

ECONOMIC SYSTEMS UNIT & LITERACY MODULE

PACING GUIDE

DAY #1

- Economic Systems Notes
- Paper Airplane Game

DAY #2

- Economic Systems Notes (cont.)
- Andersonville Prison Activity

DAY #3

- Economic Systems Notes (cont.)
- “World’s Best Countries” Data (computer lab)
- Pre-Test

Preparing for the Task

DAY #4 – Bridging Conversation

- Opening Journal - What would be the positive and negative effects if America chose to eliminate public schools in favor of an all-private system?
- Quick-Write – What is your first reaction to the task prompt? What strategies did you use to interpret this prompt?
- Socratic Seminar (shortened version)

DAY #5 – Task Analysis

- Prompt – In your own words, write a brief explanation of what the task is asking you to do.
- Rubric Translation Activity & Jigsaw

Reading Process

Active Reading and Note-Taking are completed in conjunction with each other for each text.

DAY #6 – Pre-Reading

- Prompt #1 – What strategies do you use to help you process your reading?
 - Students create class list of reading strategies
- Introduce first text: “Denmark Thriving Despite High Taxes”
- Prompt #2 – What information do you already know about the topic of the first article (high taxes)?

DAY #7 – Active Reading & Note-Taking

- Text – “Should the U.S. have a National Healthcare System?” ”
- Prompt #1 – Use annotation techniques and other reading strategies to demonstrate your reading process and your level of interaction with the text.
- Frontload vocabulary synonyms for market and command systems.
- Model active reading and “think aloud” skills – peer share
- New vocabulary
- Students summarize the articles and respond to focused questions.

DAY #8 – Active Reading & Note-Taking

- Text – “Denmark Thrives Despite High Taxes?”
- Text – “As Cuba gives Capitalism a Try, Experts Ponder the Future”
- Active Reading/Note-Taking process

DAY #9 – Active Reading & Note-Taking

- Text – “Walmart: Good or Evil”
- Active Reading/Note-Taking process
- Introduce 2 optional texts that students may choose to use in their essay.
 - “Should the Government Tax your Coke?”
 - “Start-Ups not Bailouts”

DAY #10 – Organizing Notes

- Prompt – Prioritize relevant information in the “organizing notes” section of your Writer’s Notebook.
- Graphic Organizer

Transition to Writing

DAY #11 – Bridging Conversation

- Prompt – In a quick write, write brief overview of your essay. What will it physically look like and what is your central argument?
- Deconstruct article: “As Cuba gives Capitalism a Try, Experts Ponder the Future”.
 - Students evaluate different characteristics of the article using the rubric.

Writing Process

DAY #12 – Initiation of Task

- Write a formal claim in your Writer’s Notebook using your quick-writes, notes, and article information to ensure a strong controlling idea.
- Write a draft introduction that will set the context for your claim.
- Students edit sample claim statements and discuss as class.
- Class collectively writes a sample paragraph with a controlling idea and “MAP”.

DAY #13 – Planning

- *Prompt:* Create an outline including key elements drawn from your reading or research and order them in some logical way (e.g. chronologically, sequentially).
- Students should use at 3 sources (texts) minimum to support their claim.
- Students use outline template in Writer’s Notebook.

DAY #14 – Development

- *Prompt:* Write a rough draft of your essay with 4-5 paragraphs that includes the important aspects an introduction, 2-4 body paragraphs and a conclusion.
- Students use outline template in Writer’s Notebook.
- Computer Lab

DAY #15 – Revision and Editing

- *Prompt:* Apply revision strategies for clarity, logic, language, cohesion.
- Students will peer-edit each other’s essays while teacher walks around and gives feedback.

DAY #16 – Revision and Editing

- *Prompt:* Apply revision strategies for clarity, logic, language, cohesion and finalize visual appearance and conventions.
- Last day of class-time for students to revise and finalize essays.