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| **Grade Level:** | | | 12th | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 1 | | | / | 2 | **Week of:** | | Oct. 31- Nov.4, 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)**: | | | |
| 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 | | | | | | | 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. | | | | | | SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes  advocate free trade.  a. Define trade barriers as tariffs, quotas, embargoes, standards, and subsidies.  b. Identify costs and benefits of trade barriers over time.  c. List specific examples of trade barriers.  d. List specific examples of trading blocks such as the EU, NAFTA, and ASEAN.  e. Evaluate arguments for and against free trade. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How does controling the money supply impact our economy? | | | | | | What do I need to know for my test? | | | | | | | What do I need to know for my test? | | | | | How does controling the money supply impact our economy? | | | | | | How do barriers to trade impact trade between nations? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * monetary policy review | | | | | | * Monetary policy tools review | | | | | | |  | | | | |  | | | | | | * discuss students list | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * What are the two different groups that control the money supply? | | | | | | * What are the 3 tools of the federal reserve system and how do they impact the money supply? | | | | | | | * Cram for your test | | | | |  | | | | | | * What do we need to review for EOCT? | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Fiscal policy vs monetary policy scavenger hunt * Work on Study guide * debt vs. deficate | | | | | | * Study guide * Essay options * aggerage supply/ aggerate demand | | | | | | | * Test Unit 4 | | | | | * America's Bank: Inside the FED | | | | | | * Trade barriers what are the 3 types and how they impact | | | |
| **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:*** | | | |
| * process | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * mixed | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * scavenger hunt answers | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **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:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Vocabulary, study guide, | | | | | | vocabulary and study guide | | | | | | | vocabulary and study guide | | | | | vocabulary and study guide | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |