

Title: Fiscal Policy and Regulation

Grade Level: 9-12

Subject/Content: Government and Economics

Summary of Lesson: Students will prepare a multimedia presentation about fiscal policy

Focus Question: How does fiscal policy affect inflation and the national debt?

Resource: *Student Resources in Context, Opposing Viewpoints in Context*

Procedures:

Steps/Activities by the Teacher:

- Determine multimedia presentation expectations
- Introduce lesson by writing the following terms on the board: fiscal policy, inflation and national debt
- Ask volunteers to define each term and attempt to draw lines illustrating the relationship between the three
- Likely students will be able to define each to some extent but may not understand their relationship to each other
- Guide discussion based on responses
- Go over multimedia presentation expectations and allow time for questions
- Direct students to conduct research using *Student Resources in Context* and *Opposing Viewpoints in Context* to answer the following focus question: "How does fiscal policy affect inflation and the national debt?"
- Direct students to prepare a multimedia presentation in response to the focus question (short videos, animations, PowerPoint etc.)
- Allow time for research and presentation preparation
- Arrange necessary means to share presentations with class (technology etc.)
- Schedule time for presentations
- Collect presentations for assessment

Steps/Activities by Student(s):

- Consider what you know about fiscal policy, inflation and the national debt
- Engage in thoughtful discussion
- Go over multimedia presentation expectations and ask questions to ensure understanding
- Conduct research using *Student Resources in Context* and *Opposing Viewpoints in Context* to answer the following focus question: "How does fiscal policy affect inflation and the national debt?"
- Prepare a multimedia presentation in response to the focus question
- Arrange (with teacher) means necessary to share your presentation with class
- Present your project and act as audience for others

Outcome: Students will be able to present a multimedia project explaining fiscal policy and its effect on inflation and the national debt

Related Activities: This lesson can easily connect to the following subjects

English-Language Arts:

Write an informative essay on fiscal policy, inflation or national debt

Government:

Research the government's involvement in fiscal policy

Learning Expectation: Students will use their research skills to gather material. Students will use their creativity and technological skills to prepare a multimedia project on assigned economic concepts. Students will demonstrate their presentation skills as they share project with class.

Standards Alignment

Common Core State Standards

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. (Anchor Standard)

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. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Anchor Standard)

CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9)

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10)

CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11)

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. (12)

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10)

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12)

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9-10)

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10)

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10)

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12)

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11-12)

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12)

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10)

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10)

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12)

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12)

Standard Source: Common Core State Standards Initiative (2010)