

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

Economics

Scarcity and

Resource Allocation

1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.

I can compare the different ways to pass out resources that are limited. (Analyzing, application)

2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.

I can explain that people have to decide what to make, how to make it and for whom to make products. (understand)

Production,

Distribution and

Consumption

3. * Explain how education, specialization, capital goods and the division of labor affect productive capacity

I can explain and give examples of factors that affect what is and how much is produced. (understand, application)

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.

I can explain and give examples of why regions specialize and trade. (understand, application)

5. Explain the general relationship between supply, demand and price in a competitive market.

I can explain how supply and demand affects the price of a product. (understand)

6. *Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.

I can explain that seller competition affects cost, quality and service. (understand)

7. Explain why competition among consumers/buyers results in higher product prices.

I can explain that buyer competition affects cost. (understand)

What are the Big Ideas that go with this unit?

1. (E. 1.)Goods and Services are distributed in different ways.
2. (E 2, 3) Production, distribution and consumption play major roles in economics.
3. (E. 4)Regions in North America are trade regions and interdependent.
4. (E. 5, 6, 7) Supply and demand affect each other.

What are the Essential Questions that go with this unit?

1. What are the different ways of distributing goods and services?
2. Why are some groups able to produce more than others?
3. How are regions in North America interdependent?
4. How does supply and demand work together?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

Student Handout (Under Construction)

- Rate their understanding of the “I Can” statement before, during and after instruction
- Match the classroom activity with the “I Can” statement
- Smartboard “I Can “ Statements to go with each Essential Question
- Students copy “I Can” Statements into their Assignment Notebook
- Exit Slips

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

- Utilize Brain Pop Economics Quiz as a check for background knowledge and understanding of concepts.
- Utilize “I Can” handout over the entire unit encompassing the four essential questions.
- Coach – Chapter 4 Economics Pgs 103-116
- Blast Off – Pgs 67-83
- Buckle Down (Unit 5 Pg 141-160)
- United Streaming
- Learn 360
- Use exit slip results for review of concepts not grasped
- Lemonade Stand Internet Activities www.lemonadestandgame.com

Olmsted Falls Schools: Unit Design Framework

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

- Students will trade and grade for self-assessment
- Practice activities self assessment
- Students have the opportunity to change the “ I couldn’t” into “I CAN” (i.e. fix what mistakes they made...redo)
- Student Check List: (**I have not idea what this is, I can do this if I get help or look at an example, I can do this on my own, I can explain this**)
- My reflection about this lesson handout.
- Lemonade Stand Internet Activities

What summative assessments will we use? (Graded, evaluative assessments)

- Ohio Achievement Test Review Test in Coach (Pg 120-122)
- Economics Vocabulary Quiz
- Productive Resources Quiz
- Going Shopping Poster (Factors that influence consumers)
- Allocation Methods Graphic Organizer

Olmsted Falls Schools: Unit Design Framework
Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

Economics for America Art Contest Illustrating Student Understanding of one of the big ideas below:

(E. 1.) Goods and Services are distributed in different ways.

Coach Book Lesson 16 (Pgs 108-110), Buckle Down (Pgs 142-145)

1. Read and Discuss key terms.
2. Small group to decide how to distribute concert tickets Pg 110.
3. Use ten pieces of soft treats to determine how to distribute to the class of 30.
4. Study Island Resource Allocation Lesson 5 a. (Scarcity and Res. Alloc)

Media Internet Sources (Brainpop, United Streaming, Learning 360, Web sites)

(E 2, 3) Production, distribution and consumption play major roles in economics.

Coach Book Lesson 15 (Pgs 104-107), Buckle Down (Pgs 145-147) Blast Off Lesson 12

5. Read and Discuss key terms.
6. Going Shopping Activity
7. Mass Production Activity - "Ford Had a Fine Idea" Handout
8. Analyze the Harry Potter Mattel Toys Article
9. Shopping Spree Activity (Cross curricular computer spreadsheet)
10. Going Shopping Activity Blast Off Lesson 11
11. Study Island Lesson 5 b. (Production, Distribution and Consumption)

Media Internet Sources (Brainpop, United Streaming, Learning 360, Web sites)

(E. 4) Regions in North America are trade regions and interdependence.

12. Basic Economics Lesson Book Pg 52-56 (Kansas Farmer and Columbian farmer)

13. Lesson 17 Coach – Regional Interdependence Pgs 112-115

14. Buckle Down – Economics and the World Pg 148-157

15. Simulation – Trading of Student Chores at Home

16 Study Island – Lesson 5a (interdependence)

(E. 5, 6, 7) Supply and demand affect each other.

17. Study Island 5c. Markets
18. Lemonade Stand Activity (Hand Out)
19. Lemonade Stand Internet
20. Blast Off Pgs 78-79
21. Coach Pgs 116-119
22. Buckle Down Pgs 145-147