

Essential Question:
"How Do Choices Affect Our Everyday Life?"

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Overview

I am a teacher at Cleveland Middle School, a public middle school in Albuquerque, New Mexico. Our school demographics range from lower fixed income to middle and upper middle incomes. Student population is categorized into the following:

55% Anglo; 38% Hispanic; 5% Native American; 2% African American. There are approximately 900 students enrolled at Cleveland. Also, thirty-five percent of our students receive free or reduced breakfast and lunch.

Our school is a **Coalition School** Ted Sizer and Deborah Meier put together Ten Essential Principles that all teachers and students focus on throughout the school year. The Ten Principles are:

1. **Focus-** Schools help all students to use their minds well.
2. **Simple Goals-** Less is more. Schools must have in-depth study.
3. **Universal Goals-** School practice should be tailor-made to meet the needs of every group or class of adolescents.
4. **Personalization-** Smaller class size allows teachers to know students.
5. **Student-as-Worker-** Student is engaged in his/her learning; no sage-on-stage imparting knowledge.
6. **Demonstration of Mastery-** Students exhibit their mastery and understanding of subject matter.
7. **Tone-** Tone of a school should be safe; child-centered.
8. **Teacher-as-Generalist-** Teacher acts as facilitator or counselor.
9. **Budget-** Budget is the concern for the administration.
10. **Cultural Diversity-** Students and staff recognize and respect diversity.

The students that are in my classroom are sixth grade special education students in a self-contained classroom, where all core subject areas are integrated during the day. The class ranges throughout the year from a 12:1 PTR (pupil teacher ratio) to a 15:1 PTR. Each student has a specific learning disability or a behavioral disorder. The abilities in my students range from a second grade level to ninth grade level in reading and reading comprehension. Their confidence and self-esteem are very poor. They are easily distracted, and it is very difficult for them to retain material that is taught to them on a daily basis. Their family backgrounds are as diverse as

their learning disabilities.

Objectives

- Students will apply problem solving approaches to investigate decision making skills.
- Students will compare, categorize, classify, and sequence ideas and information.
- Students will identify cause and effect relationships.
- Students will predict reasonable outcomes from various novels, poems, rhymes, and videos.
- Students will learn what inference means and apply it to the tasks at hand.
- Students will examine the role of social studies in various cultures and societies of the world.

Narrative

Rationale

My goal is to teach my students that there are rational and irrational choices. The students don't realize that there is more than one choice that they can make. They have that self-fulfilling prophecy, "you think I'm bad so I will act bad" or "I'm in a special education class so I must be stupid." Decisions are a part of everyday life that children and adults have to make. I want my students to learn strategies, so that they can decide for themselves, taking into consideration what is right or wrong. I don't want to tell them what to think. I want them to think for themselves while making momentary decisions.

To introduce decision-making to the students I would like to read to them *Hunches in Bunches* by Dr. Seuss. All children and most adults like to listen to rhymes and short easy reading picture books. This will be my hook to get the students interested in how and why we make choices. Also, it shows about fifty different choices when you cannot make up your mind.

This unit will be taught in the first semester in our literature/language arts block. We will read two novels from Kids In Between, a publishing company that has specific materials for low-functioning handicapped students. The reading level is at a fourth grade and the subject matter is high interest. First, we will read *The Other Side of the Sun*, which is about a fifteen year old juvenile delinquent who is always in trouble and ends up in a detention center where his teacher notices that he can not read or write. He has a difficult time admitting he needs help. The adolescent has only known poverty and failure in school. The poor decisions this adolescent makes about his life keep getting him further and further into trouble. The other novel is *The Bottle in the Kitchen*, where two sisters are children of alcoholics. Though the characters endure suffering and cope with realistic problems, the story

ends in hope. The characters are admirable teenagers who become strong in spite of what decisions they were dealt. Even though we will mainly be focusing on this unit during the first semester we will always refer back to it during the second semester.

I not only want to use the decision-making process in literature, but I would also like to integrate it through social studies, art, and music. When we study Greek mythology, we read the stories about the brilliantly gifted creatures, gods and goddesses who make irrational choices. For example, the usually clear thinking Odysseus was ship wrecked on Ogygia, a mythical island. He was bewitched by the nymph Calypso who promised Odysseus immortality and eternal life if he stayed on the island; Calypso kept him captive for seven years. The wise and noble Priam, king of Troy, ignored the prophet Cassandra's warning that the wooden horse was full of Greek soldiers. King Midas was given the gift by Bacchus of having his wish come true, and that wish was that everything he touched would turn to gold. In the end Midas almost killed himself, due to the fact that "everything" included food, and he almost died of starvation. These examples are just a few of the past mistakes people or creatures have made (Scope & Sequence A:1b).

The Role of Cognitive Therapy

Cognitive therapy is a powerful psychotherapy that was specifically developed to confront and combat thinking mistakes. Cognitive therapy is based on a number of clinical developments that share the assumption that most of us possess sufficient common sense to deal with life's crises and challenges. When we need our better judgment it is sometimes clouded by our emotions. May it be love, excitement, anger or unhappiness or fear, when these emotions come into play we do not see clearly. We rationalize rather than logically analyze.

When we need to make better judgments, we need a set of smart thinking tools that enable us to push back on the emotion and return to our common sense. Cognitive therapy provides such tools: One, try to make unspoken thoughts spoken; habits can be broken. Two, thinking realistically; realistic thinkers recognize that there can be a middle ground, that there can be other explanations. Three, challenging your thoughts; when you realize you are starting to lose control, analyze your worst scenario and you will see that it is really not the end of the world.

Economics

Economics is a social science that seeks to analyze and describe the production, distribution, and consumption of wealth. It is also defined as the study of how goods and services get produced and how they are distributed. By goods and services, economists mean everything that can be bought and sold. By produced, they mean the processing and making of goods and services. By distributed they mean the way goods and services are divided among people.

The major divisions of economics include microeconomics which deals with the behavior and individual consumers, companies, traders, and farmers. The next division is macroeconomics, which focuses on aggregates such as the level of income in an economy, the volume of total employment, and the flow of investment. Another branch, development economics, investigates the history and changes of economic activity and organization over a period of time, as well as their relation to other activities. Within these three major divisions there are specialized areas of study that attempt to answer questions on a broad spectrum of human economic activity, including public finance, money supply, banking, international trade, labor, industrial organization, and agriculture. The areas of investigation in economics overlap with other social sciences, particularly political science, but economics is primarily concerned with relations between buyer and seller. Economics is a decision making discipline as it encompasses the following economic activities: trading, buying, producing. We live in an environment where all people can not have everything they want, so choices must be made. For example, if I buy a new television I may not have enough money for my house payment. Also, if I expand my product line, I may not be able to make as many of something else. So economists are always modeling how consumers, governments, businesses, make these trade-offs that end up determining how resources are distributed in the economy as a whole.

Cognitive Dissonance

Cognitive dissonance involves a conflict or dilemma. There is certain evidence that agrees with what I believe. People tend to think this supportive evidence is more powerful than the evidence that proves otherwise. For example, I think it will be better to work at the family restaurant than go to college, even though I received a scholarship. I might be discounting or ignoring the studies that show people tend to get better paying jobs if they get more education/trade or a degree, while putting too much emphasis on a friend's stories of generous tips.

Opportunity Cost

When making decisions one must always state the opportunity cost of the decision. Economists use this word when they describe how we weigh our possibilities. The opportunity cost of any decision is the next best alternative that you gave up, the choice you didn't make. What can I do? What are my likes/dislikes? What is available? Which of my choices will give me the best satisfaction in the end, since all decisions come with a cost or consequence? What will we lose if we choose "A" instead of choice "B"? For example, I would like to go on a vacation to Hawaii, which will cost me \$4,000.00. I would also like to purchase a new sport utility vehicle. Due to limited resources I must choose one. I would choose giving up the trip to Hawaii, because everyday as I'm driving my new vehicle I will appreciate having a reliable car, but my memories of a vacation in Hawaii will dim. If I remember what I gave up to purchase the car and regret it, then maybe I should go to Hawaii instead.

Trade-Offs

Trade-offs are related to opportunity costs, as both concepts are about giving up some of one thing to get some of another. In general the more desirable solution often results when two or more objects are partially satisfied rather than when one object is achieved completely to the exclusion of others. This idea stems from diminishing marginal utility, which means that the satisfaction you get from any activity or good tends to diminish with repetition. For example, if a person works all the time then he may make himself better off, or more satisfied, if he gives up one hour of work to go hang out at the beach for one hour. Different people make different trade-offs depending on which objectives are most important to them at that particular time. An argument can be based on, " why are trade-offs often better than all or nothing decisions."

Marginal Analysis

"The term marginal in this context means incremental, or additional. When we decide on things we weigh the costs and benefits. We usually have to give up something for anything that we get. As we engage in more of any activity the marginal benefits of that activity eventually decline. The additional benefits associated with an additional unit of the activity get lower. For example, the twentieth hour of studying in one day is probably less effective than the nineteenth was (and both are less effective than the tenth). In contrast, the marginal cost of an activity eventually rises as we engage in more and more of it. We become tired of the activity or lose our concentration so that the task becomes more difficult. The best choices are made when we equate the marginal benefits and marginal costs of activity; that is, we try to determine when engaging in any more of a given activity would produce additional costs in excess of the additional benefits." (3)

One advantage of marginal analysis is that it helps people avoid thinking about past costs or errors that can't be changed.

"Eight Steps in Decision Making" (5)

These eight stages are very important in every decision making process. There are times that we are unaware that we even take these steps into account for each decision that arises.

Step 1: Listing and observing all the possibilities, options, or choices involved in

the issue at hand.

Time is a factor in this stage since if a decision needs to be made immediately you may not be able to make creative lists of pros and cons. Friends can be a useful tool in this stage as long as they try to stay optimistic and not hinder the decision. Another tool could be not thinking about the decision every minute of the day. Give yourself recreational time so that when you come back to your lists you may have a clearer mind. This may be a difficult stage for those people who are impulsive. You must keep an open mind and not prematurely eliminate some of your choices. By considering the alternatives, you have a clear ideas of the opportunity cost of your decision.

Step 2: Sustaining a free flow of feelings and thoughts about each of the possible options and priorities.

Emotions play a big part on our decision making process so they must be weighed accordingly. Time in this stage can make someone do impulsive and irrational choices. This is a time when pondering the issue needs to be taken at great length.

Step 3: Observing thoughts and feelings about each of the options and applying those feelings.

In order to reach stage three stage two's observation of feelings go hand in hand. At the time of the decision certain options outweigh others. Given time, that option may not be the "best" choice. We apply logical rationale to each choice and to our feelings and thoughts about them. This is a time to use constructive judgement. When we worry about other people and their feelings, this is a time that over-thinking about the decision can become a problem, especially if one has a poor self-esteem. This may be where abdicating decision-making authority to a peer group to an authority figure may play a significant role. Once stage three has been completed, observation which leads to logical application has taken place.

Step 4: Relating choices to established priorities.

How is this important to us? Applying a priority list to the choices is the beginning of making a final decision. Actually writing out your priorities helps to visualize your feelings and decisions more clearly.

Step 5: Coming to a conclusion by designating a choice and eliminating/discarding those not chosen.

This step is arrived by the preceding steps. It is at that time our most desirable outcome takes precedent. Designation makes itself known usually when our feelings have come into play, and our decision feels like it is the "best" decision. Once we have designated our choice, we start to feel good about ourselves. Deciding strengthens our confidence and our identity.

Step 6: Registering the decision.

This is a time when we can express our choice openly without worry. Also, all other options are being discarded as we say a definitive goodbye to them as we are becoming more solid with the choice we have made. We are starting to piece it all together before we take action. This is not a time to back track or to second-guess

ourselves.

Step 7: Investing the decision with committed feelings, thoughts, time, and energy and completing the elimination of the unused options.

This is the stage of commitment in the decision-making process. A choice is not a decision until it is implemented. If we are regretting, then we must re-evaluate our choices. You must see yourself carrying out the decision.

Step 8: Translating the decision into optimistic action.

A sense of self worth is taking place even though another decision may not have been the most rational at that time. The entire process must feel like a success story.

Obstacles

When trying to make the "best" decisions there are times we become side tracked and lose sight of our good intentions. Something stands in our way or opposes what we "really" want to do.

Instant Gratification/Time Inconsistency

We are often tempted by immediate satisfaction or pleasure without any regard to future costs associated with that decision. Cheating on a test gives instant gratification. First, there is the relief that the test is over and he/she didn't have to get a bad/low grade for not knowing the answers. Also, there was no thought put into the consequences if he/she would have been caught. This is an example of time inconsistency since the decision focuses on current benefits but devalues future costs (ie. getting caught).

Greed

Sometimes consumer decisions are affected by a strong desire for more; an overwhelming desire to have more of something. Impulse buying is just one example. We might buy \$500 of new clothes because we wanted to, not that we needed them or anything.

Examples are: everyone else has one, it was "on sale", etc.

Saliency

This refers to attaching too much significance to information or input. An examples of information that might be particularly salient includes an opinion coming from a best friend. Ads in the media might also have a lot of immediate impact. For example, you might be looking at a magazine together and noticing a new line of clothes just because of the sexy, shirtless male model.

Group Influences

One person may have an effect on the whole group so that together they may do things that the individuals would not have done. For example, I didn't want to drink, but everyone else was doing it. Another example considers how a group gradually accepts ideas that would have been unacceptable in the beginning. For example, if I went along with the first thing we did, the second thing didn't seem

all that bad, I knew the third thing was really bad, but by then I was already sucked into the whole group philosophy. So then I just went right along and did the third thing.

Vulnerability

Without adequate protection, a person is open to emotional or physical danger or harm.

Wishful Thinking

Some decisions are based on the belief that wishes correspond with reality; the unrealistic belief that something that is wished for is actually true or will be realized. This is linked to the tendency to attach too much weight to opinions, information, predictions that agree with your own and to discount all contrary ones.

Strategies

Lists

Analyze the advantages and disadvantages (pros and cons) of each method in terms of who gains and who loses. What has happened in the past and what do we know right now at this moment compared to what things were like in the past?

Scarce Resource

Apply the decision-making process to the allocation of a scarce resource. Examples of scarce resources include time, energy, and money. If the decision requires expenditure of money or an investment of time, whether these can be spared should be considered. Choices involve allocating a limited resource like time, money education, etc. Identify the criteria implied in each allocating method.

Decision Trees

Decision trees are a visual aid. They diagram choices with options emerging at different "branches." One could then go to the end of each node to select the payoff or outcome you want and move backwards through the "tree" to see how to get to that particular point. This procedure is called backward induction. A rational decision considers all options before a choice is made; by using a decision tree one can get a clearer picture (see figure 1-A).

Vocabulary List

Alternatives – a chance to choose between two or more things only one of which may be chosen; one of the things between which a choice is to be made.

Choice - that which is chosen; the act of choosing; selection; the power of choosing; options.

Choice set – listing all the alternatives within a decision.

Decisions – judgment; the act or result of deciding.

Discount Rate – the interest rate used to compute the present value of future dollars. A discount rate suggests that you prefer to have things now rather than wait for them.

Decision Tree – a way to diagram decision choices with options emerging at different "branches" (see figure 1-A).

Discrimination – when a group of people have different opportunities because of personal characteristics that have nothing to do with their abilities.

Economics – the study of choice under conditions of scarcity.

Exchange – the act of trading with others to obtain what we desire.

Give – to grant or yield to another; to put into the possession or keeping of another.

Goods (public) – something we all take advantage of; non-excludable.

Incentives – something that makes a person try or work hard or harder.

Opportunity Cost – the value of the best alternative sacrificed when taking an action. When making a decision that one thing that is given up.

Risk Analysis – to determine whether taking an opportunity is worthwhile or not given the probability of each possible outcome.

Risk Aversion – to choose a certain outcome rather than a risky one that, statistically on average will be the same value as the certain one.

Sacrifice – a giving up of something especially for the sake of someone else.

Scarcity – a situation in which the amount of something available is insufficient to satisfy everyone's desire for it.

Signaling – a way to send a subtle or implicit message in order to gain a response or create an impression.

Substitute – a good that can be used in place of some other good and that fulfills more or less the same purpose.

Sunk Cost – a cost that was incurred in the past and does not change in response to a present decision.

Take – to get possession of (as of buying or capturing).

Trade-Offs – giving up some of one thing in order to gain some of another thing

Utility – pleasure or satisfaction obtained from consuming goods and services.

Lesson Plan 1: Watch the movie *Stand and Deliver* to get a better understanding on how decisions play a role in our everyday life.

Objective: Students will apply problem solving approaches to investigate decision making skills. Organizational skills will be emphasized.

Purpose: The students will have an active part in creating decision trees (see figure 1-A) for the characters in the movie. Recalling information/decisions that were important factors for each character. List how that specific character evolved throughout the movie{C 1b, 1), 2), 3), 6)}.

Introduction: Students will learn how to make decision trees (see figure 1-A) and the definitions of opportunity costs and trade-offs. The teacher will give several examples on the chalkboard, written and orally, before watching the movie.

Instruction: Students will be divided into groups and given a specific character. They will trace the decisions that were made in order to achieve the specific outcome (pass the National Advanced Placement Calculus Exam). Then they will discuss amongst each other what trade-offs that character had to sacrifice. What was his/her opportunity cost? Why couldn't he/she have both? Make a decision tree for that character{B 1 a., b., B 2 2), 3), 6)}.

Evaluation: The teacher will keep a log of daily participation points for each student and each student will turn in a journal that contains the definition trade-offs and opportunity costs and their group work described above. The journal entries will have daily entries in narrative form{D 1., a 2)}.

Materials Needed: paper binders with three hole brads and pockets, loose leaf notebook paper, pencils, pens, and video of *Stand and Deliver* by Warner Bros.

Lesson Plan 2: Read the novel *The Bottle In The Kitchen*

Objective: Students will compare, categorize, classify, and sequence ideas and information on economic status as described in the novel.

Purpose: To show students the diversity of two families of different economic status and how they both have the same problem of alcoholism in their families. Show how both families cope with the problem. Regardless of race, money, or gender you may still become an alcoholic.

Introduction: Students will learn the definition of signaling, discrimination, choice set and alternatives, and how to successfully apply those terms to everyday life and in the writing process.{C1 b 1), 2), 3), 6); D1 }

Instruction: Students will make a chart and list Mandy's life and Tad's life. They will then write a five paragraph essay comparing and contrasting the two lives. Students must remember to sequence the ideas/events in correct order.

Evaluation: The teacher will keep a log of daily participation/behavior points for each student and each student will turn in a journal that contains the definitions of

the terms we discussed above. Then students will be responsible for their chart and a rough draft and final copy of their essay. The essay will be done on a computer in our computer lab {D1 2); D2 a}.

Materials Needed: paper binders with three hole brads and pockets, loose leaf notebook paper, pencils, pens, computers and a class set of *The Bottle In The Kitchen* novels.

Lesson Plan 3: Watch the Movie *Rudy* and see how risk taking was advantageous for him.

Objective: Students will identify cause and effect relationships that were shown throughout the movie.

Purpose: The students will get a better understanding of cause and effect; if I chose to do this then this will happen, or if I chose to do this then this will happen). This will illustrate how decisions are important even if we may not think so - especially when our emotions are high {C1., b 5) 6) 9)}.

Introduction: Students will define and discuss risk analysis, risk aversion, sacrifice, and sunk cost. Various community members (police officer, veterinarian, bank teller, business owner) will come to our class and tell the students what risks are necessary on a daily basis, or what risks were needed to get to the point where they are now {A1., a1), A1. b c d }.

Instruction: We will discuss the significance of risk taking especially for Rudy in the movie. We will then do a Life Map (a life map is a time line of specific facts that happened at a certain time in life, but are represented as a road not a time line. For example, at age twenty-two, when Rudy's best friend, died he left his hometown to go to Notre Dame; you could draw a picture of Rudy with his duffel bag) of Rudy's venture into adulthood together as a class. We will then visually see how taking "this" risk put him at a different place on the map. It will then show because of this, this took place (cause & effect). Each student will need to do his own Life Map. Being creative and not just listing the facts will be emphasized.

Evaluation: The teacher will keep a log of daily participation points for each student and each student will turn in a journal that contains the definitions of risk analysis, risk aversion, sacrifice and sunk cost. The journal entries will have daily entries in narrative form. A Life Map will be turned in on a sheet of paper construction {D 1., a2)}.

Material Needed: paper binders with three hole brads and pockets, loose leaf notebook paper, pencils, pens, markers, glue, magazines, construction paper, and the video of *Rudy* by Tri Star Productions.

Lesson Plan 4: Read the novel *The Other Side of the Sun*.

Objective: Students will predict reasonable outcomes with each chapter that we read.

Purpose: Students will have an active part in role playing specific scenes in the book and decisions the characters come upon {B 2, 2) 3) 5)}.

Introduction: Behavior rules will be set. Examples include no running, yelling, foul language. Define choice sets.

Instruction: Students will be divided into groups and given specific scenes from the book which they must act out. Students will be responsible for who will do what, when and where. The students will then create their own anti-drug skit with their group members and present it in front of the class.

Evaluation: The teacher will keep a log of daily participation points for each student and each student will turn in a journal that contains the definition of choice sets. Also, they will write a reflection on each presentation. A written script will be turned in with their journal entries {D1., a2)}.

Material Needed: paper binders with three hole brads and pockets, loose leaf notebook paper, pencils, pens.

Lesson Plan 5: Weekly Circle Meetings

Objective: Students will examine the role of social studies in various cultures and societies represented in our class.

Purpose: To establish a feeling of a safe environment in our classroom. The students will openly share thoughts, ideas, and feelings to one another. We will be able to share our own cultures/backgrounds with each other. {A1., a2) 4), 1.b., 1.c., 1.d., B 1. B., 2. 2)}

Introduction: Set rules together as a class so they take ownership. For example: No talking when someone else is talking, no rude comments, be polite, etc. Define and discuss scarcity.

Instruction: As a class we will sit in a circle in our desks/chairs or we can go outside and sit in a circle on the grass. We will then share recent decisions that we made. Were they rational or irrational decisions? Were these decisions made because of peer pressure or home influences? How can we make better choices next time?

Evaluation: The teacher will keep a log of weekly participation points for each student and each student will turn in a journal that contains a reflection from our circle meetings and the definition of scarcity or what other term we might have learned that week. A list of the rules will be photocopied and put in their journals {D1., a2)}.

Materials Needed: paper binders with three hole brads and pockets, loose leaf notebook paper, pencil/pens and a list of the rules displayed in the classroom.

Student Reading List

Seuss, Dr. *Hunches in Bunches*. New York: Random House, Inc., 1982.

Fiction book; a little boy has a difficult time making decisions even though there is a vocal bunch of "Hunches" to help him.

Nesbitt, Barbara. *The Bottle in the Kitchen*. Ballwin, Missouri: The Kids In Between, Inc., 1988.

Fiction book; Mandy, who is sixteen, and her younger sister Linny, share the misfortune of living with parents that are alcoholics. Like many children of alcoholics, the two sister's world is filled with fear and deprivation. They learn coping skills and almost become strong, until a tragedy occurs which leaves Mandy feeling isolated and alone. Economic status is shown in this book as well as signaling. Included is a packet to teach inference and implied meaning. The assignments direct the students back to the pages and paragraphs where inference and implied meanings are used. The worksheets provide the opportunity for students to analyze, understand, and write implied meanings.

Nesbitt, Barbara. *The Other Side of the Sun*. Ballwin, Missouri: The Kids In Between, Inc., 1988.

Fiction book; Maurice is a fifteen year old, juvenile delinquent who continually finds himself in trouble. He doesn't go to school that often which leads him to a detention center, which is like a group home. His mentors notice that he cannot read or write and Maurice refuses to admit that he needs help. He becomes successful at the detention center once he learns to trust, but once he leaves the center he falls victim to the streets and to selling drugs. The pull of drug money and poor decisions that Maurice continues to make influence him and lead him deeper and deeper into trouble. Included is a packet that concentrates on correcting poor grammar used by the characters. Poverty, inner-city problems, drugs, and decision-making processes are some of the topics covered in the open-ended questions.

Teacher Reading List

Artman, John H. *Ancient Greece, Independent Learning Unit*. Parsippany, NJ: Good Apple, 1991.

Background information regarding Ancient Greece. Student activity workbook to be used in the classroom. A unit based activity workbook on Ancient Greece.

Dr. Freeman, Arthur and Rose De Wolf. *The 10 Dumbest Mistakes Smart People Make and How to Avoid Them*. New York, NY: Harper Collins Publishers, Inc., 1992.

How your emotions interfere with the decision-making process and techniques on how to clearly choose the "best" choice; cognitive therapy; conduct of life.

Greene, Lawrence J. The Life-Smart Kid; Teaching Your Child to Use Good Judgment in Every Situation. Rocklin, CA: Prima Pub., 1995.

Shows how children make decisions; how we judge children.

Miller, Roger LeRoy, Daniel K. Benjamin and Douglas C. North. The Economics of Public Issues. Eleventh Edition. Reading, Massachusetts: Addison-Wesley, 1999.

Focuses on the core of economic science. Definitions are clearly defined with a glossary at the end of the book and at the end of each chapter there are some discussion questions.

Rubin, Theodore Isaac. Overcoming Indecisiveness: The Eight Stages of Effective Decision Making. New York: Harper & Row Publishers, 1985. Focuses on how to make the right choice for "you", Rubin shows the different personality types and how decisions are made because of how you act.

Keyes, Ralph. Chancing It: Why We Take Risks. Boston: Little Brown, 1985.

Focuses on the psychology of risk-taking and fear.

Bibliography

Berry, Jo Wilt. Making Up Your Own Mind. Waco, Texas: Educational Products Division, 1979.

Suggests six steps for making decisions and six steps for solving problems and includes practice situations.

Bruce, Becker. Decisions: Getting What You Want. New York: Grosset & Dunlap, 1978.

How to find success in the decisions that you make.

Dixit, Avinash K. and Barry J. Nalebuff. Thinking Strategically, The Competitive Edge in Business, Politics, and Everyday Life. New York: W. W. Norton and Company, 1991.

Focuses on case studies taken from business, sports, and movies, politics, and gambling and outlines the basics of good strategy making.

"Economics." The World Book Encyclopedia. Chicago, IL: World Book Inc., 1999.

Basic outline/definition of economics.

Feinberg, Mortimer Ph.D. and John J. Tarrant. Why Smart People Do Dumb Things. New York: Simon & Schuster, 1995.

How to avoid continuous mistakes. Use your IQ for your advantage not against you.

Hall, Robert E. and Marc Lieberman. *Microeconomics Principles and Applications*. Cincinnati, Ohio: South-Western College Publishing, 1998. Focuses on basic economic theory through the use of graphs and numerical examples.

Riley, Susan. How to Generate Values in Young Children. Newport Beach, CA: Persea Books, 1979.

Focuses on social values; socialization.

Resources/ Video Tapes/ Films/

Rudy. Produced by Robert N. Fried. Videocassette Columbia Tri Star Pictures. 1994.

A true story about a young boy who had the desire to go to Notre Dame and play football for the legendary coach Ava Parseghian. He was constantly being put down for his goal by comments like, "you're not good enough, not smart enough, not big enough." He comes from a blue-collar family who thinks working is better than education. Rudy had the will and nothing got in the way of his dream.

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Stand and Deliver. Produced by: Tom Musca. Videocassette. Warner Bros. 1998.

A true story about a man, Jaime Escalante, who is a math teacher at a high school. He refuses to write-off his inner city students as losers. He gives hope to eighteen students who were struggling with fractions and long division, who then become math whizzes. With desire and determination the students concentrate on taking the National Advanced Placement Calculus Exam as various decisions are made along the way.

Trade Offs: Unit 1 Decision-Making. Media Basics. Bonnie Meszaros. Agency for Instructional Television. 1979.

A three part filmstrip unit on choices, making decisions, and give and take. Comes with lesson objectives, synopsis, before viewing and after viewing discussion questions and activity sheets.

Albuquerque Public School Districts Scope and Sequence: Language Arts

Listening

Learners develop active listening strategies:

listen for specific and implied information

follow directions

ask relevant questions

sequence facts

restate/paraphrase

predict, confirm, and integrate

listen to a variety of sources including conversations, drama, music, poems, stories, and other media

participate in purposeful communication with peers and adults

demonstrate appropriate audience behavior

Speaking

Learners communicate orally for a variety of purposes and audiences:

summarize events, stories, ideas and information

speak appropriately in social situations

Learners demonstrate speaking skills:

informal/formal group discussions

role-playing

impromptu responses

Reading

Learners read and gather information from a variety of printed material, literature and own written language:

Comprehension

recall and apply detail and information

list events from a selection in sequence

summarize, make generalizations, and draw conclusions

make inferences

recognize cause and effect

predict outcomes

make judgments and evaluate what is read

recognize fact and opinion

compare and contrast information

Writing

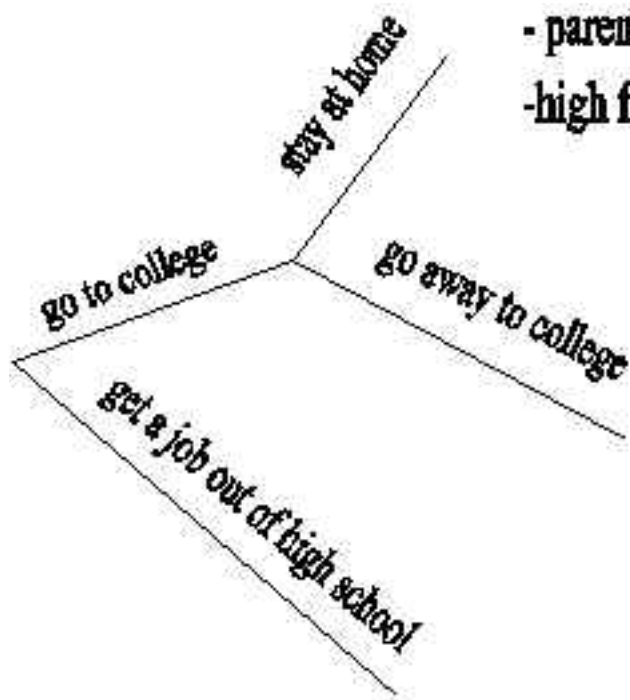
Learners write to convey information and to express individual ideas and understandings:

write in a variety of forms: paragraphs, reports, journals, diaries, stories, letters, poems, dialogue, and essays

Learners use technology as a tool for writing:

a. use the computer as a word processor to write, draft, revise, edit, check spelling, format, and access information

Figure 1-A Decision Tree



- parents still in charge
- high future salary, but poor now

- broke now, higher salary later
- independence

- more money now, lower salary in future
- fewer job choices
- independence