

New Jersey Department of Education
2006 Social Studies Standards Implementation Guide (SIG)

6.5. (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

Grade 2

6.5.2.A. Economic

1. Identify the basic goods and services a family needs for everyday life.
2. Explain how the products individuals eat, wear, and use impact their health and safety and the environment.
3. Identify various forms of currency (e.g., penny, nickel, quarter, and dollar).
4. Explain what it means to “save” money.



Author Information

Author: Dr. E. R. Erbe

District: Georgian Court University

Framework97 References

The Role of Money in Everyday Life, pp. 245-246.

Our Wants, Our Needs, Supply and Demand, pp. 247-248.

National History Standard

Standard I: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Standard II: Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

Content Overview

This section introduces two functions of money: (1) as a medium of exchange in the various forms of currency and coins; and (2) as savings. The consumption concept of the demand for basic needs for health and safety is emphasized.

Suggested related concepts are choice, consumer economics, consumers, goods, scarcity, services, wants, exchange, currency, definition of money, money, characteristics of money, and functions of money

Essential Questions

- How is money used in our daily lives?

- What is known about the history of money?
- How can we identify the coins and bills that we use as money? Why is it important to be able to identify specific coins and bills?
- Why are some things that we buy with money more important than others?
- What are our basic needs; and how do we know what they are?

Teaching/Resources

Global Association of Teachers of Economics (GATE), “Play Dough Economics”, 2006. A program, endorsed by the National Council (NCEE), which teaches basic economics concepts for the early grades. Contact them at gate@ncee.net
HIP pocket change: www.usmint.gov/kids.

Assessment

- After a lesson on this topic, students check off “wants” and “needs” on a checklist. Follow this with a discussion which is a check for understanding. Discuss why children have different wants and needs. Each student finds pictures of his/her wants and needs and labels each item.
- Write a paragraph on how coins and paper money differ.
- Students pair off. Each pair of students has a series of note cards with pictures of various items and the cost to buy the items. Each pair of students uses real or play money. The student who drew the card lays out the money needed to buy the item. The other student checks the answer by looking at the answer on the back of the card. Students switch roles.