

**LESSON PLAN****UNIT** Economics**GRADE** 6-8 Grade**THEME** The Rising Price of Gas**EQUIPMENT** Computer w/Internet Access  
Worksheet**LEARNING OUTCOMES:**

Students will be introduced to

1. factors influencing the price of gasoline and oil.
2. how gasoline prices affect the individual
3. how gasoline prices affect commerce

<b>TIME</b>	<b>LESSON CONTENT – ACTIVITY</b>
10 minutes	<p>All students are probably aware of the record price increases for fuel. Ask students why they think gas prices are rising. Mention OPEC and ask students what they know about this organization.</p> <p>A short video on Why Gas Prices Go Up can be viewed at YOUTUBE  <a href="http://www.youtube.com/watch?v=2DWjwLt_yQA&amp;feature=related">http://www.youtube.com/watch?v=2DWjwLt_yQA&amp;feature=related</a></p> <p>If students have access to a computer spreadsheet program, they can do the activity on a spreadsheet.</p>
30 minutes	<p><b>Main Learning Activities:</b>  Students will view presentation at <a href="http://www.k8websites.com">www.k8websites.com</a> 6-8 Grade Level, "Rising Gas Prices".  Students should complete worksheet while viewing presentation.</p>
	<p><b>Curriculum and Content Area Standards</b>  <i>Mathematics Standards</i></p> <p><b>STANDARD 1 : NUMBER AND OPERATION</b>  Mathematics instructional programs should foster the development of number and operation sense so that all students —</p> <ul style="list-style-type: none"> <li>• understand numbers, ways of representing numbers, relationships among numbers, and number systems;</li> <li>• understand the meaning of operations and how they relate to each other;</li> <li>• use computational tools and strategies fluently and estimate appropriately.</li> </ul> <p><b>STANDARD 5 : DATA ANALYSIS, STATISTICS, AND PROBABILITY</b>  Mathematics instructional programs should include attention to data analysis, statistics, and probability so that all students —</p>

- pose questions and collect, organize, and represent data to answer those questions;
- interpret data using methods of exploratory data analysis;
- develop and evaluate inferences, predictions, and arguments that are based on data;
- understand and apply basic notions of chance and probability.

**STANDARD 6 : PROBLEM SOLVING**

Mathematics instructional programs should focus on solving problems as part of understanding mathematics so that all students —

- build new mathematical knowledge through their work with problems;
- develop a disposition to formulate, represent, abstract, and generalize in situations within and outside mathematics;
- apply a wide variety of strategies to solve problems and adapt the strategies to new situations;
- monitor and reflect on their mathematical thinking in solving problems.

**STANDARD 9 : CONNECTIONS**

Mathematics instructional programs should emphasize connections to foster understanding of mathematics so that all students —

- recognize and use connections among different mathematical ideas;
- understand how mathematical ideas build on one another to produce a coherent whole;
- recognize, use, and learn about mathematics in contexts outside of mathematics.

**STANDARD 10 : REPRESENTATION**

Mathematics instructional programs should emphasize mathematical representations to foster understanding of mathematics so that all students —

- create and use representations to organize, record, and communicate mathematical ideas;
- develop a repertoire of mathematical representations that can be used purposefully, flexibly, and appropriately;
- use representations to model and interpret physical, social, and mathematical phenomena.

**Closure:** Discuss with students what can be done to solve our dependence on foreign oil.

**Extended Activities and Additional Resources:**

	<p>What you can do to conserve fuel</p>
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<http://www.thepriceoffuel.com/whatyoucando/>

Teaching tools for teaching about fuel can be found at:

<http://www.api.org/classroom/tools/>