

Stage 1 – Desired Results	
Established Goals: <ul style="list-style-type: none"> • 11A: Interpret the functions of money • 11B: Distinguish the characteristics of money, including commodity money, fiat money, and representative money • 11C: Assess the positive and negative aspects of barter, currency, and debit cards 	
Understandings: Students need to understand that... <ul style="list-style-type: none"> • Money is consistently utilized as a medium of exchange, a store of value, and a unit of account • Exchanges with money have changed across time, from bartering to coinage and paper money • Characteristics of money rely on either faith from the government or its contents depending on specific usage • Comparisons of global currencies against the US dollar via currency exchange 	Essential Questions: What questions might a student ask themselves? <ul style="list-style-type: none"> • Why is money utilized as a medium of exchange? How do both the buyer and seller within the transaction understand its value? • How does money maintain its value? Why does commodity and fiat money differ in how their values are maintained? • How is money measured as a unit of account? • How has money changed throughout historical and current events? • What is bartering? How did it change throughout history? What contributed to developments in paper/metal currency and debit/credit cards in the economy?
Students will know... What will the student know? <ul style="list-style-type: none"> • Historical and current uses of money • The three specific functions of money • Differences between commodity and fiat money • Changes in uses of barter, metal/paper/online currency, and debit/credit cards • Currency exchange and how global currencies compare to the US dollar 	Students will be able to... What will they do to show mastery? <ul style="list-style-type: none"> • Summarize the purposes and attributes of money, along with the process of currency exchange • Design a model in Microsoft PowerPoint or Excel displaying values of at least two other global currencies against the United States dollar • Present outcomes via a whole-class discussion
Stage 2 – Assessment Evidence	
Performance Task (if needed): <ul style="list-style-type: none"> • Design a model in Microsoft PowerPoint or Excel displaying values of at least two other global currencies against the United States dollar • Acting as members of the Federal Reserve, engage in a debate over monetary policy and managing the money supply and circulation in the economy 	Other Evidence: <ul style="list-style-type: none"> • Exit ticket/minute card over one thing the student has learned and one thing the student is struggling with • Unit exam on the functions and history of money, how money affects monetary policy, currency exchange, and differences between commodity and fiat money • Oral or written responses to one or two of the essential questions above

Stage 3 – Learning Plan (this is your lesson plan)	
<p>Learning Activities: (Your Actual Lesson Plan)</p> <p>W: Use an anticipatory guide in determining true and false statements based on prior knowledge on money discussed in the course.</p> <p>H: Tell a personal story on how you, or your family, utilize money in your life. What is its value in your life? Do you use it in checking or savings accounts? Why do you have faith in the US dollar?</p> <p>E (Equip): Watch a Crash Course economics video over the functions of money in society. Using the knowledge from the video, summarize the functions of money and how they relate to United States fiscal policy.</p> <p>R: Revise models in Excel or PowerPoint by providing and modelling uses of economic vocabulary and other disciplinary words, texts, and formulas.</p> <p>E (Evaluate): Give students an opportunity for self-assessment on the debate in class by utilizing an exit slip with some questions on how they think they performed, what they would like to learn more, and what they struggled to grasp.</p> <p>T: In pairs, assign one student as the interviewer and the other as the interviewee, acting as an expert in fiscal supply. The interviewer will write and ask specific questions about fiscal policy and how money and exchange rates are afflicted by changes in the federal reserve. The interviewee will answer these questions and use pictorial examples to prove their points.</p> <p>O: Acting as members of the Federal Reserve, students will engage in a debate over monetary policy and managing the money supply and circulation in the economy.</p>	