

## Online Resource 7.20 Eleventh-Grade Unit Example

Note to Teachers: This guide is meant to be a template for you to fill out for a variety of different units, content areas, and grade levels. The responses (indicated in blue) are meant to be guidelines of content you might fill in here yourself.

Unit Design			
Learning Intention(s)			
<i>I will . . .</i>	<ul style="list-style-type: none"> <li>Design a solution for preventing and regulating monopolies.</li> </ul>		
Success Criteria			
	Surface	Deep	Transfer
	Learners will . . . <ul style="list-style-type: none"> <li>Define monopoly.</li> <li>Define monopoly power.</li> <li>List the sources of monopoly power.</li> <li>Explain barriers to entry/exit.</li> <li>Draw and explain monopolist revenue curves.</li> <li>List the means of limiting monopolies.</li> <li>Define natural monopoly.</li> </ul>	Learners will . . . <ul style="list-style-type: none"> <li>Calculate profit and revenue maximization from data.</li> <li>Evaluate profit and revenue maximization as a means for monopolist decision-making.</li> <li>Describe the strengths and challenges of a monopoly.</li> <li>Compare and contrast monopoly with perfect competition.</li> </ul>	Learners will . . . <ul style="list-style-type: none"> <li>Present a solution that a government could use in the face of a monopoly.</li> </ul>
Student Tasks			
	Surface	Deep	Transfer
	Learners will . . . <ul style="list-style-type: none"> <li>Knowledge check definitions, diagrams.</li> <li>Create a display that creatively and clearly represents the assumptions of monopoly.</li> <li>Find a business that holds a lot of monopoly power and explain how they hold it.</li> <li>Describe an appropriate government response to limit that monopoly power.</li> </ul>	Learners will . . . <ul style="list-style-type: none"> <li>Explain revenue maximization by verbally describing the data present in a given diagram.</li> <li>Create a mark scheme for “Evaluate profit and revenue maximization as a means for monopolist decision-making.”</li> <li>List the pros and cons of a monopoly.</li> <li>Compare and contrast monopoly with perfect competition</li> </ul>	Learners will . . . <ul style="list-style-type: none"> <li>Argue for and against the benefits of a monopoly.</li> <li>Develop a presentation that includes a solution to preventing monopolies.</li> </ul>

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Lessons			
Prior Knowledge	Surface	Deep	Transfer
	<ul style="list-style-type: none"> <li>• Perfect competitive markets</li> <li>• Economies of scale</li> <li>• Price and output</li> </ul>		
Lessons	<ul style="list-style-type: none"> <li>• Lessons 3, 4, 5, 6</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons 7, 8, 9</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons 1, 2, 10</li> </ul>
Cross Context (Transfer)	<p>Students will engage with a different context (in terms of monopolies)</p> <p>Rockefeller - Standard Oil</p> <p>Wal-Mart</p> <p>Microsoft (2001)</p> <p>Tennessee Valley Authority, Moscow Metro</p> <p>Lemonade Stand</p> <p>YKK</p> <p>Students will address the learning intention and success criteria in different contexts such as different types of governments.</p>		
Purposeful and Provocative	<p>Should governments regulate organizations' "barriers to entry" into a market that have a poor track record on human rights issues (e.g. Debeers, Gas and Electric Companies)?</p>		
Perplexing Problems	<p>Should the U.S. Government grant permission of exclusive rights to produce a good or service (state-operated electric companies)?</p>		
Perspective-Laden	<p>Who is affected by monopoly power (e.g. customers, workers, indirect influence on society)?</p>		

Calendar					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<ul style="list-style-type: none"> <li>• Introduce Lesson 1 (Transfer Level Challenge)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 2 (Assumptions of monopoly, barriers to entry, diagram the monopoly revenue curves)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 3 (Identifying the best places for monopolists to produce, reviewing profit-maximizing firms)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 4 (Efficiencies of monopolies, reviewing market outcomes and efficiency)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 5 (Evaluating regulations)</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Lesson 6 (Price Discrimination)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 7 (Connecting the Dots, Looking at Examples)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 8 (Connecting the Dots, Looking at Examples)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 8 (Connecting the Dots, Looking at Examples)</li> </ul>	<ul style="list-style-type: none"> <li>• Post-Assessment (Surface and Deep Level Work)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Lesson 9 Receiving Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 10 Case Study work</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study Work</li> <li>• Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>