

Introduction:

This unit plan is created to allow students the opportunity to learn about the fundamental principles and concepts of economics, and to understand various economic activities in a market economy (specifically in Michigan). The Grade Level Content Expectations allow students the opportunity to explain how different factors influence a state's economy, identify incentives that influence economic decisions, analyze how the state's location and natural resources influence its economic development, and describe how entrepreneurs combine resources in Michigan.

Rationale:

It is important to build an understanding of market economy since it can help students to have the knowledge to understand the development of products, prices, places and promotion strategies to match consumers' needs and when services or goods are satisfied by consumers it stimulates the demand. Students who get an understanding of these concepts will have more understanding of how a market economy works and individuals own ability to influence and impact our society's economy.

Time:

Depending on how much time can be devoted to Social Studies (economics), this unit can take up to five weeks to complete.

Michigan's Grade Level Content Expectations for this unit:**3-E1.0.1**

Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan. (Reasoning Content)

3-E1.0.2

Identify incentives (e.g., sales tax, tax breaks) that influence economic decisions people make in Michigan.

3-E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).

3-E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

3-E1.0.5 Explain the role of business development in Michigan's economic future.

KUD’s: Know, Understand, Do, Vocabulary and “I Can” Statements

GLCE-code and exact wording. Verbs underlined	Know (What will students know upon learning this?)	Understand that... (What is the BIG picture?)	Do (Students will...) What will students DO to show they understand?	Vocabulary	“I Can” Statements
<p>3-E1.0.1 <u>Explain</u> how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan. (Reasoning Content)</p>	<p>Students will know that scarcity is when someone cannot provide a product or service because they do not have the required resources or time to produce such a thing, opportunity cost is the money or other benefits lost when pursuing a particular course of action instead of the favorable one, and choices are decisions that are made.</p>	<p>Students will understand that scarcity affects consumers because they cannot have the product or produce a certain service, opportunity cost depends on the individual and can affect how much of and what is produced and consumed, and choices also affect what is produced and consumed.</p>	<p>Given a business scenario from Michigan, students will be able to identify the scarcity, opportunity costs, and make executive decisions about products. (Role Play)</p>	<ul style="list-style-type: none"> • Scarcity • Opportunity Costs • Choices • Product (Produce) • Consumer 	<p>I can tell how scarcity, opportunity costs, and choices affect what is made and used in Michigan.</p>
<p>3-E1.0.2 Identify incentives (e.g., sales tax, tax</p>	<p>Students will know incentives are things that influence an action or greater effort, as a</p>	<p>Students will understand what different incentives are. Ex.</p>	<p>Given a crossword puzzle, students will be able to fill in the worksheet</p>	<ul style="list-style-type: none"> • Incentives • Economic Incentives (Michigan) 	<p>I can tell what Michigan’s economic incentives are.</p>

<p>breaks) that influence economic decisions people make in Michigan.</p>	<p>reward for increased productivity.</p>	<p>A sales tax is a tax paid to a governing body to pay for the sales of certain goods and services (electronic goods, uncooked items). A tax break refers to any item that reduces taxes.</p>	<p>using the definitions of Michigan's incentives.</p>	<ul style="list-style-type: none"> • Sales tax, tax breaks, etc 	
<p>3-E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).</p>	<p>Students will know location is a place of settlement and natural resources are the natural wealth of a country, consisting of land, forests, mineral deposits, water, etc and both influence a state's economic development.</p>	<p>Students will understand the different aspects of location and what different natural resources are and how they influence Michigan's economic development. (ex. Waterways and other natural resources can affect the amount of goods and services available to Michigan.</p>	<p>Given 4-5 scenarios that describe the location and natural resources of an unknown city in Michigan, students will pick which city they would be willing to build/develop in. Students will also explain why they chose their city.</p>	<ul style="list-style-type: none"> • Location • Natural Resource 	<p>I can explain how location and natural resources influence Michigan's economic development.</p>

<p>3-E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p>	<p>Students will know thatí</p> <ul style="list-style-type: none"> • Entrepreneurs are people who organize and manage any enterprise, especially a business, usually with considerable initiative and risk. • Natural resources are the wealth of a country consisting of land, forests, mineral deposits, water, etc • Human resources are people, especially the persons employed by a given company, institution, or the like • Capital resources are any assets used in the production of products and/or services. 	<p>Students will understand that entrepreneurs useí</p> <ul style="list-style-type: none"> • Natural resources as a site for the production of goods and services (and sometimes as the good or service) • Human resources to maintain and/or use the natural resources that produce goods • And capital resources are goods produced by human 	<p>Given a business scenario (and a group of classmates), students will be able to create a business plan to grow and sell Motmanø apples combining natural, human, and capital resources.</p>	<ul style="list-style-type: none"> • Entrepreneur • Natural Resources • Human Resources • Capital Resources 	<p>I can tell about how to combine natural, human, and capital resources to produce goods and services in Michigan.</p>
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		resources in order to provide a service			
3-E1.0.5 Explain the role of business development in Michigan’s economic future.	Students will know that business development is related to a number of tasks and processes generally aiming at developing and implementing growth opportunities.	Students will understand that business development can lead to Michigan’s economic growth and can contribute to Michigan’s human and capital resources.	In groups of 4-5 students and given 1-2 business development ideas, students will be able to describe if they would support/recommend that specific business.	<ul style="list-style-type: none"> • Business Development 	I can tell if a business idea is good for the economic future of a state (MI).

Assessment ideas: How will you know they've learned it? And how will you grade it?

- Once the students have completed all of the lessons, they will get together in their small groups and come up with a business plan for a small business (i.e. lemonade stand, cookie stand, cupcake stand, etc).
- They will also participate in developing an action plan that would help them stay on track and implement their ideas for their groups' business and show they understand the concept of the new vocabulary words.
- The students will complete Exit cards as they progress through the unit to show what they understand.
- Vocabulary will be observed and evaluated through the Top-Tab booklet and the final project.

Lesson One-3 Days

GLCE-code and exact wording. Verbs underlined	Know (What will students know upon learning this?)	Understand that... (What is the BIG picture?)	Do (Students will...) What will students DO to show they understand?	Vocabulary	“I Can” Statements
<p>3-E1.0.1 <u>Explain</u> how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan. (Reasoning Content)</p>	<p>Students will know that scarcity is when someone cannot provide a product or service because they do not have the required resources or time to produce such a thing, opportunity cost is the money or other</p>	<p>Students will understand that scarcity affects consumers because they cannot have the product or produce a certain service, opportunity cost depends on the individual and can affect how much of and what is produced an</p>	<p>Given a business scenario from Michigan, students will be able to identify the scarcity, opportunity costs, and make executive decisions about products. (Role Play)</p>	<ul style="list-style-type: none"> • Scarcity • Opportunity Costs • Choices • Product (Produce) • Consumer 	<p>I can tell how scarcity, opportunity costs, and choices affect what is made and used in Michigan.</p>

	<p>benefits lost when pursuing a particular course of action instead of the favorable one, and choices are decisions that are made.</p>	<p>consumed, and choices also affect what is produced and consumed.</p>			
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<p>Lessons: How will you take them where they need to go? (Step-by-step plan from A-Z)</p>	<p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #'s read, graphic organizers, books, posters, realia, etc...)</p>
<p>Anticipatory set: Teacher will take students to a computer lab and introduce them to the dineshbakshi website and show them the video clip Episode 2: Scarcity and Choice. Students will break into groups of 4-6 and as a group they will share their own real world experiences with scarcity, opportunity costs, and choices.</p>	<p>Whole group experiences to set the stage for the discussion of scarcity, opportunity costs, and choices. As a follow-up, students may be given the Scarcity, Opportunity Costs, and Choices worksheets as a homework assignment. Students may begin creating their top-tab booklet while working in groups. Students will also add the words to the word wall.</p>	<p>URL to the dineshbakshi website. Access to computer. Colored construction paper, safety scissors, glue, and pencils. Scarcity, Opportunity Costs, Choices worksheet (Attachment A).</p>
<p>Vocabulary Introduction</p>	<p>Teacher will talk about/explain the meaning of scarcity, opportunity costs, and choices. Individually, students will add these words to their Top-Tab booklet, write a definition of their own, write the class definition, and create a visual representation of the words to help them remember them.</p>	<p>Top-Tab booklet, drawing utensils.</p>

Vocabulary Instruction	Whole Group Game	Scenario Map (Attachment B).
<p>Introduce the Canoe statement to students. Post it on the weekly Canoe wall so that students know what they will be able to do when the unit is done.</p>	<p>Students will read and discuss this statement in their small groups and share what they think it means. Teacher will walk around and chat with small groups and ask questions.</p>	<p>Teacher will pick one group to go up and write how they can tell how scarcity, opportunity costs, and decisions affect what is made and used in Michigan. Students will use one new vocabulary word in sentence at the end of every class.</p>

Scarcity, Opportunity Cost, Choices Worksheet

(Attachment A)

	Action	Choice	Result for
Scarcity			
Opportunity Costs			

Lesson Two-3 Days

GLCE-code and exact wording. Verbs underlined	Know (What will students know upon learning this?)	Understand that... (What is the BIG picture?)	Do (Students will...) What will students DO to show they understand?	Vocabulary	“I Can” Statements
<p>3-E1.0.2 <u>Identify</u> incentives (e.g., sales tax, tax breaks) that influence economic decisions people make in Michigan.</p>	<p>Students will know incentives are things that influence an action or greater effort, as a reward for increased productivity.</p>	<p>Students will understand what different incentives are. Ex. A sales tax is a tax paid to a governing body to pay for the sales of certain goods and services (electronic goods, uncooked items). A tax break refers to any item that reduces taxes.</p>	<p>Given a crossword puzzle, students will be able to fill in the worksheet using the definitions of Michigan's incentives.</p>	<ul style="list-style-type: none"> • Incentives • Economic Incentives (Michigan) • Sales tax, tax breaks, etc 	<p>I can tell what Michigan's economic incentives are.</p>

<p>Lessons: How will you take them where they need to go? (Step-by-step plan from A-Z)</p>	<p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #'s read, graphic organizers, books, posters, realia, etc...)</p>
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<p>Vocabulary instruction (and review scarcity, opportunity costs, choices).</p>	<p>Teacher will ask students to complete the "I think..o" worksheet. Once the students have finished the "I think..o" part of the work sheet, the teacher will have students get into their small groups again and they will share their definitions and come up with a group definition, then the teacher will talk/explain the meaning of economic incentives (e.g., sales tax, tax breaks). Individually, students will add these new words to their Top-Tab booklet, write a definition of their own, write the class definition, and create a visual representation of the words to help them remember them.</p>	<p>"I thinkí o" worksheet (Attachment A). Top-Tab booklet, drawing utensils</p>
<p>Vocabulary Instruction</p>	<p>Whole Group Activity</p>	<p>Incentive Crossword Puzzle (Attachment B).</p>
<p>Introduce "I Can" statement to students. Post it on the weekly "I Can" wall so that students know what they will be able to do when the unit is done.</p>	<p>Students will read and discuss this statement in their small groups and share what they think it means. Teacher will walk around and chat with small groups and ask questions.</p>	<p>Teacher will pick one group to go up and write "I can tell what Michigan's economic incentives are." Students will use one new vocabulary word in sentence at the end of every class.</p>

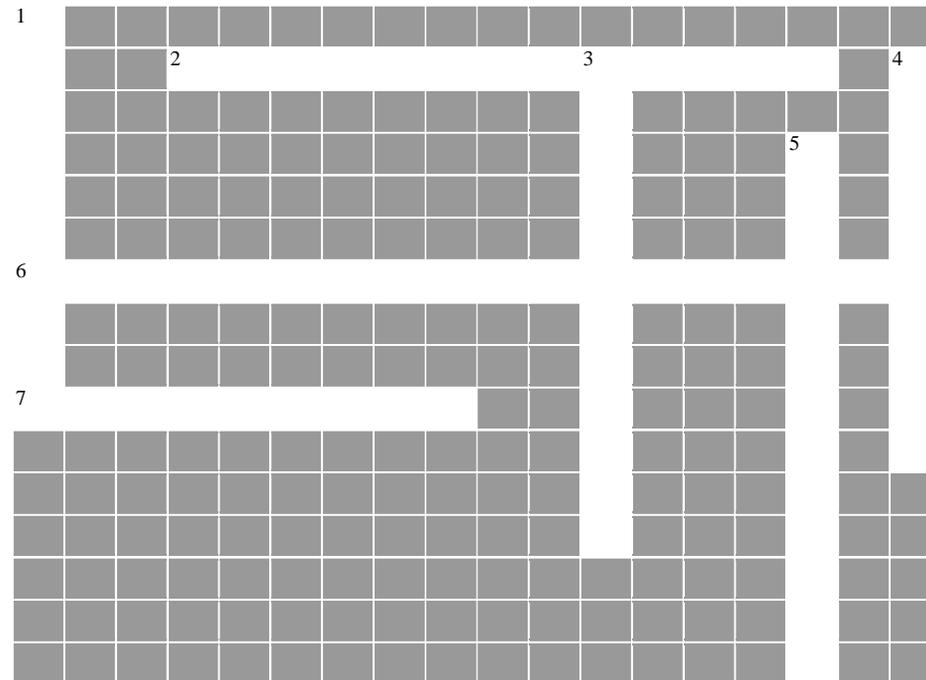
I thinkí Worksheet

(Attachment A)

	My Definition	Group Definition	Class Definition	Picture
Sales Tax				
Tax Break				

Incentive Crossword Puzzle

(Attachment B)



ACROSS

2. refers to a personal allowance or specific monetary exemption which may be claimed by an individual to reduce taxable income under some systems.

6. No hint provided.

7. a tax paid to a governing body by a seller for the sales of certain goods and services.

DOWN

1. term referring to any item which reduces tax

3. a levy on property that the owner is required to pay.

4. a sum deducted from the total amount a taxpayer owes to the state.

5. a reduction of the income subject to tax, for various items, especially expenses incurred to produce income

Lesson Three- 3 Days

GLCE-code and exact wording. Verbs underlined	Know (What will students know upon learning this?)	Understand that... (What is the BIG picture?)	Do (Students will...) What will students DO to show they understand?	Vocabulary	“I Can” Statements
<p>3-E1.0.3 <u>Analyze</u> how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing,</p>	<p>Students will know location is a place of settlement and natural resources are the natural wealth of a country, consisting of land, forests, mineral deposits, water, etc and both influence a state’s economic development.</p>	<p>Students will understand the different aspects of location and what different natural resources are and how they influence Michigan’s economic development. (ex. Waterways and other natural resources can affect the amount of goods and</p>	<p>Given 4-5 scenarios that describe the location and natural resources of an unknown city in Michigan, students will pick which city they would be willing to build/develop in. Students will also explain why they chose their city.</p>	<ul style="list-style-type: none"> • Location • Natural Resource 	<p>I can explain how location and natural resources influence Michigan’s economic development.</p>

and furniture making).		services available to Michigan.			
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Lessons: How will you take them where they need to go? (Step-by-step plan from A-Z)	Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)	Resources needed: What materials and resources will they need? (Page #'s read, graphic organizers, books, posters, realia, etc...)
Vocabulary instruction (and review of vocabulary from lessons one and two).	Teacher will ask students to complete the <i>ōI think..ō</i> worksheet. Once the students have finished the <i>ōI thinkō</i> part of the work sheet, the teacher will have students get into their small groups again and they will share their definitions and come up with a group definition, then the teacher will talk/explain the meaning location and natural resources, and how they influence economic development. Individually, students will add these new words to their Top-Tab booklet, write a definition of their own, write the class definition, create a visual representation of the words to help them remember them, and explain how they influence economic development.	<i>ōI thinkí ö</i> worksheet (Attachment A). Top-Tab booklet, drawing utensils
Vocabulary Instruction	Whole Group Activity	Printed scenarios (One per group)
Introduce <i>ōI Canō</i> statement to students. Post it on the weekly <i>ōI Canō</i> wall so that students know what they will be able to do when the unit is done.	Students will read and discuss this statement in their small groups and share what they think it means. Teacher will walk around and chat with small groups and ask questions.	Teacher will pick one group to go up and write <i>ōI can</i> explain how location and natural resources influence economic development.ö. Students will use one new vocabulary

		word in sentence at the end of every class.
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I thinkí Worksheet

(Attachment A)

	My Definition	Group Definition	Class Definition	Picture
Location				
Natural Resources				

Lesson Four-3Days

GLCE-code and exact wording. Verbs underlined	Know (What will students know upon learning this?)	Understand that... (What is the BIG picture?)	Do (Students will...) What will students DO to show they understand?	Vocabulary	“I Can” Statements
<p>3-E1.0.4 <u>Describe</u> how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p>	<p>Students will know thatí</p> <ul style="list-style-type: none"> • Entrepreneurs are people who organize and manage any enterprise, especially a business, usually with considerable initiative and risk. • Natural resources are the wealth of a country consisting of land, forests, mineral deposits, water, etc • Human resources are people, especially the persons employed by a given company, 	<p>Students will understand that entrepreneurs useí</p> <ul style="list-style-type: none"> • Natural resources as a site for the production of goods and services (and sometimes as the good or service) • Human resources to maintain and/or use the natural resources that 	<p>Given a business scenario (and a group of classmates), students will be able to create a business plan to grow and sell Motmanø apples combining natural, human, and capital resources.</p>	<ul style="list-style-type: none"> • Entrepreneur • Natural Resources • Human Resources • Capital Resources 	<p>I can tell about how to combine natural, human, and capital resources to produce goods and services in Michigan.</p>

	institution, or the like <ul style="list-style-type: none"> Capital resources are any assets used in the production of products and/or services. 	produce goods <ul style="list-style-type: none"> And capital resources are goods produced by human resources in order to provide a service 			
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Lessons: How will you take them where they need to go? (Step-by-step plan from A-Z)	Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)	Resources needed: What materials and resources will they need? (Page #'s read, graphic organizers, books, posters, realia, etc...)
Vocabulary instruction (and review of vocabulary from lessons one, two, and three).	Teacher will ask students to complete the ðĩ think..ö worksheet. Once the students have finished the ðĩ thinkö part of the work sheet, the teacher will have students get into their small groups again and they will share their definitions and come up with a group definition, then the teacher will talk/explain how entrepreneurs combine natural, human, and capital resources to produce goods and services. Individually, students will add these new words to their Top-Tab booklet, write a definition of their own, write the class definition, and create a visual representation of the words	ðĩ thinkí ö worksheet (Attachment A). Top-Tab booklet, drawing utensils

	to help them remember them.	
Vocabulary Instruction	Whole Group Activity	Printed scenarios (One per group)
<p>Introduce <i>ōī Canō</i> statement to students. Post it on the weekly <i>ōī Canō</i> wall so that students know what they will be able to do when the unit is done.</p>	<p>Students will read and discuss this statement in their small groups and share what they think it means. Teacher will walk around and chat with small groups and ask questions.</p>	<p>Teacher will pick one group to go up and write <i>ōī can</i> tell about how to combine natural, human, and natural resources to produce goods and services in Michiganō. Students will use one new vocabulary word in sentence at the end of every class.</p>

I thinkí Worksheet

(Attachment A)

	My Definition	Group Definition	Class Definition	Picture
Entrepreneur				
Natural Resource				

Human Resource				
Capital Resource				
Goods				

Service				
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Lesson Five- 3 Days

GLCE-code and exact wording. Verbs underlined	Know (What will students know upon learning this?)	Understand that... (What is the BIG picture?)	Do (Students will...) What will students DO to show they understand?	Vocabulary	“I Can” Statements
<p>3-E1.0.5 <u>Explain</u> the role of business development in Michigan’s economic future.</p>	<p>Students will know that business development is related to a number of tasks and processes generally aiming at developing and implementing growth opportunities.</p>	<p>Students will understand that business development can lead to Michigan’s economic growth and can contribute to Michigan’s human and capital resources.</p>	<p>In groups of 4-5 students and given 1-2 business development ideas, students will be able to describe if they would support/recommend that specific business.</p>	<ul style="list-style-type: none"> • Business Development 	<p>I can tell if a business idea is good for the economic future of a state (MI).</p>

<p>Lessons: How will you take them where they need to go? (Step-by-step plan from A-Z)</p>	<p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #'s read, graphic organizers, books, posters, realia, etc...)</p>
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<p>Vocabulary instruction (and review of vocabulary from lessons one, two, three, and four).</p>	<p>Teacher will ask students to complete the "I think..." worksheet. Once the students have finished the "I think..." part of the work sheet, the teacher will have students get into their small groups again and they will share their definitions and come up with a group definition, then the teacher will talk/explain the role of business development in Michigan's economic future. Individually, students will add these new words to their Top-Tab booklet, write a definition of their own, write the class definition, and create a visual representation of the words to help them remember them.</p>	<p>"I think..." worksheet (Attachment A). Top-Tab booklet, drawing utensils</p>
<p>Vocabulary Instruction</p>	<p>Whole Group Activity</p>	<p>Business development Ideas (URL)</p>
<p>Introduce "I Can" statement to students. Post it on the weekly "I Can" wall so that students know what they will be able to do when the unit is done.</p>	<p>Students will read and discuss this statement in their small groups and share what they think it means. Teacher will walk around and chat with small groups and ask questions.</p>	<p>Teacher will pick one group to go up and write "I can tell if a business idea is good for the economic future of a state (MI)." Students will use one new vocabulary word in sentence at the end of every class.</p>

I thinkí Worksheet
(Attachment A)

	My Definition	Group Definition	Class Definition	Picture
Business Development				

*****All five GLCE's will be combined into one final project for steps 4, 5, and 6.**

Lesson 6: Final Project-2-3 Weeks

For this project students will be creating their own hypothetical business. They will choose to create a business that sells cookies, lemonade, cupcakes, or candy bars. Students will work in the same groups they were in for the lessons.

Lessons: How will you take them where they need to go? (Step-by-step plan from A-Z)	Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)	Resources needed: What materials and resources will they need? (Page #'s read, graphic organizers, books, posters, realia, etc...)
<p>As a whole students will review the new vocabulary words from lessons one, two, three, four, and five. Students will also be given a 1-inch binder with dividers to organize their worksheets and foldable. Then students will begin their brainstorming for their final project and eventually complete their final project.</p>	<p>Teacher will review vocabulary words with students and walk through the final project with students before handing out final project worksheets. Students will get with their group members and they will create a business collage, start their business planning, and come up with a business to last two weeks.</p>	<p>Business Collage (Attachment 1) Business Plan worksheet (Attachment 2) Product picture (Attachment 3) Vocabulary connection worksheet (Attachment 4) "I think" worksheets Top-Tab booklet, drawing utensils</p>
<p>Vocabulary Instruction</p>	<p>Small Group Final Project</p>	<p>Business development Ideas (URL)</p>
<p>Re-Introduce "I can" statements to students.</p>	<p>Students will read and discuss this statement in their small groups and share what they think it means. Teacher will walk around and chat with small groups and ask questions.</p>	<p>Teacher will review "I can" statements.</p>

Business Collage

(Attachment 1)

Using the time provided in the computer lab, look for pictures of businesses in Michigan and create a collage with your group mates.

- **Discuss the locations of the businesses; is location especially helpful to any particular business?**
- **Discuss the signs and advertising of the businesses. Which are most attractive? Why?**
- **Are any businesses closed or out-of-business? See if the students can research what happened to the business.**

Business Plan

(Attachment 2)

I. Description of Business

A. Business name and short history	
B. Describe your product and/or service	
C. Location of business (is it store-front or home-based?)	

D. Why is this a good location?	
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II. Market Analysis and Competition

A. The Industry

Description of the overall market or	
Is this industry in general doing well?	

Why is it a good industry to get into?	
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B. Target Market (best customer)

Describe your typical customer in detail	
Name personal characteristics if your customers are individuals.	
How many potential customers do you plan to service?	

How do you plan to approach them?	
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C. Competition

Who are your major competitors? (list them)	
1. Compare yourself with your competition. a. Describe the advantages you have over your competitors. b. Describe your disadvantages and what you will do about them?	

III. Market Strategy

<p><i>A. Sales strategy</i></p> <p>1. How will you get people to buy your product/service?</p>	
<p><i>B. Pricing</i></p> <p>1. How much will you sell this product/service for? 2. How do you set your prices?</p>	
<p><i>C. Inventory</i></p> <p>1. How do you plan to maintain an adequate inventory of sales goods?</p>	

IV. Management/Personnel

A. Employees

1. How many employees do you need and why?
2. What is each employee's job (including your own)?
3. How will you find prospective employees?
4. How will you pay employees? (hourly, salary, commission, etc.)
5. How much will you pay employees?

B. Management (include resumes of owner and other key employees)

1. Describe owner's management and industry experience.

PRODUCT
(Attachment 3)



**Vocabulary Connection
(Attachment 4)**

What are/is your...

Scarcity	
Opportunity Costs	
Choices	
Product(s)	
Consumers	
Incentives	
Economic Incentives	
Sales Tax	
Location	
Natural Resources	
Human Resources	
Capital Resources	