

Jay Schools Performance Task Blueprint

Title of task	Comparative Economic Systems	Grade span/level	9-12
Curriculum area(s)	Social Studies	Approximate time frame	
Developed by	LAAT	Date Created	
Resources/materials	Internet/Economics Textbook		

Content Standards/Performance indicators			
	Social Studies		
	E: C2 Comparative systems Analyze how different economic systems function and change over time.		

Description (Include context, audience, purpose)
<p>Bundle: Economics In groups, students will research and report on how one of these economic systems command economy, a market economy functions with regards to economic freedom, equity, security, employment, stability and economic growth.</p> <p>Students will list the advantages and disadvantages of each system using one of the criteria listed above: i.e. economic growth.</p> <p>Teacher will lend instruction on the topics of producer/consumer, wants and needs, production and markets, goods and services, capitalism and communism.</p> <p>Teacher and students will discuss the differences between market and command economics in regard to political, social and economic beliefs of their government.</p>

Student products/performances		
Students will be able to write out 2 advantages and 2 disadvantages of the market system, with regards to employment.	Students will be able to write 2 advantages and 2 disadvantages to command economics with regard to employment.	Students will interpret a political cartoon on the topic.
Criteria for evaluating student products/performances		
• Rubric is below	•	•
•	•	•

Is this an approved component of the Local Assessment System? Yes _____ No _____

If yes, include a scoring guide in the following format:

	1	2	3	4
MLR Standard and performance indicator	Quality standard not met (Still practicing)	Quality standard Partially/minimally met	Quality standard met	Exceeds the standard (Outstanding performance)
<p>Economics C. Comparative Systems</p> <p>2. Compare strengths and weaknesses of the market economy with other models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.</p> <p><i>Short Answer – 8 @ 2 units/points each</i> <i>Short Constructed Response – 1 @ 4 units/points each</i> (20 internal score points)</p>	Student provides no accurate strengths and/or no accurate weaknesses for the economics; or the short constructed response does not express the author's message, has major errors or misconceptions.	<p>Student provides at least 1 accurate strength and 1 accurate weakness for both economics; and the short constructed response expresses the author's message although here may be minor errors, omissions, or lack of supporting details/examples</p> <p>- OR -</p> <p>Student provides 2 accurate strengths and 2 accurate weaknesses for both economics</p> <p>- OR -</p> <p>The short constructed response accurately expresses the author's message using details/ examples to support their ideas.</p>	Student provides 2 accurate strengths and 2 accurate weaknesses for both economies; and the short constructed response accurately expresses the author's message using details/ examples to support their ideas.	Students meet the criteria of a 3; AND selects and effectively defends an economic system for all three societal goals (employment, freedom & economic growth).