Berea High School *Community ~ Character ~ Excellence*

Teacher/Class: Michael Gainey **Days:** Approximately 15

Unit Title: *Financial Literacy* **Tentative Date Range:** 12/8 - 1/12

Overall Learning Objective : By **DATE**, I will be able to **BLOOM'S VERB** **CONTENT/SKILL/CONCEPT** by **ACTIVITY/SHOWING VERB** a(n) **ASSESSMENT OR PRODUCT**.

Language Objective: *skip until sheltered instruction gives guidance on how to fill out this section*

Standards

Standard 4: Demonstrate an understanding of basic macroeconomic principles.

Daily Learning Targets ***(By the end of class I will be able to…)***

Day 1-3: I can identify and analyze important economic indicators and data used to gauge the economic well-being of a society.

Day 4 -5: I can provide justification for or against regulation in a free-enterprise system.

Day 6-8: I can examine the impact of globalization and trade on the economic well-being of a country.

Day 9-13: I can investigate contemporary economic policies, and analyze how political ideologies influenced their implementation.

Key Vocabulary Terms			Assessments	
Business Cycle • Economic Goals: Price Stability, low unemployment, growth • Gross Domestic Product (GDP):Components, Calculation, inclusions, and exclusions • GDP and GDP per capita • Inflation, deflation, hyperinflation • Consumer Price Index (CPI) • Unemployment:	Market Failures o Positive and Negative Externalities o Public Goods o Redistribution of Income o Government Regulation o Imperfect Competition • Federal Reserve Bank • Tools of Monetary Policy o Open market operations (bonds/securities) o Federal Funds Rate o Discount Rate	Globalization International Trade Trade Barriers: tariffs, quotas, embargoes, Foreign exchange Exchange Rates International Trade Organizations Regional Economic Agreements Imports and Exports Trade deficit and surplus Protectionism vs. Free Trade	**Formative Assessments:** - Gimkit - Whiteboard - Exit Slips - Daily assignments	**Summative Assessment:** - Test at the end of the unit.

components, inclusions, and exclusions • Types of unemployment • Standard of Living	o Reserve Ratio • Tools of Fiscal Policy: Taxation and spending • Demand and Supply Side Policies • Fractional Reserve System	Politics and Policy International Trade Organizations		

Instructional Delivery	
Activating Strategies *(i.e. connections to prior knowledge, building background, etc.)* - Daily review of learned material through Bell Work - Videos	
Instructional Strategies (Notes/Activities/Materials) *(i.e. comprehensible input, practice/application, meaningful activities, feedback, etc.)* Notes: - Students will take notes Activities, etc. - Whiteboard review - Gimkit - Worksheets - Daily assignments	**Learning Accommodations** - Seating arrangement - Additional time

	UDL Framework (click here for reference on guidelines) *Multiple means of engagement, representation, action, and expression* - Students will engage with visuals, videos, worksheets, and interactive websites.

***This section is Optional:** *Duplicate for the number of weeks for this specific learning objective*

Week 1: insert dates here

Leading Learning targets: By the end of class/the week I will be able to:
…type the learning target (objective)

Practice:
< items such as notes, practice work, etc.>

Activities:
< classwork, group work, independent activities>

Assessments:
< formative: quizzes, non-graded, etc>

< summative as they arise>