Instructional Unit Title: Show Me the Money

The teacher may provide examples of economic systems (e.g., market, traditional, command) so that students can compare and contrast the economic opportunities and choices within each economic system.

The teacher may bring in objects (e.g., candy, pencils, items of worth) to guide students in simulations so that students can begin to understand basic economic principles (e.g., scarcity, wants, needs) evident in a market economy.

The teacher may engage students in a simulation about economic decision making so that students can begin to understand the differences among various groups’ wants and needs.

The teacher will provide various standard of living data (e.g., education, GDP, income, life expectancy) from countries around the world so that students can distinguish the standard of living in America as compared to other countries.

The teacher may provide Colorado data (e.g., population, job needs, unemployment, census data) so students can begin to critically analyze the potential of living in Colorado given their career choice.

The teacher may provide primary and secondary sources (e.g., maps, demographic data) so students can correlate types of jobs with resource availability in different regions of the United States.

The teacher may engage students in a brainstorm about “The American Dream” so that students can understand the varied reasons groups strive to immigrate to America.

The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

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