



# Unit Planner: Current Events through Economics

## Economics

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High School > 2018-2019 > High School > Social Studies > Economics  
> Week 24 - Week 25

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### Current Events through Economics

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- [Unit Planner](#)
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#### Big Ideas / Enduring Understandings

We live in an era of myriad media sources and media forms, making critical understanding ever more complicated and potentially confusing, especially in the Internet era.

As young participants in American society, we have to engage in debate by observing, asking questions, and evaluating multiple sources to understand and analyze how current events and issues relate to and reflect economics on macro and micro levels.

As researchers entering college, we must generate our own questions, evaluate various sources of information and responsibly use media for academic purposes.

#### Essential Questions

How do we become more astute consumers of media?

How can we understand and analyze current events through the lens of economics?

How can we present for others our own understanding and analysis of a current event/issue?

How do we use a range of reliable sources to understand and develop perspectives about current events and issues?

How do we collaborate in small groups to read, evaluate, and compare information about a specific topic?

#### Common Core Standards and Indicators

**NYS: CCLS:English Language Arts 6-12**

**NYS: Grades 11-12**

##### Writing

###### 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 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.

##### 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.**

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is

required to deepen the investigation or complete the task.

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

## Content

News articles, opinion pieces, photographs, and charts about:

Business regulations and proposals  
China/free trade/trade deficit  
Building the wall/Mexico--who and how to pay?  
Environmental regulations and free enterprise--Dakota Access Pipeline  
Tax breaks for different income brackets  
Blind trust/conflicts of interest for POTUS  
Campaign contributions and cabinet member nominees  
Concentration of wealth of the Presidential Cabinet  
Students' self-proposed topics

## Skills / Strategies

Evaluating multiple sources of information (photographs, radio, newspaper, and television reporting, illustrations)  
Building inferences through written observations  
Developing questions through individual observational techniques  
Distributing sources among group members to read, evaluate, and share information  
Developing a structured outline for presentation  
Drafting and finalizing presentation via Google docs for active feedback from teachers

## Key Terms / Vocabulary

differences between news, opinion, satire, and fake news stories  
sources  
bias  
confirmation bias  
fact-checking

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Students generate their own formative research questions to begin to understand their selected current event/issue.

Students learn to employ the study group method:  
Students divide readings, write summary sheets, and share research findings with group members.

Individual presentations are drafted and written after students compile and share individual contributions to topic readings, annotating, and summarizing.

- **Students will be grouped to collaboratively discuss and interpret content.**
- **Images, graphs, charts, and photographs are utilized to provide multiple entry points for unique learning styles.**
- **Students have the opportunity to return to the images and info at a later time.**
- **Short videos are used to supplement instruction.**
- **Regular use of mind maps and graphic organizers (for do-now share outs).**
- **Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)**
- **Printed copies of materials are made available to students who want to take their own to keep and review.**
- **All handouts are available to students via a shared Google Folder updated daily.**
- **Printed copies of materials are made available to students who want to take their own for re-reading and/or annotating.**

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

**Final Project Presentation Notes**

**Summative: DOK 3 Strategic Thinking: Written: Informative**

Before submitting a final draft, students write and submit first drafts via Google Docs for specific feedback from instructors (and subsequently receive a credit/no credit grade for doing so)

**Current Event/Issue Presentation**

**Summative: DOK 3 Strategic Thinking: Oral: Presentation**

Students, in their groups, will present to their classmates three critical questions and conflicts about a current event/issue. They will present to the class on the final day of the unit.

- Students are paired with others whose language skills are stronger.

Extension Activities:

Students may choose to write a scene with a full script that engages the characters in an extended dialogue about the current event/topic.

## Resources

### Websites and Web-tools used

group reading and research about each one's respective specific topic

- [News and Guts](#)
- [National Public Radio](#)
- [NPR's On the Media](#)
- [The New York Times](#)
- [The Washington Post](#)
- [News Quality graphic](#)

Focus

- Research

