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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.  SS.8.FL.2.5 Discuss the fact that people may revise their budget based on unplanned expenses and changes in income. | | | | **Vocabulary:**  human capital; economics; education; skills; experience; training; careers; income; salary; requirements; business card; budget; expenses; opportunity cost; vacation; lodging; travel | |
| **Monday (“A”) / Tuesday (“B”)** | | **Wednesday (“A”) / Thursday (“B”)** | | **Friday (“A”)** | |
| **Essential Question:**  - Why is it important to have a budget? | | **Essential Question:**  - Why is it important to have a budget? | | **Essential Question:**  - Why is it important to have a budget? | |
| **H.O.T. Questions:**  - What is opportunity cost?  - How do you make difficult choices to stay under budget? | | **H.O.T. Questions:**  - How can you plan a trip within a given budget?  - What choices might you have to make in order to keep that budget? | | **H.O.T. Questions:**  - How can budgeting help you to plan ahead?  - How can you evaluate and offer feedback to others on their projects? | |
| **Bell Ringer:**  What are three potential places that you would like to go on vacation in the United States (or Florida)? | | **Bell Ringer:**  Where did you ultimately choose to go for the project? | | **Bell Ringer:**  Give students about 15-20 minutes at the beginning of class to finish their projects. | |
| **Learner Outcome:**  Students will identify that opportunity cost is what is given up when a choice is made. They will analyze how to make difficult choices within a budget and apply these skills by creating their own vacation budget. | | **Learner Outcome:**  Students will create their own vacation budget by researching various expenses and applying the idea of opportunity cost to their travel decisions. | | **Learner Outcome:**  Students will analyze how budgeting can help them to plan ahead by creating their own vacation budget. They will present these projects to the class and evaluate the projects of their peers, offering constructive criticism. | |
| **Whole Group:**  - Discuss the Bell Ringer question with students and see if there are any popular places or travel ideas.  - B Day: Spend about 10-15 minutes going over the budgeting activity from last class (we already did this for A-Day classes).  - Discuss the concept of opportunity cost with the class and how it means that spending money always has a cost beyond the value of the money. When you spend money on something, you lose out on spending that money on other things. Give the class several examples of this.  - Tell the class that we are going to be putting these concepts to use by planning a trip somewhere in the USA. They may work on this individually or together with a partner, although they are encouraged to work together with someone. Show students how to sign up for the project as partners if they choose to work with someone. In some circumstances, groups of 3 may be allowed to work on the project, as well, although they will be expected to do more.  - Distribute the family vacation project sheet to the class. Explain that students have won a Social Studies contest and have received an award that must be spent on a trip within the USA. They will be planning a vacation for themselves and their families (i.e. a family of 4) to either a state capital or an important cultural place somewhere within the United States. They will have $4500 to “spend” on their vacation, and they will be required to spend at least 3 days at their chosen location.  - Students will need to:   1. Identify a vacation spot within the United States. 2. Estimate the distance that they will travel, how they will get to their location, and the price that they will pay to travel. Students will be given several choices (car, train, and plane) and will need to research the pricing in order to make a decision. 3. Make choices about lodging, food, events and activities, ticket prices, souvenirs, etc. 4. Calculate the final cost of their trip and stay within budget.   - Students may use their phones, tablets, and computers to research potential options and prices. They will be asked to fill out a project sheet containing their choices and budget, as well as an explanation for their choices. They will also create a PowerPoint that will function as an Instagram story of their trip. It will contain a map of their trip and photos/drawings of several of their planned activities or locations that they will be experiencing.  - The teacher will assist any students or pairs that are struggling with finding information or with their calculations.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Where should your family go on vacation, and why? How can you plan a trip that fits within a certain budget? | | **Whole Group:**  - Students will continue to work on their family vacation budget projects. They will continue researching their chosen travel location, as well as prices for lodging, travel, food, activities, and so on.  - Students should start to finish their research and to finalize their budgets, making choices about what they can afford and what they might have to give up in order to stay under budget.  - They will need to finish their budget worksheets, their PowerPoints, and answer several questions explaining their choices for their family vacation.  - As students finish their projects, they may choose to work on any missing/make-up work that they have for Civics class or any of their other classes.  - If students finish early, devote some time at the end of class to begin student presentations about their trip. They will tell the class where they chose to go, the highlights of what they plan to do, and how they stayed under budget. Otherwise, we will present in the following class.  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**    What difficult choices did you have to make in order to come in under budget? What did you choose to cut from the trip, and why? | | **Whole Group:**  - Give students about 15-20 minutes at the beginning of class to finish their projects, if the majority of class needs the time.  - Then, begin student presentations. Students will tell the class where they chose to go, why they chose that location, a summary of what they ended up doing, how much they came in under budget, and what difficult decisions (if any) they had. They will also share their PowerPoints with the class that contains a map and images of their trip. While they share, we will place a dot a USA map that we will have open on the video call. Once we have finished, we will display this to the class so that they can see the map of their vacation stories.  - After the presentations, ask students to complete the Evidence Based Writing question below.  - If there is any time left in class, students may work on any make-up or missing work that they have for Civics or any of their other classes.  **Evidence Based Writing: After participating in a class discussion about the text, critique the reasoning of another person in class.**    Pick two of the presentations/PowerPoints – one that you thought was the best, and one that you thought needed the most improvement. In a sentence for each, write why you thought the first one was excellent, and explain how the second one could be improved. | |
| **Assessment:**  - The project will provide a fun and interactive way for students to experience firsthand how the budgeting process works, and how difficult choices may need to be made in order to stay under a set budget. This will be counted as a test grade to give students an added incentive to work on it and to give students who struggled on exams an easy way to improve their grade. | | **Assessment:**  - The project will provide a fun and interactive way for students to experience firsthand how the budgeting process works, and how difficult choices may need to be made in order to stay under a set budget. This will be counted as a test grade to give students an added incentive to work on it and to give students who struggled on exams an easy way to improve their grade. | | **Assessment:**  - The presentations will give students a chance to share their hard work on our projects and to discuss the various opportunity costs that they faced. The critiques will give students important feedback and will count 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.  - Finish projects. | | **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 | Small Groups  Discussion | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Small Groups  Discussion | P2 – CB-K/F; CT-504; JV-504; NW-K | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Small Groups  Discussion | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Small Groups  Discussion | P8 – EF-V/K; YP-K | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions | P8 - SB | Research and Independent Study |