Literacy Design Collaborative

Decisions, Decisions, Decisions

by Stephanie Hartman, Jennifer McDermid, Emilie Benke, and Lisa M. Gatzke

This module is meant to be taught as a part of the Colorado Department of Education Instructional Unit Sample for High School Economics entitled, "Decisions, Decisions, Decisions", learning experience #9, found at:

http://www.cde.state.co.us/standardsandinstruction/instructionalunits-socialstudies

This is an introductory unit on economics. Economics is the science that studies the choices of people, businesses, and governments trying to satisfy their wants in a world of scarcity. Students will be introduced to many fundamental concepts and principles of economic reasoning. Through real-world and personal financial literacy examples, these concepts are explored at the student level to increase relevancy and application. Students will be asked to weigh the costs and benefits of business decisions and consider times when market failure causes problems that government may need to solve.

GRADES	DISCIPLINE	COURSE
9 - 12	🌐 **Social Studies**	☰ **Economics**

Section 1: What Task?

Teaching Task

Task Template 18 - Informational or Explanatory

How can economic thinking inform natural resource use and environmental issues? After researching current events articles and data on environmentally friendly businesses, write a news article or report in which you explain the costs and benefits of a specific business decision and it's environmental impact. Support your discussion with evidence from your research.

Common Core State Standards

Language Standards

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.b Spell correctly.

L.11-12.2.a Observe hyphenation conventions.

Reading Standards for Literacy in History/Social Studies 6—12

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2.e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11-12.2.d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.2.a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Social Studies

CO   Analyze the relationships between economic goals and the allocation of scarce resources

CO   Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs

CO   Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies

CO   Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards

Texts

⚘ **The 15 Best Companies For The Planet (student)**

⚘ **Firms' Environmental Practices Influence Consumer Purchases**

⚘ **Sustainable Business Website**

⚘ **50 Colorado Companies to Watch**

⚘ **How Businesses Affect the Environment**

📄 **News Article Organizer**

⚘ **Video - Sustainable Business Practices at AT&T**

⚘ **Eco-friendly or Eco-frenzy? A cost-benefit analysis of companies' environmental decisions.**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Students should have a background of the following concepts prior to starting this module (these will be taught in more depth throughout the module):

externalities, supply, demand, environmental impact, choice, cost-benefit analysis, market-clearing price (equilibrium), business decisions, market failure, government policy, economic incentives.

Extension

Students may watch films or read articles/books at varying levels of complexity about environmental impacts

http://www.youtube.com/watch?v=zRhf7v11f2g (Sustainable business practices at AT&T, incl. transcript)

Students may be provided with a partially completed graphic organizer for completion.

Students may complete investigative research on their chosen company and the businesses decisions made by that company including any government policy(ies) enacted to regulate the industry.

Section 2: What Skills?

Preparing for the Task

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

ACTIVE READING > ANNOTATION: Ability to gather and cite evidence for use in paper properly.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to introduce business and decision and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**BULLETS** Take 5 minutes to read over the rubric for this assignment again. Now that you have read the articles and viewed the websites, what are the important features of a good response to this prompt? What will you focus on in your paper?	Responses do not need to be scored, however, they may consist of bullet points, a paragraph response, or any other type of brainstorm of your choosing.	• Share examples of type of text students will produce (either from past students or from professional writers). • Identify or invite students to identify key features of examples. • Pair students to share and improve their individual bullets. • Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
Reading Process				
Not provided	**PRE-READING > TEXT SELECTION**: Ability to identify appropriate texts.	**CITATION NOTES** For each text, list the following: -bibliographic information (teacher's choice which format, MLA, APA, Chicago etc...) -bullets on why you think the work is credible and/or worthy of study	• Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). • Includes reasonable evidence that work is credible and/or worthy of study.	• Provide citation guide and discuss why each element of citation is needed. • Ask students to brainstorm what makes an author credible and/or worthy of study. • Provide access to research sources for students to assess the texts. • **Note:** for an "after researching" task, add teaching and time for students to select the texts they will use.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	**ACTIVE READING > ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text.	**FRAYER MODEL VOCABULARY** *Product:* Frayer Model *Prompt:* In groups, work to identify 5 essential words or terms from each reading. Additionally, the words/concepts can be predetermined by the teacher to include unit concepts such as externalities, supply, demand, environmental impact, choice, cost-benefit analysis, market-clearing price (equilibrium), business decisions, market failure, government policy, economic incentives, etc... Be prepared to post and facilitate the learning of your peers in a share-out, presentation or a mini-lesson on one or more of your terms.	*Meets expectations if:* Provides accurate definitions and or explanations.	1. Model the use of a Frayer Model (a word mapping strategy), by identifying one essential vocabulary word from the reading and thinking aloud how you complete each step of the Frayer Model and filling in the Student Handout. 2. Assign students to groups. They will work to identify 5 words from the reading. For each word, they need to complete the steps of the Frayer model (write a definition, offer examples, write characteristics and non-characteristics of the word). Provide students with dictionaries or thesauri if neceessary. 3. Each group will present their words and maps to the class.

Standards:

CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.

Additional Attachments:

% **Student Handout**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**NOTES** For each text, fill out one of the Newspaper Article Graphic Organizers (attached). For the first article, read it as a class and complete the worksheet together to model expectations and go over On the back of the worksheet, make a list of the elements that look most important for answering the prompt. Don't forget to include citation information to avoid plagiarism.	• Identifies relevant elements, including Headline/Title, Location, Lead Paragraph, Supporting Paragraphs, Eyewitness Accounts/Quotes. • Includes information connecting article to the prompt. • Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).	• Use Newspaper Article Graphic Organizer OR teach a sample format of your preference for note taking. • Check that early student work is in the assigned format (or in another format that gathers the needed information effectively). ** Please note - all website hyperlinks are located in the "Texts" section of this module, located just after the standards. **

Additional Attachments:

📄 **Newspaper Article Graphic Organizer**

🔗 **Video - Sustainable Business Practices at AT&T**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	**POST-READING > ENHANCING COMPREHENSION**: Ability to identify the central point and main supporting elements of a text.	**IDENTIFICATION OF A TEXT'S MAIN IDEA** In your own words, identify the main idea of a text. Cite and paraphrase details from the text that support the identified main idea.	• Student accurately identifies the main idea of each assigned text. • Main idea is in student's own words. • Cited and paraphrased details align with student's identification of main idea.	1. Define "main idea" (controlling idea, thesis, claim). 2. Read a simple short text with students and have them put it away and then ask them to state in a complete sentence what the main idea of the text was. 3. Write the agreed upon main idea of the text on the board and ask students "how do you know this is the main idea of the text?" 4. Ask students to get out the text again and find details in the text that prove that the correct main idea has been stated. First, have them cite text from the reading directly. Secondly, have them paraphrase parts of the text. 5. Model this process using the attached graphic organizer (either with same text or with another text) - - have students fill in with you. 6. Independent practice: have students practice with another similar text. Collect and score this work. 7. Have students use copies of this graphic organizer for all of the texts they are using in this module. Score them and return them to students with feedback so they can use as notes during the writing process. Additional Instruction This mini-task was originally designed for a module in a high school science class. Attached example articles come from that context.

Standards:

CCSS.ELA-LITERACY.CCRA.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Additional Attachments:

📄 **Determining Main Idea_TEMPLATE.docx**

📄 **6.6 Main Idea from Article 2.doc**

📄 **Determining Main Idea.docx**

📄 **Mini-taskChecklistMainIdea.docx**

📄 **6.4 Tantulum properties reading.doc**

📄 **6.5 Main Idea from Article.doc**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**ACTIVE READING > ANNOTATION**: Ability to gather and cite evidence for use in paper properly.	**INITIAL ANNOTATIONS** Read the text through three times. The first time, just get a feel for what's happening in the text. The second time, circle or underline terms you need to learn more about. The third time, note questions in the margin.	Student work meets expectations if annotations are used to demonstrate appropriate puzzling in the early phases of reading a demanding text.	One thought for starting this work: students should be learning that important texts normally require multiple readings. If they struggle and try several approaches, that means they're doing it right. That point is worth making before and during their work on this task. Model all three steps on the first one to three paragraphs: 1. Read aloud the text without pausing. 2. Read aloud the text, pausing to underline *(and explain why you are underlining)* important terms. You might say something like: • *I'm going to underline ___, because he seems like an important person based on how much the author mentions him.* • *I'm going to underline the word ___ and its definition, because if the author bothers to define a word, I know it must be pretty important.* • *I'm going to underline ___, because even though I'm not quite sure what it means, I can tell its important.* 3. Read aloud the text, pausing to ask questions. You might say something like: • Hm, I'm wondering why the author keeps talking about this, so I am going to write "Why is this so important?" • I realize I dont know much about ___, and the author seems to assume that I do. I think I might have to look it up. I'm going to write, "What is ___?"

Standards:

CCSS.ELA-LITERACY.CCRA.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**POST-READING > ACADEMIC INTEGRITY**: Ability to use and credit sources appropriately.	**CITATION OF SOURCES/ AVOIDING PLAGIARISM** Define "plagiarism" and list ways to avoid it. Use online resources to help you create proper citations of sources.	Students have correctly cited four sources.	• Distribute and review the handout (What is plagiarism?) from The Writing Center at UNC. • Give students access to the Online Writing Lab (OWL) at Purdue University to assist them with creating citations. • *Optional* - students can use an online citation generator (e.g. Son of Citation, EasyBib, BibMe, etc.) • Discuss academic penalties for plagiarism. You might also consider giving a mini quiz on types of plagerism and how to avoid them based on the What is Plagiarism site.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: **CCSS.ELA-LITERACY.CCRA.W.8** : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. **CCSS.ELA-LITERACY.CCRA.R.1** : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
	Additional Attachments: % **Citation Machine** % **Research and Citation Resources** % **What is plagiarism?**			

Writing Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**PLANNING > PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	**OUTLINE/ORGANIZER** Create an outline based on your notes and reading in which you explain a business, state a business decision made by this company, explain the costs and benefits of this decision, and note your supporting evidence.	• Creates an outline or organizer. • Identifies and explains business. • Explains decision. • Explains costs and benefits. • Uses evidence from texts read earlier.	• Provide and teach one or more examples of outlines or organizers. • Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Not provided	**DEVELOPMENT > INTRODUCTORY PARAGRAPH**: Ability to introduce business and decision and consolidate information relevant to task.	**OPENING PARAGRAPH** Write an opening paragraph that introduces business and decision, establishes a controlling idea and sequences the key points you plan to make in your composition.	• Writes a concise summary statement or draft opening. • Provides direct answer to main prompt requirements. • Establishes a controlling idea. • Identifies key points that support development of the controlling idea.	• Offer several examples of opening paragraphs. • Ask class to discuss what makes them strong or weak. • Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
Not provided	**DEVELOPMENT > BODY PARAGRAPHS**: Ability to construct an initial draft with an emerging line of thought and structure.	**INITIAL DRAFT** Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	• Provides complete draft with all parts. • Supports the opening in the later sections with evidence and citations.	• Encourage students to re-read prompt partway through writing, to check that they are on track.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**REVISION, EDITING, AND COMPLETION > REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	**MULTIPLE DRAFTS** Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	• Provides complete draft with all parts. • Supports the opening in the later sections with evidence and citations. • Improves earlier edition.	• Model useful feedback that balances support for strengths and clarity about weaknesses. • Assign students to provide each other with feedback on those issues.
Not provided	**REVISION, EDITING, AND COMPLETION > EDITING**: Ability to proofread and format a piece to make it more effective.	**CORRECT DRAFT** Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	• Provides draft free from distracting surface errors. • Uses format that supports purpose.	• Briefly review selected skills that many students need to improve. • Teach a short list of proofreading marks. • Assign students to proofread each other's texts a second time.
Not provided	**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.	**FINAL PIECE** Turn in your complete set of drafts, plus the final version of your piece.	• Fits the "Meets Expectations" category in the rubric for the teaching task.	*None*

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

🔗 **The 15 Best Companies For The Planet (student) : https://s.ldc.org/u/bied3n6lmtoif8pe5bsfh5jch**

🔗 **Firms' Environmental Practices Influence Consumer Purchases : https://s.ldc.org/u/6unj2pqi7mpt7frm60iq82f3y**

🔗 **Sustainable Business Website : https://s.ldc.org/u/7cs4rt8507o9hh6fq9wlj5hr2**

🔗 **50 Colorado Companies to Watch : https://s.ldc.org/u/9g5xcr1zmdcj934pp5gstk1kr**

🔗 **How Businesses Affect the Environment : https://s.ldc.org/u/8md4908xi8kdfxwwko9xigkk4**

📄 **News Article Organizer : https://s.ldc.org/u/46hl9b4b7ny7tzpd07zdn3dsb**

🔗 **Video - Sustainable Business Practices at AT&T : https://s.ldc.org/u/ea9ge7dtmafc0uaye3wu7ep0j**

🔗 **Eco-friendly or Eco-frenzy? A cost-benefit analysis of companies' environmental decisions. : https://s.ldc.org/u/olhn3jmymnswn6d99jlyhx9y**