

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| ACOS/CCRS: 1.Explain why productive resources are limited & why individuals, businesses & gov have to make choices in order to meet needs & wants.12.E.1 | CCRS: Students can analyze the development of central ideas throughout a text, including how they interact or build upon each other. | | | | |
| Before: Warm-ups: | Welcome Back | Journal Writing | Students come in and write on board their fav things. | What would you do for a \$1? Discussion for students intro to incentives | |
| During: | Classroom Rules and procedures. Homework Policy Grades | Logging on to textbooks | Have students participate in a 'real' allocation simulation Give them 7 minutes to work in groups of 2 or 3 to brainstorm and list as many ways to distribute the item as possible | Define Economics as the Science of Choice Introduce incentives and the role of incentives in decision making, as one of the key tools of economic reasoning. | |
| After: | Class Outline and Requirements. | Textbook scavenger hunt. | Groups discuss options for allocation, decide which method is best for class. | Students recognize diff be/ needs 7 wants. Complete a checklist. | |
| Desired Outcome: | | | Students understand scarcity & that all ppl & gobs deal with this. | | |
| Formative/ Summative Assessment: | | | Divide cinnamon roll according to their method chosen. | Kahoot | |
| Higher Order Questions: | | | How can it be that economics is not all about money? How can something be scarce | How can you give up something you never had in the first place? | |

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| | | | and not in short supply at the same time? How can it be that rich people face as much scarcity as poor people do? | | |
| HOMEWORK: | | | | Ch.1 Sec.2 Q&A #2-5 | |