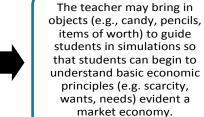
Instructional Unit Title: Show Me the Money

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



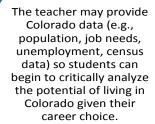
The teacher will provide various standard of living data (e.g., education, GDP, income, life expectancy) from countries around the world so that students can distinguish the standard of living in America as compared to other countries.



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



The teacher may model goal setting (e.g. SMART goals) so that students can apply the income of their chosen career to goal setting and the construction of a budget and savings plan.





The teacher may bring in 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 facilitate a discussion about their own personal career selection so that students can identify their own top career choice, explore educational options, and financial costs associated with pursuing that career path.



The teacher may engage students in a brainstorm about the necessary abilities and prospective income for different types of jobs so that students can correlate their skill set (aptitude) with potential career choices.



The teacher may provide documents (e.g. Wall Street Journal, NASDAQ, CNN Money, stock market data) so that students can begin to understand how reaching long term goals can be acquired through economic decision making (e.g. investing in stocks, bonds).



The teacher may provide articles about economic issues (e.g., low gas prices) so students begin to consider how personal economic choices (e.g. amount of driving, buying local) have an impact locally and nationally.



The teacher may provide primary and secondary sources (e.g., news articles, maps) so that students can consider the global consequences (e.g., purchasing goods made in China, labor outsourcing) of their economic decisions.



PERFORMANCE ASSESSMENT: The City of Denver wants to submit a bid to the International Olympic Committee (IOC) on behalf of the state of Colorado to host the 2022 Winter Olympics. The Governor has requested the development of a special Colorado Olympic Bid committee (COB) to hear requests for bids from cities and towns across the state who are interested in hosting Olympic events. Cities and towns are invited to send representatives to a special session of the newly formed COB. You and a team of residents from your community have been asked to present a bid explaining the economic ability (benefits and costs) of hosting events (e.g. skating, sledding, boarding/skiing, and cross-country/biathlon). Your presentation should include both a PowerPoint and a written proposal. Required elements of your bid are: cost of hosting an event (e.g. building new venues, ability to raise taxes, etc.), infrastructures (e.g. parking, mass transit, hotels, athlete housing, etc.), evidence of public support, and a plan to build or upgrade necessary facilities. The COB will make a decision to accept or not accept your bid based on viability of your city's ability to host an event.

This unit was authored by a team of Colorado educators. 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.