

Lynn Neal, Mattoon High School

Multidisciplinary Unit Template

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Title: Stocking Up for the Future

Curriculum: Social Studies - Economics

Grade Level Span: High School

DESCRIPTION: The students work individually or in groups to create their own enterprises and, then, keep them solvent by assessing how current events affect their production or services. They also prepare and present a Power Point profile about an incorporated business; next, the students develop a personal stock portfolio and monitor its growth for a month.

LEARNING OUTCOMES	IL LEARNING STANDARDS	NETS PERFORMANCE INDICATORS
1. Using available technology, produce compositions and multimedia works for specified audiences.	3.C.4.a	Grades 9-12 7, 8
2. Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences using appropriate visual aids and available technology.	4.B.5a	Grades 9-12 5
3. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	15.A	Grades 9-12 8
4. Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.	15.A.5a	Grades 9-12 5, 7
5. Understand that scarcity necessitates choices by consumers.	15.B	Grades 9-12 7
6. Analyze the impact of current events on consumer prices.	15.B.4b	Grades 9-12 7
7. Compare and contrast advantages and consequences of investment alternatives.	15.E.5b	Grades 9-12 8, 9, 10

Linking for Learning: (Illinois School Library Media Program Guidelines)

1. The library media program is integral to the educational program of the school.
2. The Information Literacy Standards for Student Learning are integral to the content and objectives of the school's curriculum.
3. The library media program models and promotes collaborative planning and teaching within a school climate conducive to and supportive of collaborative learning.
4. The library media program promotes the fundamental skills of reading, viewing, listening, and communicating by promoting the enjoyment and fulfillment derived from using various media for ideas, information, and recreation.
5. The library media program integrates technology for learning and teaching.
6. The library media program supports the learning of all members of the learning community including those who have diverse learning abilities, styles, and needs.
7. An effective library media program provides an inviting, accessible, and stimulating place that is open and staffed for individual and group use.

ASSESSMENT:

(How will you assess the students' learning? What criteria will you use? If you have a rubric, record it here. Be as specific as possible.)

1. Have students present their student-created businesses in the informative speech format, complete with posters, graphs, logos, and slogans.
2. Evaluate the students' progressive application of current events to the updating of their student-created business.
3. Direct students in note taking from *ThinkQuest* web site on investment basics.
4. Quizzes and tests on stock market and investment knowledge.
5. Evaluate Power Point presentations on incorporated businesses-organization and planning, content, transitional structure, aesthetics.
6. Provide self-assessment of students' results of virtual stock market game.

HOOK:

(How will you grab the learners' interest? Why would a student want to do this unit?)

Locally, many of the students' parents are employed by national companies, such as: General Electric, R.R. Donnelley and Sons, Coca-Cola, and Kraft. The Economics classroom is decorated in ticker tape border, featuring the stock market symbols of these companies. The teacher presents timely, informative background about these companies, in which many of the parents have profit sharing opportunities for their retirement. The teacher wants students to understand how their community and family fit into the national economic picture as well as consider their own financial future. The teacher plants the

seed: If I invest X amount now, I can, in the long term, gain financial rewards through mutual funds, treasury notes, and the stock market.

TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

- Digital camera
- Computers
- Video/computer projector
- Power Point software
- Microsoft Word software
- Clipart
- Books about stock market, *Readers' Guide to Periodical Literature*
- Interlibrary loan through Lincoln Trail Libraries System
- Web sites:

www.toolkit.imsa.edu www.nasdaq.com; www.nyse.com ; <http://library.thinkquest.org> ; <http://finance.yahoo.com> ; www.excite.com (home page for current events); www.thepaperboy.com ; www.fantasystockmarket.com

TEACHING AND LEARNING EVENTS:

(What important content will you teach in this lesson/unit in order for students to meet the learner outcomes? How is technology integrated within this project?)

1. Using the Internet and the library, students will search daily for current events that influence the business world.
2. While using correct grammar and informative speech techniques and delivery, students will present a report of the company profile of their student-created business.
3. Using the Internet and the library, students will search for web sites, periodicals, and books that inform them about the incorporated businesses' history, financial reports, and growth charts. Students then produce and present a Power Point presentation of their findings.
4. Students will research the concepts and properties of financial investments using designated web sites.

REFLECTION:

(What do you find most valuable in this lesson? Any concerns?)

1. Acquainting students with knowledge that should help them control their monetary future
2. Learning use and scope of technology interrelated with the collections of the library
3. Developing public speaking, research and organizational skills

Concerns:

1. Depending on market trends, students may believe the stock market is an *easy* way to make money.
2. Lack of technological resources when needed

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