



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	<b>Economics</b>		<b>Grade:</b>	<b>12</b>
<b>Unit Number:</b>	<b>3</b>	<b>Unit Name:</b>	<b>Government, Taxes, and Economic Policy</b>	
<b>Unit Length</b>	<b>Days: 15-20</b>		<b>Minutes / Day: 54 min.</b>	
<b>Unit Synopsis</b>	<b>This unit explores the role of government in the economy, how and why taxes are collected, and the use of fiscal and monetary policies as economic tools.</b>			

	<b>Current History Standards</b>	<b>Common Core Literacy Standards</b>
<b>Priority Standards</b>	<p>12.1.5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).</p> <p>12.3.1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.</p> <p>12.3.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</p> <p>12.3.4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).</p> <p>12.5.1. Distinguish between nominal and real data.</p> <p>12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.</p>	<p>RH 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>RH 11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WH 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.</p>
<b>Supporting Standards</b>	<p><b>Current History Standards</b></p> <p>12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.</p> <p>12.3.2. Identify the factors that may cause the costs of government actions to outweigh the benefits.</p> <p>12.5.3. Distinguish between short-term and long-term interest rates and explain their relative</p>	<p><b>Common Core Literacy Standards</b></p>

## Target ELD Standards

**Collaborative #1** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.

**Interpretive #6** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

**Productive #12** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.

## Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor )	Depth of Knowledge (Target for Unit Mastery)
12.1.5 Analysis	Political and personal liberty	Analysis	Level 3
12.3.1 Understanding	Role of government in a market economy Private property Public goods	Understanding	Level 2
12.3.3 Describe	Fiscal Policy Expansionary vs. Contractionary Policy Economic Measures (x-ref. 12.3.4)	Evaluate	Level 3
12.3.4 Understand	Monetary Policy Expansionary vs. Contractionary Policy Economic Measures (x-ref. 12.3.3)	Understand	Level 3

12.5.1 Distinguish	Real vs. Nominal Data Inflation/Growth Over Time (Incl. population growth)	Analysis	Level 3
12.5.2 Define Calculate Explain	Employment and Unemployment Labor Force Inflation/Growth Over Time (Incl. population growth)	Analyze	Level 3



RH 11-12.8 Define Calculate Explain	Employment and Unemployment Labor Force Inflation/Growth Over Time (Incl. population growth)	Analyze	Level 3
RH 11-12.9 Integrate	Use multiple sources of information Compare/Contrast	Analyze	Level 4
WH 11-12.8 Gather information Assess information Integrate information	Evaluating the credibility of a source Examining strengths and weaknesses of arguments and claims Integrating information into a coherent argument	Evaluate	Level 4

**Learning Progressions of Skills and Concepts**

<b>Priority History Standard</b>	<p>12.1.5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).</p> <p>12.3.1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.</p> <p>12.3.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</p> <p>12.3.4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).</p> <p>12.5.1. Distinguish between nominal and real data.</p> <p>12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.</p>		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
N/A	N/A	N/A	
<b>Priority History Standard</b>			
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
<b>Literacy Standard</b>			
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
<b>Literacy Standard</b>			

Previous Grade	Current Grade	Next Grade

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<i>What role should government play in the economy?</i>	Governments exist in part because markets do not work perfectly.

Unit Vocabulary Words			
Academic Cross-Curricular Vocabulary (Tier 2)		Content/Domain Specific Vocabulary (Tier 3)	
Distinguishing	Overview	Incentives	Defense
Differentiate	Origins	Substitutes	Market Failure
Motivation	Application	Taxes	Government
Parameters		Preamble	Regulations
		Framers	Externalities
		Justice System	Human Resources
		Income	Labor Market
		Opportunity Cost	Trade-Offs
Resources for Vocabulary Development (Strategies, Routines and Activities)			
 Vocab Graphic Organizer.pptx		 Vocab Word Splash.docx	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p><b>Test Description:</b> Economic Unit 3 Pre-Assessment <b>EADMS Test Id: 212597</b></p> <p><i>Select the best answer to each of the following questions:</i></p> <ol style="list-style-type: none"> <li>1. What is the Federal Reserve? <ol style="list-style-type: none"> <li>a. The Federal Reserve is a private bank that only prints money for the United States.</li> <li>b. The Federal Reserve is an agency of the federal government that governs taxes and money</li> <li>c. The Federal Reserve is a public/private partnership between banks and the US government</li> <li>d. The Federal Reserve is the federal government's reserves of gold and silver.</li> </ol> </li> <li>2. Which of these is something that the federal government does that relates to the United States economy? <ol style="list-style-type: none"> <li>a. Regulates prescription drugs</li> <li>b. Provides money for farmers to encourage production of some crops</li> <li>c. Taxes imports and exports</li> <li>d. All of these</li> </ol> </li> <li>3. Which of these is an example of fiscal policy? <ol style="list-style-type: none"> <li>a. A change in the discount rate</li> <li>b. A change in government spending</li> <li>c. A change in the reserve requirement</li> <li>d. Sales of bonds by the Federal Reserve</li> </ol> </li> <li>4. In 25-50 words, explain what it means to be unemployed.</li> <li>5. If gas prices were \$1.00 a gallon in 1981 and \$1.25 a gallon in 1997, when was gas more expensive? Explain.</li> </ol>	<p><b>Test Description:</b> Economic Unit 3 Post-Assessment <b>EADMS Test Id: 212598</b></p> <p><i>Select the best answer to each of the following questions:</i></p> <ol style="list-style-type: none"> <li>1. What is the Federal Reserve? <ol style="list-style-type: none"> <li>a. The Federal Reserve is a private bank that only prints money for the United States.</li> <li>b. The Federal Reserve is an agency of the federal government that governs taxes and money</li> <li>c. The Federal Reserve is a public/private partnership between banks and the US government</li> <li>d. The Federal Reserve is the federal government's reserves of gold and silver.</li> </ol> </li> <li>2. Which of these is something that the federal government does that relates to the United States economy? <ol style="list-style-type: none"> <li>a. Regulates prescription drugs</li> <li>b. Provides money for farmers to encourage production of some crops</li> <li>c. Taxes imports and exports</li> <li>d. All of these</li> </ol> </li> <li>3. Which of these is an example of fiscal policy? <ol style="list-style-type: none"> <li>a. A change in the discount rate</li> <li>b. A change in government spending</li> <li>c. A change in the reserve requirement</li> <li>d. Sales of bonds by the Federal Reserve</li> </ol> </li> <li>4. In 25-50 words, explain what it means to be unemployed.</li> <li>5. If gas prices were \$1.00 a gallon in 1981 and \$1.25 a gallon in 1997, when was gas more expensive? Explain.</li> </ol>

## Scoring Guides and Answer Keys

## Economics Rubric

**4**

**The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:**

- Comprehensive evidence from sources is integrated; references are relevant and specific
- Effective use of a variety of elaborative techniques
- Vocabulary is clearly appropriate for the audience and purpose
- Effective, appropriate style enhances content.

**3**

**The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:**

- Adequate evidence from sources is integrated; some references may be general.
- Adequate use of some elaborative techniques.
- Vocabulary is generally appropriate for the audience and purpose.
- Style is generally appropriate to audience and purpose.

**2**

**The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:**

- Some evidence from sources is weakly integrated, vague, or repetitive; references may be vague
- Weak or uneven use of elaborative techniques
- Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose
- Inconsistent or weak attempt to create style appropriate for audience and purpose.

**1**

**The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing:**

- Evidence from the source material is minimal, absent, incorrect, or irrelevant
- References may be absent or incorrect
- Minimal, if any, use of elaborative techniques
- Use of domain-specific vocabulary is limited or ineffective for the audience and purpose

**0**

- Unintelligible
- In a language other than English
- Off-topic
- Copied text
- Off-purpose

**Assessment Differentiation****Students with Disabilities****Reference IEP****Accommodations**

Accommodations

More time

Alternative testing area

**Modifications**

Modified grading scale

Assistance from aide as needed for disability

**Engaging Scenario Overview**  
**(Situation, challenge, role, audience, product or performance)**

Description: Market Failure

Days: 1  
 Minutes/Day: 55

Economics Unit 3

**Market Failure**

For this activity teachers will show the Dr. Seuss cartoon “The Lorax” from 1972. Students will use the information they learn from watching the video and their prior knowledge about government and market failure to address the question, *What is the proper role of government in the economy?* (RH 11-12.7).

Background

Students should already have been introduced to the following:

- Market failure – Market failure occurs when the free market fails to allocate goods and services efficiently.
- Government – One of the reasons that government exists is to step in when markets fail to work efficiently.
- Regulation – Regulation is one of the tools that government uses to help control for market failure.
- Externality – When the benefit or cost of a given action affects an uninvolved third party.

Resources

<https://www.youtube.com/watch?v=PwJrPa8Ps7A>

Video, The Lorax:

<https://www.youtube.com/watch?v=ZA4k2E0ZzTk>

Students will use the information they learn from the video and their existing knowledge to explain the following:

- What are the costs of using the truffula trees to produce thneeds?
- What are the benefits of using the truffula trees to produce thneeds?
- Who bears the cost of using truffula trees to produce thneeds?
- Who gains the benefit from using the truffula trees to produce thneeds?
- Is there an externality present? If so, what is the externality?
- What, if anything, could government do to solve the problem?



**Engaging Learning Experiences  
Synopsis of Authentic Performance Tasks**

Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Minimum Wage Increase	Days: 4-5 Minutes/Day: 50
Task 2:	Taxes	Days: 4-5 Minutes/Day: 50
Task 3:	DBQ: The Preamble and the Federal Budget: Are we Slicing the Pie Correctly?	Days: 4-5 Minutes/Day: 50
<b>Interdisciplinary Connections</b>	N/A	
<b>Scoring Rubric</b>	<p style="text-align: center;"><b>Economics Rubric</b></p> <p><b>4</b> The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> <li>• Comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>• Effective use of a variety of elaborative techniques</li> <li>• Vocabulary is clearly appropriate for the audience and purpose</li> <li>• Effective, appropriate style enhances content.</li> </ul> <p><b>3</b> The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>• Adequate evidence from sources is integrated; some references may be general.</li> <li>• Adequate use of some elaborative techniques.</li> <li>• Vocabulary is generally appropriate for the audience and purpose.</li> <li>• Style is generally appropriate to audience and purpose.</li> </ul> <p><b>2</b> The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• Some evidence from sources is weakly integrated, vague, or repetitive; references may be vague</li> <li>• Weak or uneven use of elaborative techniques</li> <li>• Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose</li> <li>• Inconsistent or weak attempt to create style appropriate for audience and purpose.</li> </ul> <p><b>1</b> The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing:</p>	

	<ul style="list-style-type: none"> <li>• Evidence from the source material is minimal, absent, incorrect, or irrelevant</li> <li>• References may be absent or incorrect</li> <li>• Minimal, if any, use of elaborative techniques</li> <li>• Use of domain-specific vocabulary is limited or ineffective for the audience and purpose</li> </ul> <p><b>0</b></p> <ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Copied text</li> <li>• Off-purpose</li> </ul>
--	---

**21<sup>st</sup> Century Skills**

<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy	<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
--	---

**Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:**

*from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>*

## Authentic Performance Task 1

Task Description	Minimum Wage	Suggested Length	Days:4-5 Minutes/Day:50
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>12.3.1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.</p> <p>12.3.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</p> <p>12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, inflation or deflation rate, and a rate of economic growth.</p>		
	<b>Supporting Standard(s)</b>		
	<p>RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.</p>		
	<b>Target ELD Standard(s)</b>		
<p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1. Why do goods and services have different prices?</li> <li>2. Is there ever such a thing as a rip off? Why?</li> </ol>		
<b>Big Idea(s)</b>	<p>Prices are determined by the interplay of supply and demand.</p> <p>When an individual spends a dollar s/he is spending it on the most important thing s/he could use that dollar toward.</p>		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>
Application		Level 1 - 2	Must include: clear description and understanding of oligopolies, supply and demand, and how prices affect buyer's behaviors.

**(Suggested Instructional Strategies and Tasks)**

Teaching and Learning Sequence

**Key Concepts**

Human Resources  
Income  
Labor Markets  
Opportunity Cost  
Trade-Off

**Building Background**



Building Background  
Minimum Wage.docx

**Student Activity**



Student Activity  
Minimum Wage.docx

**Culminating Activity**




Culminating Activity  
Minimum Wage.docx

**Product**



Product Minimum  
Wage.docx

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)			
Strategies for Differentiation			
Resources and Materials	All Students	SWD	ELs
<p>Price Ceilings and Price Floors</p>  <p>PRICE AS A SIGNAL CC.pptx</p>	<p><b>Reference IEP</b> <i>Accommodations</i> Collaboration with Aide is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i> Modify lesson as needed.</p>	<p><i>Emerging</i> Collaboration with ELL Aide in class. Reading aloud or language technology. Modify length of lessons including reading excerpts</p>	<p><a href="http://www.dol.gov/whd/minimumwage.htm">http://www.dol.gov/whd/minimumwage.htm</a></p>
		<p><i>Expanding</i> Less collaboration with the aide. More pair and independent work. Modify length of lesson including reading excerpts.</p>	
		<p><i>Bridging</i> Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	

**Economics Rubric****4**

**The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:**

- Comprehensive evidence from sources is integrated; references are relevant and specific
- Effective use of a variety of elaborative techniques
- Vocabulary is clearly appropriate for the audience and purpose
- Effective, appropriate style enhances content.

**3**

**The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:**

- Adequate evidence from sources is integrated; some references may be general.
- Adequate use of some elaborative techniques.
- Vocabulary is generally appropriate for the audience and purpose.
- Style is generally appropriate to audience and purpose.

**2**

**The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:**

- Some evidence from sources is weakly integrated, vague, or repetitive; references may be vague
- Weak or uneven use of elaborative techniques
- Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose
- Inconsistent or weak attempt to create style appropriate for audience and purpose.

**1**

**The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing:**

- Evidence from the source material is minimal, absent, incorrect, or irrelevant
- References may be absent or incorrect
- Minimal, if any, use of elaborative techniques
- Use of domain-specific vocabulary is limited or ineffective for the audience and purpose

**0**

- Unintelligible
- In a language other than English
- Off-topic
- Copied text
- Off-purpose

Scoring Rubric

## Authentic Performance Task 2

Task Description	Taxes	Suggested Length	Days: 4-5 Minutes/Day: 50
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>12.3.1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.</p> <p>12.3.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</p>		
	<b>Supporting Standard(s)</b>		
	<p>RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.</p>		
	<b>Target ELD Standard(s)</b>		
<p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>			
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1. Why do goods and services have different prices?</li> <li>2. Is there ever such a thing as a rip off? Why?</li> </ol>		
<b>Big Idea(s)</b>	<p>Prices are effected buy supply, demand, market structure, and government intervention.</p> <p>Prevailing prices in a market economy represent what people are willing to pay.</p>		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>
Application		Level 1 - 2	Must include: clear description and understanding of

		oligopolies, supply and demand, and how prices affect buyer's behaviors.
--	--	--



**(Suggested Instructional Strategies and Tasks)****Key Concepts:**

Incentives  
Substitutes  
Taxes

**Building Background:**

U3 Taxes.pdf

**Student Activity:**

U3 Taxes.pdf

**Culminating Activity:**

U3 Taxes.pdf


**Product:****Essay Question**

Officials in your school no longer want students to bring backpacks to school. Rather than impose a ban on backpacks, they have decided to impose a \$5.00 tax on each backpack students bring to school. What do you predict will happen?

<b>Resources and Materials</b>	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p><a href="http://www.irs.gov/">http://www.irs.gov/</a></p> <p>money.howstuffworks.com/personal-finance/...taxes/income-tax.htm</p>
--------------------------------	---

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
<p>Nick Hanauer’s TED Talk:  <a href="https://www.ted.com/talks/nick_hanauer_beware_fellow_plutocrats_the_pitchforks_are_coming?language=en">https://www.ted.com/talks/nick_hanauer_beware_fellow_plutocrats_the_pitchforks_are_coming?language=en</a></p> <p><a href="http://www.forbes.com/sites/timworstall/2012/05/19/the-ignorance-of-nick-hanauers-ted-speech/">http://www.forbes.com/sites/timworstall/2012/05/19/the-ignorance-of-nick-hanauers-ted-speech/</a></p>	<p style="text-align: center;"><b>Reference IEP</b></p> <p><b>Accommodations</b>                      Collaboration with Aide is needed, more time is needed, and preferential seating is needed.</p> <p><b>Modifications</b>                      Modify lesson as needed.</p>	<p><b>Emerging</b></p> <p><b>Emerging</b>                      Collaboration with ELL Aide in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p>	<p><a href="http://www.forbes.com/sites/beltway/2015/04/07/one-solution-to-californias-drought-tax-water/">http://www.forbes.com/sites/beltway/2015/04/07/one-solution-to-californias-drought-tax-water/</a></p>
		<p><b>Expanding</b></p> <p>Less collaboration with the aide. More pair and independent work. Modify length of lesson including reading excerpts.</p>	
		<p><b>Bridging</b></p> <p>Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	

<b>Scoring Rubric</b>	 Economic Rubric.doc
-----------------------	--

## Authentic Performance Task 3

Task Description	DBQ: Preamble and the Federal Budget: Are we slicing the pie correctly? (Civics Binder)	Suggested Length	Days:4-5 Minutes/Day:50
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	12.3.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels. 12.3.4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).		
	<b>Supporting Standard(s)</b>		
	RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. WH 11-12.9 Draw evidence from informational texts to support analysis, reflection and research.		
	<b>Target ELD Standard(s)</b>		
	Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.  Productivity #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.		
<b>Essential Question(s)</b>	1. Why do goods and services have different prices? 2. Is there ever such a thing as a rip off? Why?		
<b>Big Idea(s)</b>	Prices are determined by the interplay of supply and demand.  When an individual spends a dollar s/he is spending it on the most important thing s/he could use that dollar toward.		

Bloom's	DOK	Scoring Rubric
Application	Level 1 – 2	Must include: clear description and understanding of the relationship between scarcity and how prices reflect scarcity, how competition dictates marked price, and the global market and prices.
Teaching and Learning Sequence	<b>(Suggested Instructional Strategies and Tasks)</b>	
	<p><b>Key Concepts:</b>                      Preamble                      Framers                      Justice System                      Defense                      Federal Budget</p> <p><b>Building Background:</b>                      Complete with students the Hook Exercise and Background Essay sections of the DBQ. Upon completion review with students and complete the Pre-Bucketing section.</p> <p><b>Student Activity:</b>                      Complete the answers to Documents A-F either in groups or individual settings.</p> <p><b>Culminating:</b>                      Complete the Bucketing, Thesis Development, and Road Map</p> <p><b>Product:</b>                      Students will write an essay on the Preamble and the Federal Budget: Are We Slicing the Pie Correctly?</p>	

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Resources and Materials



The Preamble and the Federal Budget St

**Strategies for Differentiation**

All Students	Modifications Reference IEP	Emerging	Enrichment
<p>Refer to textbook for interpretation of the Preamble.</p> <p>See "Teacher Tools" in Civic Binder for depth of analysis for documents, structured, and student outlines.</p>	<p><i>Accommodations</i> Collaboration with Aide is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i> Modify lesson as needed.</p>	<p>Collaboration with ELL Aide in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p>	<p>DBQ Power Point found in resource files</p>
		<p><b>Expanding</b></p> <p>Less collaboration with the aide. More pair and independent work. Modify length of lesson including reading excerpts.</p>	
		<p><b>Bridging</b></p> <p>Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	

**Economics Rubric****4**

**The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:**

- Comprehensive evidence from sources is integrated; references are relevant and specific
- Effective use of a variety of elaborative techniques
- Vocabulary is clearly appropriate for the audience and purpose
- Effective, appropriate style enhances content.

**3**

**The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:**

- Adequate evidence from sources is integrated; some references may be general.
- Adequate use of some elaborative techniques.
- Vocabulary is generally appropriate for the audience and purpose.
- Style is generally appropriate to audience and purpose.

**2**

**The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:**

- Some evidence from sources is weakly integrated, vague, or repetitive; references may be vague
- Weak or uneven use of elaborative techniques
- Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose
- Inconsistent or weak attempt to create style appropriate for audience and purpose.

**1**

**The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing:**

- Evidence from the source material is minimal, absent, incorrect, or irrelevant
- References may be absent or incorrect
- Minimal, if any, use of elaborative techniques
- Use of domain-specific vocabulary is limited or ineffective for the audience and purpose

**0**

- Unintelligible
- In a language other than English
- Off-topic
- Copied text
- Off-purpose

Scoring Rubric

## Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

U3 The Lorax  
current.docx

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Water Rationing  <a href="http://www.nytimes.com/2015/04/02/us/california-imposes-first-ever-water-restrictions-to-deal-with-drought.html? r=0">http://www.nytimes.com/2015/04/02/us/california-imposes-first-ever-water-restrictions-to-deal-with-drought.html? r=0</a></p> <p><a href="http://www.usatoday.com/story/news/nation/2015/05/05/california-water-restrictions-missed-targets/26928275/">http://www.usatoday.com/story/news/nation/2015/05/05/california-water-restrictions-missed-targets/26928275/</a></p>	<p><b>Reference IEP</b>  <i>Accommodations</i>            Collaboration with Aide is needed, more time is needed, and preferential seating is needed.</p> <p><i>Modifications</i>            Modify lesson as needed.</p>	<p><b>Emerging</b>            Collaboration with ELL Aide in class. Reading aloud or language technology. Modify length of lessons including reading excerpts.</p> <p><b>Expanding</b>            Less collaboration with the aide. More pair and independent work. Modify length of lesson including reading excerpts.</p> <p><b>Bridging</b>            Minimal aid support. Independent work. More time as needed. No modification for length of assignment or reading.</p>	<p>Almonds and Water  <a href="http://www.almonds.com/get-facts-about-almonds-and-water?gclid=CO_gzNrlgMYC FY2RHwoduLcApp">http://www.almonds.com/get-facts-about-almonds-and-water?gclid=CO_gzNrlgMYC FY2RHwoduLcApp</a></p>

## Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective		