

MADLY PRODUCTIVE PATHWAYS

Unit 1 · Economics & the Consumer · Lesson 1.1

You, Your Family & the Economy

Teacher Lesson Plan

Florida 8500120 · 01.01-01.02 | National: Economics & Consumer Literacy

Paced for 2 class periods (~50 min each). A block-schedule alternative is included.

1. Lesson at a Glance

Grade Band	9-12
Estimated Time	2 class periods (~50 min each)
Benchmark	FLDOE 8500120 · 01.01, 01.02
Lesson Arc	Day 1 Learn & Discuss -> Day 2 Apply & Assess
Portfolio Link	Money Simulation kickoff - draw a career & salary card; write a 'My Economy' one-pager
Case Study	Maple Street (original; no protected content)

2. Learning Objectives

By the end of this lesson, students will be able to:

- Define economy, consumer, producer, and circular flow.
- Explain how consumer spending drives most economic activity.
- Describe why financially self-sufficient families make the economy more stable.
- Identify their own roles as earner, consumer, and saver in the economy.

3. Materials Across the 2 Days

- **Present (both days):** Slides deck; Bell Ringer on Day 1 (slide 2).
- **Student Handouts:** Guided Notes (Days 1-2); Vocabulary Slip (Day 1+); Application Worksheet (Day 2).
- **Case Study (Day 2):** Maple Street (student) + Teacher Key.
- **Portfolio (Day 2):** Money Simulation kickoff - career/salary cards + 'My Economy' one-pager.
- **Assessment (Day 2):** MCQ Practice Set + Exit Ticket; Skill Application Task (in-class or homework).

4. Teacher Prep Checklist (before Day 1)

- Open 1.1_Slides.pptx in PowerPoint or Google Slides.
- Print Guided Notes, Worksheet, Case Study, Money Simulation kickoff, MCQ Set, Exit Ticket - one per student.
- Have all keys + the Skill Task Rubric ready (06 Answer Keys).
- Optional: print the Vocabulary Slip for students to keep all unit.

5. Day-by-Day Plan

Day 1 - Learn & Discuss

~50 minutes · Focus: what an economy is, the circular flow, and the consumer's role.

Time	Activity	File / Slide
0-7	Bell Ringer: 'What if your whole town stopped spending for a week?' (write, then turn-and-talk)	Bell Ringer + slide 2
7-12	Debrief responses; surface how spending connects everyone	Slide 2 prompts
12-26	Mini-lesson: what an economy is + the circular flow of money	Slides 4-6 + Guided Notes I-II
26-40	Mini-lesson: the consumer as the engine + self-sufficient families = stability	Slides 7-9 + Guided Notes III-IV
40-47	Try It: students trace where their last \$10 went through the economy	Slide 7 prompt
47-50	Preview Day 2; assign Vocabulary Slip review	Vocabulary Slip

Day 2 - Apply & Assess

~50 minutes · Focus: apply the ideas, launch the Money Simulation, and check understanding.

Time	Activity	File / Slide
0-5	Recap: name the two main players in the circular flow (cold-call check)	-
5-18	Application Worksheet: label the flow, vote-with-dollars, self-sufficiency	Application Worksheet
18-28	Maple Street case study in pairs + share-out	Maple Street Case + slide 10
28-38	Money Simulation kickoff: draw a career/salary card; start the 'My Economy' one-pager	Portfolio kickoff + slides 11-12
38-47	MCQ Practice Set - 8 questions, then review	MCQ Practice Set
47-50	Exit Ticket (3-2-1); assign Skill Application Task as homework	Exit Ticket + Skill Task

COMMON MISCONCEPTION

Students think 'the economy' is something far away that only adults and governments touch. Reinforce: every dollar they spend is a vote that tells businesses what to make - they are active players in the economy right now.

6. Block Schedule Alternative (80-90 min)

Block	Combines	Activities
Block 1	Days 1-2	Bell Ringer -> mini-lessons -> Worksheet -> Maple Street Case -> Money Simulation kickoff -> MCQ -> Exit Ticket. Skill Task as homework.

7. Differentiation Supports

- **Scaffold:** provide the first letter of each Guided Notes blank; allow the Vocabulary Slip during the Exit Ticket.
- **Extend:** have advanced students find a current headline about consumer spending and tie it to the circular flow.
- **ELL:** give the Vocabulary Slip a day in advance; pair students for the Day 2 case.
- **Virtual:** record narrated slides; assign the Worksheet, MCQ, and Exit Ticket asynchronously; keep the Money Simulation kickoff for synchronous time.

8. Assessment Guidance

- **Day 2 Worksheet:** completion or a 3-point rubric; key in 06 Answer Keys.
- **Day 2 MCQ Set:** 8 application-level items; reteach any item missed by >25% of the class.
- **Skill Application Task:** scored with the 16-point Skill Task Rubric (06 Answer Keys).
- **Exit Ticket:** quick formative scan of the 3-2-1 reflection.

9. Portfolio Connection

Day 2 launches the **Money Simulation**, the spine of the course: each student draws a career and starting salary, then makes realistic money decisions in every unit. Today they begin their **My Financial Life Plan** with a 'My Economy' one-pager describing their roles as earner, consumer, and saver. The portfolio grows each unit and ends in a capstone presentation.

10. Career & Financial-Literacy Connection

Understanding the consumer's role is the foundation of every smart money decision that follows - budgeting, saving, credit, and investing all build on it. This lesson maps to national Economics and Personal Financial Literacy standards used in nearly every state.