**UNIT PLAN OVERVIEW:** *Economics: Personal Finance Literacy*

1. **Timeline**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Introduction to the Unit of Personal Finance Literacy** | **Direct Instruction Lesson on Factors of Production** | **Concept Lesson on Supply and Demand** | **Multimedia/Inquiry Lesson on Debt Management** | **Cooperative Lesson on Business and Entrepreneurship** |
| - pre-test on the foundations of economics and personal finances | - This lesson will cover the basics of economics through discussion of factors of production that they will need to know for the Unit Project and Test. Students will construct a list of factors of production and then create a timeline. | **-** This lesson will cover the basics of economics through discussion of supply and demand that they will need to know for the Unit Project and Test. Students will participate in a hands-on display of supply and demand and market factors through “purchasing” cupcakes. | **-** This lesson will utilize SMARTBOARD technology to display an interactive presentation on the discussion of personal debt management. The class will participate in interactive slides with problems applying both conceptual economics and mathematics. | - This lesson will introduce the Unit Project through the application of the lesson learned in the previous lessons. Students will create a mock business in small groups. Students will be given randomly drawn parameters in which to create the business. They will present their business proposal to the class. |
| **Homework:**  Review chapter in textbook for upcoming unit | **Homework:**  Complete timeline if not finished in class | **Homework:**  Complete classwork if not finished in class | **Homework:**  Review any problems that they struggled within class | **Homework:**  Review budget proposal and prepare to present |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Presentations** | **Vocabulary Acquisition Lesson to Prepare for Unit Test** | **Unit Test for Personal Finance Literacy** |  |  |
| - Students will be given roughly 20 minutes to get into their groups and work out final details of their presentation. The rest of the class period will be dedicated to the presentation of the business proposals and class discussion. | **-** Students will get into groups and create Quizlets on most important concepts and terms and then reconvene for a study review game based on these items in review for the test. | **-** Students will complete a post-test of Unit material |  |  |
| **Homework:**  Create a budget based on business proposal | **Homework:**  Study for test | **Homework:**  None |  |  |

1. **Unit Standards, Unit Goals, Unit Objectives, and Unit Assessments**

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| Standards Civics and Economics | |
| CE.PFL.1 Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning.  CE.E.1 Understand economies, markets and the role economic factors play in making economic decisions.  CE.PFL.1.1 Explain how education, income, career, and life choices impact ant individual’s financial plan and goals (e.g., job, wage, salary, college/university, community college, military, workforce, skill development, social security, entrepreneur, rent, mortgage, etc.).  CE.PFL.1.2 Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (e.g., budget, financial plan, money management, saving and investing plan, etc.).  CE.PFL.1.3 Analyze how managing a checking and savings account contributes to financial well-being (e.g., deposits, withdrawals, transfers, automated transactions, fees, etc.).  CE.PFL.1.4 Summarize how debt management and creditworthiness impact an individual’s ability to become responsible consumers and borrowers (e.g., credit card management, monitoring percentage rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.).  CE.PFL.1.5 Analyze how fiscally responsible individuals save and invest to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.).  CE.E.1.1 Compare how individuals and governments utilize scarce resources (e.g., human, natural and  capital) in traditional, command, market and mixed economies.  CE.E.1.2 Analyze a market economy in terms of economic characteristics, the roles they play in decision-making and the importance of each role (e.g., private property, free enterprise, circular flow, competition and profit motive, and allocation of resources via the price system).  CE.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any  market example –apples, tires, etc.).  CE.E.1.4 Analyze the ways in which incentives and profits influence what is produced and distributed in  a market system (e.g., supply, demand, What to Produce?, How to Produce It?, How Much to Produce?, For Whom To Produce It?, free enterprise, etc.). | |
| Standards Technology | |
| HS.TT.1 Use technology and other resources for assigned tasks.  HS.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).  HS.SI.1 Evaluate resources needed to solve a given problem.  HS.SE.1 Analyze issues and practices of responsible behavior when using resources. | |
| Unit Goals (1-3) | |
| 1 – Students will understand basic concepts of economics such as:   1. Supply and demand 2. Factors of production 3. Complementary goods 4. Free enterprise market 5. Profit margin 6. Market factors 7. Inputs/outputs   2 – Students will learn the basics of personal finance literacy such as :   1. Debt management 2. Loans 3. Savings 4. Interest (Principle, compounded interest) 5. Budgeting   3 – Students will be capable of integrating knowledge of economics and personal finance. | |
| Unit Objectives (3-8) | Unit Assessments |
| 1. Students will be able to identify at least 10 factors that go into production of a product when given a product example. 2. Students will be able to categorize factory inputs into factors of production with 90 percent accuracy. 3. After learning the concept of supply and demand the students will apply it to real life implications by giving an example of supply and demand with at least 3 examples of market factors. 4. Students will be able to show knowledge of complementary goods by giving 1 example to go with their real life example of supply and demand. 5. After mastering factors of production students will apply the knowledge by creating a business plan that covers all four factors. 6. After learning about budgeting students will create a budget that allows for a 10% profit margin. 7. After completing the material for the unit students will create a Quizlet with the 10 most important words from their assigned section. 8. Upon reviewing the terms/concepts for the unit students will write 5 sentences using 5 vocab words that were not a part of their assigned section. 9. Students will show a mastery of economics and personal literacy through completion of the unit test with a grade of 80% or higher. | 1. Students will create a list of factors that go into creating a candy bar with at least 10 factors. 2. Students will create a timeline of the inputs of the candy bar that also categorizes the factors of production. 3. Students’ ticket out the door will be to write a real life example of supply and demand and 3 factors that affect that market. 4. Students’ ticket out the door will include an example of complementary goods that goes with their example given of supply and demand 5. In groups, students will create a business proposal as the Unit Project that follows randomly selected parameters and address all four factors of production that would go into the creation of a business/product. 6. Students’ homework following the creation of the business proposal will be to independently create a budget for the proposed company that gives a 10% profit margin. 7. In groups, students will be assigned a section in the textbook that they are to pull the 10 most important vocab words or concepts to create a Quizlet. 8. Students’ ticket out the door will be to write 5 sentences using 5 words or concepts that were not chosen from the section they were previously assigned. 9. Students will take a unit test upon the completion of the material with the goal of at least 80%. |

1. **Pre and Post Assessments with Gradebook** 
   * Students will complete a pre and post-test on the unit material as well as complete a unit project and complete classwork and homework.
   * I have attached copies of the pre and post-test along with the rubric for the unit project and an excel spreadsheet of the gradebook for the unit in the ‘Assessments’ section of the portfolio.