



Unit Planner: 2013 Gibson - Intro to Economics/Social Justice Economics

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2013 Gibson - Intro to Economics/Social Justice

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Big Ideas / Enduring Understandings

- Economic principles play a role in almost every decision they make over the course of one day.
- Each individual and their economic decisions play a vital role in the global economy.
- Access to resources is inherently unequal and power/wealth are defined as access to these scarce resources.

Essential Questions

- How do economic principles impact my everyday life?
- What role do individuals play in the national economy?
- How do we define power and wealth?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 11-12

Reading: Science & Technical Subjects

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- What is economics?
 - Cell Phone Activity?
- How do economic principles impact me?
- Intro to key terms
 - Scarcity
 - Supply/Demand
 - Producer
 - Consumer
 - Investor
 - Saver
- Economic Goals (personal, three most important goals for the US).
 - Setting realistic economic goals
 - Goals for you, goals for country
- Unlimited wants but limited resources
 - What to produce? How to Produce it?
- Resources determine how wealthy a nation is.
 - Natural Resources (ore, minerals, oil)
 - Water
 - Money, People
- How should we determine wealth?
- What is wealth?
- Does everybody have equal access to resources?
- Economic systems
- Is it possible to have a society where everybody has equal access to resources?

Social Justice

- Introduce key terms and concepts through guided notes
- Incentives modeling through use of candy

Skills / Strategies

- Connecting key and theories to real world applications.
- Determining which resources equal wealth
- Discerning key definitions from informational texts.

- Island Game economic system model.
- Overview of Chicago Style Citations
- Overview of constructing Arguments
- Oral presentation improvisation practice
- What makes a good presentation?
- How can we convey our thoughts clearly both on paper and verbally?

Key Terms / Vocabulary

- Scarcity
- Supply/Demand
- Producer
- Consumer
- Capitalism
- Communism
- Subsistence
- Resource
- Social Justice
- Citation
- Bibliography
- Incentives

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Week 1 (9/9 - 9/13)

- What must I do to ensure success in Economics?
- What is supply and demand
 - Guided Notes
- Why do incentives matter?
 - Guided Notes/Demonstration using lollipops to display power of incentives.
- How do we make economic decisions
 - Guided notes, cost/benefit worksheet (students determine how to make decisions on a limited budget while starting an ice cream stand)
- How do limited resources impact our lives?
 - Resources=Power
 - Guided Notes and video on water scarcity in India

Week 2 (9/16-9/20)

- Food Deserts reading with notes in gist/talking back style, done individually. Response sheet attached.
- Two informational texts dealing with scarcity of resources in the US and unequal access.
- Gender Pay gap video and reading
- How to find a main argument.
- Pulling apart main arguments from informational texts.
- Economic Systems
 - jigsaw activity in which students research a different economic system and teach

Assessments

Depth of Knowledge (DOK) Levels

Island Game

Formative: DOK 2 Basic Application: Written: Report

Students were given the challenge of reflecting upon their struggles and adaptations in their Island economy. How did they accommodate the needs of every individual? Were some left out?

Island Game

Formative: DOK 2 Basic Application: Oral: Presentation

Students present the unique circumstances that they had to tackle with their groupmates during this simulation.

Social Justice Poster Argument

Formative: DOK 2 Basic Application: Written: Persuasive Essay

Students create a poster with five sources cited in Chicago style that addresses the following question: Is it possible to have a society where every individual has equal access to resources?

their other group mates on the characteristics of each system.

Week 3 (9/23-9/27)

- Island Game
 - Students are grouped and must design an economic system to ensure a functioning system of government on a deserted Island.
 - They are presented with various problems that may arise and how to solve these problems while staying true to their economic plan.
 - Take into account the concepts from the economic systems lesson.
 - Present findings to the class and describe the issues they faced and how they ensured everybody on the island had a say.
 - Which economic systems are most efficient?

Week 4 (9/30-10/4)

- How can we craft a good, strong argument?
 - Guided notes
- Informational reading on equal access to education, college access.
- What is a reliable source, how can we ensure reliable sources are included in our final project.
- Distribute project rubric.
- Egalitarian societies, are they possible?
Reading/Response Sheet.

Week 5 (10/7-10/11)

- What is social justice?
 - Students are introduced to the idea of social justice
 - Students begin individual research on the following question: Is it possible to have a society where all individuals have equal access to resources?
 - Students lay out the two possible arguments.
 - Choose one
- Chicago Style Citations
 - How to cite in Chicago Style.
 - Students cite model sources in chicago style based on a citation guide and must cite their own sources in chicago style.
 - Chicago Style citation worksheet homework.
- Students continue research and citing sources in chicago style.
- Organization Quizzes to ensure students have all

necessary paperwork for final project.

Week 6 (10/15 - 10/18)

- Students begin working on argument poster after formative assessment of progress by teacher.
- Students spend three days working on posters and research this week (as seniors are on a trip 10/16)

Week 7 (10/21 - 10/25)

- Students complete project on 10/23 and a full class discussion ensues:
 - Are inequalities unavoidable?
 - If so why, if not what can we do to address them?
- 10/24 Students participate in a gallery walk in which they give feedback for each poster and determine the strengths and areas for improvement.

Modifications:

- For final project students are given the option of designing a persuasive essay or persuasive poster.
- Pacing of lessons will be altered to ensure student understanding.

Resources

Materials Used

Laptops, Smartboard, Web Videos, Newspaper Articles
Focus

- Whole class
- Small group
- Research

