



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Grade 2 Social Studies*

|              |                                  |                             |                     |
|--------------|----------------------------------|-----------------------------|---------------------|
| <b>Theme</b> | <i>Economics in Second Grade</i> | <b>Unit duration (Days)</b> | <i>15 - 30 Days</i> |
|--------------|----------------------------------|-----------------------------|---------------------|

**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  |  |
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| <p><b>Factual—</b></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><b>Inferential—</b></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><b>Critical Thinking-</b></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 |
| economics<br>choices<br>opportunity  | goods<br>services<br>scarcity                  |

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

| Objective or Content  | Learning Experiences   | Differentiation Considerations  |
|---|--|---|
| <b>Teacher Supports</b>   | <a href="#">Parent Information Letter</a> - Edit for School Specific Content<br><br><a href="#">Teacher Notes</a> for this unit<br>Additional unit information may be found at the <a href="#">GADOEInspire Site</a> |   |
| <b>SS2E2 Identify some ways in which goods and services are allocated</b> (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics). | <a href="#">Goods vs. Services</a> 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. |

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| <p><b>SS2E1 Explain that because of scarcity, people must make choices that result in opportunity cost Scarcity reading articles</b></p> <p><b>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)</b></p> | <p><a href="#">PopCorn</a> Apply allocation strategies to address economic choices</p>                  | <p>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.</p>  |
| <p><b>SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.</b></p>  | <p><a href="#">Shopping on a Budget</a> Understand scarcity and distinguish between wants and needs</p> | <p>Assign small groups for work sessions</p>  |
| <p><b>SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.</b></p>  | <p><a href="#">Scarcity and Choices</a> Explain choices must be made due to scarcity</p>                | <p>Allow students to work with a partner for both activities.</p> <p>Additional questions to support understanding</p>  |
| <p><b>SS2E1 Explain that because of scarcity, people must make choices that result in opportunity cost Scarcity reading articles</b></p> <p><b>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)</b></p> | <p><a href="#">Toys for Me</a> Apply the concept of scarcity</p>  | <p>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.)</p>  |
| <p><b>SS2E4 Describe the costs and benefits of personal saving and spending choices.</b></p>  | <p><a href="#">Save or Spend</a> Understanding reasons for and benefits of savings</p>                  | <p>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.</p> <p>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> |

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| <p><b>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).</b></p> <p><b>SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.</b></p>   | <p><a href="#">Market Day</a> 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><b>Recommended High Quality Complex Texts</b></p>  |  |   |
| <p><i>What Can You Do With Money? Earning, Spending, And Saving</i> by Jennifer Larson<br/><i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst<br/><i>A Chair for My Mother</i> by Vera Williams<br/><i>The Penny Pot</i> by Stuart J. Murphy<br/><i>Chicken Sunday</i> by Patricia Polacco<br/><i>The Great Kapok Tree</i> by Lynne Cherry<br/><i>The Berenstain Bears’ Dollars and Sense</i> by Stan &amp; Jan Berenstain<br/><i>The Berenstain Bears’ Trouble With Money</i> by Stan &amp; Jan Berenstain<br/><i>The Berenstain Bears’ Get the Gimmies</i> by Stan &amp; Jan Berenstain<br/><i>Bunny Money</i> by Rosemary Wells<br/><i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman<br/><i>How to Make a Cherry Pie and See the U.S.A.</i> by Marjorie Priceman<br/><i>Ox-Cart Man</i> by Donald Hall</p> |  |   |