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APPENDIX E CURRICULUM MODIFICATIONS AND ADAPTATIONS
STATEMENT OF PURPOSE

Advanced Placement Economics is designed to give students a thorough understanding of how the principles of economics apply to the whole economic system. Economics is the study of individual decision makers within an economy. The main areas of study include basic economic concepts; the nature and functions of product markets, factor markets, and the role of government. Emphasizing economic principles as applied to the economy as a whole. Lessons will focus around analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States’ role in world trade. This course will enable the student to integrate economic concepts into their everyday experiences which will allow them to see the world in a fresh perspective and new light.

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

Advanced Placement Economics introduces students to the cost benefit analysis that is the economic way of thinking. This analysis is used to understand smaller segments of the economy, specifically, consumers and producers, as they interact in output markets and resource markets and government’s impact on these specific economic units. AP Economics is designed to promote understanding of economic decision-making and its factors. Using marginal analysis and understanding the concept of opportunity cost, students will learn the tools needed to make wise economic decisions as a citizen and maintain a healthy market economy.

This course is aligned with the 2014 New Jersey Core Curriculum Content Standards for 21st Century Life (NJCCCS for 21st Century Life and Careers) and the 2014 New Jersey Core Curriculum Content Standards for Technological Literacy (NJCCCS for Technology).
THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the Curriculum Modifications and Adaptations included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.
GENERAL GOALS

The students will:

- demonstrate economic questioning and analysis skills.
- know basic economic concepts and understand economic decision-making factors, such as marginal analysis and opportunity costs.
- understand the nature and function of product markets: supply and demand model, consumer choice, production and costs, and market structure.
- understand factor markets.
- understand market failure and the role of government in correcting market failure.
- be able to generate charts and graphs to describe economic concepts.
- be able to analyze and interpret charts, graphs, and data to describe economic concepts.
- apply economic skills and concept knowledge to higher college-level economic courses.
GRADING PROCEDURES

Long-Term Assessments, Written or Presented: 80%
- Tests (open-ended responses, problem solving)
- Research Projects
- Reports
- Authentic Assessments

Daily Short-Term Assignments: 20%
- Responses to chapter questions
- Analyses of case studies
- Participation

Definition of Participation:
- Asks pertinent questions
- Answers questions that demonstrate thought and knowledge of information presented
- Brings outside information that demonstrates involvement

<table>
<thead>
<tr>
<th>Final Grade</th>
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<tbody>
<tr>
<td>Full Year Course</td>
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<tr>
<td>- Each marking period shall count as 20% of the final grade</td>
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<td>- The midterm assessment will count as 10% of the final grade, and the final assessment will count as 10% of the final grade</td>
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</table>
Course: **BUS535**  
Title: **ADVANCED PLACEMENT ECONOMICS**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

**The student will:**

**I. BASIC ECONOMIC CONCEPTS**
1. define economics and explain how economists develop models.
2. explain why scarcity and choice are the basic problems in economics.
3. using both graphical and table analysis, show the benefit of employing comparative advantage.
4. use a production possibilities curve to demonstrate opportunity cost and growth.

**II. SUPPLY AND DEMAND**
5. explain how the law of demand and the law of supply interact to bring about price equilibrium.
6. determine effects on price and quantity when equilibrium changes.

**III. MEASURE OF ECONOMIC PERFORMANCE**
7. describe the macroeconomic performance in the United States and other countries—GDP, inflation, unemployment and other indicators.
8. define and calculate GDP and the effect of inflation and unemployment.

**IV. NATIONAL INCOME AND PRICE DETERMINATION**
9. list the determinants of aggregate demand and aggregate supply.
10. determine equilibrium using an aggregate demand/aggregate supply graph and show the effects on price level and real GDP when equilibrium changes in both the long and the short run.
11. define fiscal policy—discretionary and non-discretionary.
V. THE FINANCIAL SECTOR
12. explain the role of the Federal Reserve System in the economy.
13. demonstrate understanding of the time value of money.
14. identify and examine the tools of central bank policy and their impact on money supply and interest rates.

VI. INFLATION, UNEMPLOYMENT, AND STABILIZATION POLICY
15. assess the effect of fiscal and monetary policy on real output, price level and the level of employment in the long and short run.
16. consider issues surrounding the size and burden of the national debt.
17. gain understanding of inflation-unemployment tradeoffs using short and long run Philips curve analysis.

VII. ECONOMIC GROWTH AND PRODUCTIVITY
18. define economic growth and list the factors that stimulate growth.
19. assess the role of productivity in raising real output and standard of living.

VIII. THE OPEN ECONOMY: INTERNATIONAL TRADE AND FINANCE
20. list the factors that influence equilibrium foreign exchange rates.
21. using demand/supply analysis, show how market forces and public policy affect currency demand and currency supply
22. understand how changes in net exports and capital flows affect financial and goods markets.

IX. BEHIND THE DEMAND CURVE: CONSUMER CHOICE
23. explain the law of demand on the basis of income and substitution effects.
24. identify and describe the factors that influence pricing, including elasticity, surplus, and deficit.

X. BEHIND THE SUPPLY CURVE: PROFIT, PRODUCTION, AND COST
25. describe the different types of profit, including accounting profit, economic profit, and normal profit.
26. discuss the importance of the firm’s production function, the relationship between the quantity of inputs and the quantity of outputs, including costs.
XI. MARKET STRUCTURES: PERFECT COMPETITION AND MONOPOLY
27. determine the profit-maximizing quantity of output for a price-taking firm, along with assessing whether or not a competitive firm is profitable.
28. compare the effects of monopoly and perfect competition on society’s welfare, and determine whether a monopoly is earning a profit or loss.

XII. MARKET STRUCTURES: IMPERFECT COMPETITION
29. explain an oligopoly, ways that it is different from a monopoly, and how it can benefit from collusion.
30. explain how monopolistic competition can lead to inefficiency and excess capacity.

XIII. FACTOR MARKETS
31. describe features that make markets for factors of production, including resources like labor, land, and capital - difference from goods markets.
32. explain how firms determine the optimal input mix, and also apply the cost-minimization rule for employing inputs.

XIV. MARKET FAILURE AND THE ROLE OF GOVERNMENT
33. explain what externalities are and why they can lead to inefficiency in a market economy.
34. discuss how government regulation is used to prevent inefficiency in the case of a natural monopoly.
## I. BASIC ECONOMIC CONCEPTS

**Essential Question(s):** What are the factors that influence efficient allocation of resources?

**Enduring Understanding(s):** Economics is the study of how people use their scarce resources in order to satisfy their unlimited wants.

### BASIC ECONOMIC CONCEPTS

<table>
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<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
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<th>TEACHER NOTES</th>
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<td><strong>The student will be able to:</strong></td>
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</table>
• group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.  
• *Economics USA* (21st Century edition) from learner.org.  
• [www.reffonomics.com](http://www.reffonomics.com).  
• *Crash Course for Economics* videos via YouTube.  
• Anderson’s *Economics by Example, What’s to Love about Economics?* | AP objective and FRQs at end of Module 1-4  
Q & A/Discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | Graphs and Diagrams to be Mastered:  
• Production Possibility Curve |
| 2. explain why scarcity and choice are the basic problems in economics. | | | | |
| 3. using both graphical and table analysis, show the benefit of employing comparative advantage. | | | | |
| 4. use a production possibilities curve to demonstrate opportunity cost and growth. | | | | |
### II. SUPPLY AND DEMAND

**Essential Question(s):** How is price determined by the market supply and demand?

**Enduring Understanding(s):** Consumer behavior changes when the price of a good or service changes.

#### SUPPLY AND DEMAND

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| 5. explain how the law of demand and the law of supply interact to bring about price equilibrium. | 9.1.12.F.3 9.2.12.C.4 9.3.12.BM-MGT.5 CRP5 | • multimedia presentations.  
• group work activities including problem-based learning, problem sets and examining multiple choice and free-response questions.  
• [www.reffonomics.com](http://www.reffonomics.com).  
• *Crash Course for Economics* videos via YouTube.  
• Anderson’s *Economics by Example; Chapter 3: The Coffee Market’s Hot, Why are Bean prices Not?* | AP objective and FRQs at end of Module 5-9  
Q & A/Discussions  
Index card graph quizzes  
Module Quizzes  
Chapter tests | Graphs and Diagrams to be Mastered:  
• Demand and Supply Equilibrium  
• Business Cycle |
| 6. determine effects on price and quality when equilibrium changes. | | | |

A-1
### III. MEASURE OF ECONOMIC PERFORMANCE

**Essential Question(s):** Why are economic indicators so important in judging the economy?

**Enduring Understanding(s):** It is important to recognize that periods of economic growth or prosperity are followed by periods of contraction or recession.

#### MEASURE OF ECONOMIC PERFORMANCE

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• group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.  
• Economics USA (21st Century edition) from learner.org.  
• [www.reffonomics.com](http://www.reffonomics.com).  
• Crash Course for Economics videos via YouTube.  
• Anderson’s Economics by Example; Chapter 21: Why Do We Neglect Leisure and Cheer for Divorce? | AP objective and FRQs at end of Module 10-15  
Q & A/Discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | Graphs and Diagrams to be Mastered:  
• Circular Flow Diagram (simple and expanded)  
• Effect of Minimum Wage on Labor Market  

**Formulas to be Mastered:**  
• Gross Domestic Product (GDP) = Consumption Spending + Government Spending + Investment Spending + Net Export Spending  
  
\[
GDP = C + G + I + Xn
\]  
• Disposable Income (DI) = Personal Income - Taxes + Transfers  
• Per Capita GDP  
• Calculation of Real GDP (using an Index)  
• Labor Force Participation Rate  
• Unemployment Rate |

**7.** describe the macroeconomic performance in the United States and other countries – GDP, inflation, unemployment and other indicators.

**8.** define and calculate GDP and the effect of inflation and unemployment.
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| The student will be able to: | Students will engage in: | | | | • Natural Rate of Unemployment  
• Price Indexing and Consumer Price Index, Producer Price Index |
### IV. NATIONAL INCOME AND PRICE DETERMINATION

**Essential Question(s):** How is the total output of the economy measured and why is this measurement vital?

**Enduring Understanding(s):** National income accounting summarizes productive activity in an economy over a specific period of time.

### NATIONAL INCOME AND PRICE DETERMINATION

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● [www.reffonomics.com](http://www.reffonomics.com).  
● *Crash Course for Economics* videos via YouTube.  
● *Anderson’s Economics by Example; Chapter 25: How Much Debt is Too Much?* | AP objective and FRQs at end of Module 16-21  
Q & A/Discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | Graphs and Diagrams to be Mastered:  
- Aggregate Demand/Aggregate Supply Model (short-run and long-run)  
- Potential vs. Actual Output  
- Recessionary Gap and Inflationary Gap  
- Sources of Tax Revenue and Government Spending in US  
- Expansionary and Contractionary Fiscal Policy effects  
Formulas to be Mastered:  
- Marginal Propensity to Consume (MPC)  
- Marginal Propensity to Save (MPS)  
- Spending Multiplier 1/MPS |
| 10. determine equilibrium using an aggregate demand/aggregate supply graph and show the effects on price level and Real GDP when equilibrium changes in both the long and the short run. | | | | |
V. **THE FINANCIAL SECTOR**

**Essential Question(s):** What is fiscal policy and how is it implemented?

**Enduring Understanding(s):** Congress and the President implement discretionary fiscal policy.

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**Formulas to be Mastered:**  • Money Supply Measurements (M1 and M2)  • Present Value  • Money Creation by the Banking System  • Money Multiplier |
| 13. demonstrate understanding of the time value of money. | | | | |
| 14. identify and examine the tools of central bank policy and their impact on money supply and interest rates. | | | | |
VI. INFLATION, UNEMPLOYMENT AND STABILIZATION POLICY  

Essential Question(s): How is monetary and fiscal policy implemented?  

Enduring Understanding(s): The Federal Reserve’s main goals are price stability and economic growth which it tries to achieve by controlling the money supply.

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<th>TEACHER NOTES</th>
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| The student will be able to: | 9.1.12.F.1  
9.1.12.F.3  
9.2.12.C.4  
9.3.12.BM-MGT.1 CRP5 | Students will engage in:  
• multimedia presentations.  
• group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.  
• www.reffonomics.com  
• Crash Course for Economics videos via YouTube.  
• Anderson’s Economics by Example; Chapter 19: Will Technology Put Us All Out of Work? | AP objective and FRQs at end of Module 30-36  
Q & A/Discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | Graphs and Diagrams to be Mastered:  
• Money Market Model: Effect of policy actions on interest rate  
• Money Market Model: Setting the Federal Funds rate  
• Money Market Transition Mechanism: Short run and long run effects of expansionary and contractionary policy changes  
• Tracking Monetary Policy Using the Output Gap, Inflation and the Taylor Rule  
• Long-Run Determination of the Interest Rate  
• Classical Model of Price Level  
• Cyclical Unemployment and the Output Gap  
• Short Run Phillips Curve  
• Short Run Phillips Curve showing Supply Shocks; |

15. assess the effect of fiscal and monetary policy on real output, price level and the level of employment in the long and short run.  

16. consider issues surrounding the size and burden of the national debt.  

17. gain understanding of inflation-unemployment tradeoffs using short and long run Phillips curve analysis.
- Long Run Phillips Curve and NAIRU (non-accelerating rate of unemployment)
- The Fischer Effect
- Fiscal Policy with a Fixed Money Supply
## VII. ECONOMIC GROWTH AND PRODUCTIVITY

### Essential Question(s):
What strategy can a nation use to increase its economic growth?

### Enduring Understanding(s):
Small changes in the rates of economic growth relate to major improvements in our standards.

### ECONOMIC GROWTH AND PRODUCTIVITY

<table>
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<tr>
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<tr>
<td>The student will be able to:</td>
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● group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.  
● [www.reffonomics.com](http://www.reffonomics.com)  
● *Crash Course for Economics* videos via YouTube.  
● Anderson’s *Economics by Example; Chapter 28: Why Are Some Nations Rich and Others Poor?* | AP objective and FRQs at end of Module 37-40  
Q & A/Discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | Graphs and Diagrams to be Mastered:  
● Trade-off Between Investment and Consumer Goods  
● Short Run movements along Long Run Aggregate Supply  
● Long Run Aggregate Supply Curve and Economic Growth  
Formulas to be Mastered:  
● Real GDP per Capita  
● Rule of 70  
● Aggregate Production Function |
| 19. assess the role of productivity in raising real output and standard of living. | | | | |
VIII. **THE OPEN ECONOMY: INTERNATIONAL TRADE AND FINANCE**

**Essential Question(s):** What is meant by absolute and comparative advantage?

**Enduring Understanding(s):** International trade occurs because it makes people better than they would be if they consume only domestic produced products.

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### THE OPEN ECONOMY: INTERNATIONAL TRADE AND FINANCE

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<th>PROFICIENCY / OBJECTIVE</th>
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<tr>
<td>The student will be able to:</td>
<td>Students will engage in:</td>
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● group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.  
● [www.reffonomics.com](http://www.reffonomics.com)  
● *Crash Course for Economics* videos via [YouTube](https://www.youtube.com).  
● Anderson’s *Economics by Example: Chapter 27: Is Globalization a Bad Word?* | AP objective and FRQs at end of Module 41-45  
Q & A/Discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | Graphs and Diagrams to be Mastered:  
● Balance of Payments Accounts  
● International Capital Flows  
● Foreign Exchange Markets  
● Fixed Exchange Markets and Market Intervention  
● Monetary Policy Effects and the Exchange Rate |
| 21. using demand/supply analysis, show how market forces and public policy affect currency demand and currency supply. | | | | |
| 22. understand how changes in net exports and capital flows affect financial and goods markets. | | | | |

---
### IX. BEHIND THE DEMAND CURVE: CONSUMER CHOICE

**Essential Question(s):** How do we measure how much consumers alter their purchases in response to a price change?

**Enduring Understanding(s):** Consumer behavior changes when the price of a good or service changes, when income changes, or in general when marginal benefits and marginal costs change.

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<tr>
<th>PROFICIENCY / OBJECTIVE</th>
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<tbody>
<tr>
<td>The student will be able to:</td>
<td>9.1.12.A.8 9.1.12.E.4 9.3.12.BM.1 9.3.12.BM2 CRP5</td>
<td>Students will engage in:</td>
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<tr>
<td>23. explain the law of demand on the basis of income and substitution effects.</td>
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<tr>
<td>24. identify and describe the factors that influence pricing, including elasticity, surplus, and deficit.</td>
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</table>

- multimedia presentations.
- group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.
- [www.reffonomics.com](http://www.reffonomics.com)
- *Crash Course for Economics* videos via YouTube.
- Anderson’s *Economics by Example*

AP objective and FRQs at end of Module 46-51

Q & A/Discussions

Index card graph quizzes

Module quizzes

Chapter test
X. **BEHIND THE SUPPLY CURVE: PROFIT, PRODUCTION, AND COST**

**Essential Question(s):** What is the relationship between costs and output in the short and long run?

**Enduring Understanding(s):** The profit maximizing firm using resources in a most efficient manner in order to maximize profits.

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<td>The student will be able to:</td>
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<td>26. discuss the importance of the firm’s production function, the relationship between the quantity of inputs and the quantity of outputs, including costs.</td>
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XI. **MARKET STRUCTURES: PERFECT COMPETITION AND MONOPOLY**

**Essential Question(s):** What are the characteristics of each market structure?

**Enduring Understanding(s):** A firm may sell its products in the following market structures: perfect competition, monopoly, monopolistic competition, or oligopoly.

<table>
<thead>
<tr>
<th>MARKET STRUCTURES; PERFECT COMPETITION AND MONOPOLY</th>
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<td>PROFICIENCY / OBJECTIVE</td>
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| 27. determine the profit-maximizing quantity of output for a price-taking firm, along with assessing whether or not a competitive firm is profitable. | 9.3.12.BM-OP.1 9.3.12.BM-OP.3 9.3.12.BM-MGT.6 CRP5 | - multimedia presentations.  
- group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.  
- [www.reffonomics.com](http://www.reffonomics.com)  
- *Crash Course for Economics* videos via YouTube.  
- Anderson’s *Economics by Example* | AP objective and FRQs at end of Module 58-63  
Q & A/discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | |
| 28. compare the effects of monopoly and perfect competition on society’s welfare, and determine whether a monopoly is earning a profit or loss. | | | | |
**XII. MARKET STRUCTURES: IMPERFECT COMPETITION**

**Essential Question(s):** Why do oligopolies exist and their incentive to act in ways that reduce their combined profits?

**Enduring Understanding(s):** The two main approaches the government used to intervene in the activities are through antitrust policy and regulation.

<table>
<thead>
<tr>
<th>MARKET STRUCTURES; IMPERFECT COMPETITION</th>
</tr>
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<tbody>
<tr>
<td><strong>PROFICIENCY / OBJECTIVE</strong></td>
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<tr>
<td>The student will be able to:</td>
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</tbody>
</table>
| 29. explain an oligopoly, ways that it is different from a monopoly, and how it can benefit from collusion. | 9.3.12.BM-OP.1 9.3.12.BM-OP.3 9.3.12.BM-MGT.6 CRP5 | ● multimedia presentations.  
● group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.  
● [www.reffonomics.com](http://www.reffonomics.com)  
● *Crash Course for Economics* videos via YouTube.  
● Anderson’s *Economics by Example* | AP objective and FRQs at end of Module 64-68  
Q & A/discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | |
| 30. explain how monopolistic competition can lead to inefficiency and excess capacity. | | | | |

A-1
### XIII. FACTOR MARKETS

**Essential Question(s):** What is the purpose and contrast of the product market, and resource market?

**Enduring Understanding(s):** The buyers of resources are the firms who purchase them in order to make the goods and services that are demanded.

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
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<tr>
<td><strong>The student will be able to:</strong></td>
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</table>
• group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.  
• *Economics USA (21st Century edition)* from learner.org.  
• [www.reffonomics.com](http://www.reffonomics.com)  
• Crash Course for Economics videos via YouTube.  
• Anderson’s *Economics by Example* | AP objective and FRQs at end of Module 69-73  
Q & A/discussions  
Index card graph quizzes  
Module quizzes  
Chapter tests | |
| 32. explain how firms determine the optimal input mix, and also apply the cost-minimization rule for employing inputs. | | | | |
### XIV. MARKET FAILURE AND THE ROLE OF GOVERNMENT

**Essential Question(s):**
Why do externalities often require government intervention?

**Enduring Understanding(s):**
The government must involve itself in antitrust and externality issues in order to provide a more successful marketplace.

#### MARKET FAILURE AND THE ROLE OF GOVERNMENT

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<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>Standards</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will engage in:</td>
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<tr>
<td>33. explain what externalities are and why they can lead to inefficiency in a market economy.</td>
<td></td>
<td>● multimedia presentations.</td>
<td>AP objective and FRQs at end of Module 74-80</td>
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<tr>
<td></td>
<td></td>
<td>● group work activities including problem-based learning, problem sets, and examining multiple choice and free-response questions.</td>
<td>Q &amp; A/discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Economics U$A (21st Century edition) from learner.org.</td>
<td>Index card graph quizzes</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>● <a href="http://www.reffonomics.com">www.reffonomics.com</a></td>
<td>Module quizzes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Crash Course for Economics videos via YouTube.</td>
<td>Chapter tests</td>
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<tr>
<td></td>
<td></td>
<td>● Anderson’s Economics by Example</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

TEXTBOOK

SUPPLEMENTAL TEXTBOOK MATERIALS

RESOURCES
Video Series:
- Econ U$A Series with Discussion
- FED Videos on Money and Inflation
- Crash Course for Economics

WEBSITES
http://reffonomics.com/reff/index.html
http://www.ncee.net
http://www.councilforeconed.org/
APPENDIX A  SAMPLE AUTHENTIC ASSESSMENT
SAMPLE AUTHENTIC ASSESSMENT

BUILD A ZOO!

- Break students into groups of 3-5 and have them build a zoo
- Each group has 20 acres to use, and each exhibit takes up a certain number of acres (see Handout on the following page)
- After the zoo is constructed, have students share their choices. Ask about the choices each group made:
  - Why did they not choose every type of exhibit (scarcity)?
  - Why did they not just have a zoo full of predators or primates (diminishing marginal utility)?
  - Why did they choose one exhibit over another (cost vs. benefit)?
  - What was the last exhibit to make the cut (marginal analysis)?
SAMPLE AUTHENTIC ASSESSMENT
The Basic Economic Problem in a Zoo
In-class Activity

Students
You are the manager of a new business that has decided to open a zoo. Your zoo is a private, profit-seeking business that will charge admission to visitors. The purpose of the zoo, as with any business, is to earn a profit. Your task is as follows:

- You have to decide which animals to include in your zoo, but space is limited.
- You have 25 acres on which to build your zoo.
- Each type of animal requires a different amount of space, so you must choose which animals to put in your zoo. Remember, you need at least one male and one female of each animal so they can reproduce.
- Choose which animals you will put in your zoo. Remember you want people to pay to visit your zoo.

Below each animal is the number of acres just one of the animals requires. For example, one lion requires 2 acres of land. If you want four lions, therefore, you must use 8 of your 25 acres for lions.

Take a large piece of paper and using a color pencils, design the layout of your zoo.

The paper represents the 25 acres you have for animals. Once you have decided which animals to include, how many of each animal, and calculated how many acres are to be used for each animal, cut out the animals you have chosen and paste each animal into its dedicated enclosure.

Provide your calculations on the sheet: EX: 2 Lions = 4 acres

Materials needed: A3 piece of paper, scissors, tape or glue, and the images of animals.

Make sure everything is labeled in your zoo. Types of animals, number of animals, number of acres used, etc.

Once you have completed construction of your zoo, answer the discussion questions that follow on a separate sheet of paper. Include your name on the zoo paper and the answer paper.
### SAMPLE AUTHENTIC ASSESSMENT
The Basic Economic Problem in a Zoo

*Zoo Economics Worksheet*

<table>
<thead>
<tr>
<th>ANIMALS</th>
<th>MINIMUM NUMBER OF ACRES</th>
<th>NUMBER OF ANIMALS</th>
<th>NUMBER OF ACRES USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>House of Birds (5 acres)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reptile House (5 acres)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Elephant (3 acres)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiger (1 acre)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kangaroo (1/2 acre)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hammerhead Shark (1/2 acre)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monkey (1/2 acre)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cow (1/3 acre)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey (1/10 acre)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seal (1/2 acre)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lion (2 acres)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheetah (1 acre)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camel (1/2 acre)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giraffe (1 acre)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Authentic Assessment

### The Basic Economic Problem in a Zoo

#### Choice of Animals

<table>
<thead>
<tr>
<th>House</th>
<th>Land Area</th>
<th>House</th>
<th>Land Area</th>
<th>House</th>
<th>Land Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>House of Birds</td>
<td>5 acres</td>
<td>Reptile House</td>
<td>5 acres</td>
<td>African Elephant</td>
<td>3 acres</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asian Elephant</td>
<td>1 acre</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kangaroo</td>
<td>½ acre</td>
<td>Hammerhead Shark</td>
<td>½ acre</td>
<td>Monkey</td>
<td>½ acre</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seal</td>
<td>½ acre</td>
<td>Lion</td>
<td>2 acres</td>
<td>Cheetah</td>
<td>1 acre</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Camel</td>
<td>½ acre</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Giraffe</td>
<td>1 acre</td>
</tr>
</tbody>
</table>
SAMPLE AUTHENTIC ASSESSMENT
The Basic Economic Problem in a Zoo
Discussion Questions

1. Did every animal make it into your zoo? Why or why not?

2. Did you include a turkey or a cow in your zoo? Why or why not?

3. Why didn’t you have a zoo with only monkeys?

4. Which type of elephant did you choose? Why did you choose the type you did and not the other?

5. What is the last animal to make the cut for your zoo?

6. What is the animal that just missed the cut for your zoo?

7. Did everyone in your group agree to include the same animals?

8. Would everyone in your group have made the same choices if they did it alone?
## SAMPLE AUTHENTIC ASSESSMENT

The Basic Economic Problem in a Zoo

*Zoo Economics Rubric*

<table>
<thead>
<tr>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>BEGINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exactly 25 acres used</td>
<td>xxxxxxxxxxxxxxxxxxxxxxxx</td>
<td>Less than/more than 25 acres used</td>
</tr>
<tr>
<td>Male and Female of each animal</td>
<td>xxxxxxxxxxxxxxxxxxxxxxxx</td>
<td>Not a male and female of each animal</td>
</tr>
<tr>
<td>Zoo is named and easily visible</td>
<td>Zoo is named but not easily visible</td>
<td>Zoo is not named</td>
</tr>
<tr>
<td>Number of acres and animals used is listed and accurate</td>
<td>Number of acres and animals is listed but not accurate</td>
<td>Number of acres and animals used is not listed</td>
</tr>
<tr>
<td>Zoo is extremely neatly designed and uses at least 5 colors</td>
<td>Zoo is neatly designed but uses less than 5 colors</td>
<td>Zoo is not neatly designed</td>
</tr>
<tr>
<td>All discussion questions are answered neatly on separate sheet of paper using complete sentences</td>
<td>All questions were answered on separate sheet but answers were brief or incomplete</td>
<td>All questions were not answered on separate sheet</td>
</tr>
</tbody>
</table>
APPENDIX B  FREE RESPONSE QUESTIONS & SCORING GUIDELINES
2014 AP® MACROECONOMICS FREE-RESPONSE QUESTIONS

MACROECONOMICS
Section II
Planning Time—10 minutes Writing Time—50 minutes

Directions: You have 10 minutes to read all of the questions in this booklet, to sketch graphs, to make notes, and to plan your answers. You will then have 50 minutes to answer all three of the following questions. It is suggested that you spend approximately half your time on the first question and divide the remaining time equally between the next two questions. In answering the questions, you should emphasize the line of reasoning that generated your results; it is not enough to list the results of your analysis. Include correctly labeled diagrams, if useful or required, in explaining your answers. A correctly labeled diagram must have all axes and curves clearly labeled and must show directional changes. Use a pen with black or dark blue ink.

1. Assume that the United States economy is currently operating below the full-employment level of real gross domestic product with a balanced budget.
   (a) Draw a correctly labeled graph of aggregate demand, short-run aggregate supply, and long-run aggregate supply, and show each of the following in the United States.
      (i) Current output and price level, labeled as \( Y_1 \) and \( P_L_1 \), respectively
      (ii) Full-employment output, labeled as \( Y_f \)
   (b) The United States government increases spending on goods and services by $100 billion, which is financed by borrowing. How will the increase in government spending affect each of the following?
      (i) Cyclical unemployment
      (ii) The natural rate of unemployment
   (c) If the marginal propensity to consume is equal to 0.75, calculate the maximum possible change in real gross domestic product that could result from the $100 billion increase in government spending.
   (d) Using a correctly labeled graph of the loanable funds market, show the effect of the $100 billion increase in government spending on the real interest rate.
   (e) Based on the real interest rate change in part (d), what is the effect on the long-run economic growth rate? Explain.
   (f) Now assume that instead of financing the $100 billion increase in government spending by borrowing, the United States government increases taxes by $100 billion. With this equal increase in government spending and taxes, will the real gross domestic product increase, decrease, or remain the same? Explain.

GO ON TO THE NEXT PAGE.

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2014 AP® MACROECONOMICS FREE-RESPONSE QUESTIONS

2. The Federal Reserve can influence the supply of money.
   (a) Assume that the Federal Reserve targets a lower federal funds rate.
       (i) What open market operation can the Federal Reserve use to achieve the lower
           target?
       (ii) Given your answer to part (a)(i), what will happen to the price of government
           bonds?
   (b) Using a correctly labeled graph of the money market, show the effect of the open
       market operation from part (a)(i) on the nominal interest rate.
   (c) Assume that the Federal Reserve buys government bonds from commercial banks.
       Based only on this transaction, will the level of required reserves in the commercial
       banks increase, decrease, or remain the same?
   (d) Another monetary policy action involves changing the discount rate. Define the
       discount rate.

3. The United States and South Korea are trading partners, and the United States has a zero
   current account balance. Assume now that the inflation rate in the United States
   decreases relative to the inflation rate in South Korea.
   (a) Based on the decrease in the inflation rate in the United States, will United States
       exports to South Korea increase or decrease?
   (b) Based on the change in United States exports in part (a), answer each of the
       following.
       (i) Will the United States current account balance remain at zero, be in surplus, or
           be in deficit?
       (ii) What will happen to real gross domestic product in the United States in the short
           run? Explain.
   (c) The South Korean currency is the won. Draw a correctly labeled graph of the foreign
       exchange market for the United States dollar. Show the effect of the lower inflation
       rate in the United States on the won price per United States dollar.

STOP

END OF EXAM
SCORING GUIDELINES

Question 1

11 Points (2+2+1+2+2+2)

(a) 2 points:

☐ One point is earned for drawing a correctly labeled graph showing an equilibrium with AD, SRAS, Yf, and PL1 labeled.

☐ One point is earned for drawing a vertical LRAS curve at Yf to the right of the intersection of AD and SRAS.

(b) 2 points:

☐ One point is earned for stating that cyclical unemployment will decrease.

☐ One point is earned for stating that the natural rate of unemployment will not change.

(c) 1 point:

☐ One point is earned for calculating the maximum change in real GDP:

Change in GDP = (1/0.25) X $100 billion = $400 billion.
SCORING GUIDELINES

Question 1 (continued)

(d) 2 points:
- One point is earned for drawing a correctly labeled loanable funds market graph.
- One point is earned for shifting the demand curve to the right (or shifting the supply curve to the left) and showing an increase in the real interest rate.

(e) 2 points:
- One point is earned for stating that the economic growth rate will fall.
- One point is earned for explaining that the higher real interest rate will slow down capital formation.

(f) 2 points:
- One point is earned for stating that real gross domestic product will increase.
- One point is earned for explaining that the expansionary effect of the increase in government spending outweighs the contractionary effect of the increase in taxes of the same size. (Or students may explain by calculating the net increase in GDP, $100 billion, or stating the tax multiplier is smaller than the spending multiplier.)
SCORING GUIDELINES

Question 2

6 points (2+2+1+1)

(a) 2 points:
- One point is earned for stating that the Federal Reserve will buy government bonds.
- One point is earned for stating that the price of government bonds will increase.

(b) 2 points:
- One point is earned for drawing a correctly labeled graph of the money market.
- One point is earned for shifting the money supply curve to the right and showing a decrease in the nominal interest rate.

(c) 1 point:
- One point is earned for stating that the Federal Reserve purchase will not initially affect commercial banks’ required reserves.

(d) 1 point:
- One point is earned for defining the discount rate as the interest rate that the Federal Reserve charges banks for borrowing from its discount window.
SCORING GUIDELINES

Question 3

5 points (1+2+2)

(a) 1 point:
☐ One point is earned for stating that United States exports to South Korea will increase.

(b) 2 points:
☐ One point is earned for stating that the United States current account will be in surplus.
☐ One point is earned for stating that the United States gross domestic product will increase and explaining that higher U.S. exports increase AD (or that production increases to meet the increased export demand from South Korea).

(c) 2 points:
☐ One point is earned for drawing a correctly labeled graph of the foreign exchange market for the U.S. dollar.
☐ One point is earned for shifting the demand curve for the dollar to the right (and/or shifting the supply curve to the left) and showing an increase in the won price per dollar.
APPENDIX C  SELF-ASSESSMENT
# SELF-ASSESSMENT SHEET FOR STUDENT WORK FOLDER

Name: _______________________________ Course: _______________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSESSMENT</th>
<th>GRADE</th>
<th>WHAT I DID WELL... HOW I COULD IMPROVE... THINGS I NEED TO WORK ON...</th>
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</table>

Marking Period: _____
MID-YEAR REFLECTION

After looking over your work folder with all of your assessments from this year, what are your strengths? What are your weaknesses?

How can you continue to use your strengths to be successful? Be specific and explain.

How can you improve your areas of weakness? Give yourself at least one goal in order to help you improve.

Which assessment(s) are you most proud of? Explain why.

Which assessment(s) do you think you could have done better on? Explain why and how.

We are now half-way through the school year. What will you continue to strive for? How do you plan on doing this?
WORK FOLDER REFLECTION

Look through the various items in your work folder and take a moment to think about this school year.

Answer the following questions in the form of a paragraph to reflect on your progress so far this year.

- What were some of your goals in the beginning of this school year? Have you made progress towards achieving them?
- What are some goals you have for the rest of this school year?
- In what areas did you have the most success? Be specific by indicating the topics in which you feel most confident.
- In what areas did you have difficulty? What are some ways you can improve in those areas?
- What can you do to prepare yourself for the final exam?
- Now that more than half of the year has passed, what are some things that you have learned that will help you next year? (i.e., study skills, putting more effort in homework, etc.)
- What are some things that you enjoy about this class? What are some things you don’t like?
- Do you have any suggestions as to what would make the class better?
APPENDIX D  NEW JERSEY STUDENT LEARNING STANDARDS
NEW JERSEY STUDENT LEARNING STANDARDS

4 - Mathematics
8 - Technology
9 - 21st Century Life and Careers
APPENDIX E  CURRICULUM MODIFICATIONS & ADAPTATIONS
There is no recipe for adapting general education curriculum to meet each student’s needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.
A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student’s needs.

1. Identify the student’s individual educational goals and objectives to be emphasized during general education activities

2. Articulate the expectations for the student’s performance in general education activities

3. Determine what to teach
   As a team, determine the content of the general education activity, theme or unit study

4. Determine how to teach
   As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

5. Select of design appropriate adaptations

   - Select instructional arrangement
   - Select lesson format
   - Employ student-specific teaching strategies
   - Select curricular goals specific to the lesson
   - Engineer the physical and social classroom environment
   - Design modified materials
   - Select natural supports and supervision arrangements

6. If the above adaptation strategies are not effective, design an alternative activity

7. Evaluate effectiveness of adaptations
A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome he achieved?
2. Can the student’s participation be increased by changing the instructional arrangement?
   - From traditional arrangements to:
     • Cooperative groups
     • Small groups
     • Peer partners
     • Peer or cross-age tutors
3. Can the student’s participation be increased by changing the lesson format?
   • Interdisciplinary/thematic units
   • Activity-based lessons, games, simulations, role-plays
   • Group investigation or discovery learning
   • Experiential lessons
   • Community-referenced lessons
4. Can the Student’s participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
   • Adjust performance standards
   • Adjust pacing
   • Same content but less complex
   • Similar content with functional/direct applications
   • Adjust the evaluation criteria or system (grading)
   • Adjust management techniques

Examine the Learning Environment

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
   • Environmental/physical arrangements
- Social rules
- Lesson location

**Examine the Materials for Learning**

7. Will different materials be needed to ensure participation?
   - Same content but variation in size, number, format
   - Additional or different materials/devices
   - Materials that allow a different mode of input
   - Materials that allow a different mode of output
   - Materials that reduce the level of abstraction of information

**Examine the Support Structure**

8. Will personal assistance be needed to ensure participation?
   - From peers or the general education instructor?
   - From the support facilitator’?’
   - From therapists’?’
   - From paraprofessionals?
   - From others?

**Arrange Alternative Activities that Foster Participation and Interaction**

9. Will a different activity need to be designed and offered for the student and a small group of peers?
   - In the classroom
   - In other general education environments
   - In community-based environments

## Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student’s needs as identified on an IEP.

<table>
<thead>
<tr>
<th>a. Curriculum as is. This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move in this direction only when necessary</td>
</tr>
<tr>
<td>b. Different objective within the same activity and curriculum. The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include:</td>
</tr>
<tr>
<td>• A student with a short attention span staying on task for 5 minutes.</td>
</tr>
<tr>
<td>• Using a switch to act as a communication device to share during a class discussion.</td>
</tr>
<tr>
<td>• Expressing one’s thoughts by drawing in a journal instead of writing.</td>
</tr>
<tr>
<td>• Holding a book during reading time.</td>
</tr>
<tr>
<td>• Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.</td>
</tr>
<tr>
<td>c. Material or environmental adaptations. The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:</td>
</tr>
<tr>
<td>• 5 spelling words from the weekly list instead of the standard 20.</td>
</tr>
<tr>
<td>• Completing a cooking assignment by following picture directions rather than written directions</td>
</tr>
<tr>
<td>• Changing the grouping of the class from large group to small groups (possible with the additional support staff).</td>
</tr>
<tr>
<td>• Changing the instructional delivery from lecture to the cooperative learning format</td>
</tr>
<tr>
<td>• Using a computer to write an assignment instead of paper and pencil.</td>
</tr>
<tr>
<td>• Reading a test to a student.</td>
</tr>
<tr>
<td>• Highlighting the important concepts in a textbook.</td>
</tr>
<tr>
<td>• Having the student listen to a taped textbook.</td>
</tr>
<tr>
<td>• Using enlarged print</td>
</tr>
<tr>
<td>• Using an assistive technology device</td>
</tr>
<tr>
<td>• Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.</td>
</tr>
<tr>
<td>• Using a note taking guide listing the key concepts during a lecture.</td>
</tr>
</tbody>
</table>
d. Providing Physical assistance. Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student's life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations. Examples include:

- Starting a computer for an student with an IEP to use.
- Guiding a hand during handwriting.
- Assisting in activating a switch.
- Completing most of the steps of an activity and having a student with an IEP do the remainder.
- Pushing a student in a wheelchair to the next activity.

Move in this direction only when necessary

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e. Alternative/substitute curriculum. This is sometimes referred to as functional curriculum as it usually involves the acquisition of "life skills." The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom. Examples include:

- Community-based instruction (which all students may benefit from!)
- Learning job skills in the school cafeteria.
- Learning how to use a communication device.
- Doing laundry for the athletic department.
- Learning cooking/grooming skills at the home.

Overlap does occur among the five types of curriculum adaptations.

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## Nine Types of Adaptions

<table>
<thead>
<tr>
<th><strong>Input</strong></th>
<th><strong>Output</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt how the learner can respond to instruction</td>
<td>Adapt the time allotted and allowed for learning, task completion or testing.</td>
</tr>
<tr>
<td><em>For example:</em> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</td>
<td><em>For example:</em> Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Difficulty</strong></th>
<th><strong>Level of Support</strong></th>
<th><strong>Size</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Increase the amount of personal assistance with specific learner.</td>
<td>Adapt the number of items that the learner is expected to learn or compete.</td>
</tr>
<tr>
<td><em>For example:</em> Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td><em>For example:</em> Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</td>
<td><em>For example:</em> Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degree of Participation</strong></th>
<th><strong>Alternate Goals</strong></th>
<th><strong>Substitute Curriculum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide the different instruction and materials to meet a learner's individual goals.</td>
</tr>
<tr>
<td><em>For example:</em> In geography, have a student hold the globe, while others point out the locations.</td>
<td><em>For example:</em> In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

Adaptations

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   reading    math    science    social studies    writing    music    health    P.E.    art
   Grade Level: ................................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the **curricular** goal for most learners: By the end of this class, most students will know
   ........................................................................................................................................

4. Briefly identify the **instructional** plan for most learners: As teacher, I will ...........................................
   ........................................................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   ........................................................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Difficulty</td>
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</tr>
<tr>
<td>Degree of Participation</td>
<td>Alternate Goal</td>
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</tr>
</tbody>
</table>
**Creating Ways to Adapt Familiar Lessons - Elementary**

1. Select the subject area (and grade level) to be taught:
   - Reading
   - Math
   - Science
   - Social Studies
   - Writing
   - Music
   - Health
   - P.E.
   - Art
   Grade Level: 4

2. Select the lesson topic to be taught (on one day): **Vocabulary comprehension**

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know...
   - the meaning of new vocabulary words from their story...

4. Briefly identify the instructional plan for most learners: As teacher, I will **ask students to complete a matching activity in which they match words and definitions on paper.** The students will also choose one word and write a sentence using the word on the bottom of their paper.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: **Kim**

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
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</thead>
<tbody>
<tr>
<td>Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.</td>
<td>Allow the student to record all or part of the assignment on tape.</td>
<td>Ask the student to complete the assignment at home and return it the next day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
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<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.</td>
<td>Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.</td>
<td>Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to check classmates’ definitions against as answer key.</td>
<td>Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.</td>
<td>Choose a different story for the student to read and identify one or several words the learner needs to know.</td>
</tr>
</tbody>
</table>

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Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   math    science    history    literature    business    P.E.    fine arts    health
   Grade Level: .....................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know
   ........................................................................................................................................

4. Briefly identify the *instructional* plan for most learners: As teacher, I will ........................................
   ........................................................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   ........................................................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

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<td>Degree of Participation</td>
<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>
## SAMPLE FORM

### Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   - math
   - science
   - history
   - literature
   - business
   - P.E.
   - fine arts
   - health

   Grade Level: 10

2. Select the lesson topic to be taught (on one day): **Concept comprehension**

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.

4. Briefly identify the *instructional* plan for most learners: As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   - John

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
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<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a review of the chapter prior to having the student complete the written work.</td>
<td>Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.</td>
<td>Allow the student an extra day to complete the task either in study hall or at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
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<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the key concepts for the student but keep the remainder of the assignment the same.</td>
<td>Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.</td>
<td>Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

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<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to pick out related books from the library that will provide supplementary information for classmates.</td>
<td>Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.</td>
<td>During this lesson the student can work on keyboarding skills in the computer lab.</td>
</tr>
</tbody>
</table>

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*Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN*
### Thematic Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td></td>
</tr>
<tr>
<td>Inclusion Support Teacher:</td>
<td></td>
</tr>
</tbody>
</table>

**Major standards, objectives and expectations for the unit**

<table>
<thead>
<tr>
<th>Materials, books, media, worksheets, software, etc.</th>
<th>Items requiring accommodations and/or modifications</th>
</tr>
</thead>
</table>

**Instructional arrangements. Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:**

<table>
<thead>
<tr>
<th>Projects, supplemental activities, and homework</th>
<th>Items requiring accommodations and/or modifications</th>
</tr>
</thead>
</table>

**Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**

<table>
<thead>
<tr>
<th>Items requiring accommodations and/or modifications</th>
<th></th>
</tr>
</thead>
</table>
## Thematic Lesson Plan

### School Name: Palm View Elementary  
### Class: Social Studies  
### Unit: More Alike Than Different

### Student Name: Corey Santos  
**Age:** 8  
**Grade:** 2  
**Parent/Guardian:** Ms. Anita Santos  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tangela Hunter  
**Phone:** 555-5432  
**Room:** 21

### Major standards, objectives and expectations for the unit
1. Understand why personal and civic responsibility are important.
2. Understand the cultural traditions and contributions of various societies and groups.
3. Display appreciation of diversity in our society, including cultural, gender, and ability.

### Materials, books, media, worksheets, software, etc.
1. Children's books on topic
2. "Chocolates" posterboard (Activities for a Diverse Classroom)
3. Family interview questions
4. Slides and overheads

### Items requiring accommodations and/or modifications
1. Some books on tape
2. Highlighted posterboard
3. Fewer questions - done on audio tape

### Instructional arrangements, time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction.

**Does it change day to day? Explain:**
1. Large group for read aloud
2. Interactive lessons using various media
3. Cooperative groups to complete Hyperstudio project
4. Small group for chocolate activity

### Items requiring accommodations and/or modifications
2. Modify if necessary
3. Paraeducator assistance with computer

### Projects, supplemental activities, and homework
1. "Box of Chocolates" activity (Activities for a Diverse Classroom)
2. Hyperstudio group project: Are We More Alike Than Different?
3. Homework - Family interview

### Items requiring accommodations and/or modifications
1. Highlight posterboard of key points
2. Select task items as student's instructional level
3. Provide word bank or magazine pictures

### Assessment(s) and final products. Summarize actual student performance (attach examples on appropriate) on the reverse.
1. Completion of group activities
2. Rubric for Hyperstudio presentation
3. Family interview

### Items requiring accommodations and/or modifications
1. Assess on use of language
2. Modify rubric
## Thematic Lesson Plan

**School Name:** Palm View Elementary  
**Class:** Language Arts  
**Unit:** One Book, Two Book, Red Book, Blue Book: Author Study of Dr. Seuss

**Student Name:** Corey Santos  
**Age:** 8  
**Grade:** 2

**Parent/Guardian:** Ms. Anita Santos  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tangelia Hunter

**Room:** 21

### Major standards, objectives, and expectations for the unit
1. Increase comprehension by rereading, retelling, and discussion.
2. Determine the main idea in nonprint communication.
3. Write, question, and make observations about familiar topics, stories, and new experiences.
4. Recognize personal preferences in literature.

### Materials, books, media, worksheets, software, etc.
1. Dr. Seuss books;  
2. Formatted reflective journal;  
3. Summary sheet to be completed on each book;  
4. Family response journal (homework);  
5. Video versions of Dr. Seuss books;  
6. Computer - ClarisWorks program;  
7. Biographical source materials

### Items requiring accommodations and/or modifications
1. Pictures available for use in journal  
2. Picture vocabulary writing program  
3. Taped readings of source material

### Instructional arrangements, time and opportunities for large group, small group,  
core group, learning centers, individual activities, non-classroom instruction.

Does it change day to day? Explain:

1. Large group for C-W-T chart;  
2. Large group read aloud;  
3. Read-write-pair-share;  
4. Individual journal writing;  
5. Partner research in media center;  
6. Concept web of themes;  
7. Small group editing

### Items requiring accommodations and/or modifications
1. Preview for prior knowledge  
2. Picture schedule of activity  
3. Design with sentence stems  
4. Create list of materials to locate  
5. Pictures for web  
6. Picture checklist of process

### Projects, supplemental activities, and homework.

1. Read 2 books parent and child write in response journal (homework);  
2. Choose 4 books from list (one must be a video), analyze for common themes;  
3. Analyze for a kindergarten, then read aloud to him or her

### Items requiring accommodations and/or modifications
1. Parent tips for activity  
2. Assistance in selecting books

### Assessment(s) and final products. Summarize actual student performance  
(attach examples as appropriate) on the reverse.

1. Reflective journal entries  
2. Author project rubric of presentation  
3. Self-assessment of kindergarten reading  
4. Portfolio selection

### Items requiring accommodations and/or modifications
1. Reduce rubric to focus on thematic analysis  
2. Use pictures to support self-assessment

PEAK Parent Center, Inc. 1999
# Academic Unit Lesson Plan

| School Name | Class: | Unit: |

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class Schedule:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocate Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major standards, objectives and expectations for the unit:**

**Materials, books, media, worksheets, software, etc.:**

**Instructional arrangements:** Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:

**Projects, supplemental activities, and homework:**

**Assessment(s) and final products:** Summarize actual student performance (attach examples as appropriate) on the reverse.

**Items requiring adaptations and/or modifications:**
### Academic Unit Lesson Plan

**Student Name:** Kelley Glass  
**Class:** Biology  
**Unit:** The Cell

**Class Schedule:**  
- Block 1: Math  
- Block 2: English  
- Block 3: Biology  
- Block 4: World Geography  
- Block 5: 3-D Art

**Room:**  
- Block 1: 22  
- Block 2: 147  
- Block 3: 105  
- Block 4: 156  
- Block 5: 17

**Parent/Guardian:** Mrs. Rebecca Glass  
**Phone:** 555-1212  
**Advocate Teacher:** Mr. David Porter  
**Classroom Teacher:** Ms. Juanita Fouche

**Major standards, objectives and expectations for the unit:**  
1. Students will understand the structure and function of the cell.  
2. Students will identify the parts of the cell.  
3. Students will identify how cells are organized in multi-cellular organisms.

**Materials, books, media, worksheets, software, etc.:**  
1. Book: Modern Biology  
2. Educational videocassettes related to chapter contents  
3. Art supplies for Cell projects  
4. Chapter worksheets  
5. Primary source: Science magazine article on the cell  
6. Local biology professor to discuss current research on cells

**Instructional arrangements:** Time and opportunities for large group, small group, crew group, learning centers, individual activities. No classroom instruction. Does it change day to day? Explain

1. Large group instruction with overheads to introduce the cell  
2. Small groups to complete labs, worksheets, mind map, and chapter review  
3. Two cell labs will be completed in partners (onion skin & Jell-O)  
4. Individual time to complete illustrated vocabulary

**Projects, supplemental activities, and homework:**  
1. Homework: Complete vocabulary, bring in Jell-O cell food items  
2. "Design a cell" and "Parts of the cell" group projects & presentations  
3. Write-up for each completed lab with illustrations

**Assessment(s) and final products:** Summarize actual student performance (attach examples as appropriate) on the reverse.  
1. Add illustrated vocabulary words to class portfolio  
2. Culminating activity: "Design a cell" and "Parts of the cell" projects  
3. Chapter test

**Items requiring adaptations and/or modifications:**  
1. Order textbook from publisher on cassette.  
2. Modify worksheets to emphasize key points of chapters.  
3. Record science magazine article on audio tape.
**SAMPLE FORM**

**Academic Unit Lesson Plan**

**School Name:** Central

**Class:** Sophomore English

**Unit:** Of Mice and Men

<table>
<thead>
<tr>
<th>Student Name: Kelley Glass</th>
<th>Class Schedule</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: 15</td>
<td>Block 1: Math</td>
<td>22</td>
</tr>
<tr>
<td>Grade: 10</td>
<td>Block 2: English</td>
<td>149</td>
</tr>
<tr>
<td>Parent/Guardian: Ms. Rebecca Glass</td>
<td>Block 3: Biology</td>
<td>160</td>
</tr>
<tr>
<td>Advocate Teacher: Mr. David Porter</td>
<td>Block 4: World Geography</td>
<td>156</td>
</tr>
<tr>
<td>Classroom Teacher: Mr. Sam Moore</td>
<td>Block 5: 3-D Art</td>
<td>17</td>
</tr>
</tbody>
</table>

**Major standards, objectives and expectations for the unit**

1. Students will evaluate their beliefs related to prejudice and diversity.
2. Students will learn about the plight of the migrant farm worker.
3. Students will learn about the times during the Depression and the time period in which Steinbeck did his writing.

**Materials, books, media, worksheets, software, etc.**

1. Copy of the short story “The Circuit” by Francisco Sumes
2. Copy of the novel Of Mice and Men by John Steinbeck
3. Worksheets for each of the six chapters
4. Video of the book Of Mice and Men
5. Video camera
6. “I Am” poem to use with “The Circuit”
7. “Open Mind” worksheet (see activity under Projects)
8. Circle of friends worksheet (see activity under Projects)
10. Audio/visual recording of the novel Of Mice and Men
11. Reformatted chapter summary worksheets and comprehension questions using outlines, pictures, or yes/no format

**Instructional arrangements: Time and opportunities for large group, small group, small group, learning centers, individual activities, non-classroom instruction. Does it change day to day?**

1. Large group instruction for introduction of the time period, Steinbeck, the Depression and migrant farm workers; use of opening question in Socratic dialogue format: Am I my brother’s keeper?
2. Small groups for “I Am” poem for “The Circuit”
3. Student pairs to complete worksheets
4. Large group presentation for trial for George (with every student having a part in the trial)

**Projects, supplemental activities, and homework**

1. Class completes chapter worksheets
2. “I Am” poem on short story “The Circuit” Students complete outline of text format that includes descriptive phrases, parallel structure within lines, and constructed checklist
3. Simulation of trial of George for killing Lennie
4. Homework: rehearse roles in trial, some reading of novel at home
5. Illustration of vocabulary words
6. “Open Mind” activity: students fill in thoughts from the perspective of specified characters
7. Circle of friends activity: students complete circular diagram to identify their relationships with family and friends; students complete similar diagram for Lennie’s character (from Of Mice and Men)

**Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**

1. Trial presentation/recorded
2. Objective test
3. Evaluative essay