

This is a basic framework of how I might take a Missouri Grade Level Expectation for economics and begin to design course/unit. This follows the basic structure of Understanding by Design (UbD). *Note: This is not a complete course or unit design, just a demonstration of how I would go about designing a unit, before developing individual lessons.*

Stage 1: Identify Desired Results

5th Grade Expectation 5.E.4.D.a. Explain the factors, past and present, that influence changes in our nation's economy. (e.g. technology, movement of people, resources, etc.).

The desired result (our main objective) is to **have students be able to explain the past and present factors that influence changes in our economy.**

Essential Questions:

In what ways can (technology, immigration, population, oil, etc.) influence changes in the economy?

Stage 2: Determine Assessment Evidence

Key Questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?

Using this framework, as part of the evaluation, I might design an assessment in which students read an article or watch a short video about a specific current or historical event, then have them write (or record a video about) an explanation about how this event MIGHT have influenced the economy. In other words, I'm not evaluating whether or not the student knows the right answer about how it influenced the economy, but the ways in which the economy could have been influenced.

For instance an assessment for this could look like:

Watch a 5-minute YouTube video about the U.S. energy crisis in the 1970's. Students then write a paragraph or record a 1-minute video about how they think it might have influenced the economy. Teacher evaluates whether the student understands the possible economic outcomes. For instance, a student who has met the desired result might say something like: more automobile manufacturers go out of business, new technology to use instead of gas, people pay more for gas so less for other stuff which hurts the economy, etc. I would create a rubric for an evaluation like this.

Stage 3: Plan Learning Experiences and Instruction

It's not until I've done Stage 1 and 2 that I would begin an actual lesson plan/activity because I must have a solid understanding of where I'm going.

Ideas of lessons for this unit:

- * Animated videos w/quiz for reviewing or giving overview of new concepts.
- * Class discussion - AI and the workforce - start with short video, then "Stand up, hand up, pair up", then 5-minuted whole class discussion
- * NewsELA website - read article about and do Think/Pair/Share and class discussion about economic impact of the Model T Ford - students must share at least one thought about supply and demand, trade-offs, scarcity, opportunity cost, etc.
- * Read aloud and discuss - "Whatever Happened to Penny Candy" - by Richard Mayberry.
- * Lemonade stand video game then short discussion that connects concepts there to real-world historical situations. For example: "In the game, you can raise the price on a hot day because more people will buy lemonade (supply and demand—the demand is greater). How would it have affected the game (your lemonade stand) if the neighbor across the street also had one? What are some factors that could increase the demand for super fast internet today? In Lemonade stand, if the amount of cups was scarce, what happened? Think about how other factors could play a part of that—what if you could only make 10 cups of lemonade, but it was super hot and people were thirsty?", etc. What are ways that a scarcity of workers can affect the economy?

The above are a few activities that I might begin to design for use within a classroom. The keys: activities are designed to engage, there are multiple opportunities for transfer of learning and meaning-making, and all activities must be moving me toward the desired result of explaining the factors, past and present, that can influence changes in our nation's economy.