

# Oregon 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            | Oregon                                                    |
| Grade            | 2 (Elementary)                                            |
| Subject          | Social Studies                                            |
| Course category  | Core                                                      |
| Standards family | Social Studies                                            |
| Framework        | Oregon Social Science Standards (2024)                    |
| Issuing agency   | Oregon 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>2.E.IC.5 E.IC</b> — Give examples of choices people make about buying goods and services • Purchasing groceries or eating at a restaurant • Growing and harvesting from a garden • Books or video games • Toys or candy Specialization, Trade, and Interdependence (E.ST) |
| 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| 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: 2.E.IC.5

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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: 2.E.IC.5

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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: 2.E.IC.5

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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: 2.E.IC.5

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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: 2.E.IC.5

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 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

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- 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.
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