

	<i>CCD Foundational Skills</i>
<b>COMMON CORE SOCIAL STUDIES</b>	<b>2016</b>
<b>Lesson Schedule &amp; Plans</b> <i>Common Core Basics</i> <i>Common Core Exercise</i>	



<b>JANUARY</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 01.04 - 01.08</i>		
<i>Week of 01.11 - 01.15</i>		
<i>Week of 01.18 - 01.22</i>		
<i>Week of 01.25 - 01.29</i>		

<b>FEBRUARY</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 02.01 - 02.05</i>		
<i>Week of 02.08 - 02.12</i>		
<i>Week of 02.15 - 02.19</i>		
<i>Week of 02.22 - 02.26</i>		
<i>Week of 02.29 - 03.04</i>		

<b>MARCH</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 03.07 - 03.11</i>		
<i>Week of 03.14 - 03.18</i>		
<i>Week of 03.21 - 03.25</i>		
<i>Week of 03.28 - 04.01</i>		

<b>A P R I L</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 04.04 - 04.08</i>		
<i>Week of 04.11 - 04.15</i>		
<i>Week of 04.18 - 04.22</i>		
<i>Week of 04.25 - 04.29</i>		

<b>M A Y</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 05.02 - 05.06</i>		
<i>Week of 05.09 - 05.13</i>		
<i>Week of 05.16 - 05.20</i>		
<i>Week of 05.23 - 05.27</i>		
<i>Week of 05.30 - 06.03</i>		

<b>J U N E</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 06.06 - 06.10</i>		
<i>Week of 06.13 - 06.17</i>		
<i>Week of 06.20 - 06.24</i>		
<i>Week of 06.27 - 07.01</i>		

<b>J U L Y</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 07.04 - 07.08</i>		
<i>Week of 07.11 - 07.15</i>		
<i>Week of 07.18 - 07.22</i>		
<i>Week of 07.25 - 07.29</i>		

<b>A U G U S T</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 08.01 - 08.05</i>		
<i>Week of 08.08 - 08.12</i>		
<i>Week of 08.15 - 08.19</i>		
<i>Week of 08.22 - 08.26</i>		
<i>Week of 08.29 - 09.02</i>		

<b>S E P T E M B E R</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 09.05 - 09.09</i>		
<i>Week of 09.12 - 09.16</i>		
<i>Week of 09.19 - 09.23</i>		
<i>Week of 09.26 - 09.30</i>		

OCTOBER	*Writing Emphasis - Apostrophes	
	Day One	Day Two
Week of 10.03 - 10.07		
Week of 10.10 - 10.14		
Week of 10.17 - 10.21		
Week of 10.24 - 10.28		
Week of 10.31 - 11.04		

NOVEMBER	*Writing Emphasis - Apostrophes	
	Day One	Day Two
Week of 11.07 - 11.11		
Week of 11.14 - 11.18		
Week of 11.21 - 11.25		
Week of 11.28 - 12.02		

DECEMBER	*Writing Emphasis - Apostrophes	
	Day One	Day Two
Week of 12.05 - 12.09		
Week of 12.12 - 12.16		
Week of 12.19 - 12.23		
Week of 12.26 - 12.30		

# COMMON CORE BASICS

## UNIT 1 US HISTORY AND CIVIC

Chapter 1 US Government and Civics

Chapter 2 US History: Revolutionary War through the Depression

Chapter 3 US History: World War II through Modern Times

## UNIT 2 GLOBAL CONNECTIONS

Chapter 4 World History and Political Systems

## UNIT 3 ECONOMICS

Chapter 5 Economic Foundations

5.1 BASIC ECONOMIC CONCEPTS  
5.2 THE ROLE OF THE MARKET  
5.3 THE ROLE OF THE GOVERNMENT  
5.4 MONEY AND FINANCIAL INSTITUTIONS  
5.5 MONOPOLY AND PROFIT  
5.6 PROFIT  
5.7 PRODUCTIVITY AND INTERDEPENDENCE  
5.8 FISCAL AND MONETARY POLICY  
5.9 CREDIT, SAVINGS, AND BANKING  
CHAPTER 5 REVIEW AND CHECK YOUR UNDERSTANDING  
CHAPTER 5 ESSAY WRITING PRACTICE

Chapter 6 Economic Events in History

6.1 MAJOR ECONOMIC EVENTS  
6.2 INDUSTRIALIZATION AND IMPERIALISM  
6.3 SCIENTIFIC AND INDUSTRIAL REVOLUTIONS

	<b>CHAPTER 5 REVIEW AND CHECK YOUR UNDERSTANDING</b> <b>CHAPTER 5 ESSAY WRITING PRACTICE</b>
Chapter 7 Economics in the Twenty-First Century	

## UNIT 4 GEOGRAPHY

Chapter 8 Geography and People	



## COMMON CORE ACHIEVE

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## SOCIAL STUDIES

## 5.1: BASIC ECONOMIC CONCEPTS

## MATERIALS

- o CCB Mathematics pages 184 - 189
- o Worksheet: [Basic Economic Principles](#)
- o PowerPoint: [General Economic Principles](#)

## CCR STANDARDS

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## OBJECTIVES

- o Explain how scarcity requires people to make economic choices
- o Recognize that economic choices have costs
- o Analyze a production possibilities curve

## KEY CONCEPT

- o Scarcity, which is a universal economic problem, requires individuals and societies to make choices about how to use their limited resources.

## VOCABULARY

Tier 2	o Scarcity
Tier 3	o Factor of Production o Opportunity Cost o Production Possibilities Curve
Test Words	o Table

## INTERACTIVE STRATEGY

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## WRITING TOPIC

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## WRITING PRACTICE

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## BEFORE LESSON

Ask students whether they ever have too little time available to do all the things they want or need to do. Have them name examples of activities they have given up in order to do something else, and write their responses on the board. Explain that the challenge of having too little time (or money or other resources) to do all the things we want to do is an example of scarcity. Scarcity forces us to choose. A scarcity of money may force a choice between buying a needed textbook or a desired item of clothing, while a scarcity of time may mean choosing between studying or going out with friends. Tell students that in this lesson, they will learn about the economic

## GUIDED PRACTICE

## Scarcity and Choice

## Choices Involve Costs

## Graphing Opportunity Costs

## CORE SKILL

## Interpret Graphics

Explain that authors use graphics to present information in different ways. Sometimes graphics make it easier to understand an idea or concept. Have pairs of students use the table on page 184 to write a paragraph. They should use the first heading as their main idea and data from the table as the supporting details in their paragraphs. Have pairs exchange their paragraphs with another pair and check to make

## Recognize Supporting Details

Explain that creating a web diagram is an effective way to recognize main idea and details in text. Have small groups of students create a web diagram about the "Choices Involve Costs" section, with the main idea in the middle and supporting details extending from it.

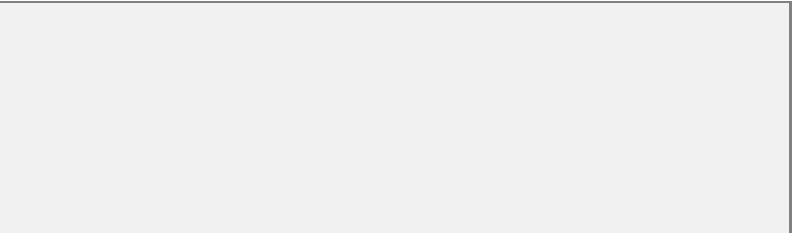
## EXTENSION

## Practice Word Stress

Have students look at the vocabulary words for this lesson. Help students to recognize the influence of the word endings - tzon and -ity on word stress. Have them practice reading sentences containing the vocabulary words, taking care to use correct word stress.

## Apply Economic Concepts

Ask students to think of a scenario in their lives that involves opportunity cost. Then have them take that scenario and apply the concepts they learned in this lesson to create a production-possibilities table and graph showing the



options involved. For example, students might use the opportunity costs of time spent exercising versus time spent studying. Have them write a short paragraph explaining and analyzing their data. Common Core Basics: Social Studies

LESSON REVIEW

## SOCIAL STUDIES

## 5.2: THE ROLE OF THE MARKET

## MATERIALS

- o CCB Mathematics pages 190 - 195
- o Game: The Market System (DABC)

## CCR STANDARDS

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## OBJECTIVES

- o Explain demand and understand a demand curve
- o Explain supply and understand a supply curve
- o Analyze a market-equilibrium graph for a product

## KEY CONCEPT

- o The forces of demand and supply create market prices for most products and resources in the US economy.

## VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Demand</li> <li>o Market</li> <li>o Money</li> <li>o Supply</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Market Equilibrium</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Implied Main Idea</li> </ul>

## INTERACTIVE STRATEGY

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## WRITING TOPIC

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## WRITING PRACTICE

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## BEFORE LESSON

Tell students that in a capitalist system, demand and supply help answer three basic economic questions: what to produce, how to produce, and for whom to produce. Write these questions on the board and help students understand them by using an example, such as this: What to produce: frozen yogurt; how to produce: in a shop using

## GUIDED PRACTICE

## Markets

## Demand and the Law of Demand

## Supply and the Law of Supply

## Market Equilibrium

## Government Intervention

## CORE SKILL

## Understand the Implied Main Idea

Remind students that an implied main idea is still a main idea. Explain that looking at the details helps point to the implied main idea. Use students' answers to the activity questions as the basis of a class discussion about the main idea of the paragraph.

## Make Inferences

Tell students that making inferences often involves considering multiple perspectives on an issue. Thinking about how various entities or people might react to something can involve inference. You may choose to extend this exercise by having students research other price controls set by the US government.

## EXTENSION

## Understand Visuals

Have students work in pairs to explain to one another the tables and curves in this lesson, including how they interrelate. Check students' understanding of the graphics and of the concepts of supply and demand.

## Develop a Logical Argument

Divide the class into two groups. Have one group investigate the arguments in favor of government price controls and have the other investigate the arguments against them. Tell both groups to cite evidence from both economic and social perspectives. Then moderate a class debate on the topic.

## LESSON REVIEW



**SOCIAL STUDIES****MATERIALS**

- o CCB Mathematics pages 196 - 201

**CCR STANDARDS**

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**OBJECTIVES**

- o Describe how the role of government in the economy has
- o expanded over time
- o Explain the roles of government in the economy
- o Understand how tax revenues pay for government programs

**KEY CONCEPT**

- o The role of government in the US economy has increased dramatically during the past century.

**VOCABULARY**

<i>Tier 2</i>	o Secession
<i>Tier 3</i>	o Limited Government o Public Goods o Transfer Payment
<i>Test Words</i>	o Analyze o Faulty Logic

**INTERACTIVE STRATEGY**

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**WRITING TOPIC**

- o Evaluate Reasoning (page 199)

**WRITING PRACTICE**

- o Write to Learn (Page 197)

**5.3: THE ROLE OF THE GOVERNMENT****BEFORE LESSON**

Work with students to recall what they have learned about the US economy. Ask them why they think the role of government in the US economy has expanded in the past century. If they struggle, mention Roosevelt's policies in response to the Great Depression and Johnson's Great Society programs. Have students create a time line tracing this expansion as they read "Government's Role in the Economy."

**GUIDED PRACTICE****Government's Role in the Economy****The Four Roles of Government****Taxation: Paying for Government Programs****CORE SKILL****Evaluate Reasoning (page 198)**

Provide students with an example of faulty logic from an advertisement or magazine. Work with students to identify the faulty logic and why it is not sound reasoning. When they complete the sidebar activity, invite students to share their examples and analyses with the class.

**Evaluate Reasoning (page 199)**

Have students create a clean final draft of their paragraph. Use these to compile a student pamphlet on public goods.

**Analyze Information**

Provide small groups of students with editorials on economics. Have them underline facts, circle the main idea, and decide whether the author has convinced them based on the facts.

**EXTENSION****Proofread**

Remind students to proofread their written work to find errors in capitalization, punctuation, grammar, spelling, and word choice. Tell them that it can be difficult to proofread your own work, especially in a language you are learning. One good strategy is to wait until the next day to do the proofreading. Another is to read the text aloud and listen to what you have written. Have them ask themselves: Does it sound like the English you hear around you? If not, they should check for errors.

**Formulate a Plan**

Have students write an editorial formulating a plan related to taxes proposing it, and developing a logical argument to support their proposal. They may feel that a particular tax, such as property tax, is unfair or unreasonable. They

may argue that certain taxes should be raised in order to fund a new government program or expand an existing one.

## LESSON REVIEW

### **Write to Learn (Page 197)**

Analyzing information in a text on a passage involves evaluating the evidence provided and forming conclusions based on that evidence

Read the “Great Depression and New Deal” on page 196. As you read, evaluate the reasons that the New Deal came about and the kinds of programs that were developed. Ask yourself, Why did the role of government in the US economy change during the 1930’s?

Remind students to use facts and details to support their analysis. Have them double-check their reasoning to make sure they explain it thoroughly and that it is based in logic.

**SOCIAL STUDIES****MATERIALS**

- o CCB Mathematics pages 202 - 207

**CCR STANDARDS**

- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**OBJECTIVES**

- o Identify the functions of money and types of money
- o Recognize the components of the US money supply
- o Describe the role of banks and other financial institutions in the US economy
- o Explain how the US government regulates the banking system

**KEY CONCEPT**

- o Banks and other financial institutions connect people who want to save money with people who want to borrow money in a regulated US financial system

**VOCABULARY**

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Credit Union</li> <li>o Money Supply</li> <li>o Savings Institution</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Commercial Bank</li> <li>o Federal Reserve System</li> <li>o Flat Money</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Adequate</li> </ul>

**INTERACTIVE STRATEGY**

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**WRITING TOPIC**

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**WRITING PRACTICE****5.4: MONEY AND FINANCIAL INSTITUTIONS****BEFORE LESSON**

Ask students to identify different types of financial institutions in the United States (banks, credit unions). Invite volunteers to share what they know about such institutions. Use their comments to create a list of institutions and a brief description of each. Tell students that financial institutions have two basic functions: providing means of saving/investing and providing loans. Help students recognize the relationship between the two functions.

**GUIDED PRACTICE****Money and Its Uses****The Money Supply****Financial Institutions****Government Oversight of Financial Institutions****CORE SKILL****Evaluate Evidence**

Have students complete this activity in pairs or small groups and then poll the class to compare answers. Resolve any differences as a class by evaluating the evidence in the passage.

**Distinguish Fact from Opinion**

Group students who wrote about the same institutions and have them compare and contrast the facts and opinions they found. Invite them to share interesting discoveries with the class.

**EXTENSION****Summarize a Paragraph**

Read to students the second paragraph under the heading "The Federal Reserve System" on page 205. Then go over the material again, using simpler language. Explain, for instance, what the word panic means in this context. Have students write a sentence summarizing the paragraph.

**Distinguish Different Measurements**

Have students investigate other ways that economists measure the US money supply and differentiate between them. For example, M2 and M3 include savings accounts, stocks, bonds, and retirement accounts. Challenge students to determine why these types of money are not included in the M1 money supply. Have them write a paragraph supporting their interpretation.

**LESSON REVIEW****Write to Learn (Page 205)**

Remind students to vary the words they use to express cause and effect.



○ Write to Learn (page 205)

Have them underline the cause-and-effect terms in their paragraphs. Ask them to use different terms to replace any repetitions.

**SOCIAL STUDIES****MATERIALS**

- o CCB Mathematics pages 208 - 213

**CCR STANDARDS**

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**OBJECTIVES**

- o Compare the features of monopoly and competition
- o Understand how demand affects the price of goods and services

**KEY CONCEPT**

- o When only one seller offers a product, the seller determines the price and the level of service. When two or more sellers provide the same product to the same group of customers, the sellers must take customers' wants and needs into account.

**VOCABULARY**

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Competition</li> <li>o Demand</li> <li>o Innovation</li> <li>o Monopoly</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Barrier to Entry</li> <li>o Market Structure</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Multiple-Meaning Word</li> </ul>

**INTERACTIVE STRATEGY**

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**WRITING TOPIC**

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**WRITING PRACTICE**

- o Write to Learn (Page 211)

**5.5: MONOPOLY AND COMPETITION****BEFORE LESSON**

Have students imagine that Mario's, an Italian restaurant a mile away, is the only place in town to get pizza. Tell them that Mario's pizza is delicious but expensive and that the restaurant does not deliver. Guide students in visualizing what may happen when Pizza Express-offering free delivery and lower prices opens nearby. (Possible responses: Mario's would lower its prices, offer discount coupons, and begin a delivery service.) Brainstorm why Mario's might take such steps. (Formerly a single seller, Mario's now faces competition and must appeal to its customers in new ways to keep their business.)

**GUIDED PRACTICE****Monopolies and Competition****CORE SKILL****Determine Central Ideas**

When students have completed the exercise, pose each question aloud and work through the exercise as a class. Then direct students to go online to the business and financial sections of a major newspaper, such as The New York Times or The Washington Post. Have students answer the same questions regarding a business news article and invite volunteers to share their articles and responses with the class.

**Interpret the Meaning of Words and Phrases**

After students finish the exercise, tell them that the multiple-meaning words they are studying in the lesson also have the following meanings. Write the words and their meanings on the board in two columns. Ask students to match the terms in the left column with the meanings on the right.

barrier - request

competition - sell

demand - record

entry - fence

market - contest

**EXTENSION****Read-Aloud Pairs**

Pair English language learners with fluent English speakers to read aloud the boxed text on page 210. Have the fluent English speakers read paragraph 1 aloud. Then reverse the roles to reread the same paragraph. Have the pairs continue this reading pattern through the four paragraphs of the passage. The fluent speakers should coach the English language learners when necessary.

**Make Observations and Summarize Data**

Divide the class into small groups and invite groups to choose one of the following topics: John D. Rockefeller, Ida Tarbell, The History of the Standard Oil Company, trusts, the Sherman Antitrust Act. Ask the groups to do online research on how their topic relates to monopolies. Tell students to collect and organize data, make observations, and then interpret their data, draw conclusions, and summarize their findings. Finally, each group should make a presentation to the class, citing evidence to support their conclusions

**LESSON REVIEW****Write to Learn (Page 211)**

Write a journal entry in which you tell about a personal experience you have had comparing the prices and features of two or more similar products. What factors most affected your final decision about which product to buy? Remind students to include features about each product that they found compelling enough to influence their purchasing decision. Ask them to mention whether their decision hinged on price alone or if there were product features that overcame price and led them to purchase a higher-priced item. After students have finished their entries, invite volunteers to share their entries with the class.

## SOCIAL STUDIES

## 5.6: PROFIT

## MATERIALS

- o CCB Mathematics pages 214 -217

## CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## OBJECTIVES

- o Understand the factors influencing profit
- o Explain the role of incentive in profit

## KEY CONCEPT

- o The possibility of increased profits encourages business owners to take risks, to expand, and to try various strategies that will increase productivity.

## VOCABULARY

Tier 2	o Incentive
	o Interpret
	o Morals
	o Productivity
	o Profit
Tier 3	o Capital
Test Words	o Text Structure

## INTERACTIVE STRATEGY

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## WRITING TOPIC

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## WRITING PRACTICE

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## BEFORE LESSON

Ask students why people work. Explain how a worker's desire to get paid parallels the desire of business owners to make a profit. Make sure students understand what motive means, and encourage them to memorize the phrase "profit motive." They should understand profit motive as the fundamental or most basic reason for economic activity in countries with capitalist economies like the United States. Ask students to share ideas about how businesses can make a profit. (Sample answers: produce a product that people want to buy, keep costs down) Write students' responses on the board and add to the list as the lesson progresses.

## GUIDED PRACTICE

## Making a Profit

## The Role of Incentive in Making a Profit

## CORE SKILL

## Determine the Central Idea

When students have completed the activity, divide the class into small groups. Tell students to discuss a topic of their choosing, and as a group, write a paragraph that includes the central idea of the discussion in the first sentence and restates that idea near the end of the piece. If students have difficulty coming up with topics, suggest reality TV programs, the Harry Potter or Twilight series of books, finding a part-time job. Invite volunteers to share the groups' paragraphs with the class and have other students offer suggestions for revision.

## Interpret Meaning

After students complete the activity, invite volunteers to read their sentences to the class. Then ask students to write at least three sentences that display a cause-and-effect structure. Tell students they may choose to write about an event that happened to them recently. (Sample answer: Because I was late for class, I decided not to go to the gas station. Half a mile from school, the car ran out of gas, so I had to walk back to the station to buy gas. This made me even later for class.)

## EXTENSION

## Restate the Key Concept

Focus students on the Key Concept for this lesson: The possibility of increased profits encourages business owners to take risks, to expand, and to try various strategies to increase productivity. Direct students to restate the Key Concept sentence in their own words. Ask them to also rewrite the concept in their own words. Then have student's trade papers with a partner

and have the partners discuss the papers with each other.

**Categorize Factors of Production**

Have students choose a type of business and go online to investigate the factors of production that must be controlled in order for the business owners to make a profit. If students have difficulty choosing a business or interpreting factors of production, suggest they categorize the following factors required for the operation of a doughnut shop: shop rental; wages for bakers and cashiers; purchase of mixers, ovens, deep fryers, refrigerators, display cases, flour, sugar, eggs, and other ingredients; payment for utilities; premium payments for fire and other insurance. When students have categorized the factors of production for the doughnut shop or other business of their choice, discuss as a class the factors of production used and how each business makes a profit.

**LESSON REVIEW**

## SOCIAL STUDIES

## MATERIALS

- CCB Mathematics pages 218 - 223

## CCR STANDARDS

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## OBJECTIVES

- Define productivity as an economic concept
- Explain economic interdependence
- Describe the relationship between productivity and interdependence

## KEY CONCEPT

- Productivity and interdependence are fundamental economic concepts. Both productivity and interdependence have a direct effect on the US economy and on the economies of countries around the world.

## VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>○ efficiently</li> <li>○ input</li> <li>○ output</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>○ division of labor</li> <li>○ interdependence</li> <li>○ productivity</li> <li>○ specialization</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>○ interpret</li> </ul>

## INTERACTIVE STRATEGY

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## WRITING TOPIC

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## WRITING PRACTICE

## 5.7: PRODUCTIVITY AND INTERDEPENDENCE

## BEFORE LESSON

Students have learned the basics of economics, including how the profit incentive and the market structures of monopoly and competition operate. Ask students if they know what productivity and interdependence are. (Sample answers: being productive, making products; being dependent on other people) Tell students that productivity and interdependence play roles in today's economy. Productivity affects profit and interdependence describes the economic interaction among businesses worldwide. Explain that students will learn more about productivity and interdependence in this lesson

## GUIDED PRACTICE

## Production and Products

## Interdependence in Economics

## Productivity and Interdependence

## CORE SKILL

## Interpret Words and Phrases in Text

Pair students to complete the exercise. When they are finished, invite volunteers from the pairs to share with the class the unfamiliar words they chose and explain how they applied the three techniques (definition, context, and substitution).

## Research It

Follow Production After students complete the exercise, invite volunteers to present their findings to the class, pointing out the various locations in which materials and labor went into the production of the product they chose.

## Interpret Meaning

Tell students that a word's etymology refers to the origin of the word. Looking up a word's etymology is similar to interpreting the parts of a word. Explain that, oftentimes, using the word in question as a key word along with "etymology" in an Internet search will help students quickly identify a word's parts and interpret a word's meaning. Once students finish defining the four words, invite volunteers to write four sentences on the board, with each sentence using one of the four terms.

## EXTENSION

## Translate Terms

Review the vocabulary words with students. For each word, assist students in translating it into their first languages. Once they are comfortable with the words, have pairs of students work together to make word flash cards with the English word on the front and the translated word on the back.

- Remind students that division of labor and specialization are related but are not exactly the same thing. Division of labor refers to the work being divided while specialization refers to workers focusing on one or a few things. Point out that, depending on the subject of their paragraph, workers may specialize in more than one task.

**Investigate Interdependence**

Ask students to assess the interdependence involved in the manufacture of a product such as a smartphone, a motorcycle, or a microwave oven. Tell them to go online and investigate the economic interdependence represented in its manufacturing process by categorizing the product's parts and labor (e.g., made from raw materials from Korea and the US, designed and machined in the US, assembled in Mexico). Invite students to share what they learn in brief oral presentations. Have class members offer critiques that students can use to revise their reports.

**LESSON REVIEW**

**SOCIAL STUDIES****MATERIALS**

- CCB Mathematics pages 224 - 229

**CCR STANDARDS**

- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**OBJECTIVES**

- Define fiscal policy
- Define monetary policy
- Explain how fiscal and monetary policies help manage the economy

**KEY CONCEPT**

- The federal government uses fiscal policies and monetary policies to manage the economy.

**VOCABULARY**

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>○ Circulation</li> <li>○ Expenditures</li> <li>○ interest rate</li> <li>○ revenue</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>○ fiscal policy</li> <li>○ monetary policy</li> <li>○ national debt</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>○ inflation</li> </ul>

**INTERACTIVE STRATEGY**

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**WRITING TOPIC**

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**WRITING PRACTICE**

- Before students write their paragraphs, check their understanding of interest in this context.

**5.8: FISCAL AND MONETARY POLICY****BEFORE LESSON**

In Lesson 5.3, students learned about the government's expanding role in the economy under President Roosevelt's New Deal. They also learned basic information about the government's role in stabilizing the economy through use of fiscal policy and monetary policy. Ask what students recall about how fiscal policy is used to control the economy. (Sample answer: by increasing taxes to pay for programs) Then ask how monetary policy is used to regulate the economy. (Sample answer: by adding or removing cash from the economy) Write student responses on the board. Tell students that they will learn more about fiscal policy and monetary policy in this lesson.

**GUIDED PRACTICE****Federal Revenue and Expenditures****Fiscal Policies****Monetary Policy****The Federal Reserve System****CORE SKILL****Interpret Graphics**

Ensure students understand that circle graphs show 100 percent of whatever the graphs are displaying and that the two circle graphs on page 225 show 100 percent of federal income and 100 percent of federal spending. Pair students, then direct them to formulate and ask each other three to five questions about the graphs. Once you ensure everyone can read the graphs accurately, explain that students can break down their own income and expenses using circle graphs. Ask students to create a circle graph showing their income or expenditures. Invite students to share their graphs with their partners.

**Conduct Research Projects**

Guide students in using search engines to locate information about the American Recovery and Reinvestment Act. They should identify it as a fiscal policy designed to stimulate the economy. It is popularly known as the "Obama Stimulus," after President Barack Obama, who advocated the policy. Tell students to use these key words American Recovery and Reinvestment Act 2009 in their searches. Remind them that the most credible websites are those ending in .gov, .edu, and .org.

**EXTENSION****Practice Difficult Words**

Have students practice reading difficult words from the boxed text on page 227. Have them mark syllable breaks. Read one sentence at a time and have



Tell them that the interest referred to is money they pay for car and house loans, not interest they earn. Higher interest rates means they will have to make higher loan payments.

students repeat, checking for accuracy as they do so.

**Draw Conclusions about Tax**

Increases Have small groups of students work together to investigate the effects that federal tobacco tax increases, such as the federal cigarette tax increase in 2009, have had on the sale of cigarettes over the years. Ask groups to consult several online sources and draw conclusions from them to present to the class.

**LESSON REVIEW**

**SOCIAL STUDIES****5.9: CREDIT, SAVINGS, AND BANKING****MATERIALS**

- CCB Mathematics pages 230 - 235

**CCR STANDARDS**

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**OBJECTIVES**

- Describe how to use a bank
- Recognize the importance of saving
- Explain the concept of credit and credit scores

**KEY CONCEPT**

- Personal financial management is a vital life skill.

**VOCABULARY**

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>○ Deposit</li> <li>○ withdraw</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>○ checking account</li> <li>○ credit score</li> <li>○ savings account</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>○ financial planning</li> </ul>

**INTERACTIVE STRATEGY**

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**WRITING TOPIC**

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**WRITING PRACTICE**

- When students have finished their journal entries, invite volunteers to share the steps they have written to improve their financial situation.

**BEFORE LESSON**

Assess students' understanding of basic personal finance by asking for their suggestions about what it means for someone to be "good with money." Write student responses on the board. Guide the class into a consensus that being "good with money" can mean being skilled at acquiring and keeping money and at making wise choices when spending it. Emphasize that being good with money is not a talent that they have to be born with. It is a set of skills that they can learn. Tell students that in this lesson, they will learn more about managing their finances.

**GUIDED PRACTICE****Personal Finance****Banks and Checking Accounts****Saving for Your Future****Understanding Credit****CORE SKILL****Integrate Visual Information**

As background to the activity, ask students the difference between necessities and luxuries. After students have completed the activity, lead the class in reaching a consensus about how using visual information in the form of a table made the exercise easier to complete and understand.

**Interpret Meaning**

When students have completed the exercise, invite volunteers to read each of their rhetorical questions to the class, followed by reading the part of the text on page 231 that provides the answer to the question.

**Real World Connection: Understand Interest**

When students complete the exercise, invite volunteers to share their calculations and write them on the board. Discuss how the apparent cost of an item can drastically increase if the merchandise is purchased on credit and the buyer pays only a portion of the bill each month.

**EXTENSION****Reciting Topical Phrases**

Pair English language learners with fluent English speakers. Ask students to write some common phrases they would need to use in a bank (e.g., "I would like to open a savings account, please"). Then have partners practice reciting the phrases to each other. Have the fluent English speaker suggest changes in wording, as appropriate.

**Compare Interest Rates**

<p>Remind them, however, not to divulge private account information and to use caution when discussing their personal financial affairs with other people.</p>	<p>Have groups of students go online and gather information regarding loan rates from local banks and credit unions. Tell them to determine the APR (annual percentage rate) on a loan of \$1,000 from two banks and two credit unions. Have students then compare the rates and point out differences between the rates from the different institutions. Once they have assessed their data, have the groups summarize the information and give a presentation to the class. Invite class members to critique the presentation and offer suggestions for revision.</p> <p>LESSON REVIEW</p>
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## SOCIAL STUDIES

## 6.1: MAJOR ECONOMIC EVENTS

## MATERIALS

- o CCB Mathematics pages 244 - 249

## CCR STANDARDS

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## OBJECTIVES

- o Identify the parts of the business cycle
- o Describe the Great Depression
- o Explain Keynesian economics

## KEY CONCEPT

- o Understanding the business cycle and government spending will help you understand your own finances.

## VOCABULARY

Tier 2	o Contraction
	o Depression
	o Expansion
	o Peak
	o Recession
Tier 3	o Trough
	o Business Cycle
	o Great Depression
	o Gross Domestic Product (GDP)
Test Words	o

## INTERACTIVE STRATEGY

- o

## WRITING TOPIC

## BEFORE LESSON

Ask students how they or others they know would meet their financial obligations if they lost their jobs and were not immediately able to find a new job. (Sample answer: by applying for unemployment benefits, also called unemployment compensation) Explain that the Social Security Act of 1935 established a federal program to administer states' unemployment compensation payments as well as payments to older Americans, among others.

## GUIDED PRACTICE

## Gross Domestic Product

## The Business Cycle

## The Great Depression

## Keynesian Economics and the New Deal

## CORE SKILL

## Integrate Content Presented in Different Ways

When students complete the exercise, draw the business cycle diagram without labels on the board. Draw a deeper trough than the one shown on page 245. Invite volunteers to label the diagram with the terms boom, bust, peak, trough, and recession. When volunteers have finished labeling the diagram, discuss why the dip in the diagram is a trough and is also a recession.

## Infer

When students complete the exercise, invite volunteers to tell the class what they inferred from the sentences referred to in the activity. Ask the volunteers to explain both why they inferred what they did and how they made their inferences.

## Research It: Understand History

Ask students for the unemployment rates they found for 1933, 1945, 1980, 2010, and today. Write their responses on the board. Tell them that figures from the US Department of Labor, Bureau of Labor Statistics, show the following rates (rounded to the nearest percent): 1933: 25 percent, 1945: 2 percent; 1980: 7 percent; 2010: 10 percent. Discuss why the figures vary so widely. (Sample answers: In 1933, the United States was deep in the Great Depression, so unemployment was very high. At the end of World War II (1945), a postwar economic boom drove unemployment down. The 10 percent figure for 2010 shows the rate for the Great Recession.)

## EXTENSION

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### *WRITING PRACTICE*

- When students complete the exercise, have them pair up and exchange papers. Have each partner critique the other student's paragraph and offer suggestions for revision.

### **Understand Idioms**

Help students whose first language is not English to understand the business cycle idiom of "boom and bust" by labeling the business cycle diagram from page 245 with equivalent terms for GDP, boom, and bust in their languages of origin. Post the translated diagrams on the board for classmates to identify.

### **Develop a Logical**

**Argument** Although the Social Security Act of 1935 helped ease some of the severe hardships of the Great Depression, many Americans, including Alf Landon, the Republican candidate for president in 1936, opposed the bill's passage. Tell half the class to research reasons that President Roosevelt wanted the Social Security Act passed and the other half to research reasons that some American business people and politicians like Landon opposed the measure. Tell each team to investigate their position on reputable websites (those including .gov, .edu, and .org). Instruct students to formulate logical arguments by assessing the data they find, drawing conclusions, and using credible evidence in support of their arguments. Then moderate a class debate on the issue.

### **LESSON REVIEW**

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**SOCIAL STUDIES****MATERIALS**

- CCB Mathematics pages 250 - 255

**CCR STANDARDS**

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**OBJECTIVES**

- Understand why the United States became industrialized
- Learn about the positive and negative aspects of industrialism
- and imperialism
- Understand the motives behind imperialism

**KEY CONCEPT**

- After the Civil War, the United States rapidly became an urban, industrial society. Then it wanted to expand its power by building a colonial empire.

**VOCABULARY**

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>○ Corollary</li> <li>○ Monopoly</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>○ Imperialism</li> <li>○ Industrialization</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>○ Main Idea</li> </ul>

**INTERACTIVE STRATEGY**

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**WRITING TOPIC**

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**WRITING PRACTICE**

- Before students begin, have them think about

**6.2: INDUSTRIALIZATION AND IMPERIALISM****BEFORE LESSON**

Have students identify ways that new technologies, such as smartphones and the Internet, have changed how we live. Tell them that after the Civil War, new technology enabled industry to grow quickly in cities throughout the United States. Ask them to suggest how this rapid industrialization might have changed US society. Write students' responses on the board for discussion. (Sample answers: People moved to the cities to work in factories. More settlers moved to live in the new states out west because of more efficient modes of transportation.)

**GUIDED PRACTICE****Changes in Society****Workers and Farmers Respond****Imperialism****CORE SKILL****Analyze Events and Ideas**

Call students' attention to the elements in the cartoon that reflect Rockefeller's values. What do they think the cartoonist's values are? Do they think the cartoonist's values differ from those of Rockefeller? (Sample answers: Rockefeller seems to think he is king of the world, sitting on a throne built of money and his oil monopoly. The cartoonist seems to think this is an unjust situation; his values seem to be quite different from Rockefeller's.) Invite volunteers to share the sentences they wrote in their notebooks.

**Understand the Main Idea**

Have students work with a partner to find the main idea of the paragraph. Tell them first to identify the topic of the paragraph and then to determine the main point the writer wants to make about that topic. Have one partner share their findings with the class.

**21st Century Skill: Understand Current Events**

Ask students to imagine that they are residents of the territory they chose. How would they feel about being controlled by the United States? Have volunteers give a brief presentation as a resident explaining why their territory should or should not be under US control.

**EXTENSION****Word Families**

Have students look at the boldfaced words on pages 250-253. Point out the words industrialization, urbanization, and mechanization. Ask students to list

ways in which a blog differs from a report. They may point out that a blog is a personal response to a situation, so it may include different information and have a different tone. Also, its purpose may be different from that of a report. Sample answers may describe a different language spoken by the new government's leaders and that language being imposed upon the media, schools, and the public. Perhaps different foods are appearing in the markets while familiar foods are disappearing. Different modes of dress may be favored by people within the new government.

all the forms they can think of for each word (for example, industry, industrial, industrialize, industrialization or urban, urbanize, urbanization). Discuss what part of speech each word is and how the two noun forms, if there are two, differ in meaning. Have students work in pairs to come up with similar groups of words.

**Develop a Logical Argument**

Hold a student debate. Write two or three proposals on the board, such as "The US should annex Mexico" or "The US should annex Canada." Then divide students into an even number of groups. Assign each group a proposal to investigate and a position to take (for or against). Have the groups investigate historic and economic aspects of their topic to formulate arguments and cite evidence in support of their position. Each group should create a formal opening statement, develop a logical series of arguments, reserve material for use in rebuttal, and summarize their arguments in a one-minute closing statement. Poll the audience before and after the debate to see whether their minds have been changed by the teams' arguments.

**LESSON REVIEW**

## SOCIAL STUDIES

## MATERIALS

- o CCB Mathematics pages 256 - 261

## CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## OBJECTIVES

- o Describe the Scientific and Industrial Revolutions
- o Describe the Digital and Transportation Revolutions
- o Identify the current impact of these revolutions

## KEY CONCEPT

- o Today's world has been shaped by the technological advances of the Scientific Revolution, the Industrial Revolution, the Transportation Revolution, and the Digital Revolution.

## VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Era</li> <li>o Fundamental</li> <li>o Revolution</li> <li>o Theory</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Digital Revolution</li> <li>o Industrial Revolution</li> <li>o Scientific Revolution</li> <li>o Transportation Revolution</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Analyze</li> </ul>

## INTERACTIVE STRATEGY

- o

## 6.3: SCIENTIFIC AND INDUSTRIAL REVOLUTIONS

## BEFORE LESSON

Ask students if they know what a revolution is. If they are not sure, offer some ideas (a drastic change in government, a sudden shift to a new way of doing things). Write the word revolution on the board and guide the class into defining it as "a sudden and dramatic change." Challenge students to name revolutions in various areas of life, such as in music (the introduction of rock and roll), in history (the American Revolution), and in clothing (the creation of synthetic fabric). If students can grasp the concept of these revolutions, they will be prepared to grasp the revolutions discussed in this lesson.

## GUIDED PRACTICE

**A Revolution in Your Hand****The Scientific Revolution****The Industrial Revolution****The Transportation Revolution****The Digital Revolution**

## CORE SKILL

**Sequence Events**

Talk to students about proportionality and scale on time lines. Explain that a good time line will have a consistent amount of space allotted to each length of time. For example, if an inch on the time line represents ten years on the left side of the time line, it should represent ten years everywhere on the time line. Make sure students' time lines are constructed accordingly.

**Analyze Events and Ideas**

Point out to students that the questions in the activity are focusing on causes and effects. A cause is what makes something happen; an effect is what happens because of a cause. Point out that effects often become causes themselves, leading to new effects. Challenge students to point out how "mills were built" is both the effect of one thing (the need for water to power machinery) and the cause of another effect (the growth of towns).

**Workplace Connection: Compare Tasks**

Tell students to think about how they write a research report. Ask them what sources they use, how they find them, and how they write the reports-by hand, on a computer, or using another device? Then have students offer suggestions for how they think people wrote reports a hundred years ago. Point out that they would have had to use only print books and write on paper by hand or on an early manual typewriter. Explain that these major differences exist in many areas of life, especially in the modern workplace.



*WRITING TOPIC*

○

*WRITING PRACTICE*

- Tell students that they should spend a few minutes thinking about the assignment before they begin. To complete the activity, students need to select a device and to fully understand the four revolutions mentioned in the lesson. If students find any of these things missing from their inventory, they need to obtain the information before they begin the assignment.

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EXTENSION**Recall and List Key Events**

Direct students to recall and list the four revolutions explained in the lesson- Scientific, Industrial, Transportation, and Digital. Pair students with fluent English speakers and have them verbally state why each revolution was important.

**Hypothesize about the Future**

No one knows for certain what the future holds, but have students hypothesize about it. Do students expect things to gradually change, or might there be another revolution? What might that revolution be? Encourage class participation and tell students to focus on developing logical arguments to support what they forecast.

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LESSON REVIEW

SOCIAL STUDIES	
MATERIALS	BEFORE LESSON
o CCB Mathematics pages	
CCR STANDARDS	GUIDED PRACTICE
o	
OBJECTIVES	CORE SKILL
o	
KEY CONCEPT	EXTENSION
o	
VOCABULARY	LESSON REVIEW
Tier 2   o	
Tier 3   o	
Test Words   o	
INTERACTIVE STRATEGY	
o	
WRITING TOPIC	
o	
WRITING PRACTICE	
o	

SOCIAL STUDIES	
MATERIALS	BEFORE LESSON
o CCB Mathematics pages	
CCR STANDARDS	GUIDED PRACTICE
o	
OBJECTIVES	CORE SKILL
o	
KEY CONCEPT	EXTENSION
o	
VOCABULARY	LESSON REVIEW
Tier 2   o	
Tier 3   o	
Test Words   o	
INTERACTIVE STRATEGY	
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WRITING TOPIC	
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WRITING PRACTICE	
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