

ISS Grade 9	Unit 1: Foundations of Government		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What form of government serves best?</p> <p>2. Where and why did government originate?</p> <p>3. Competition is an important factor in the United States Economy.</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>SS-H-US-H-3 Students will examine the impact of significant individuals and groups</i></li> <li>❑ <i>SS-H-US-E-2 Students will trace the economic development of the United States from laissez-faire economy to one with government intervention to a mixed economy.</i></li> <li>❑ <i>SS-H-E-GC-3 Students will explore other economic systems (e.g., command, traditional) to determine the economic forces that control them.</i></li> <li>❑ <i>SS-H-G0-H-1 Students will recognize that different forms of governments have developed over time.</i></li> <li>❑ <i>SS-H-G0-H-2 Students will analyze different forms of government to determine their effectiveness.</i></li> <li>❑ <i>SS-H-G0-H-3 Students will understand the foundations of the United States democratic form of government.</i></li> <li>❑ <i>SS-H-G0-H-4 Students will recognize how the United States government has changed over time to meet the needs of the society.</i></li> <li>❑ <i>SS-H-G0-E-2 Students will recognize various economic systems and institutions in the United States.</i></li> <li>❑ <i>SS-H-G0-E-3 Students will understand how the role of the United States government in its economic system has changed over time to meet the needs of the society.</i></li> <li>❑ <i>SS-H-G0-GC-1 Students will understand the purposes of various forms of governments.</i></li> <li>❑ <i>SS-H-G0-GC-2 Students will recognize that the U.S. Constitution established a government of limited powers that are shared among different levels and branches.</i></li> <li>❑ <i>SS-H-G0-GC-3 Students will analyze the importance of rights and responsibilities of</i></li> </ul>		

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	<p><i>citizens in a democratic society.</i></p> <ul style="list-style-type: none"> <li>❑ <i>SS-H-G0-GC-4 Students will analyze various events to determine how the U.S. Constitution has allowed our government to change over time to meet the changing needs of our society.</i></li> <li>❑ <i>SS-H-G0-GC-5 Students will understand the democratic principles of liberty, justice, individual human dignity, the rules of law, and how they relate to our society.</i></li> <li>❑ <i>ELA-EIV-W-6 Students will apply writing process and criteria for effective writing to compile a collection of writings developed over time, as well as in on-demand writing situations.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3</b></li> <li>❑ <b>SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S.</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Government</li> <li>❑ Thomas Hobbes</li> <li>❑ John Locke</li> <li>❑ Unitary system</li> <li>❑ Federal system</li> <li>❑ Constitution</li> <li>❑ Government</li> <li>❑ Autocracy</li> <li>❑ Monarchy</li> <li>❑ Oligarchy</li> <li>❑ Democracy</li> <li>❑ Republic</li>   <li>❑ Divine right theory</li> <li>❑ Constitutional</li> <li>❑ Article</li> <li>❑ Supremacy clause</li> <li>❑ Amendment</li> <li>❑ Preamble</li> <li>❑ Ratify</li> </ul>	<ul style="list-style-type: none"> <li>❑ In a graphic organizer, identify four major purposes of government and give an example of each</li> <li>❑ In a Venn diagram, show the similarities and differences between a constitutional government and a government that merely has a constitution.</li> <li>❑ Create a chart depicting each “type” of government on a poster.</li> <li>❑ List the major disadvantages and advantages of living under a totalitarian dictatorship in chart form.</li> <li>❑ Describe the main characteristics of a democracy in small group, record discussion; decide in large group the correct characteristics.</li>   <li>❑ Re-create the Preamble in laymen terms.</li> <li>❑ Through teacher lecture and text students in whole group will clarify major principles of the Constitution.</li> <li>❑ Select an issue you believe the Constitution needs to address and propose an amendment. Use existing amendments as guides for form and language.</li> <li>❑ Interpret the first 10 amendments in 2 column note form</li> </ul>

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<p>The Constitution establishes the structure and powers of government but is vague on how government functions.</p> <p>Each branch of our federal government has specific roles that check and balance power.</p> <p>How has the Constitution grown and changed since its birth?</p>	<p><b>Constitution). DOK 2</b></p> <ul style="list-style-type: none"> <li>❑ SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</li> <li>❑ <b>SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3</b></li> <li>❑ <b>SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Equal Rights Amendment</li> <li>❑ Declaration of the Rights of Man</li> <li>❑ Declaration of Human Rights</li> <li>❑ Bill of Rights</li> <li>❑ Political party</li> <li>❑ Sovereignty</li> <li>❑ Veto</li> <li>❑ Judicial review</li> <li>❑ Expressed powers</li> <li>❑ Enumerated powers</li> <li>❑ Federal bureaucracy</li> <li>❑ Impeach</li> <li>❑ Treaty</li> <li>❑ Executive agreement</li> <li>❑ Judicial restraint</li> <li>❑ Judicial activism</li> <li>❑ Popular Sovereignty</li> <li>❑ Federalism</li> <li>❑ Separation of powers</li> <li>❑ Checks and balances</li> <li>❑ Common good</li> </ul>	<ul style="list-style-type: none"> <li>❑ In small group list remaining amendments and justify the need for the amendment giving specific points in history by using on-line resources</li> <li>❑ Would it be possible to have government without interest groups? Explain in writing.</li> <li>❑ Define why educational opportunity is necessary for a nation to develop a democratic system in small group.</li> <li>❑ Develop a brief statement favoring or opposing the concept of giving more power to the states rather than the national government.</li> <li>❑ After discussion, specify why the Constitution describes the powers of Congress, but is vague concerning executive powers orally in small group.</li> <li>❑ Compare/Contrast the chief function of each branch of our federal government in a chart (small group on poster board)</li> <li>❑ Identify five powers of the President, powers of Supreme Court, and Congress in note form.</li> <li>❑ Describe the two systems of courts in the United States and their functions to a peer.</li> <li>❑ Illustrate sequence of the amendment process including key players and their roles.</li> <li>❑ Depict how the constitutional system of checks and balances supports the theory of separation of powers in a cartoon.</li> <li>❑ Analyze the relationship between the principles of federalism and the separation of powers as defined in</li> </ul>

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	<p><b>how these principles protect individual rights and promote the "common good."</b> <b>DOK 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2</b></li> <li><input type="checkbox"/> <b>SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2</b></li> <li><input type="checkbox"/> <b>SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Slander</li> <li><input type="checkbox"/> Libel</li>   <li><input type="checkbox"/> Prior restraint</li> <li><input type="checkbox"/> Probable cause</li> <li><input type="checkbox"/> Search warrant</li> <li><input type="checkbox"/> Arrest warrant</li> <li><input type="checkbox"/> Due process of law</li> <li><input type="checkbox"/> Eminent domain</li>   <li><input type="checkbox"/> Petition</li> <li><input type="checkbox"/> Rights</li> <li><input type="checkbox"/> Duties</li> <li><input type="checkbox"/> Responsibilities</li> </ul>	<p>the constitution. ORQ</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a (n) individual freedom(s) you have and justify why you should or should not have that right when it conflicts with the rights of others or the government's responsibility to protect all.</li>   <li><input type="checkbox"/> *Submit your proposal in a letter to a member of Congress <i>OR</i> Write a letter to the editor of a local newsletter against a peer's amendment. On-demand setting</li> </ul>

ISS Grade 9	Unit 2: Intro to Geography		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How have geographic factors influenced past	<p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Culture</li> <li><input type="checkbox"/> Development of Culture</li> <li><input type="checkbox"/> Elements of Culture</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create World Culture Region Projects. Groups will research the 1 of the 10 different culture regions. They will teach their culture region to the rest of the class.</li> </ul>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>decisions and events?</p> <p>2. How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment?</p> <p>3. How can man benefit from developing a greater appreciation of various world cultures?</p> <p><b>The People and the Land (1 day)</b>  <b>Climate and Vegetation (2 days)</b>  <b>Population Distribution and Growth (3 days)</b>  <b>Government and Economics (1 day)</b></p> <p>Current Issues (2 days)</p> <p><b>Latin America</b></p>	<p><b>events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2</b></p> <p><input type="checkbox"/> <b>SS-HS-4.1.1 Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3</b></p> <p><input type="checkbox"/> SS-HS-4.1.3 Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.</p> <p><input type="checkbox"/> <b>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2</b></p>	<p><input type="checkbox"/> Cultural Changes  <input type="checkbox"/> Multicultural</p> <p><input type="checkbox"/> Five Themes of Geography (Location, Place, Regions, Movement, Human-Environment Interaction)  <input type="checkbox"/> Geographers Tools (Maps, Globes, Map Projections)  <input type="checkbox"/> Latitude and Longitude  <input type="checkbox"/> Physical map  <input type="checkbox"/> Political map  <input type="checkbox"/> Map projection</p> <p><input type="checkbox"/> Population Growth  <input type="checkbox"/> Population Distribution  <input type="checkbox"/> Population Density  <input type="checkbox"/> Migration  <input type="checkbox"/> Natural Resources</p> <p><input type="checkbox"/> Plateau  <input type="checkbox"/> Continental divide  <input type="checkbox"/> Headwater  <input type="checkbox"/> Tributary  <input type="checkbox"/> Hydrosphere  <input type="checkbox"/> Lithosphere</p>	<p><input type="checkbox"/> Demonstrate how geographic tools are used to find absolute and relative location.</p> <p><input type="checkbox"/> Create a Venn diagram comparing and contrasting the similarities and differences between the United States and Canada.</p> <p><input type="checkbox"/> Identify on maps the location of the three major physical features shared by the United States and Canada.</p> <p><input type="checkbox"/> Create a comparison matrix for the 5 Themes of Geography and the United States and Canada</p> <p><input type="checkbox"/> Create climate, vegetation, and population maps of the world (in groups of three). Have the students write an explanation comparing their map to the other two maps in their group (compare climate, vegetation, and population).</p> <p><input type="checkbox"/> Students will create maps on butcher paper using the overhead projector. The maps will show the climate, vegetation, physical features, population, natural resources, rivers and major cities of the United States and Canada.</p>

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<p><b>Today (2 days)</b></p> <p>Historical Implications</p> <ol style="list-style-type: none"> <li>How can the 5 Themes of Geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment?</li> <li>How have geographic factors influenced past decisions and events in the U.S. and Canada?</li> <li>What role does government play in the U.S. and Canada?</li> <li>How is the concept of culture similar in the U.S. and Canada?</li> </ol>	<ul style="list-style-type: none"> <li>❑ <b>SS-HS-4.3.2 Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services, and populations, increased economic interdependence at all levels, and influenced development of centers of economic activity. DOK 2</b></li> <li>❑ SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</li> <li>❑ <b>SS-HS-4.4.2 Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Weather and Climate</li> <li>❑ Immigrant</li> <li>❑ Metropolitan area</li> <li>❑ Megalopolis</li> <li>❑ Culture regions</li>   <li>❑ Human effect on Environment</li> <li>❑ Greenhouse effect</li> <li>❑ Energy</li> <li>❑ Energy Shortages</li> </ul>	<ul style="list-style-type: none"> <li>❑ 5 Themes Posters – Students will create posters of different places of their choice and explain how the 5 themes are represented by their place.</li>   <li>❑ Unit Test—open response on the 5 Themes of Geography</li> </ul>

ISS Grade 9	Unit 6: Making Economic Choices		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p><b>Scarcity - Unlimited Wants; Limited Resources (2 days)</b></p> <p>Economic Decisions - Public Choices; Private Choices (3 days)</p>	<p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>SS-HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2</b></li> <li>❑ SS-HS-3.1.2 Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Scarcity</li> <li>❑ Resources</li> <li>❑ Budgets</li> <li>❑ Revenues</li> <li>❑ Cost</li> <li>❑ Opportunity cost</li> </ul>	<ul style="list-style-type: none"> <li>❑ Have students brainstorm responses to the question "What is scarcity?" Each student should then make a chart with two columns. In the left column list these categories: individual, family, school, local government, state government, and national government. Entitle the second column "Wants" and have students write down the kinds of "wants" each of those in the first column have. Discuss ways in which decisions are made at each level.</li> <li>❑ Have students keep a spending log. After several days have the students note what choices they made. Also have them note economic goods or services that they wanted, but did not get. Discuss reasons for choices.</li> <li>❑ Help students define the term "opportunity costs" (the cost of the next best alternative use of money, time, or resources when one choice is made rather than another) Have students provide examples at the personal level.</li> <li>❑ Discuss the kinds of "opportunity costs" that occur when government decisions are made. (The term "trade offs" is also used when discussing this type issue.)</li> </ul>

ISS Grade 9	Unit 7: Economic Systems		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p><b>Types of Economies - Traditional; Command; Market; Mixed (3-5 days)</b></p>	<p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>SS-HS-3.2.1 Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Traditional economy</li> <li>❑ Command economy</li> <li>❑ Market economy</li> <li>❑ Mixed economy</li> <li>❑ Economic systems</li> <li>❑ Globalization of he</li> </ul>	<ul style="list-style-type: none"> <li>❑ Have students use a four-column retrieval chart to identify characteristics of traditional, command, market, and mixed economies. Brainstorm examples (specific countries) of each.</li> <li>❑ Discuss the meaning of the following: freedom, efficiency, equity, security, growth</li> </ul>

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<p><b>The American Economic System - Free Enterprise; Economic Institutions (Money, Banking, Federal Reserve); Profits for Businesses, Workers, Investors (6-8 days)</b></p>	<ul style="list-style-type: none"> <li>❑ SS-HS-3.2.2 Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.</li>   <li>❑ SS-HS-3.2.3 Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2</li> </ul>	<p>economy</p> <ul style="list-style-type: none"> <li>❑ Stocks</li>   <li>❑ Free enterprise</li> <li>❑ Entrepreneurs</li> <li>❑ Profits</li> </ul>	<ul style="list-style-type: none"> <li>❑ Have students create a flow chart to follow the route a check takes from consumer to bank for payment.</li> <li>❑ Participate in the Kentucky Council for Economic Education's Stock Market Game. (This may need to be started earlier in the semester during the government units.) To register contact <a href="http://www.smgww.org">www.smgww.org</a> or call KCEE at 893-3299.</li>   <li>❑ KC entries: economic system, efficiency, equ Tell student that the American Economic system is often referred to as a "free enterprise" system. Have students work in pairs writing down what they think the characteristics of a free enterprise system are. Discuss and debate as a class.</li> <li>❑ Discuss the fact that in a market economy (capitalism) everyone tries to maximize their profits based on their role in the economy. Have students list these four groups: producers, workers, savers, and investors. They should then explain how each one makes a profit. Discuss the give-and-take among these groups (e.g., Producers may make a lower profit if they pay their workers more.)</li> <li>❑ Through a random drawing give students a variety of jobs (e.g., clerk, fast-food worker, doctor, plumber, teacher) and approximate salaries. Have students develop a monthly budget based on their wages or salary. Use computer program to graph budgets. Compare among students.</li> </ul>

ISS Grade 9	Unit 8: Production, Distribution, and Consumption		Suggested Length:
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	<u>Core Content</u>		



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<p><b>A Market Economy- Supply and Demand; Incentives; Competition; Government and the Economy (8-10 days)</b></p> <p><b>American Business - Entrepreneurs; Types of Businesses; Labor and Management; Increasing Productivity (8-10 days)</b></p> <p><b>The Individual and the World; Individual Decision-Making; Managing Money; Economic interdependence; Issues and Concerns (8-10 days)</b></p>	<ul style="list-style-type: none"> <li>❑ SS-HS-3.3.1 Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand— income, utility, price of similar products, consumers' preferences). DOK 2</li> <li>❑ SS-HS-3.3.2 Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</li> <li>❑ SS-HS-3.3.3 Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.</li> <li>❑ SS-HS-3.4.1 Students will analyze the changing relationships among business, labor, and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world. DOK 3</li> <li>❑ SS-HS-3.4.2 Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2</li> </ul>	<ul style="list-style-type: none"> <li>❑ Supply</li> <li>❑ Demand</li>   <li>❑ Discounts</li>   <li>❑ Competition</li> <li>❑ Buyers</li> <li>❑ Sellers</li>   <li>❑ Unions</li>   <li>❑ Capital</li> </ul>	<ul style="list-style-type: none"> <li>❑ Have students create a graphic organizer that shows the law of supply and demand.</li> <li>❑ Have students give examples of how supply and demand affect the price of a product.</li>   <li>❑ Have students discuss how each of the following influence what they purchase. Ask students to share specific examples:             <ol style="list-style-type: none"> <li>(1) discounts</li> <li>(2) sales promotions</li> <li>(3) trends</li> <li>(4) personal convictions</li> </ol> </li> <li>❑ Use a concept chart to help students define the term "competition". Ask students for examples of competition in daily life. Discuss the role of competition in a market economy. Have students create a diagram to show how competition affects the prices of goods and services.</li>   <li>❑ Simulation: Labor and Management Negotiate (Economics America Capstone: Economics)</li> <li>❑ Have students identify and explain different kinds of income: earned (salary, wage, commission, bonus, etc), fringe benefits, interest, dividends, sales of property, inheritance, etc.</li>   <li>❑ Have students identify, research, and write a profile of a historical or current entrepreneur (e.g., Henry Ford, Madame C. J. Walker, Colonel Harlan Sanders, Bill Gates). Post profiles around the room or on bulletin board for review by other students.</li> <li>❑ Have students brainstorm examples of ways in which</li> </ul>

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	<ul style="list-style-type: none"> <li>❑ <b>SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Interdependence</li> <li>❑ Environmental</li> <li>❑ Human issues</li> </ul>	<p>new technologies have changed the production of goods and services in the last fifty years. Discuss the ways in which new technologies are developed (e.g., scientists, inventors), the costs of development, and the pros and cons of using new technologies.</p> <ul style="list-style-type: none"> <li>❑ Have students create a graphic organizer to show the relationships among capital, labor, and resources.</li> <li>❑ Discuss examples of global interdependence. Give students the following and ask them to write down the ways in which each make the world interdependent:             <ol style="list-style-type: none"> <li>(1) natural resource dependencies</li> <li>(2) specialization</li> <li>(3) economic sanctions</li> <li>(4) humanitarian issues</li> <li>(5) environmental issues</li> </ol>             Discuss real examples of each.           </li> </ul>