

---

# New Jersey 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 Jersey                                                  |
| Grade            | 2 (Elementary)                                              |
| Subject          | Social Studies                                              |
| Course category  | Core                                                        |
| Standards family | Social Studies                                              |
| Framework        | 2020 New Jersey Student Learning Standards - Social Studies |
| Issuing agency   | New Jersey 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          | <b>Producers, Consumers, Goods and Services</b> -> <b>6.1.2.EconEM.1, 6.1.2.EconEM.2, 6.1.2.EconEM.3, 6.1.2.EconET.1</b> — 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: 6.1.2.EconEM.1, 6.1.2.EconEM.2, 6.1.2.EconEM.3, 6.1.2.EconET.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: 6.1.2.EconEM.1, 6.1.2.EconEM.2, 6.1.2.EconEM.3, 6.1.2.EconET.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: 6.1.2.EconEM.1, 6.1.2.EconEM.2, 6.1.2.EconEM.3, 6.1.2.EconET.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: 6.1.2.EconEM.1, 6.1.2.EconEM.2, 6.1.2.EconEM.3, 6.1.2.EconET.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: 6.1.2.EconEM.1, 6.1.2.EconEM.2, 6.1.2.EconEM.3, 6.1.2.EconET.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.
- Not affiliated with or endorsed by New Jersey Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## 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.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by New Jersey Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using [https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by_Standard.pdf) and local school or district guidance.

## Source citation

New Jersey Department of Education. 2020 New Jersey Student Learning Standards - Social Studies. Retrieved 2026-07-27 from [https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by_Standard.pdf)