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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy. | | | | **Vocabulary:**  human capital; economics; education; careers; income; interest; | |
| **Monday (“A”) / Tuesday (“B”)** | | **Wednesday (“A”) / Thursday (“B”)** | | **Friday (“A”)** | |
| **Essential Question:**  FSA TESTING | | **Essential Question:**  FSA TESTING | | **Essential Question:**  - What is human capital? | |
| **H.O.T. Questions:**  FSA TESTING | | **H.O.T. Questions:**  FSA TESTING | | **H.O.T. Questions:**  - What is the correlation between education and income?  - How can a person increase their human capital? | |
| **Bell Ringer:**  FSA TESTING | | **Bell Ringer:**  FSA TESTING | | **Bell Ringer:**  Ask students how they thought that their FSA/EOC testing went. Were they happy with their effort, or did they wish that they had studied more? Did they feel properly prepared? Why or why not? | |
| **Learner Outcome:**  FSA TESTING | | **Learner Outcome:**  FSA TESTING | | **Learner Outcome:**  Students will explore the concept of human capital. They will investigate the correlation between education and income, and they will analyze how increasing education and job skills will usually result in a higher income. | |
| **Whole Group:**  - FSA TESTING  - Students will not attend their normal class schedule. When they finish their FSA tests, they will work on assignments posted for their ELA and Math classes. Once they complete those, they may work on any missing, late, or incomplete assignments for Civics class.  - Any 8th grade students who are going to their normal classes will not attend our normal Civics class, as Mr. Burkart has no sub coverage. Instead, they will go to Ms. L. Rowe’s classroom, where they will work on completing make-up work/missing assignments. | | **Whole Group:**  - FSA TESTING  - Students will not attend their normal class schedule. When they finish their FSA tests, they will work on assignments posted for their ELA and Math classes. Once they complete those, they may work on any missing, late, or incomplete assignments for Civics class.  - Any 8th grade students who are going to their normal classes will not attend our normal Civics class, as Mr. Burkart has no sub coverage. Instead, they will go to Ms. L. Rowe’s classroom, where they will work on completing make-up work/missing assignments. | | **Whole Group:**  - Discuss student responses to the Bell Ringer and recap their experiences during FSA/EOC testing.  - Introduce the class to our final unit of the year: Being an Economically Responsible Citizen.  - Show a PowerPoint to students which contains slides about different employment scenarios. Ask students to pick which employee that they would rather hire.  - Explain to students that the term is referring to the assets you would present to an employer. Human capital consists of:  - Education  - Experience  - Proven Skills  - Training  Discuss how these are important to employers.  - Given the earlier scenarios, ask students to identify education, experience, skills, and training in the candidates that were presented to them.  - Ask students: Have you thought about what you might do after you graduate High School? How many of you plan to get a job and go straight to work right away? Go to a trade or training school to increase your job skills? Go to college? Discuss student responses.  - Ask students to choose a number from 1 to 5 and to type it in the meeting chat. Tell them that if they picked #1, they are representing someone who dropped out of high school; your median salary will be around $25,000. Number 2’s? You graduated High School and your median salary will be around $35,000. Number 3’s? You went to college, but didn’t finish or earn a degree; your median salary will be around $40,000. Number 4’s – You Graduated from college and earned a Bachelor’s Degree- your median income will be about $55,000. Number 5’s? You went to Graduate School after college and earned a Master’s Degree, your median income is about $91,000.  - Ask students what changed as the salary level increased (education level). Explain that as students increased their education level, their human capital increased which was reflected in their income.  - Divide students into groups, both in-person and via Breakout Rooms. Distribute Handout #1. Explain to students that they are to analyze and discuss the graphs on the handout in their groups. Then each group should develop 5 quiz questions for each graph on the handout (we will take these quiz questions as a future Bell Ringer).  - Get back together as a class, and share the quiz questions that each group came up with together. We will answer some of them together as a class in the meeting chat to see how well students have grasped the lesson.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    Why is it important to receive an education? What might happen to your potential earnings if you did not complete an education? | |
| **Assessment:**  FSA TESTING | | **Assessment:**  FSA TESTING | | **Assessment:**  - The class discussion will give the teacher an opportunity to assess how well students have learned the lesson, with chances for immediate correction of any errors or deficiencies. The handouts will be collected as a classwork grade. | |
| **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | | **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | | **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; SS-1; ES-4; VV-4 | Extended Time  Small Groups | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Allow extended time frames to complete assignments, projects and tests  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Extended Time  Small Groups | P2 – CB-K/F; CT-504; JV-504; NW-K | Allow extended time frames to complete assignments, projects and tests  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Extended Time  Small Groups | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Allow extended time frames to complete assignments, projects and tests  Alert student several minutes before transition from one activity to another is planned |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Extended Time  Small Groups | P8 – EF-V/K; YP-K | Allow extended time frames to complete assignments, projects and tests  Alert student several minutes before transition from one activity to another is planned | P8 - SB | Research and Independent Study |