
New Hampshire 2 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New Hampshire
Grade	2 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	New Hampshire K-12 Social Studies Curriculum Framework (June 2006)
Issuing agency	New Hampshire Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Producers and Consumers

Unit 3: Making and Moving Goods · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who makes what we use, and who uses it?
Standards	Producers, Consumers, Goods and Services -> SS:EC:2:1.1, SS:EC:2:1.2, SS:EC:2:2.1, SS:EC:2:4.1 — 4 standards; full text in the standards table
Learning target	"I can explain what producers and consumers do."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain the roles of producers and consumers.
- Students will identify themselves as a consumer.

Success criteria (student-friendly)

- "I define a producer."
- "I define a consumer."
- "I say when I am each one."

Academic vocabulary

producer, consumer, goods, services, economy

Materials and technology

- Role cards
- Everyday objects
- Sorting mats
- Chart paper
- Recording sheets

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child distinguishes producers from consumers with examples.

Family communication

Ask your child when they are a consumer.

Day 41 — People Who Make Things

Week 9, Day 1 · Unit 3 · Standards: SS:EC:2:1.1, SS:EC:2:1.2, SS:EC:2:2.1, SS:EC:2:4.1

Focus	Producers.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: things we use. Teach: someone made each one. Try: shared examples. Apply: children name producers. Reflect: term charted.

Check for understanding

Student explains what a producer does.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — People Who Use Things

Week 9, Day 2 · Unit 3 · Standards: SS:EC:2:1.1, SS:EC:2:1.2, SS:EC:2:2.1, SS:EC:2:4.1

Focus	Consumers.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: producers. Teach: someone uses what is made. Try: shared examples. Apply: children name consumers. Reflect: term charted.

Check for understanding

Student explains what a consumer does.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Goods We Can Hold

Week 9, Day 3 · Unit 3 · Standards: SS:EC:2:1.1, SS:EC:2:1.2, SS:EC:2:2.1, SS:EC:2:4.1

Focus	Goods.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: production. Teach: goods are things. Try: sorting objects. Apply: children identify goods. Reflect: term charted.

Check for understanding

Student identifies goods.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Services People Do For Us

Week 9, Day 4 · Unit 3 · Standards: SS:EC:2:1.1, SS:EC:2:1.2, SS:EC:2:2.1, SS:EC:2:4.1

Focus	Services.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: goods. Teach: services are work done for us. Try: sorting cards. Apply: children identify services. Reflect: distinction drawn.

Check for understanding

Student distinguishes a service from a good.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — We Are All Consumers

Week 9, Day 5 · Unit 3 · Standards: SS:EC:2:1.1, SS:EC:2:1.2, SS:EC:2:2.1, SS:EC:2:4.1

Focus	Week 9 consolidation.
Learning target	"I can explain what producers and consumers do."
Vocabulary in use	producer, consumer, goods
Local date	_____

Learning sequence

Connect: all four terms. Teach: we play more than one role. Try: shared reflection. Apply: children identify their roles. Reflect: roles recorded.

Check for understanding

Student identifies when they act as producer and as consumer.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

New Hampshire Department of Education. New Hampshire K-12 Social Studies Curriculum Framework (June 2006). New Hampshire's own framework. Standards are published by grade band, and the band boundaries are the framework's own: the code's third field is the last grade of the band (2 = K-2, 4 = grades 3-4, 6 = grades 5-6, 8 = grades 7-8, 12 = grades 9-12). Grade 5 and grade 6 therefore cite the same standards. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>