

# ECONOMICS UNIT PLANNER

choices

changes

development

technology

## WORD BANK

Here are **some** of the terms students need to know about the economy. You can use this list to assess students' learning. To assess their knowledge, have students make an economics glossary, defining the terms and then giving examples.

<b>work</b>	<b>money</b>	<b>business</b>	<b>trade</b>	<b>economy</b>	<b>choices</b>
ability apprentice aptitude career cooperation entry level job labor occupation qualification productivity salary skills reliability responsibility wage workplace	budget consumer income interest invest price savings value	employees enterprise entrepreneur factory fixed expense flexible expense industry manager produce producer product profit	advantage barter exchange export import international inter-state transportation	agriculture demand development diversify goods government human capital innovation interdependence manufacturing market property resource scarcity services specialize standard of living surplus supply system technology	alternatives benefits consequences equity incentive "trade-off" values

**Choose the words your class will emphasize. Add more words, too.**

## Planning the Economics Unit

Choose the topics you plan to include in the unit.

Recommended topics and scope and sequence are listed here.

They are organized as questions to focus students on learning about the economy.

<b>K</b>	<b>work</b> What work do people do in school?	<b>money</b> How do people get and use money?	<b>choices</b> What choices do I make about spending time?	<b>connections</b> What parts of the economy are part of my life?	<b>changes</b> How do people improve their neighborhood?
<b>1</b>	<b>work</b> What work do people do to help other people?	<b>money</b> What is a price?	<b>choices</b> How do people decide what to buy?	<b>connections</b> What parts of the economy are part of my life?	<b>changes</b> How do people improve their neighborhood?
<b>2</b>	<b>work</b> What work do people do in the community, and where do they do it?	<b>money</b> How do people figure out how to buy things?	<b>choices</b> What choices does a family make about money?	<b>connections</b> What parts of the economy help your family travel, communicate, and meet other needs?	<b>changes</b> How do people improve a community?
<b>3</b>	<b>work</b> What work do people in Chicago do?	<b>money</b> How do people in Chicago get and use money?	<b>choices</b> What choices do people in Chicago make about resources?	<b>connections</b> What are economic connections in Chicago? What are economic connections between Chicago and other places?	<b>changes</b> How could people improve the Chicago economy ?

4	<b>work</b> What work do people do in Illinois?	<b>money</b> How do people use money in Illinois?	<b>choices</b> What choices do people make about Illinois resources?	<b>connections</b> How is Chicago connected economically to Illinois, the U.S., the world?	<b>changes</b> How has the Illinois economy changed? How will it change?
5	<b>economy</b> What is important in the US economy now?	<b>changes</b> What is important to the economy of the US at different times?	<b>choices</b> What choices have people made that have changed the US economy?	<b>connections</b> How have the different parts of the United States been connected economically?	<b>technology</b> How has technology changed over time in the US? How has that affected jobs?
6/ 7	<b>economy</b> What is important to Economic progress?	<b>development</b> What can countries do to improve their economies?	<b>choices</b> What choices have been most important to the progress of a country?	<b>connections</b> How does one country's economy affect other countries?	<b>technology</b> How does technology affect the use of resources?
8	<b>economy</b> What is an economy?	<b>development</b> How has the US economy developed? (Trace different components, such as workers and businesses.)	<b>choices</b> What economic choices have people been able to make at different times in U.S. history?	<b>connections</b> How have the choices of one person or group of persons affected the economic opportunities of others?	<b>technology</b> How has technology affected the development of the United States economy?

## RECOMMENDED SEQUENCE FOR EACH WEEK

- **ORIENTATION**

Introduce (or reintroduce) the topic of the week.

- **CONCEPT DEVELOPMENT**

A. Introduce key vocabulary related to the topic.

B. Define the terms with the students with examples from their own experience.

C. Students create (and continue) glossaries.

- **IDEAS IN CONTEXT**

Involve students in activities that deal with the topic and develop skills--

math

maps

reading

writing

arts

drama/simulations

- **SYNTHESIS**

Have students make booklets, displays, or summaries to clarify the topic.

## CONNECTIONS

A. Involve parents through homework assignments that involve the parents as economic experts.

B. Link the topics by organizing ongoing projects such as an expanding exhibit about the economy, a board game that gets more elaborate as the students learn more about the economy, a book that expands to include more chapters.

## SCHOOL LEARNING CONNECTIONS

Each class can contribute to the economic education of the entire school, including:

\_\_\_\_\_ a presentation on economics

\_\_\_\_\_ crossword puzzles about the economy

\_\_\_\_\_ stories about the economy

\_\_\_\_\_ a display about economics

\_\_\_\_\_ career profiles

\_\_\_\_\_ a "BIG BOOK" about the economy

## UNIT OVERVIEW

For each week, choose a topic you will focus on.

Then select activities.

This time-line provides a total of four weeks. You decide the time to invest in the unit.

WEEK	FOCUS What is your topic?	ACT How will students learn about the topic?	REPORT How will students present what they learn?
1			
2			
3			
4			

Week 5: Synthesis—What will students do to pull together their economics learning—and share it with other students?

## ASSESSMENT

The following questions focus on main ideas that students should learn as they study the economy.

Ask students to answer these questions at the beginning of the unit. They can respond in writing as well as with pictures.

Include more questions based on the topics you choose to study.

At the end of the unit, students should review their collections of answers and put together a kind of “digest” or book about the economy. Each student can present one idea, or students can work in teams.

### Economics Questions

- What are the important parts of the economy?
- Which is the most important part?
- Why is it most important?

*Add your own key questions based on the topics you choose to include in the economics unit.*

