words and finding win-win solutions. 	2.PPG.2A
Unit 2: Me on the Map 4 weeks	Students will be learning about geography. They will research a continent and present their opinion about where they would like to visit and why. They will use google earth and other resources to assist their research.	In this unit, students will participate in shared research to identify the seven continents and learn about their cultures. Using a variety of literature, students will explore map skills. Students will produce a visual presentation using digital tools to share their research on a continent.	2.EGS.5B
Unit 3: African American History	Students will be learning about primary and secondary sources, library media sources, artifacts, visual, graphic and auditory aids through the study of African American history.	Students will create a final project after researching a famous African American that has influenced United States history. Teacher/student can choose what they want	2.TSSI.7A

4 weeks		their final project to look like. Some ideas are: create a poster, wax museum, digital presentation.	
Unit 4: Native Americans 2 weeks	Students will be learning about the daily lives of Native Americans. Using informational text, students will collaboratively research using informational text on Woodland and Plains tribes of North America. Through the reading of stories and legends, students will deepen their understanding of historical events and diverse cultures.	Students will create a final project by choosing a Native American tribe and create visual representation of that tribe's way of life. Examples could be: diorama, picture, collage, etc. After completion, class may do a gallery walk to reinforce similarities and differences of the different tribes.	2.USH.3aG
Unit 5: Econ and Me 2 weeks	Students will be learning about cost-benefit analysis, including what needs and wants are and how they can go about obtaining their wants and needs (including reviewing bartering from Unit 4). Students will learn that needs should be a priority over wants and how to make a spending plan that reflects these concepts.	Students will create a final project after learning about cost-benefit analysis. Students have a predetermined amount of money to spend. The choices made will reflect learning about needs and wants as well as cost-benefit analysis (e.g., class store, online wishlist, or in-store adds).	2.ECP.4A 2.ECP.4B

Unit 1: Building a Better US

Content Area: Social Studies	Course: Second Grade	UNIT: Building a Better US
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Unit Description: In this unit we will build an understanding of what it means to be a respectful, responsible citizen of the United States. Students will explore the concept of majority rule, their rights as citizens, and how to resolve conflicts peacefully.	Unit Timeline: 20 days
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Relationships are important in communities to support peaceful conflict resolutions.
- Citizens of the United States have rights and responsibilities.

Understandings – Students will understand that... (Big Ideas)

1. Citizens of the United States have rights and responsibilities within their community.
2. Common good benefits the society as a whole.
3. Peaceful resolution is the most effective way to solve a dispute.

Essential Questions: Students will keep considering...

- Why is the rule of majority a good way to run a nation?
- What rights should all people have?
- What are some ways to peacefully resolve disputes?

Standard	Students will know	Students will understand...	Students will be able to ...
2.PR.1A	Majority rule -the number with the greatest number of votes exercises the greatest power.	Their vote/opinion is important and valued.	Explain and apply the concept of majority rule.
2.PR.1B	The liberties of each individual to pursue life, liberty, and the pursuit of happiness as stated in the U.S. Declaration of Independence.	We are born with rights within the United States.	Explain the rights of citizens.
2.PR.1.D	The Pledge of Allegiance is a way of showing devotion and respect to the United States.	Citizens of the United States are given rights such as the pursuit of liberty and justice for all.	Describe the importance of the Pledge of Allegiance.
2.PPG.2A	Common good -a benefit or action that	Laws and rules are established to promote	Explain the importance of

	is a benefit to society as a whole.	common good.	promoting the common good.
2.PPG.2A	Peaceful resolution -a peaceful ending to a conflict.	Talking through a dispute or conflict in a respectful manner is best for all involved.	Demonstrate a peaceful resolution to a dispute.
2.PPG.2A	Peaceful resolution -a peaceful ending to a conflict. Common good -a benefit or action that is a benefit to society as a whole.	Talking through a dispute or conflict in a respectful manner is best for all involved.	Explain how disputes can threaten the peace in a community and how they may be resolved peacefully.
2.PPG.2C	Authoritative decision -the act or result of making a choice by a person or a body of authority after careful thought and consideration.	Authoritative decisions are made in a variety of situations and depending on the situation will depend on how they are interpreted and enforced (i.e., school, in public places, work, etc.).	Describe how authoritative decisions are made, enforced, and interpreted within local communities.
2.RIG.6B	Needs -things a person must have in order to live.	Family and friends are important in our lives for a variety of reasons.	Describe how needs are met by families and friends.

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	Unit Performance Assessment: Description of Assessment Performance Task(s): Teachers observe students throughout the school day and determine how they peacefully resolve conflict. Teacher will assess: Students' ability to use classroom and building expectations to peacefully resolve conflict.	<u>R/R Quadrant</u> <u>21 Century</u> C Critical thinking Collaboration
4	2.PPG.2A		

		<p>Performance:</p> <p>Mastery:</p> <p>Students will show that they really understand when they...</p> <ul style="list-style-type: none"> Find creative ways to resolve conflict, by using their words and finding win-win solutions. Teachers score as either a yes or no. 	Communication Creativity
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Unit 1: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: Teacher will ask students what they think some good classroom rules might be for their new class.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2, 3, 4	2.PR.1A 2.PR.1B 2.PPG.2A 2.PPG.2C	<p>1. Setting Up Classroom Expectations</p> <p>Objectives: Students will be able to develop a list of classroom expectations.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Ask students to identify two things: <ul style="list-style-type: none"> Types of classroom rules they believe they should have. What they need in their environment to learn and feel safe. <p>In collaborative groups students will:</p> <ul style="list-style-type: none"> Brainstorm ideas for classroom rules (i.e., jot thoughts, round-table-write, etc.). Brainstorm what they need (i.e., jot thoughts, round-table-write, etc.). <p>Teacher will:</p> <ul style="list-style-type: none"> Explain to students they will be creating classroom expectations. Create big idea categories for the expectations they have developed and the environment they need in their classroom. 	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Similarities & Differences</p>	C Critical Thinking Collaboration

		<p>In collaborative groups students will:</p> <ul style="list-style-type: none"> ● Create categories of big ideas for expectations. ● Gallery walk through each groups' categories of expectations. <p>Teacher will:</p> <ul style="list-style-type: none"> ● Facilitate a discussion regarding the categories students developed to create a class list of expectations (use <i>majority rule</i> as a way to determine the big ideas). 		
1, 2, 3, 4	2.PR.1A 2.PR.1B 2.PPG.2A 2.PPG.2C	<p>2. Enforcing Classroom Expectations</p> <p>Objective: Students will understand the purpose of expectations.</p> <p><i>Connecting to the work from activity 1:</i></p> <p>Teacher will:</p> <ul style="list-style-type: none"> ● Explain to students the purpose of expectations. ● Revisit the expectations developed as a class, review and make sure they still seem appropriate. ● Explain to students sometimes expectations needs to be added or changed due to a circumstance or situation that wasn't foreseen, but for the most part they will stay the same throughout the year (i.e., beginning of year stamina is shorter, increases as the year progresses; therefore, the expectation changes). ● Explain to students expectations need to be enforced and sometimes that can be in the form of a positive or negative consequence. ● Facilitate a discussion with students about how enforcing an expectation could look (i.e. wasting time in class could mean losing time from an activity or using time wisely could mean extra time on a choice activity). <p>In collaborative groups students will:</p> <ul style="list-style-type: none"> ● Discuss in collaborative groups how enforcing an expectation might look in their classroom. ● Discuss what seems fair and just for not following an expectation. ● Discuss why each expectation is important. <p>As a class:</p> <ul style="list-style-type: none"> ● Create a Bill of Rights and have students sign. 	Setting Objectives Cooperative Learning	C Critical Thinking Collaboration Communication

		<p>Teacher will:</p> <ul style="list-style-type: none"> Explain to students over the last couple of days how they have applied the concept of <i>majority rule</i>, the <i>rights of citizens</i>, the importance of promoting <i>common good</i>, and how <i>authoritative decisions</i> are made and enforced. 		
2, 3, 4	2.PPG.2A ISTE 1	<p>3. Peaceful Resolution (ongoing throughout the year)</p> <p>Objective: Students will understand the importance of resolving conflicts peacefully.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Explain to students we all have conflicts/disputes. Ask students if they have had any conflicts or disputes lately. Share with class about a recent conflict they have had. Explain to students the importance of resolving conflict peacefully. Give students a scenario of a conflict (i.e, on the playground you want to swing on the swings, but someone from another class is saving the swings for all of their friends). <p>Students will:</p> <ul style="list-style-type: none"> Talk with a partner about how they could resolve the conflict peacefully. Meet with another group of students to discuss possible solutions. Develop a list of ideas on how to resolve the conflict peacefully. <p>Teacher will:</p> <ul style="list-style-type: none"> Continue to give students scenarios to create ways to solve the conflict peacefully (use common issues in your classroom, building, etc.). <p>Optional Technology Idea: Students could create a series of videos to share about how to resolve conflict peacefully. Or students could create posters to place strategically throughout the building on how to resolve conflict peacefully.</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Communication</p> <p>Similarities & Differences</p>	<p>C</p> <p>Communication Collaboration Critical Thinking Creativity</p>
3, 4	2.PPG.2A	<p>4. Peaceful Resolution</p> <p>Objectives: Students will understand the importance of resolving conflict</p>		<p>C</p> <p>Critical Thinking Communication</p>

		<p>peacefully.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> ● Read a variety of picture books modeling peaceful resolution of conflict (teacher choice of books, these are just some ideas): <ul style="list-style-type: none"> ○ <i>Chrysanthemum</i> by Kevin Henkes ○ <i>Baseball Saved Us</i> by Ken Mochizuki ○ <i>Enemy Pie</i> by Derek Munson ○ <i>The Recess Queen</i> by Alexis O'Neill ● Facilitate a conversation around the conflict within the text and discuss how the conflict was solved and what would happen if it wasn't solved. <ul style="list-style-type: none"> ○ How does conflict affect others? ○ How could the conflict have been avoided? ○ Did the conflict lead to a better outcome? <p>Students will discuss in collaborative groups:</p> <ul style="list-style-type: none"> ● A variety of solutions to the conflicts. ● Determine how they can incorporate peaceful resolution to conflicts that arise or conflicts they are facing. 	<p>Setting Objectives</p> <p>Ques, Questions</p> <p>Cooperative Learning</p>	<p>Collaboration</p>
2	2.PR.1D	<p>5. Pledge of Allegiance</p> <p>Objectives: Students will understand the importance of the Pledge of Allegiance.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> ● Show students the words to the Pledge of Allegiance. ● Explain to students the Pledge of Allegiance is a promise to respect the United States. ● Ask students: <ul style="list-style-type: none"> ○ Why is it important to make a promise? ○ Have they made a pledge or promise to anything/anyone else? <p>Students will:</p> <ul style="list-style-type: none"> ● Discuss questions in collaborative groups. ● Share and develop their understanding of the Pledge of Allegiance. 	<p>Setting Objectives</p> <p>Cues, Questions</p> <p>Cooperative Learning</p>	<p>C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

Unit 1: Resources

UNIT RESOURCES

Teacher Resources:

- Variety of Books
- Variety of Websites

Student Resources:

- Variety of Books
- Variety of Websites

Vocabulary:

Authoritative decision-the act or result of making a choice by a person or a body of authority after careful thought and consideration.

Common good-a benefit or action that is a benefit to society as a whole.

Majority rule-the number with the greatest number of votes exercises the greatest power.

Needs-things a person must have in order to live.

Peaceful resolution-a peaceful ending to a conflict.

Unit 2: Me on the Map

Content Area: Elements of Geographical Study and Analysis	Course: Second Grade	UNIT: Me on the Map
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Unit Description: In this unit, students will participate in shared research to identify the seven continents and learn about their cultures. Using a variety of literature, students will explore map skills. Students will produce a visual presentation using digital tools to share their research on a continent.	Unit Timeline: 20 days
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Navigate the world using appropriate tools.

Understandings – *Students will understand that... (Big Ideas)*

1. The world is made up of a variety of physical characteristics.
2. A variety of tools can help us navigate the world, our country, or our city.

Essential Questions: *Students will keep considering...*

- What tools can we use to navigate the world?
- Why people of different groups settle more in one place than another?
- How has transportation and communication systems facilitated the movement of people?
- What are the advantages and disadvantages of different types of communication and transportation?

Standard	Students will know...	Students will understand...	Students Will Be Able to ...
2.EGS.5B	<p>Physical characteristics-landforms, water bodies, etc.</p> <p>Region- broad geographic area that is distinguished by similar features.</p>	<p>The physical characteristics of an area affect many aspects of human life in the area.</p> <p>Regions have similar physical characteristics.</p>	<p>Students will be able to identify and describe physical characteristics in the world.</p>
2.EGS.5B	<p>Seven continents: North America, South America, Europe, Asia, Antarctica, Africa, Australia</p> <p>Five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean</p>	<p>The earth is divided into land and water. .</p>	<p>Students will be able to identify the 7 continents and 5 oceans.</p>
2.EGS.5C	<p>Physical characteristics-landforms, water bodies, etc.</p>	<p>That there are different forces that create physical characteristics on the earth (i.e. weather, water, topographical).</p>	<p>Students will be able to explain how landforms are made.</p>
2.EGS.5F	<p>Climate-weather over a long period of time.</p> <p>Language-system of communication.</p> <p>Physical characteristics-landforms, water bodies, etc.</p> <p>Region- broad geographic area that is distinguished by similar features.</p>	<p>There are different types of characteristics across the world.</p>	<p>Students will define regions (i.e., as places that have some unifying characteristic-political, climatic, language, physical, etc).</p>

2.EGS.5A	Map -a drawing of all or part of Earth's surface. Its basic purpose is to show where things are located.	Students will understand how to read a map using the title and key.	Students will be able to construct a map with a title and a key.
2.EGS.5G	Geography impacts the present availability of food.	Foods out of season can be produced in various locations and shipped around the world.	Students will be able to use geography to explain why supermarkets can sell fruit all year.
2.EGS.5D	Transportation -the movement of goods or persons from place to place using various modes. Communication -exchange of information.	Transportation and communication and its impact on the movement of people, products, and ideas.	Describe how transportation and communication systems facilitate the movement of people, products, and ideas.
2.EGS.5D	Rural -a community with lower population, lots of green space, and characteristics of the country life. Suburban -a community outside of the city, higher population, less green space than rural areas, but more than urban areas. Urban -a community with high population, lots of buildings, and less green space.	Groups of people settle in more than one place for a variety of reasons.	Describe how people of different groups settle more in one place.
2.EGS.5E	Transportation -the movement of goods or persons from place to place using various modes. Communication -exchange of information.	Each type of transportation and communication has advantages and disadvantages. It's important to understand the purpose and determine which mode is best.	Students will be able to distinguish which type of communication and/or transportation would be best for a situation.

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1	<u>Standards</u> 2.EGS.5B 2.EGS.5C ISTE 3	<p><u>Unit Performance Assessment:</u></p> <p>Description of Assessment Performance Task(s): The students will choose a continent to research. They will find interesting facts and persuade someone to visit this continent. The student will present to an audience (another class, their buddies, class website, etc.) using google slides, or another form of media.</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. The student will describe the continent's location. 2. The student will describe the physical features and regions of the continent. 3. The student will explain why they want to visit that continent. 4. The student will use google slides or another form of media to create an informative presentation about their continent. <p><u>Performance:</u></p> <p>Mastery: Students will show mastery when they have completed all 4 teacher assessed bullets above as either a yes or no.</p>	<p><u>R/R Quadrant 21 Century</u></p> <p>D</p> <p>Communication Critical Thinking Creativity</p>
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
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3	2.EGS.5A ISTE 3	<p>1. Purpose of a Map</p> <p>Objective: Students will understand the purpose of a map. Teacher will:</p> <ul style="list-style-type: none"> ● Set the tone for the day of learning by asking students to discuss with their shoulder partner: <ul style="list-style-type: none"> ○ <i>What is a map?</i> ○ <i>What do you know about maps?</i> ○ <i>Why and when do we use maps?</i> ● Read <i>Follow That Map</i>: Based on the reading, ask students to discuss with their shoulder partner: <ul style="list-style-type: none"> ○ <i>Who uses maps?</i> ○ <i>How are maps made?</i> ○ <i>How are maps helpful?</i> ● Extension idea: Set students up to learn about cartography and explain they need to know about this because they are going to become cartographers and create their own maps. See this website for simple information about cartography and a cute video about reading maps. 	<p>Setting Objectives</p> <p>Cues, Questioning</p> <p>Providing Feedback</p>	<p>A/B</p> <p>Communication</p>
3	2.EGS.5A	<p>2. Identify Parts of a Map</p> <p>Objective: Students will be able to identify parts of a map. Teacher will:</p> <ul style="list-style-type: none"> ● Ask students <i>What is a compass rose, map title, map key?</i> ● Introduce vocabulary word compass rose: figure on a compass, or map, that shows directions; North, East, South, West. Discuss directional words. ● Introduce the vocabulary of map title and map key. Show students examples on different types of maps. ● Create a map of the classroom using a title and key. ● Provide maps from different local places (mall, zoo, etc.), allowing students to explore the map features and to discuss why these maps 	<p>Nonlinguistic Representation</p> <p>Setting Objectives</p> <p>Cues and questioning</p> <p>Providing feedback</p>	<p>A/B</p> <p>Communication Creativity</p>

		<p>might be helpful. (Option: Students could visit Google Maps and look at the location of their home or the school. They could use the tools and compass to determine where they are and how to go from one location to another. Or the teacher could choose a place like the St. Louis Zoo, look at it from the aerial view of Google Maps and see all of the places in the zoo. There is also a compass located on the map to determine directions.)</p> <ul style="list-style-type: none"> • Lead a brief collaborative discussion (shoulder partner, turn and talk, think pair share) about maps and how they're used. 		
3	2.EGS.5A ISTE 3	<p>3. Construction of a Map</p> <p>Objective: Students will be able to construct a map with a title and key.</p> <ul style="list-style-type: none"> • Teacher will read <i>Me On the Map</i>. • Students will create a map of their bedroom (either current or dream bedroom) with a title and key and include two exit routes in the event of a fire. This could be done with paper and pencil or through Google Drawings. <p>Extension Idea: Students could study cartography, reading about the history of map-making and how maps are made. Britannica is a website that has some information about creating maps, but can only be accessed while on district property.</p>	<p>Setting Objectives</p> <p>Nonlinguistic representation</p>	<p>B</p> <p>Communication</p> <p>Creativity</p>
3	2.EGS.5A	<p>4. Map Book</p> <p>Objective: Students will be able to identify their location on a map.</p> <ul style="list-style-type: none"> • Teacher will review <i>Me on the Map</i>. • Students will begin working on their me on the map book. 	<p>Setting Objectives</p> <p>Providing feedback</p>	<p>A,B</p> <p>Communication</p> <p>Creativity</p>
3	2.EGS.5A	<p>5. Continents and Oceans</p> <p>Objective: Students will be able to identify the 7 continents and 5 oceans.</p> <p>Teacher will:</p>	<p>Nonlinguistic Representation</p>	<p>A</p>

		<ul style="list-style-type: none"> ● Introduce vocabulary word continent: one of seven land masses. ● Introduce vocabulary word ocean: a large body of saltwater that covers three fourths of the earth. ● Teacher will read & show pages from <i>Where Do I Live?</i> Introduce the 7 continents and 5 oceans. ● Students will discuss in collaborative groups. 	Setting Objectives Provide feedback Cues & Questions	Communication Creativity
2	2.EGS.5F 2.EGS.5	6. Physical Characteristics of the World Objective: Students will be able to identify and describe physical characteristics in the world. Teacher will: <ul style="list-style-type: none"> ● Explain they have been learning about maps and looking at maps for directions and to help them get from one place to another. ● Make the transition to landforms by showing them some landforms on a map and globe. ● Introduce the vocabulary word, landform: different shapes of land on earth. ● Explain that landforms are formed by wind, water, fire, ice, and also movements of the earth underground. In addition, animals or people can form them. Students will: <ul style="list-style-type: none"> ● Brainstorm landforms they know using the inside, outside circle cooperative learning structure, and how they think they were formed. ● Take notes on post-its of different landforms. Teacher will: <ul style="list-style-type: none"> ● Give students a copy of the Give Me Five Organizer, then read <i>Introducing Landforms</i> (through page 15). 	Setting Objectives Providing Feedback Cooperative Learning Cues, Questions, Organizers	A, B Communication Collaboration

		<p><i>Suggestion: Have a world map available for students to identify the setting (continents).</i></p> <p>Teacher will:</p> <ul style="list-style-type: none"> Facilitate a conversation describing how transportation and communication systems have facilitated the movement of people, product, and ideas. <p>Appendix Documents: Access to printable world map</p>		
1	2.EGS.5E 2.EGS.5D 2.EGS.5G	<p>11. Different Types of Communication and Transportation</p> <p>Objective: Describe different types of communication and transportation and identify their advantages and disadvantages.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Read <i>Around the World: Who's Been Here?</i> Read the next three letters focusing on the setting, map locations, parts of a friendly letter, picture captions and labels. Google Maps?? should there be a sentence here? Do, or show, the letter parts chant for review. Review continents and oceans. <p>Students will:</p> <ul style="list-style-type: none"> Label the provided blank world map, identifying the continents and oceans for “Me on the Map” activity. <p>Appendix Documents: Blank world map</p>	Setting objectives Cues & Questions	A Communication
1	2.EGS.5D	<p>12. When and Where to Settle</p> <p>Objective: Students will be able to describe why people of different groups settle more in one place than another.</p>	Setting Objectives Cues & Questions	A/B Communication

		<p>Teacher will:</p> <ul style="list-style-type: none"> ● Introduce population maps of each continent. ● Lead a discussion about why people of different groups settle more in one place than another. ● Population resource from National Geographic: https://www.nationalgeographic.org/activity/introduction-population/ 		
1	2.EGS.5B ISTE 1	<p>13. Research</p> <p>Objective: Students will be able to use technology to research and explore the 7 continents and 5 oceans.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> ● Introduce the 7 continents and 5 oceans using a virtual field trip, Google Earth, and other resources. ● Take a virtual field trip to each continent. <p>Students will:</p> <ul style="list-style-type: none"> ● Choose a continent to research. <p>Antarctica:</p> <ul style="list-style-type: none"> ● https://earth.app.goo.gl/d6ZC5 ● Ross Ice Shelf https://earth.app.goo.gl/yHHzE <p>Africa:</p> <ul style="list-style-type: none"> ● Victoria Falls https://earth.app.goo.gl/3JGU3 ● Egyptian Pyramids https://earth.app.goo.gl/cTHKE <p>South America:</p> <ul style="list-style-type: none"> ● Andes Mountain Range https://earth.app.goo.gl/XvfJK ● Amazon Rainforest Community https://earth.app.goo.gl/FXbq7 <p>North America:</p> <ul style="list-style-type: none"> ● Niagara Falls https://earth.app.goo.gl/JQvcp 	<p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>A/B</p> <p>Communication Collaboration</p>

		<ul style="list-style-type: none"> • Grand Canyon https://earth.app.goo.gl/UMj2J <p>Australia:</p> <ul style="list-style-type: none"> • Great Barrier Reef https://earth.app.goo.gl/HXMzN • 12 Apostles Limestone Rocks https://earth.app.goo.gl/ZQzmU <p>Europe:</p> <ul style="list-style-type: none"> • Colosseum https://earth.app.goo.gl/2AHLR • Eiffel Tower https://earth.app.goo.gl/q2dtu <p>Asia:</p> <ul style="list-style-type: none"> • Mount Everest https://earth.app.goo.gl/mwUzN • Great Wall of China https://earth.app.goo.gl/jqjcy 		
1	2.EGS.5B ISTE 1 ISTE 3	<p>14. Virtual Field Trips</p> <p>Objective: Students will begin to research the continent of their choosing. Teachers will consult with their LMS for support and ideas.</p> <p>Google Tools for Virtual Field Trip</p> <ul style="list-style-type: none"> • Mystery Skype • Google Virtual Field Trip • Google Groups • Discovery Education 	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Communication Collaboration Creativity Critical thinking</p>
1	2.EGS.5B ISTE 1 ISTE 3	<p>15. Presentation Creation</p> <p>The students will choose a continent to research. They will find interesting facts and persuade someone to visit this continent. The student will present to an audience (another class, their buddies, class website, etc.) using google slides, or another form of media.</p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Cooperative Learning</p>	<p>C/D</p> <p>Communication Creativity</p>

UNIT RESOURCES

Teacher Resources:

- *Follow That Map! A First Book of Mapping Skills* by Scot Ritchie
- *Me On the Map* by Joan Sweeney
- *Where Do I Live?* by Neil Chesnow
- *Introducing Landforms (Looking at Earth)* Found on HowellNet
- *Regions From Coast to Coast* by Leslie Arnott LBD book -Level L
- *How to Make Apple Pie and See the World* by Marjorie Priceman
- *Around the World: Who's Been Here?* by Lindsay Barrett George
- *Maps from the community (zoo, science center, etc)*

Student Resources:

- *Explore the Continents: Europe* by Molly Aloian and Bobbie Kalman
- *Explore the Continents: North America* by Molly Aloian and Bobbie Kalman
- *Explore the Continents: South America*
- *Explore the Continents: Africa* by Bobbie Kalman and Rebecca Sjonger
- *Explore the Continents: Antarctica* by Bobbie Kalman and Rebecca Sjonger
- *Explore the Continents: Asia* by Bobbie Kalman and Rebecca Sjonger
- *Explore the Continents: Australia and Oceania* by Bobbie Kalman and Rebecca Sjonger
- *Atlas*
- *National Geographic Wild Animal Atlas: Earth's Astonishing Animals and Where They Live (National Geographic Kids)*
- *National Geographic Kids Beginner World Atlas* by National Geographic
- *How Mountains Are Made* by Zoehfeld
- *Volcanos* by Franklyn Branley

Vocabulary:

Climate-weather over a long period of time.

Compass rose-figure on a compass or map that shows directions; **North, East, South, West** .

Continent-one of seven masses of land.

Geography-the physical characteristics, especially the surface features, of an area.

Island-piece of land surrounded on water on all sides .

Key-list of words that explain symbols on a map or chart.

Landform-different shapes of land on earth.

Language-system of communication.

Ocean: a large body of salt-water that covers three fourths of the earth .

Physical characteristics-landforms, water bodies, etc.

Map-a drawing of all or part of Earth's surface. Its basic purpose is to show where things are located.

Region: broad geographic area that is distinguished by similar features.

Unit 3: African American History

Content Area: Social Studies	Course: 2nd Grade	UNIT: African American History
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Unit Description: Students will be learning about primary and secondary sources, library media sources, artifacts, visual, graphic and auditory aids through the study of African American history.	Unit Timeline: 20 days
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

1. Appreciate similarities and differences in order to develop relationships with others.
2. Use reliable resources to research.

Understandings – Students will understand that... (Big Ideas)

1. Choosing the appropriate reliable resource to complete a task.
2. The contributions of African Americans have played an important role in American history.

Essential Questions: Students will keep considering...

1. Why is it important for everyone to recognize and fight for equal rights for all?

2. What makes a reliable and appropriate resource?

Standard	Students will know...	Students will understand...	Students Will Be Able to ...
2.TSSI.7A	<p>Artifacts-objects made by a human being (building structures and materials, words of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).</p> <p>Primary source-any piece of information that was created by someone who witnessed first hand or as part of the historical events that are being described (i.e. journals, diaries, notes, etc).</p> <p>Resource-something that supports the learning.</p> <p>Secondary source-piece of information created using second-hand information.</p>	Different types of sources give us different information.	Identify, select, and use primary and secondary sources (diaries, letters, people, interviews, journals, and photos).
2.TSSI.7A	<p>Library and media resources are sources of information.(electronic resources, dictionaries,</p>	Resources vary due to the type of information they provide.	Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books).

	encyclopedias, videos, periodicals, atlases, telephone directories, and books) Resource -something that supports the learning.		
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Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1	2.TSSI.7A W.2.8	<p>Description of Assessment Performance Task(s): Students will create a final project after researching a famous African American that has influenced United States history. Teacher/student can choose what they want their final project to look like. Some ideas are: create a poster, wax museum, digital presentation.</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. Did student identify primary and secondary sources used during research? 2. Did student identify library and media sources during research? 3. Did student identify visual, graphic and auditory aids? 4. Did student identify artifacts during research? 5. Did student explain how their person contributed to American history? <p>Performance: Mastery:</p> <p>Student will reach mastery when all 5 areas of assessment are met.</p> <p>Scoring Guide: <i>Rubric</i></p>	<p>21 Century</p> <p>D</p> <p>Collaboration Communication Critical Thinking Creativity</p>

1	A	<p>Objective: Students will understand the research process.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> • Show Brainpop Video on research. • Lead discussion on different resources available to get information from: books, videos, internet, magazine, newspaper, journal, etc. • Choose a Famous African American to model researching with the students (i.e. Martin Luther King Jr., Rosa Parks, Harriet Tubman, etc.). • Model looking at a variety of different primary and secondary sources (videos, online journals, books, artifacts) to gain information about the individual you are researching. • Incorporate how the individual influenced American history. <p>Teacher Note: Here are some suggestions of categories that students can research. It is suggested that you also let students come up with the categories to research.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Choose their famous African American • Begin their research Nonfiction Writing Chart 	<p>Setting Objectives</p> <p>Setting Objectives</p> <p>Summarizing/ Note-taking</p>	<p>Collaboration Communication Critical Thinking Creativity</p>
1,2	2.TSSI.7 A	<p>3. Famous African Americans</p> <p>Objective: Students will be able to explain all about a famous African American and their importance in American history.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Choose a different famous African American to have students do guided research <p>Teacher will:</p> <ul style="list-style-type: none"> • Have students do guided research with a variety of different primary and secondary sources (videos, online journals, books, artifacts) to gain information about the individual they are researching-good opportunity to ask LMS for support. • Remind students to incorporate how the individual influenced American 	<p>Summarizing/ Note-taking</p> <p>Setting Objectives</p>	<p>A/B</p> <p>Collaboration Communication Critical Thinking Creativity</p>

		<p>history.</p> <p>Continued Teacher Note: Here are some suggestions of categories that students can research. It is suggested that you also let students come up with the categories to use in the research.</p>		
1,2	2.TSSI.7 A W.2.8	<p>4. Research project</p> <p>Objective: Students will be able to explain all about a famous African American and their importance in American history.</p> <p>Teacher will introduce final project to students and give them the parameters that they decide upon.</p> <ul style="list-style-type: none"> • Select a famous African American for their research project. . • Give students several days to research and then several days to make final project (i.e., iMovie, diorama, poster, powerpoint slides, letter... that could be shared with a buddy/parents as an audience). 	<p>Setting Objectives</p> <p>Summarizing/ Notetaking</p> <p>Nonlinguistic representation</p>	<p>C/D</p> <p>Collaboration Communication Critical Thinking Creativity</p>

Unit 3: Resources

UNIT RESOURCES

Teacher Resources:

- *books*
- *biographies*
- *photographs*
- *letters*
- *diaries*
- *autobiographies*
- *websites*

Student Resources:

- letters
- diaries
- speeches

- interviews
- photographs
- autobiographies
- reference books
- journal articles
- biographies
- books
- *websites : pebblego.com, etc*

Vocabulary:

- **Primary source**-any piece of information that was created by someone who witnessed first hand or as part of the historical events that are being described (i.e. journals, diaries, notes, etc.).
- **Secondary source**-piece of information created using second-hand information.
- **Library and media resources** are sources of information (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books).
- **Artifacts** are objects made by a human being (building structures and materials, words of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).

Unit 4: Native Americans

Content Area: Social Studies	Course: Second Grade	UNIT: Native Americans
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<p>Unit Description: This unit will introduce students to the daily lives of Native Americans. Using informational text, students will collaboratively research using informational text on Woodland and Plains tribes of North America. Through the reading of stories and legends, students will deepen their understanding of historical events and diverse cultures.</p>	<p>Unit Timeline: 2 weeks</p>
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

1. Deepen their understanding of historical events and diverse cultures.

Understandings – Students will understand that... (Big Ideas)

1. Native Americans' daily lives were reflective of the natural resources that were readily available to them.
3. Different tribes used different resources.

Essential Questions: Students will keep considering...

- How did changes in the resources that were available change the daily lives of Native Americans?
- How were different tribes alike and different?

Standard	Students will know...	Students will understand...	Students will be able to do...
2USH.3aG	<p>Communicate- pass information from one to another.</p> <p>Ceremony- a significant event performed for a special occasion.</p> <p>Generation- group of individuals</p>	Students will understand that different Native American groups had different lives based on the natural resources around them.	Compare and contrast the habitats, resources, art, and daily lives of native American peoples, Woodland and Plains Indians

	<p>born and living about the same time.</p> <p>Legend- a story coming down from the past.</p> <p>Trade-exchanging goods or services without money. Native- person born in a particular place.</p> <p>Tradition- handing down beliefs and customs.</p> <p>Transportation- the action of transporting someone or something or the process of being transported.</p>		
2.TSSI.7A	Artifact- a handmade object, as a tool, or the remains of one, characteristics of an earlier time or found at an archaeological excavation.	Artifacts can tell us a lot about a culture.	Identify and select artifacts (buildings, structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).

Unit 4: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u> <u>21 Century</u>
1, 2, 3	2USH.3aG	Description of Assessment Performance Task(s): Students working in cooperative learning groups will choose a Native American tribe and create visual representation of that tribe’s way of life. Students will present their visual	C

		<p>representation to the class or an audience such as their buddies, families, or another class.</p> <p>Teacher will assess: What criteria will be used in each assessment to evaluate attainment of the desired results? 1. Teacher will assess based on the representation of that particular tribe (correct homes, clothing, surroundings, habitats, etc.).</p> <p>Performance: Mastery: Students will show that they really understand when they... Teacher will assess based on students' ability to verbally communicate that tribe's way of life.</p> <ul style="list-style-type: none"> • Does project reflect understanding of the tribe's way of daily life? • Does project reflect understanding of tribe's surroundings? • Can student verbally compare/contrast his project with another student's project? 	<p>Critical Thinking Collaboration Communication Creativity</p>
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Unit 4: Sample Activities

SAMPLE LEARNING PLAN				
Pre-assessment: What do you know about the way of life of Native Americans? Students can do any cooperative learning activity to express prior knowledge. Examples can be...graffiti, turn and talk, think pair share, etc.				

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2, 3	2.USH.3aG	1. Introduction to Plains and Woodlands Native Americans Objective: Students will be able to compare and contrast Plains and	Setting Objectives	C Critical Thinking Collaboration

		<p>Students will:</p> <ul style="list-style-type: none"> • Turn and talk with partner to decide with tribe to research and make a research plan that includes resources. • Partners will reflect on prior knowledge to decide what they already know regarding that tribe. • Work with partner to complete matrix above. <p>Teacher will conference to make sure students are pulling information from the text and showing new knowledge.</p>		
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Unit 4: Resources

UNIT RESOURCES

Student Resources:

- <https://jr.brainpop.com/search/?keyword=native+americans>
- <http://auth.grolier.com/login/tfww/login.php?bffb=N>
- https://facts4me.com/facts_users.html
- <https://www.pebblego.com/choose>
- various classroom and library books

Vocabulary:

Barter- trade one good or service for another.

Ceremony- a significant event performed for a special occasion .

Communicate- pass information from one to another.

Generation- group of individuals born and living about the same time.

Legend- a story coming down from the past.

Trade- exchanging goods or services.

Tradition- handing down beliefs and customs.

Transportation- the action of transporting someone or something or the process of being transported.

Student Resources:

- <https://jr.brainpop.com/search/?keyword=native+americans>
- <http://auth.grolier.com/login/tfww/login.php?bffb=N>

- https://facts4me.com/facts_users.html
- <https://www.pebblego.com/choose>

Unit 5: Economics

Content Area: Social Studies	Course: Second grade	UNIT: Economics
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<p>Unit Description: In this unit, students will learn about cost-benefit analysis, including what needs and wants are and how they can go about obtaining their wants and needs (including reviewing bartering from Unit 4). Students will learn that needs should be a priority over wants and how to make a spending plan that reflects these concepts.</p>	<p>Unit Timeline: 2 weeks</p>
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Make wise decisions about spending and saving money.
- Understand that goods can be purchased with money or other goods and services.

Understandings – *Students will understand that... (Big Ideas)*

1. Recognize that an individual's cost-benefit analysis is unique.
2. Understand the difference between needs and wants.

Essential Questions: *Students will keep considering...*

- What is the importance of understanding what I want and/or need?
- How I can earn what I want and/or need?

Standard	Students will know...	Students will understand...	Students Will Be Able to ...
2.ECP.4A	barter -exchange goods/services for other goods/services without using money.	There are a variety of ways to receive goods and services.	Explain or demonstrate how people trade using money and bartering.

	<p>consumers- a person who purchases goods and services for personal use.</p> <p>needs- goods and services people must have to live.</p> <p>producers- a person, company, or country that makes, grows, or supplies goods or commodities for sale.</p> <p>services- the action of helping or doing work for someone.</p> <p>trade-transfer or exchange</p> <p>wants- goods and services people do not need to live.</p>		
2.ECP.4B	<p>benefit- what a person gains from buying something.</p> <p>cost- what a person gives up to buy something.</p>	Understand how to make wise decisions about spending and saving money.	Explain how to make decisions using cost- benefit analysis.

Unit 5: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1, 2	<u>Standards</u> 2.ECP.4A 2.ECP.4B-	<p>Unit Performance Assessment: Make a plan of spending using cost-benefit analysis. Students will have a predetermined amount of money to spend. The choices made will reflect learning about needs and wants as well as cost-benefit analysis (e.g., class store, online wishlist, or in-store ads). Students can work in cooperative groups to complete the performance assessment</p> <p style="text-align: center;">Teacher will assess:</p> <ol style="list-style-type: none"> 1. Were choices within set budget? 2. Did choices reflect needs and wants? 3. Did choices reflect cost-benefit analysis? 	<u>R/R Quadrant</u> <u>21 Century</u> C Critical thinking Collaboration Communication Creativity
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		<p>4. Did students use critical thinking, communication, collaboration, and creativity to complete the task?</p> <p>Performance:</p> <p>Mastery: <i>Students will show that they really understand when they...</i></p> <ul style="list-style-type: none"> Made choices within set budget that reflect needs and wants. <p>Scoring Guide:</p> <ol style="list-style-type: none"> Were choices within set budget? Did choices reflect needs and wants? Did choices reflect cost-benefit analysis? Did students use critical thinking, communication, collaboration, and creativity to complete the task? 	
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Unit 5: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: Tell me what you could do with \$20. Teacher can assess student knowledge of money, needs, and wants through conversation.

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	2.ECP.4B	<p>1. Do I Need it? Do I Want It?</p> <p>Objective: Students will be able to sort needs and wants.</p> <p>Teacher will generate a collaborative discussion about needs and wants providing a variety of goods (e.g., such as a local shopping ad) and have the children sort needs and wants.</p> <p>Students will watch Brainpop Jr. on needs and wants. In collaborative groups students will compare what students have learned from the video</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Summarizing/Note</p>	<p>B</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		with their thoughts prior to viewing the video. Students will reflect on post its about how their views of needs and wants changed.	Taking	
2	2.ECP.4A	<p>2. Activity: <u>Who's Buying? Who's Selling</u></p> <p>Objective: Students will be able to make a spending plan using cost benefit analysis.</p> <p>Students will watch Brainpop Jr.</p> <p>Teacher will roll play goods vs services and consumers vs producers. Next, teacher will show students a sample spending plan that teacher has created and discuss with them how each of them will make their own spending plan (example could be birthday money, allowance, etc.).</p>	<p>Setting Objectives</p> <p>Cues & Questions</p>	<p>B</p> <p>Creativity Collaboration Communication Critical Thinking</p>
1,2	2.ECP.4A 2.ECP.4B	<p>Classroom Mini Society (Optional)</p> <p>Teacher could create a classroom mini-society. Students could have opportunities to earn “classroom money” and use that money to purchase goods or services from their peers or teacher. A special time during a single class period could be designated to students spending their money on goods or services provided by their classmates or parents. Teachers could make this as big or small as they would like, the sky is the limit.</p> <p>Some examples of goods for purchase are (all donated items):</p> <ul style="list-style-type: none"> ● markers (i.e. smelly, erasable, thin, different colors) ● stickers or stamps ● notebooks ● toy/stuffed animal (student could recycle a toy w/parent permission and sell it at the mini-society) ● etc. <p>Some examples of services for purchase are (all donated services by parents/students):</p> <ul style="list-style-type: none"> ● painting nails ● teaching a talent (i.e., weaving using loom, teaching someone how to play chess, art, singing, a musical instrument, or a sport lesson) ● hair braiding 	<p>Cooperative Learning</p> <p>Similarities & Differences</p>	<p>C</p> <p>Cooperative Learning Critical Thinking Creativity Collaboration</p>

		<ul style="list-style-type: none"> ● cookie decorating ● calligraphy ● etc. <p>Teachers note a couple of things could happen:</p> <ul style="list-style-type: none"> ● A student could provide a good or service that everyone wants, this could lead to a discussion about supply and demand and how high level of demand increased the value of the item, then students could do a cost benefit analysis. ● Classrooms could invite in adults, such as parents, adults within the building to the mini-society to increase the participation outside of the classroom walls. ● Students could open a business with a good or service independently or with a group of students. ● Discussion around producers and consumers. 		
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Unit 5: Resources

UNIT RESOURCES

- [Happiness Video Clip](#)
- [Goods and Services BrainpopJr. clip](#)
- [Needs and Wants BrainpopJr. clip](#)
- [Junior Achievement Info](#)

Student Resources:

- [Goods and Services BrainpopJr. clip](#)
- [Needs and Wants BrainpopJr. clip](#)
- [Junior Achievement Info](#)
- Britannica school

Vocabulary:

barter-exchange goods/services for other goods/services without using money.

benefit- what a person gains from buying something.

cost- what a person gives up to buy something.

earn- to get money for work done.

goods- things you can touch that can be bought and sold.

income- money a person earns or receives.

needs- goods and services people must have to live.

producers- a person, company, or country that makes, grows, or supplies goods or commodities for sale.

consumers- a person who purchases goods and services for personal use.

services- the action of helping or doing work for someone.

trade-transfer or exchange

wants- goods and services people do not need to live.