

District Curriculum Document

This is to be created at the district level using teacher teams

Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>Reading Priority Standards</p> <ol style="list-style-type: none"> RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <p>Writing Priority Standards</p> <ol style="list-style-type: none"> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. 	<p><u>In this course you will:</u></p> <ol style="list-style-type: none"> Interpret and summarize key details and ideas from a variety of primary and secondary sources. Produce clear and coherent writing using content appropriate language and terms. Draw evidence from informational texts to support analysis, reflection, and research.
Supporting Standards	
<p>Writing Supporting Standards</p> <ol style="list-style-type: none"> WHST.11-12.1 Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 	

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 4. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 5. WHST.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.
 6. WHST.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 7. WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Supporting Standards:

1. RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
3. RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
4. RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
5. RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
6. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
7. RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
8. RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent

Curriculum Component: Literacy Standards for History **Subject Area:** Economics

Grade Level: 12

understanding of an idea or event, noting discrepancies among sources.

9. RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently

Mini-Qs in Economics –

- How Should the US Reduce Economic Inequality?
- Is the Fed Good for America?
- Are Corn Subsidies a Good Idea?
- Is College Worth It?
- How Much Should We Worry About the National Debt?
- Fixing a Broken Economy: Did Obama Get It Right?
- Fixing a Broken Economy: Did Reagan Get It Right?
- Does GDP Tell the Right Story?

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<p>Topic Big Ideas Essential Questions/ Guiding Questions</p>	<p>Student Achievement Targets Priority Standards</p>	<p>Student Learning Intentions (Student Friendly Language of the Priority Standards)</p>
<p>1. a. Interactions between consumers and producers determine market conditions. What are the laws of supply and demand? <i>Which factors cause supply and demand to shift? What is the impact of a shift in supply or demand? What is the impact of a shift on price and quantity? What is the function of price in markets? How are prices determined? How do markets function? Why do prices change? How can government intervention affect price and quantity? (i.e. price floors and price ceilings)</i></p> <p>b. & c. People have unlimited wants and limited resources. <i>Why does scarcity require people to make decisions? What does opportunity cost examine? How do people use cost-benefit analysis to make decisions? How does the production possibility curve (PPC) demonstrate efficiency, tradeoffs and scarcity? What causes a PPC to shift?</i></p> <p>2. Economic systems differ by amount and type of government involvement. <i>What are the three basic economic questions? What are the advantages and disadvantages of a planned/command economy and free-market economy? How do societies determine how to produce and distribute resources? How do economic philosophies shape economic priorities?</i></p>	<p>1. Apply the concepts of supply and demand, scarcity, and opportunity costs, and explain their implications in decision making. (9-12.E.3.1.1)</p> <p>2. Compare and contrast the characteristics of different economic systems and economic philosophies. (9-12.E.3.2.1)</p>	<p><u>In this unit you will:</u></p> <p>1. a. Apply the principles of supply and demand.</p> <p>b. Explain how scarcity impacts decision making.</p> <p>c. Explain how decisions have costs and benefits.</p> <p>2. Compare and contrast different economic systems and economic philosophies.</p>
<p>Supporting Standards</p>		
<p>Explain how the factors of production are distributed among geographic regions and how this influences economic growth. (9-12.E.2.4.1)</p> <p>Identify ways in which the interaction of all buyers and sellers influences prices. (9-12.E.3.1.2)</p> <p>Identify how incentives determine what is produced and distributed in a competitive market system. (9-12.E.3.1.3)</p> <p>Describe the factors of production. (9-12.E.3.1.4)</p>		

Time: 14 block days

Create and interpret graphs that model economic concepts. (9-12.E.3.1.5)

Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals. (9-12.E.3.2.2)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: demonstrate, principles, apply, analyze, impact, philosophies, interpret, systems, models, interactions, allocate, distribute, efficiency

Content: economics, goods and services, scarcity, opportunity cost, trade-offs, marginal decision-making, incentives, costs, benefits, utility, demand, consumers, supply, producers, equilibrium, shortage, surplus, demand shifts, supply shifts, price floors, price ceilings, subsidies, factors of production, resources, economic system, economic goals (equity, freedom, efficiency, security, growth), price stability, full employment, market economic systems, command/planned economic systems, mixed systems, capitalism, socialism, Adam Smith, Karl Marx, invisible hand, laissez faire, shortage/surplus graphing, market conditions graphing, circular flow, production possibilities curve/frontier

Recommended District Resources

Textbook: Economics. Pearson, 2016.

Topic 2: Free Enterprise and Other Economic Systems

- 2.2: Free Markets
- 2.3: Centrally Planned Economies
- 2.4: Benefits of Free Enterprise

Online Activities: (Lesson 2) 3-D Model: The Circular Flow Model of a Market Economy; (Lesson 3) Flipped Video: Case Study, China, Interactive Chart: Comparing Economic Systems; (Lesson 4) Interactive Chart: Circular Model of a Mixed Economy, Interactive Gallery: Examining Different Economic Systems

Topic 3: Demand, Supply, and Prices

- 3.1: Fundamentals of Demand
- 3.2: Shifts in Demand
- 3.4: Fundamentals of Supply
- 3.5: Cost of Production
- 3.7: Equilibrium and Price Controls

Online Activities: (Introduction) My Story Video: Principles of Supply and Demand; (Lesson 1) Interactive Chart: Demand in Action, Interactive Chart: Interpreting a Demand Schedule and Graph; (Lesson 2) Interactive Graph: Graphing Changes in Demand; (Lesson 4) Interactive Chart: Interpreting a Supply Schedule and Graph; (Lesson 7) Interactive Chart: Interpreting a Supply and Demand Schedule and Graph, Interactive Graph: Understanding Price, Shortage and Surplus

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<ol style="list-style-type: none"> 1. Fiscal and monetary policy help manage the U.S. economy. <i>What is the difference between monetary and fiscal policy? What is the function of the Federal Reserve? How can the Federal Reserve influence the money supply? How can fiscal policy be used to expand or contract the economy? What are the advantages and disadvantages of fiscal and monetary policy? What are the economic indicators? How are economic indicators used to influence fiscal and monetary policy? How can data represented in the business cycle be used to explain policy?</i> 2. Specialization and trade can improve standards of living. <i>What is the difference between imports and exports? What is the law of comparative advantage? What goods and services should a country import and export? Why do nations trade? Who are the winners and losers of trade? How does trade impact prices, jobs and standard of living? Why do nations engage in protectionism?</i> 	<ol style="list-style-type: none"> 1. Explain the difference between monetary policy and fiscal policy and the role of the Federal Reserve. (9-12.E.3.1.6) 2. Apply economic concepts to explain the role of imports/exports both nationally and internationally. (9-12.E.5.1.3) 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> 1. Explain the difference between monetary policy and fiscal policy and the role of the Federal Reserve. 2. Explain why a country would choose to import or export specific goods and services and the impact those choices have on prices, jobs and standard of living.
Supporting Standards		
<ol style="list-style-type: none"> 1. Analyze the impact of events, such as wars, industrialization, and technological developments on the business cycle. (9-12.E.1.4.1) 2. Explain how the factors of production are distributed among geographic regions and how this influences economic growth. (9-12.E.2.4.1) 3. Create and interpret graphs that model economic concepts. (9-12.E.3.1.5) 4. Analyze the various parts of the business cycle and its effect on the economy. (9-12.E.3.1.7) 5. Explain and illustrate the impact of economic policies and decisions made by governments, (9-12.E.3.2.2) 6. Identify and evaluate sources and examples of consumers' responsibilities and rights. (9-12.E.4.2.1) 7. Identify laws and policies adopted in the United States to regulate competition. (9-12.E.4.2.2) 8. Examine the federal budget, debt, and deficit, and their implications on the economy. (9-12.E.4.2.3) 9. Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO. (9-12.E.5.1.1) 10. Analyze global economic interdependence and competition. (9-12.E.5.1.2) 		

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: influence, manage, interpret, impact, function, engage, phases, data, represented

Content: economic indicators, gross domestic product (GDP), unemployment, inflation, deflation, price stability, types of unemployment (frictional, structural, cyclical), expansion, contraction, business cycle, nominal GDP, real GDP, per capita GDP, monetary policy, Federal Reserve, money, fiscal policy, taxation, revenue, national debt, budget deficit, budget surplus, balanced budget, progressive tax, proportional tax, regressive tax, imports, exports, balance of trade, specialization, absolute advantage, comparative advantage, tariffs, trade agreements, World Trade Organization (WTO), International Monetary Fund (IMF), European Union (EU), protectionism, standard of living, exchange rates, currency, appreciation, depreciation, trade deficit, trade surplus

Recommended District Resources

Textbook: Economics. Pearson, 2016.

Topic 7: Economic Performance and Challenges

- 7.1: Gross Domestic Product
- 7.4: Unemployment
- 7.5: Inflation and Deflation

Online Activities:

Topic 8: Taxes and Spending

- 8.1: Understanding Taxes
- 8.2: Federal Taxes
- 8.3: Federal Spending

Online Activities:

Topic 9: Fiscal and Monetary Policy

- 9.1: The Federal Budget and Fiscal Policy
- 9.3: The National Debt and Deficits

Online Activities:

Topic 10: Trade, Development, and Globalization

- 10.1: Why Nations Trade
- 10.2: Trade Barriers and Agreements
- 10.3: Exchange Rates and Trade

Online Activities:

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. a. Business organizations can be structured differently based on multiple factors. <i>What are the advantages and disadvantages of different types of business organizations? What is the difference between the different business organizations? Why would someone choose to be a corporation vs. a sole proprietorship?</i></p> <p>b. Market structures are determined by the amount of competition. <i>What are the key characteristics of each market structure? What type of goods and services tend to fit in different market structures? How can producers limit competition? How can regulation limit competition?</i></p> <p>2. a. Government policy influences individual and business decisions. <i>Why does the government provide public goods and services? How and why does the government protect property rights? How can government policies hinder economic growth?</i></p> <p>b. Individual and business decisions affect government policy. <i>What are externalities? What is the difference between positive and negative externalities. How do individual and business decisions affect government policy?</i></p> <p>3. Responsible financial management can impact individual success. <i>What is the purpose of a budget? How does credit impact financial opportunities? What are the advantages of contributing to a savings account? What is relationship between risk and return? How can you invest in yourself? What is the cost of credit? How can you plan for retirement?</i></p>	<p>1. Explain the characteristics of various types of business and market structures. (9-12.E.3.3.1)</p> <p>2. Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals. (9-12.E.3.2.2)</p> <p>3. Examine and apply the elements of responsible personal fiscal management, such as budgets, interest, investment, savings, credit, and debt.</p>	<p>1. a. Explain the characteristics of businesses (corporations, sole proprietorships, partnerships) to determine the appropriate organization in a given scenario.</p> <p>b. Explain the characteristics of market structures (monopoly, oligopoly, perfect competition, monopolistic competition).</p> <p>2. a. Explain how government policy impacts business and individuals (i.e. regulations, subsidies, property rights, etc.).</p> <p>b. Explain how government policy results from business and individuals (i.e. externalities)</p> <p>3. Analyze components of responsible financial management.</p>

	(9-12.E.3.4.1)	
Supporting Standards		
<ol style="list-style-type: none"> 1. Apply the concepts of supply and demand, scarcity, and opportunity costs, and explain their implications in decision making. (9-12. E.3.1.1) 2. Identify ways in which the interaction of all buyers and sellers influences prices. (9-12. E.3.1.2) 3. Create and interpret graphs that model economic concepts. (9-12. E.3.1.5) 4. Explain the purpose of labor unions. (9-12. E.3.2.3) 5. Describe the elements of entrepreneurship and successful businesses. (9-12. E.3.3.2) 6. Identify the role of the financial markets and institutions. (9-12. E.3.3.3) 7. Identify and evaluate sources and examples of consumers’ responsibilities and rights. (9-12. E.3.4.2) 8. Discuss the impact of taxation as applied to personal finances. (9-12. E.3.4.3) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: characteristics, analyze, organizations, structures, appropriate, scenario, impact, influences, elements, apply, examine</p> <p>Content: market structures (perfect competition, monopolistic competition, oligopoly, monopoly), differentiation, game theory, non-price competition, interdependence, non-profit organizations, cooperatives, franchises, entrepreneurship, business organizations (sole proprietorship, partnership, corporation), double taxation, unintended consequences, public goods, private goods, externalities, copyrights, intellectual property, regulation, subsidies, property rights, market failure, third party, personal finance, budgeting, stocks, bonds, mutual funds, credit, debt, interest, compound interest, return on investment, risk and return, principle, savings, assets, human capital, stock market, insurance</p>		
Recommended District Resources		
<p>Textbook: Economics. Pearson, 2016.</p> <p>Topic 4: Competition and Market Structures</p> <ul style="list-style-type: none"> • 4.1: Pure Competition • 4.2: Monopolies • 4.3: Monopolistic Competition and Oligopoly • 4.4: Government Regulation and Competition <p>Online Activities:</p> <p>Topic 5: Business and Labor</p> <ul style="list-style-type: none"> • 5.1: Sole Proprietorships • 5.2: Partnerships and Franchises • 5.3: Corporations <p>Topic 6: Money, Banking, and Financial Markets</p> <ul style="list-style-type: none"> • 6.5: Investing • 6.6: Bonds and Other Financial Assets • 6.7: Stocks 		