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| **Grade Level:**  | 12 | **Teacher/Room**: | Glazier  | / | 125 | **Course(s)/ Period(s):**  | 1 | / | 2 | **Week of:** | Jan. 17-20, 2017 |
| **Unit Vocabulary:**  |  Market Economy, Command Economy, Traditional economy, Mixed economy, decision making guide, On the Margin, Tradeoff, Opportunity Costs,  |
| **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)**: |
| No School MLK day | SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.a. Give examples of how individuals and businesses specialize.b. Explain that both parties gain as a result of voluntary, non-fraudulent exchange | SSEF4 The student will compare and contrast different economic systems and explain how theyanswer the three basic economic questions of what to produce, how to produce, and for whom to produce. | a. Compare command, market, and mixed economic systems with regard to private ownership, profit motive, consumer sovereignty, competition, and government regulation. | b. Evaluate how well each type of system answers the three economic questions and meets the broad social and economic goals of freedom, security, equity, growth, efficiency, and stability.SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.a. Give examples of how individuals and businesses specialize.b. Explain that both parties gain as a result of voluntary, non-fraudulent exchange |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
|       | How are a market and command economy different? | What role does voluntary exchange play in economics? | What is the governments roll in our economy? | What are the goals of our economy and how do we meat those?How does specialization impact economics?  |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| *
 | * How each economy answers 3 economic questions
 | * Similarties and differences between command and market
 | * similarties between market and traditional economy
 | * simmilarties and differences between traditional and command economy
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| *
 | * Essay options for test
 | * Cram for your test
* What are the 3 economics auestions each economy must answer?
 | * 3 similarties and 3 dfferences between a command and market economy
* 3 similarties and differences between market and traditionla economy
 | * 3 similarties and differences between Traditional and command economy
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| *
 | * Study guide / test expectations
* PPf's notes and video
 | * Test
* circular flow of goods and services
* Circular flow class activity
* Observations about activitybook reading over advantages and disadvantages of economic systems
* compare and contrast market economy and command economy
 | * governments roll in circular flow
* illustrations of governemt rolls
* map government rolls
* FDA regulations
 | * 7 Economic goals readings
* Benift one another
* conflict with one anotherPizza making activity
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * computers, textbooks, cellphones, white board
 | * computer, white board, projector, books
 | * books, ppt, white board
 | * books, projector, white board
 | * book, projector, white board
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
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| ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** |
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| ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** |
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| **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, finish project  | vocabulary and study guide | • Article over Google leaving china• thinking map cause and effectvocabulary and study guide | vocabulary and study guide  |       |
| **Resources and Reflective Notes:** |       |