



Integrated Content Instruction Unit

Target Content Standard- 2nd Grade Social Studies 2.4.3 Economics-Economic Literacy

Length of unit- 15 days of instruction

Guiding Question

How do limits on resources affect production and consumption of goods?

Expected Learning Outcomes (demonstration of knowledge)

Students will know how limits on resources affect production and consumption of goods and be able to share this knowledge in Learning Evaluation Tasks which include a print, a product, and a performance measure.

Learning Evaluation Tasks

Print	Product	Performance
<p>Students will write an informational report about limited resources and its effect on production and consumption.</p> <p>CCCS Writing 2nd Grade</p>	<p>Students will create a Keynote presentation that includes information about limited resources and the impact on production and consumption. Students will use the Keynote presentation as part of their performance (in the Interactive Gallery).</p> <p>NGSS Science</p>	<p>Students will relate, summarize, and explain their learning in an Interactive Gallery which includes parents, administrators, teachers, and students.</p> <p>CCCS Speaking 2nd Grade Listening 2nd Grade</p>

Supporting Questions

1. What is a consumer?
2. What is a producer?
3. What are natural resources?
4. What are human resources?
5. What are capital resources?
6. What is the difference between a want and a need?

Content Input

Supporting Question	Source of Information	Delivery method	Reading Comprehension Focus or Language Acquisition Focus	Notes
1. What is a consumer?				

Additional knowledge needed to meet Expected Learning Outcomes:

Vocabulary- supply, demand, consume, produce, resource

Interactive Gallery (includes the Learning Outcome Evaluation) will be held on November 21, 2013.

Integrated Content Instruction

	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science				Create and answer questions for the Interactive Gallery Create Reflective Templates for Interactive Gallery PRODUCT OUTCOME	Practice asking and answering questions Interactive Gallery (Learning Outcome Evaluation) PERFORMANCE OUTCOME

the impact of limited resources on production and consumption
(informational report planning sample)

production	consumption	limited resources
goods and services <ul style="list-style-type: none">▪▪ resources to produce <ul style="list-style-type: none">▪▪▪	wants and needs <ul style="list-style-type: none">▪▪ prices resources to consume	natural human financial

Print Evaluation Task Scoring Guide

Proficient

Structure

- Writes to the prompt (topic and sub-topics address the prompt)
- Includes a main idea in each paragraph
- At least 2 supporting details in each paragraph
- Uses at least 2 authoritative sources (provided by your teacher/with teacher help)
- Response is multiple paragraphs

Descriptive Language

- At least 3 adjectives

Sentences

- No more than 3 sentences start with the same word
- Includes at least 1 compound sentence
- Topic sentence establishes purpose
- A concluding statement or section is provided
- Each paragraph has a topic sentence
- At least 1 definition is included
- Key words from prompt are in the writing

Mechanics, Spelling, Production

- All sentences are punctuated
- Each compound sentence has an appropriate comma
- All necessary capital letters are in place
- All paragraphs are indented (if applicable)
- All grade-level appropriate words are spelled correctly
- Untaught words are spelled using generalizations
- Product is legible

Product Evaluation Task Scoring Guide

Proficient

Product

- Created a Keynote presentation
- Each Keynote slide moves to the next automatically
- Used the presentation in the performance task (Interactive Gallery)

Process

- Project journal includes at least 10 entries (short, constructed responses)
- Storyboard completed
- Sent at least one invitation to the Interactive Gallery

Technology/Science

- Developed and shared solutions to problems with others

Effort

- All work is neat and legible
- Effort was consistently strong and positive

My thoughts:

Performance Evaluation Task Scoring Guide

Proficient

Performance

- Participated in the Interactive Gallery
- Stayed focused on answer to the question asked
- Reflected and shared information learned during the unit
- Used notes or the project journal to aid presentation
- Used the Keynote presentation in the performance task (Interactive Gallery)
- Spoke clearly

Process

- Created questions to be asked during the Interactive Gallery
- Wrote answers to the questions
- Practiced asking the questions
- Practiced answering the questions

Social Studies

- Shared at least one way limited resources affect production or consumption

Effort

- Effort was consistently strong and positive

My thoughts: