

-Jay Curriculum: Unit Cover Page

Unit title: The American Free Enterprise System

Grade Level: 6

Content Area(s): Economics

Date Created:

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**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

B 1-3

Unit: The American Free Enterprise System - 6

Brief Summary of Unit/Topic

Summary:

This unit will introduce students to the AFES. We will discuss the law of supply and the law of demand. We will also learn how both laws work together to determine prices.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Law of supply
Law of demand
How supply and demand determine price

Students will know:

Why demand will \uparrow or \downarrow under certain conditions.
How prices affect what producers are willing to supply.

Students will be able to:

Graph LOS/LOD
Interpret a DC and SC
Explain how S & D determine prices

Enduring Understanding/s:

Demand will \uparrow or \downarrow under certain conditions
Prices affect what producers are willing to supply
S & D together determine price

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
QUIZZES, TESTS, PROMPTS				
Unit 2 Review Puzzle				
Ch. 3 Test				
Ch. 4 Test				
Ch. 5 Test				
OTHER				
Textbook readings/discussion				
Review assign				
Completion of a Demand Curve Graph w/2 variances				
Completion of a Supply Curve Graph w/2 variances				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Vocab. Instr./review
2. Text read – ch. 3-5 in Pacemaker Econ.
3. *TS – 5-6 Lessons 4-6 (Demand)
4. *TStrat 5-6 Lessons 9 & 10 (Supply)
5. TStrat 5-6 Lessons 11-13 (Market Equilib)
6. *Create a 1 pg flyer – ½ pg Comp goods; ½ pg Sub goods; include prices
7. Plan a flea market – set prices for a list of used goods based on supply and demand. Make a poster to advertise the goods at the flea market.
8. *Write a 1 paragraph summary to describe a S/D curve graph using the terms intersect, equilibrium price, shortage and surplus.

REFERENCES: