

**Englewood Public School District**  
**Social Studies**  
**Grade 2**  
**Third Marking Period**

**Unit 3 - Global Studies: Economics and the Environment**

Overview: Students in the second grade social studies program continue to engage in a study of economics with an emphasis on global studies. In the process, students learn about the local economy, how a business operates, the global economy, international business and the environment.

Time Frame: 30-40 Days

**Enduring Understandings:**

*Analyze and explain how a business functions.*

*Identify businesses within the Englewood community.*

*Explain how products are traded among countries around the world.*

*Understand that people use natural resources and need to protect them.*

**Essential Questions:**

*What is a business?*

*Why do businesses compete with one another?*

*How do people use natural resources?*

*Why is it important to save natural resources?*

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.	Topics	Students will watch a brief video about trade, “Kal draws: Trade: Childs Play” <a href="https://www.youtube.com/watch?v=69c9ZTgpOR8">https://www.youtube.com/watch?v=69c9ZTgpOR8</a> and preview key vocabulary. <b>(CRP2, 8.1.2.C.1)</b>	<u>Literature:</u>  <i>Social Studies Excursions, K-3 Book Three</i> by Janet Alleman & Jere Brophy  <i>Social Studies Excursions, K-3 Book Two</i> by Janet Alleman & Jere Brophy	<b>Formative Assessments:</b>  Instructors will confer with students to investigate their knowledge (anecdotal records & observation).
	Economics			
	Business			
	Trade			
6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.	Natural Resources	Students will work collaboratively to develop a questionnaire to take on a field trip to visit local businesses: Ask owners and employees	<i>Social Studies Excursions, K-3 Book One</i> by Janet Alleman & Jere Brophy	Students will be evaluated on teacher created tests/quizzes.  Students’ progress will be ascertained via oral and
	Objectives			

6.1.4.C.4 Describe how supply and demand influence price and output of products.	Students will apply the following skills and strategies:	questions about their business and complete a post-field trip reflection. <b>(CRP4, CRP12)</b>	<i>Look What Came From China</i> , Miles Harvey <sup>[L][SEP]</sup>	written class work.
6.1.4.C.6 <sup>[L][SEP]</sup> Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	Acquire and apply vocabulary associated with businesses, exporting and importing <sup>[L][SEP]</sup> products.	Following the presentation of lesson 12, part I, “Decision Making: Communicating a Cause or Publicizing a Good or Service” ( <i>Social Studies Excursions, K-3 Book Two</i> ) the class will work collaboratively to create a bulletin board with pictures and descriptions of businesses around the community. <b>(9.2.4.A.4, CRP4, CRP12)</b>	<i>Look What Came From Mexico</i> , Miles Harvey <sup>[L][SEP]</sup>	Students will receive a grade for participation in classroom discussions and activities.
6.1.4.C.10 <sup>[L][SEP]</sup> Determine the qualities of entrepreneurs in a capitalistic society. <sup>[L][SEP]</sup>	Identify that all business, large and small, work in the same way. <sup>[L][SEP]</sup>		<i>Oil</i> , Christian Ditchfield	<b>Benchmark Assessments:</b>
6.1.4.B.5 Describe how human interaction impacts the environment.	Analyze and discuss how the cost of production and selling price affect profit. <sup>[L][SEP]</sup>		Economics and Children’s Literature, books on trade and finance; <a href="http://www1.udel.edu/dssep/econlit/econreadk.html">http://www1.udel.edu/dssep/econlit/econreadk.html</a> <sup>[L][SEP]</sup>	Exact Path
6.1.4.B.9 Compare ways people choose to use and divide natural resources.	Analyze obstacles that business may have. <sup>[L][SEP][SEP]</sup>	Following the presentation of lesson 11, part I, “A Trip to the Supermarket” ( <i>Social Studies Excursions, K-3 Book Two</i> ), students will take a field trip to a local supermarket to conduct research about produce items and food products that are imported and items that are domestic. <b>(8.1.2.C.1)</b>	<u>Website Resources:</u>  Kal draws: Trade <a href="https://youtu.be/69c9ZTgpOR8">https://youtu.be/69c9ZTgpOR8</a>  <u>Biz Kids: Starting a business:</u> <a href="http://bizkids.com/lesson/lesson-405">http://bizkids.com/lesson/lesson-405</a>  Moneytown Game: <a href="https://classicreload.com/win3x-money-town.html">https://classicreload.com/win3x-money-town.html</a>	<b>Summative Assessments:</b>  Students understanding of concepts and application of content will be partially evaluated via cooperative learning activities.
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.	Create a list of types marketing and examples. <sup>[L][SEP]</sup>			Students will be evaluated based upon the quality of their field trip questionnaire and results.
6.1.4.B.1: Compare and contrast information that can be found on different types of maps	Analyze the importance of international trade.			Students will be evaluated based upon their ability to identify where products are developed in the world.
	Evaluate the importance of communication to the function of trade. <sup>[L][SEP]</sup>	Following the presentation of Lesson 5 “Land to Hand: The Story of Wool” and Lesson 6 “Land to Hand: The Story of Cotton” (Part III- <i>Social Studies Excursions, K-3 Book One</i> ), students will conduct a class discussion about how people use natural resources to create the things we want or	Where our food comes from – map: <a href="https://www.npr.org/sections/thesealt/2016/06/13/481586649/a-map-of-where-your-food-originated-may-surprise-you">https://www.npr.org/sections/thesealt/2016/06/13/481586649/a-map-of-where-your-food-originated-may-surprise-you</a>	<b>Alternative Assessments:</b>  <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a>
	Explain how countries depend on one another economically. <sup>[L][SEP]</sup>		Natural Resources Map: <a href="https://www.nationalgeographic.org/activity/reading-resource-">https://www.nationalgeographic.org/activity/reading-resource-</a>	<a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a>
	Identify different countries and their			

<p>and determine how the information may be useful.</p> <p><b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)</p>	<p>resources</p> <p>Research where products are made.</p> <p>Analyze the environmental impact of oil.</p> <p>Create a business.</p>	<p>need. <b>(NJSLA.SL1)</b></p> <p>Following a teacher read-aloud of <i>Look What Came from China</i> and <i>Look What Came from Mexico</i>, students will use a map of the world to identify products found in their homes that come from other countries. <b>(NJSLA.R10)</b></p> <p>After collecting data about where food and products come from, students will work collaboratively to create a list of each item and its country of origin. <b>(NJSLA.W8, 8.1.2.C.1)</b></p> <p>Following a teacher read-aloud of <i>Oil</i>, students will discuss what oil is used for, the environmental impact of oil and create a list of alternative fuels that can be used instead of oil. <b>(CRP1)</b></p> <p>Students will write a letter to a local legislator asking them to use alternative fuels that are better for the environment. <b>(CRP1, 8.1.2.A.2)</b></p> <p>Students will work in collaborative teams to create 4 class businesses, students will be responsible for designing the product or service, advertisements, pricing,</p>	<p>map/</p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
--	---	--	--

manufacturing costs, and hiring highly skilled employees. (9.2.4.A.4, 9.1.4.B.4)

Extension Activity:

Field trip to Elizabeth, NJ  
ports to gain perspective and better understanding of imported goods and international trade.

**Key Vocabulary:**

Wage, Profit, Marketing, Competition, Business, Environment, Natural Resources, Global

**Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Use peer readers</li> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> <li>● EL Civics for ESL Students: <a href="https://www.elcivics.com/">https://www.elcivics.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Lower level text can be provided</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>● Lower level text can be provided</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for exploration of independent study</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● Provide a menu of activity choices</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>

		with a project, journal articles, and biographies).	
<b>Interdisciplinary Connections: ELA - NJSLS/ELA:</b>  <b>NJSLSA.R10:</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. <b>NJSLSA.W8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <b>NJSLSA.SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
<b>Career Ready Practices:</b>  <b>CRP1:</b> Act as a responsible and contributing citizen and employee. <b>CRP2:</b> Apply appropriate academic and technical skills. <b>CRP4:</b> Communicate clearly and effectively and with reason. <b>CRP12:</b> Work productively in teams while using cultural global competence.			
<b>Integration of Technology Standards NJSLS 8:</b>  <b>8.1.2.A.2:</b> Create a document using a word processing application. <b>8.1.2.C.1:</b> Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.			
<b>Integration of 21<sup>st</sup> Century Standards NJSLS 9:</b>  <b>9.2.4.A.4:</b> Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. <b>9.1.4.B.4:</b> Identify common household expense categories and sources of income.			