

Helena-West Helena School District

Ratcheting Up the Three R's **All Subjects Instructional Unit Plan**

Subject: Social Studies	Estimated Length of Unit: 12 days	Beginning Date: August 2015	Projected Ending Date: September 2015
Course Economics: Unit: Introduction to Economics		Grade Nine	
Unit Theme, Big Idea, or <i>Essential Question</i> :			
Economics touches each of our lives Knowledge of basic terms is essential to everyday understanding of economics			
UBD Stage One-Desired Results (A is Optional)			
A. Students will be able to independently use their leaning to... (Transfer Goals)			
1. analyze cartoon for its message about supply and demand			
2. use a timeline to understand the effects of supply and demand on gas prices			
3. explain the effects of supply and demand on a product, either visually or in writing			
B. Students will understand that...			
1.			
2.			
3.			
C. Students will know...			
1. the effects of supply and demand on an economic market			
2. how prices aid consumers			
3.			
D. Students will be Skilled at...			
1. analyze a chart that shows marginal revenue			
2. define the terms trade off, opportunity cost, marginal cost, marginal analysis, benefit cost analysis			
3. write a short essay summarizing daily costs of a business			
4. discuss fixed costs and variable costs			
Frameworks and Common CoreState Standards			
Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
EDM.1.E.1 Evaluate the roles of <i>scarcity</i> , incentives, trade-offs, and <i>opportunity cost</i> in decision making (e.g., <i>PACED decision making model, cost/benefit analysis</i>)	CCRA.R 1,2,3,4,6,8,9,10	CCRA.W 2,8,9	CCRA.SL 1,4,5,6
EM.2.E.1 Identify various allocation methods used in different circumstances, countries, and economies (e.g., price, auction, lottery, fiat)			

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<p>EM.2.E.2 Demonstrate changes in supply and demand (e.g., shifts, shortages, surpluses, availability) that influence equilibrium price and quantity using a supply and demand model</p> <p>EM.3.E.1 Analyze the role of consumers in a market economy</p> <p>EM.4.E.1 Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly)</p>																							
<p>Unit Specific Vocabulary <i>scarcity, incentives, trade-offs, and opportunity cost, PACED decision making model, cost/benefit analysis, price, auction, lottery, fiat, shifts, shortages, surpluses, availability, perfect competition, monopolistic competition, oligopoly, monopoly</i></p>																							
<p>UBD Stage Two-Evidence</p>																							
<p>Pre Assessment</p> <ul style="list-style-type: none"> • Attach Copy at the End of the Unit 																							
<p>Traditional Assessment Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.</p> <ul style="list-style-type: none"> • Proposed Date for Traditional Assessment _____ • Attach a copy to the end of this unit. 																							
<p>B. Project-Based Assessment Choose four options for this Unit of Instruction that students can choose from for their project-based Assessment.</p> <ul style="list-style-type: none"> • Create a handout that lists the four options and includes instructions and a rubric for each choice. • Proposed Date for Project-Based Assessment Presentations __ • Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit. 																							
<p>Alternative Assessment or Big Finale -----What choices will be given students for this Unit?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 2px;"><input type="checkbox"/> Comic Strip</td> <td style="width: 50%; vertical-align: top; padding: 2px;"><input type="checkbox"/> Diary</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Interview</td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Letter to the Editor</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Newspaper Story</td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Radio Program</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Newscast</td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Monologue</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Poem or Song</td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Slideshow</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Brochure</td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Model</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Press Conference</td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Play</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Soundtrack</td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Essay</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Rewrite</td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/> Oral Interpretation</td> </tr> <tr> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/></td> <td style="vertical-align: top; padding: 2px;"><input type="checkbox"/></td> </tr> </table>				<input type="checkbox"/> Comic Strip	<input type="checkbox"/> Diary	<input type="checkbox"/> Interview	<input type="checkbox"/> Letter to the Editor	<input type="checkbox"/> Newspaper Story	<input type="checkbox"/> Radio Program	<input type="checkbox"/> Newscast	<input type="checkbox"/> Monologue	<input type="checkbox"/> Poem or Song	<input type="checkbox"/> Slideshow	<input type="checkbox"/> Brochure	<input type="checkbox"/> Model	<input type="checkbox"/> Press Conference	<input type="checkbox"/> Play	<input type="checkbox"/> Soundtrack	<input type="checkbox"/> Essay	<input type="checkbox"/> Rewrite	<input type="checkbox"/> Oral Interpretation	<input type="checkbox"/>	<input type="checkbox"/>
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<p>Introducing the Unit</p>																							

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Anchoring Activity	
This activity should engage the students and establish the relevance of the entire unit of study.	
<p style="text-align: center;">Anchoring Activity</p> <p>Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other</p>	<p style="text-align: center;">Description of Anchoring Activity</p>

Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

UBD Stage Three-Learning Plan		
Lesson # Date/Day	Teaching/ Delivery Method (What I will say or do)	Check for Understanding (What will the students say or do)
DAY 1	<ul style="list-style-type: none"> • 10 questions multiple choice pre-assessment of vocabulary and economics. Review answers on powerpoint. • Book walk of Chapters 16 – 24. Predict what will be studied by chapter titles and pictorials 	<ul style="list-style-type: none"> • Take pre-assessment (10 M/C questions) • Review pre-assessment • Participate in book walk to review set up and identification of meanings of book parts
DAY 2	<ul style="list-style-type: none"> • Read and discuss pages 437-439 	<ul style="list-style-type: none"> • Participate in discussion
DAY 3 - 4	<ul style="list-style-type: none"> • Use of Cornell notes for copy and organization • Read and give Cornell notes on pages 440 – 445. Homework: Lesson Review, page 445 	<ul style="list-style-type: none"> • Copy notes given into notebooks on Cornell styled paper • Homework: Lesson Review, page 44
DAY 5 -6	<ul style="list-style-type: none"> • Collect homework; review answers • Read and give Cornell notes on pages 446 – 451 	<ul style="list-style-type: none"> • Copy notes given into notebooks on Cornell styled paper
DAY 7	<ul style="list-style-type: none"> • Read and give Cornell notes on pages 446 – 451. 	<ul style="list-style-type: none"> • Copy notes given into notebooks on Cornell styled paper
DAY 8	<ul style="list-style-type: none"> • Lesson Review, page 451. Work in groups of 2-3 for separate answer sheets for 30 minutes. 	<ul style="list-style-type: none"> • Work in groups to complete Lesson Review on page 451. Turn in work and review answers in class.
DAY 9	<ul style="list-style-type: none"> • Read and give Cornell notes on pages 452 – 459. 	<ul style="list-style-type: none"> • Copy notes given into notebooks on Cornell styled paper

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DAY 10	<ul style="list-style-type: none"> • Read and give Cornell notes on pages 452 – 459. 	<ul style="list-style-type: none"> • Copy notes given into notebooks on Cornell styled paper • Homework: Lesson Review, page 459
DAY 11	<ul style="list-style-type: none"> • Review homework • Socratic seminar on Introduction to Economics using Cornell notes and specific, teacher generated questions/applications. 	<ul style="list-style-type: none"> • Review of homework • Socratic circles (teacher directed...students may not understand. • Assessment on Introduction to Economics, pages 437 – 462 on Day 12
DAY 12	<ul style="list-style-type: none"> • Assessment on Chapter 16: Introduction to Economics 	<ul style="list-style-type: none"> • Take test • Last question to read: Is there anything I did not ask you to discuss that you think it is important that I should know?