

**Stratford Public Schools**  
**Social Studies Curriculum,**  
**Written By: Heather Ruden**  
**Grade Level 2**  
**Unit Name: Economics**  
**BOE Approved August, 2022**

<p><b>Content Statements and Rationale:</b></p> <p>Changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living nationally and across the world.</p> <p>Students will learn how to differentiate between needs and wants and make wise shopping choices.</p>	<p><b>NJSLS:</b></p> <p><b>6.1.2.EconET.1 - 4</b> <b>6.1.2.EconNE.1</b></p>
<p><b>Unit Essential Questions:</b></p> <p>What are needs and wants?</p> <p>How do limited resources affect choice?</p> <p>How do people make personal economic decisions?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Needs are things that people need to survive such as food, clothing, and shelter. Wants are things that people desire but do not need to live.</p> <p>When resources are limited, there are less options to choose from and the price of the remaining options may be higher.</p> <p>People choose whether to save or spend money and research their choices before making a purchase.</p>

<p><b>Benchmarks and Assessments:</b></p> <p><b>Formative:</b>  <b>Quick Checks</b>  <b>Lesson Follow-Ups (Drawing, Writing, Q&amp;A)</b>  <b>Making Connections (Drawing, Writing, Q&amp;A)</b>  <b>Topical Projects</b>  <b>Guided Reading</b>  <b>Role Playing</b>  Compare two products and decide which to buy.</p> <p>Explain how limited resources impact the availability and price of products.</p> <p>Understand the importance of saving money.</p> <p>Identify the difference between economic needs and wants.</p> <p>Discuss the basic economic principles and practices used by wise shoppers.</p> <p><b>Summative:</b>  <b>Vocabulary Definitions</b>  <b>Rubric Based Tasks</b></p>	<p><b>Unit Student Learning and Activities Overview</b></p> <p>Engagement during small group discussions, independent work, and collaborative activities.</p> <p>Capacity to answer both targeted and open-ended questions.</p>
	<p>Capacity to present information to others through written work, presentations, and oral reports.</p> <p>Capacity to locate and use information in order to answer the essential questions.</p> <p>Capacity to use online tools</p>
<p><b>Key Terms (Essential Vocabulary):</b></p> <p>needs wants  products  resources  availability  price  savings</p>	

**Resources:**

Scholastic News kids.britannica.com  
socialstudiesforkids.com  
jr.brainpop.com  
Leveled trade books/ informational text/ library books  
Internet sites  
Audio Cds

**Suggested Activities for Inclusion in Lesson Planning & Interdisciplinary Connections:**

- List examples of needs and wants that students experience in their everyday lives.
- Experience the difference between needs and wants through simulated shopping activities. (Fine and Performing Arts)
- Use online tools to explore choices of products available at stores.
- Observe the principles of being a wise vs unwise shopper by simulating shopping with a budget. (Mathematics)
- Practice making wise shopping decisions through analyzing advertisements and engaging in simulated shopping activities. (English Language Arts, Fine and Performing Arts)
- Discuss limited product availability using real-world examples. (Mathematics)
- Practice making wise shopping decisions when choices are limited and prices are higher. (Mathematics)
- Discuss the impacts of higher prices on their shopping decisions. (Mathematics)
- Brainstorm ways to deal with higher prices and highlight the importance of having money saved. (English Language Arts)

**Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):**

**Special Needs** – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.

**ELL** – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.

**Gifted Learners** – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars

**Mainstream Learners** – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar

**Suggested Timeline:**

2 weeks