

COURSE UNIT PLAN

Title of Unit: The Fundamental Economic Problem
Curriculum Area: Agriculture Business

Grade Level: 11
Time Frame: 2 weeks

DESIRED RESULTS

Common Core State Standards	College and Career Readiness Standards
<p><i>What standards are you specifically targeting in this lesson?</i></p> <p><u>CC.11-12.RI.1</u> Key Ideas and Details: Cite strong and thorough contextual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CC.11-12.RI.2</u> Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u>CC.11-12.W.9</u> Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1</u> 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.</p>	<p><i>Which technical standards/21st century skills are you specifically targeting in this lesson?</i></p> <p><u>CTE Standard</u> Students understand the fundamental microeconomic principles of agribusiness and agricultural production through the lens of economic concepts.</p> <p><u>TOD (Topic Development in Terms of Purpose and Focus) 401</u> Identify the central ideal or main topic of a straightforward piece of writing.</p> <p><u>OUC (Organization, Unity and Coherence) 401</u> Use conjunctive adverbs or phrases to express straightforward logical relationships.</p> <p><u>COU (Conventions of Usage) 401</u> Use idiomatically appropriate prepositions, especially in combination with verbs.</p> <p><u>MID (Main Idea) 301</u> Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.</p> <p><u>MOW (Meanings of Words) 401</u> Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages.</p>

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Understandings/Knowledge/Skills	Essential Questions
<p><i>What do you want students to understand, know, and/or be able to do at the end of this unit?</i></p> <ul style="list-style-type: none"> • Why scarcity is the basic economic problem that every society faces? • Why does scarcity require us to make choices? • Demonstrate the subjectivity of distinctions between needs and wants. • What are the four factors of production? • What are the different economic products that consumers use? • How are value, utility, wealth and scarcity interrelated? • How is opportunity cost evaluated when making production decisions? • The students will write a reflection of key ideas. • The students will examine how society makes decisions such as what to produce, when to produce and for whom to produce good and services. • Graphically represent choices by constructing a production possibilities curve. • Analyze the economic effects of making decisions and exercising choices. • Articulate the condition of scarcity and apply it to practical situations. 	<p><i>What questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> • How can it be that rich people face as much scarcity as poor people do? • The terms price and cost are used interchangeably in everyday speech. Why, in economic terms, is the price of a good or service different than its cost?

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ASSESSMENT EVIDENCE

Performance Task	Other Evidence
<p><i>How will you authentically assess students to determine if they have mastered the material?</i></p> <ul style="list-style-type: none"> • <i>Writing Task: Reflection</i> • <i>Student will write a reflection essay that explains how societies continue to thrive despite the condition of scarcity being present.</i> • <i>Socratic Seminar</i> <p><i>What criteria will you use to assess the levels of mastery?</i></p> <ul style="list-style-type: none"> • <i>Teacher generated rubric</i> 	<p><i>Tests, quizzes, independent practice, journals, formative assessments, etc.</i></p> <ul style="list-style-type: none"> • <i>Caught Ya's, Journals, graphic organizers, Unit Exam</i> <p><i>How will students reflect upon and self-assess their learning?</i></p> <ul style="list-style-type: none"> • <i>Students will write a response to one of the two essential questions.</i>

LEARNING PLAN

Focus of the Week	Learning Activities	Assessments (Formal and Informal)
<p>Week 1:</p> <ul style="list-style-type: none"> • Discussion – basic economic problems. • Discussion – scarcity and it's effect on the economy and production of products. 	<p>Create graph to demonstrate how economic problems effects our society.</p> <p>Create a product and identify the factors of production use to create the product.</p>	<p>Students will cite basic economic problems. Quiz –</p> <p>Independent practices</p>
<p>Week 2:</p> <ul style="list-style-type: none"> • Discussion - Factors of production • The stand of scarcity and production. 	<p>Complete a graph to identify input time of each factor to create product.</p>	<p>Unit exam</p>

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