

Designer Name(s): CGPercy

Date: 6/11/2014

Subject Area: ELA

Grade Level(s):11

Unit Title/Focus: Economics: Real Time

Estimated Amount of Instructional Time: 80 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

<p>Enduring Understandings: <i>(what are the big ideas, what are the specific understandings desired)</i></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> • Economics exist on large and small levels in our society. • Managing money is an essential part of living independently. • Spreadsheets are fun. • Economics occur in literary formats as well as practical forms. • Tax forms and how to complete them. 	<p>Essential Questions: <i>(what questions will foster inquiry, understanding, and transfer of learning)</i></p> <ul style="list-style-type: none"> • Why do we pay taxes? • What can I do to improve my economic situation? • What does society expect from the payment of taxes? • What are the different types of credit that are useful and necessary for living independently? • Where do I find the information I need to complete various forms?
<p>Big Idea(s)</p> <p>Knowledge of economics helps us function independently as adults in today's society.</p>	
<p>What Students will know: <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> - The process and craft of creating spreadsheets using actual numbers and data. - How to identify and research specific tax forms and other economic documents. - What the various types of taxes are and where they occur. 	<p>What Students will be able to do: <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> - Expand their knowledge of necessary taxes and forms. - Identify and develop examples of bank and tax documents. - Evaluate and analyze economic information.

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Presentation of a visual overview of narrators from multiple genres that support either similar or disparate points of view. Development of multiple spreadsheets using formulas and formatting.</p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Identifying terms and vocabulary in economics. Collecting samples of historical moments in economics. Catalogs of tax documents necessary for basic tax return filing.</p>

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:
<p><i>Learning Activities:</i></p> <p>Where: Consider and evaluate economic information and related subjects Hook: Students choose areas of interest and compete in stock market competition Equip: Develop additional vocabulary and practice using analytical skills Rethink/Revise: Consider possible historical events that impacted social and historical aspects of economics Evaluate: Using visual presentations to develop connections and disconnections between the different economic events Tailor practice samples to match student interests Create presentations using electronic devices and systems</p>

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 4
	<input type="checkbox"/> Claim #2/DOK 3
	<input type="checkbox"/> Claim #3/DOK 4
	<input type="checkbox"/> Claim #4/DOK 4
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: <u>ALD #4:</u> (circle one):
Materials/ Resources	