

UNIT 5

Course: Language Arts/Social Sciences/SEL		Grade Level: 2nd Grade	
Unit Title: All About Money and Understanding Our World		Length of Unit: Approximately 6 weeks	
Unit Summary: In this unit students learn about economics and financial literacy and will gain a set of skills that allows them to make informed and effective decisions. They will explore ways that money can be earned and spent and why people save money. They will understand the difference between producers and consumers, goods and services, needs and wants. They will explain how money affects our decisions. Students will use a variety of reading strategies (ie: compare and contrast) in a wide range of texts to make connections in a variety of ways. Students will write/present opinion pieces that are supported by reasons.			
SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to monitor their feelings and express themselves to others in order to problem solve.			
Stage 1- Desired Results			
STANDARDS Priority: Social Sciences: SS.EC.1.2: Demonstrate how our choices can affect ourselves and others in positive and negative ways. SS.EC.FL. 4.2: Explain that money can be saved or spent on goods and services. Language Arts: RL.2.3: Describe how characters in a story respond to major events and challenges. RI.2.3: Describe the connection between a series of historical	Transfer		
	Students will be able to independently use their learning to...		
	TG1: Apply an understanding of basic economic principles to make responsible financial decisions.		
	TG2: Read and compare two informational texts on the same topic to draw conclusions about their similarities and differences, and demonstrate an understanding of a text by describing the way in which ideas, events, or concepts in the text are connected.		
	TG3: Write an opinion piece supported by reasons.		
	Meaning		
	ENDURING UNDERSTANDINGS Students will understand that...	ESSENTIAL QUESTIONS Students will continue to consider . . .	

<p>events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and</p>	<p>EU1: People try to fulfill their economic wants with goods and services obtained through trade or exchange of money.</p> <p>EU2: Different businesses meet the needs/wants of consumers through supply and demand; when goods and services are scarce, people have to make choices.</p> <p>EU3: Budgeting and planning leads to more thoughtful and responsible choices for how we use our money; financial choices affect consumers in positive or negative ways.</p> <p>EU4: Effective readers compare and contrast ideas, details, themes, issues, etc. by thinking of how they are similar (alike) and different and the reasons for these similarities and differences.</p> <p>EU5: Effective readers understand the connections between events, ideas/ concepts or steps and use those connections to better understand informational text(s).</p> <p>EU6: Effective writers/speakers write/speak clearly and coherently, mindful of audience, task, and purpose; they intentionally utilize and refine language to inform, entertain, or challenge thinking.</p> <p>EU7: When we are aware of our feelings, we are better able to express ourselves appropriately when working with others.</p>	<p>EQ1: How do we get things we need or want in our school and community?</p> <p>EQ2: How do businesses meet the needs of the consumer? <i>“Why do producers make goods and services that consumers want?”</i></p> <p>EQ3: How do we become more thoughtful and responsible about how we use our money?</p> <p>EQ4: How do I use compare and contrast to better understand what I read?</p> <p>EQ5: How can I use the events, ideas, or steps to create connections to better understand informational text?</p> <p>EQ6: How does <i>what</i> and <i>why</i> I write influence <i>how</i> I write?</p> <p>EQ7: Why should I pay attention to how I respond to others? <i>How will this help me problem solve?</i></p>
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responsible behaviors in personal, school, and community contexts.	Acquisition	
<p>Supporting: Social Sciences: SS.EC.2.2: Explain the role of money in making exchange easier.</p> <p>SS.EC.3.2: Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>Language Arts: RI/RL.2.1: Ask and answer questions such as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.8: Describe how reasons support specific points the author makes in a text</p>	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences K2: Needs vs. wants</p> <p>K3: The role of a consumer and producer</p> <p>K4: The difference between goods and services</p> <p>Language Arts/Digital Literacy K5: Reading strategies</p> <p>K6: The elements of opinion writing</p> <p>K7: The writing process</p> <p>K8: How to be a responsible digital citizen</p> <p>SEL K9: Various problem solving strategies</p>	<p>Year-Long English/Spanish “I Can” Statements</p> <p><i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can create a list that contains the items to be purchased and determine whether I have enough money to purchase them.</p> <p>S2: I can sort items based on needs and wants.</p> <p>S3: I can balance a budget to meet my needs and wants.</p> <p>S4: I can demonstrate how my financial choices can affect me and others in positive and negative ways.</p> <p>S5: I can explain that money can be saved or spent on goods and services.</p> <p>Language Arts/Digital Literacy S6: I can talk about how characters react to important events and challenges. (RL.3)</p> <p>S7: I can describe the connections between historical events, scientific ideas or concepts, or steps in technical procedures when reading informational text. (RI.3)</p> <p>S8: I can compare and contrast different</p>

versions of the same story. (RL.9)

S9: I can focus on the most important points when comparing and contrasting two texts on the same topic. (RI.9)

S10: I can write an opinion piece about a topic or a book. (W.1)

- I can state an opinion.
- I can supply reasons to support my opinion.
- I can use linking words to connect opinion and reasons.
- I can provide a concluding statement or section.

S11: I can remember what I have learned to answer a question or find the answer from other sources. (W.8)

S12: I can ask and answer who, what, where, when, why, and how questions to show that I understand key details in a text. (RL/RI.1)

S13: I can explain how the author's reasons support the key points in a text. (RI.8)

S14: I can recognize that people have various viewpoints. (Info/Dig Lit Goal 1)

S15: I can participate in guided discussions about text to share opinions and responses. (Info/Dig Lit Goal 2)

		<p>S16: I can begin to organize information using a variety of technology products independently or as a group. (Info/Dig Lit Goal 4)</p> <p>S17: I can use applications and technology tools embedding pictures and text to show what I know about a topic. (Info/Dig Lit Goal 4)</p> <p>S18: I can format text and images to support a message. (Info/Dig Lit Goal 4)</p> <p>SEL</p> <p>S19: I can demonstrate decision making skills and responsible behaviors in personal, school, and community contexts.</p> <p>S20: I can resolve conflicts constructively.</p>