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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Glazier | | | / | | 125 | **Course(s)/ Period(s):** | | | 2 | | | / | 3 & 4 | **Week of:** | | Jan. 2-6, 2017 | | |
| **Unit Vocabulary:** | | | | Economics, Need, Want, Scarcity, Opportunity Costs, PPF (PPC), Tradeoff | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | Whole Group instruction, individual research, group work, think pair share, authentic activity | | | | | | | | | | | | | | | | | | | | |
| **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 teacher workday | | | | | | SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments. a. Define scarcity as a basic condition that exists when unlimited wants exceed limited productive  resources. | | | | | | | b. Define and give examples of productive resources (factors of production) (e.g., land (natural),  labor (human), capital (capital goods), entrepreneurship). | | | | | c. List a variety of strategies for allocating scarce resources. | | | | | | d. Define opportunity cost as the next best alternative given up when individuals, businesses, and  governments confront scarcity by making choices. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
|  | | | | | | What do I need to do in order to be successful in Economics this semester? | | | | | | | Why is the concept of scarcity important to the study of Economics? | | | | | What are the 4 factors of production? What is an opportunity cost? | | | | | | How did Adam Smith’s ideas influence economic theory? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
|  | | | | | | * Classroom procedures | | | | | | | * What are wants vs. needs? How do we determine that? | | | | | * Review over basic idea in economics | | | | | | * Reviw factors of production | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
|  | | | | | | * Starter Index Card with informaion | | | | | | | * Starter Wants Vs. Needs create a list | | | | | * Starter: Creat a list of the economic choices you face in your life? | | | | | | * what is the difference between trade-offs and opportunity costs? What are some trade offs and opportunity cost in your life provide examples | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
|  | | | | | | * Syllabus,Teacher test, Need vs. Want, How do we meet those basic needs?What is economics? * Pre Test Unit 1 | | | | | | | * Scarcity activity with cookies * Questions to answer at the end (pair share) * Who gets to decide which person gets one? * What do we do if there isn’t enough? * Why did we come up with that solution? * Was it fair? * Notes unit 1 | | | | | * Review of scarcity * Notes of factors of production, tree map of factors of production with examples | | | | | | * Preview over project students will be starting next week over college, military, or jobs after college. Research time given in class to help facilitate decisions. * Centers over Adama Smith to creat a circle diagram | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
|  | | | | | | * syllabus, Index cards, books | | | | | | | * coookies, books, ppt | | | | | * cell phones, ppt, ipads/ chrome books | | | | | | * book, ppt, video, ipads/chrome books | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
|  | | | | | |  | | | | | | | * Process | | | | |  | | | | | | * Process | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
|  | | | | | |  | | | | | | | * Studetns will be placed in pairs | | | | |  | | | | | | * Students will be grouped based on ability level for center groups. | | | |
| ***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:*** | | | Quiz Unit 1 |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Return Signed Syllabus by Friday | | | | | | Review Voacbulary, Study Notes | | | | | | | Review Vocabulary Study Notes | | | | | Review Vocabulary Study Notes | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | |