|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | | 12th | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 2 | **Week of:** | | Oct. 24-28, 2016 | | |
| **Unit Vocabulary:** | | | | GDP, Inflation, Unemployment, FED, Debt, Deficits, Monetary Policy Fiscal Policy, Macroeconomics, Microecoinomics, business cycle, peak trough, depression, recession, expansion, contraction | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | Whole Group instruction, individual research, group work, think pair share, close read | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| SSEMA1 The student will illustrate the means by which economic activity is measured.  b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price  Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.  c. Explain how economic growth, inflation, and unemployment are calculated.  d. Identify structural, cyclical, and frictional unemployment  e. Define the stages of the business cycle; include peak, contraction, trough, recovery, expansion as well as recession and depression. | | | | | | SSEMA1 The student will illustrate the means by which economic activity is measured.  b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price  Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.  c. Explain how economic growth, inflation, and unemployment are calculated.  d. Identify structural, cyclical, and frictional unemployment  e. Define the stages of the business cycle; include peak, contraction, trough, recovery, expansion as well as recession and depression. | | | | | | | SSEMA1 The student will illustrate the means by which economic activity is measured.  b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price  Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.  c. Explain how economic growth, inflation, and unemployment are calculated.  d. Identify structural, cyclical, and frictional unemployment  e. Define the stages of the business cycle; include peak, contraction, trough, recovery, expansion as well as recession and depression. | | | | | SSEMA2 The student will explain the role and functions of the Federal Reserve System.  a. Describe the organization of the Federal Reserve System.  b. Define monetary policy.  c. Describe how the Federal Reserve uses the tools of monetary policy to promote price stability, full employment, and economic growth.  SSEMA3 The student will explain how the government uses fiscal policy to promote price  stability, full employment, and economic growth.  a. Define fiscal policy.  b. Explain the government’s taxing and spending decisions. | | | | | | SSEMA2 The student will explain the role and functions of the Federal Reserve System.  a. Describe the organization of the Federal Reserve System.  b. Define monetary policy.  c. Describe how the Federal Reserve uses the tools of monetary policy to promote price stability, full employment, and economic growth.  SSEMA3 The student will explain how the government uses fiscal policy to promote price  stability, full employment, and economic growth.  a. Define fiscal policy.  b. Explain the government’s taxing and spending decisions. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How does unemployment impact our economy?  How can we tell if our economy is doing well? | | | | | | How can we tell if our economy is doing well? | | | | | | | What is money? | | | | | How does controling the money supply impact our economy? | | | | | | How does controling the money supply impact our economy? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Unemployment | | | | | | * Calculations | | | | | | |  | | | | | * Fiat Money | | | | | | * monetary policy review | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Unemployment Problems | | | | | | * calcuate GDP, Inflation, Unenployment | | | | | | | * Cram for quiz | | | | | * What are the 6 things money has to be inorder to be money? | | | | | | * Which of the major economic indicators would be most impact by monetary policy? | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Unemployment notes * Unemployment pictures * Business Cycle charts | | | | | | * Finish Business cycle charts * What are our current numbers? Putting it all together * How is our economy doing? | | | | | | | * Quiz over GDP, Inflation, Unemplyment * Notes over Money * History of banking system/ Alexander Hamilton | | | | | * Monetary policy Federal Reserve vs. Fiscal policy Duble bubble | | | | | | * Fiscal policy vs monetary policy scavenger hunt * Work on Study guide * debt vs. deficate | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * computer, white board, projector, books | | | | | | * computer, white board, projector, books | | | | | | | * computer, white board, projector, books | | | | | * computer, white board, projector, books | | | | | | * computer, white board, projector, books | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | |  | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | |  | ***Formative:*** | |  | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Vocabulary, study guide, | | | | | | vocabulary and study guide | | | | | | | vocabulary and study guide | | | | | vocabulary and study guide | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |