



Marietta City Schools
District Unit Planner

Grade 2 Social Studies

Theme	<i>Economics in Second Grade</i>	Unit duration (Days)	<i>15 - 30 Days</i>
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GA DoE Standards

SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.

SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).

SS2E4 Describe the costs and benefits of personal saving and spending choices.

Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts

Themes and Enduring Understandings:

Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services

Scarcity: The student will understand that because people cannot have everything they want, they have to make choices

Essential Questions	
<p>Factual—</p> <p>How are goods and services different?</p> <p>What is scarcity and when does it occur?</p> <p>What influences economic choices?</p> <p>Inferential—</p> <p>How are goods and services distributed?</p> <p>How does scarcity affect our lives?</p> <p>In what ways do our needs and wants influence our economic choices?</p> <p>How do you decide how to spend your money?</p> <p>Critical Thinking-</p> <p>In which situations do we get resources in various ways? (For example, by contests, first-come-first-served, lottery, authority, or sharing?)</p> <p>Why do you make economic choices?</p> <p>What opportunity costs are there for economic choices?</p> <p>How can saving money now help me when I am older?</p>	
Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
<p>economics</p> <p>choices</p> <p>opportunity</p>	<p>goods</p> <p>services</p> <p>scarcity</p>

<p>cost</p> <p>benefit</p> <p>distributed</p> <p>allocate</p>	<p>opportunity cost</p> <p>allocation strategies: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics</p>
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Assessments

Summative Assessment(s):

Economics in Second Grade Anticipation Guide and Assessment

Assessment guides are designed to be given pre and post teaching and learning. Teachers can use the pre assessment to guide planning for instruction and providing differentiation to students as needed. Post teaching the assessments measure student understanding of unit content.

Standards: All unit GSE

*Teachers can access the anticipation guides via the grade level Schoology Group.

Theme Based Writing Task and Rubric:

[It's the Principles that Matter](#) Students will choose one activity to demonstrate what they have learned about economic principles in this unit.

All standards for the unit

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter-](#) Edit for School Specific Content

[K-5 Map Collection:](#) Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

[Teacher Notes](#) for this unit

Additional unit information may be found at the [GADOEInspire Site](#)

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

[10-Day Plan: 2nd Economics](#)

Objective or Content	Learning Experiences	Differentiation Considerations
SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).	Goods vs. Services Explore economic activities in the regions of Georgia	For more advanced groups teachers may choose to allow students to do research on the regions and determine economic activities for them in small groups or with partners.
SS2E1 Explain that because of scarcity, people must make choices that result in opportunity cost Scarcity reading articles SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contest, force, sharing, lottery, authority, first-come first-served, personal characteristics)	PopCorn Apply allocation strategies to address economic choices	Provide a short definition, work in pairs or small groups (alternate pictures and definitions) Note- a formative assessment (matching) can be done to determine what students know- then have them do the graphic organizer/picture notes only for those they miss.
SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.	Shopping on a Budget Understand scarcity and distinguish between wants and needs	Assign small groups for work sessions
SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.	Scarcity and Choices Explain choices must be made due to scarcity	Allow students to work with a partner for both activities. Additional questions to support understanding
SS2E1 Explain that because of scarcity, people must make choices that result in opportunity cost Scarcity reading articles SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contest, force, sharing, lottery, authority, first-come first-served, personal characteristics)	Toys for Me Apply the concept of scarcity	Read text whole groups/partner/individually based on student reading ability, Scaffolding of the poem may be necessary depending on student reading level (Toys for Me Poem- this poem is long and may be difficult- differentiation is needed: Chunk the poem, whole group reading, popcorn reading, etc.)
SS2E4 Describe the costs and benefits of personal saving and spending choices.	Save or Spend Understanding reasons for and benefits of savings	Complete the activity in groups or the whole class if needed. Provide additional examples. Read the additional story and discuss the questions for added support. Divide the class into two groups- assign each one of the read alouds to listen to independently and then discuss the questions. Bring the class together- have students from each group share their story. Then compare them.

<p>SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).</p>	<p>Market Day Get creative and transform your classroom into a trading post for Market Day. Students will create items or bring in their own items to trade during a Market Day.</p>	<p>Students could work independently, in pairs, or groups. Instead of using money to get the things they want or need, students must trade with each other. Send a letter and permission slip home with parents (attached) explaining Market Day.</p>
<p>SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.</p>		

Recommended High Quality Complex Texts

What Can You Do With Money? Earning, Spending, And Saving by Jennifer Larson
Alexander, Who Used to be Rich Last Sunday by Judith Viorst
A Chair for My Mother by Vera Williams
The Penny Pot by Stuart J. Murphy
Chicken Sunday by Patricia Polacco
The Great Kapok Tree by Lynne Cherry
The Berenstain Bears’ Dollars and Sense by Stan & Jan Berenstain
The Berenstain Bears’ Trouble With Money by Stan & Jan Berenstain
The Berenstain Bears’ Get the Gimmies by Stan & Jan Berenstain
Bunny Money by Rosemary Wells
How to Make an Apple Pie and See the World by Marjorie Priceman
How to Make a Cherry Pie and See the U.S.A. by Marjorie Priceman
Ox-Cart Man by Donald Hall