



Social Studies

Economics

2020-2021

**Aligned with Ohio's Learning Standards
for Social Studies (2018)**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Year-at-a-Glance

| | | | | |
|-----------------------|---|------------------|--|------------------|
| Grading Period 1 or 3 | Unit 1. Fundamentals of Economics | 4.5 weeks | Unit 2. Economic Systems and Theories | 4.5 weeks |
| | 1.1 Economic Data and Decision-Making - EC 1 1.2 Scarcity and Choice - EC 3 1.3 Supply and Demand - EC 5-6 Dimensions 1-4 of the C3 Framework should be incorporated throughout the course: <ol style="list-style-type: none"> 1. Developing Questions and Planning Inquiries 2. Applying Disciplinary Concepts and Tools 3. Evaluating Sources and Using Evidence 4. Communicating Conclusions and Taking Informed Action | | 2.1 Economic Systems - EC 4 2.2 Government and the Economy - EC 7-8 2.3 Neoclassical and Alternative Theories - EC 4-6 | |
| Grading Period 2 or 4 | Unit 3. Global Economics and Economic Issues | 4.5 weeks | Unit 4. Financial Literacy | 4.5 weeks |
| | 3.1 International Trade - EC 9-10 3.2 Economics and Social Justice - CWI 19, 21 3.3 Economics and Sustainability - CWI 11-13 | | 4.1 Financial Responsibility - EC 2, 13-15 4.2 Earning, Saving, and Investing - EC 11-12; 16-19 4.3 Credit, Debt, and Risk Management - EC 20-25 | |

EC = Economics Content Statements

CWI = Contemporary World Issues Content Statements

Scope and Sequence

| Unit 1. Fundamentals of Economics 4.5 weeks | | | | |
|--|---------------------------------------|---|--|--|
| Grading Period 1 or 3 | Lesson | Standards / Learning Targets | Big Ideas / Essential Questions | Strategies/Activities |
| | 1.1 Economic Data and Decision-Making | 1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions. | Evidence <ul style="list-style-type: none"> How do we think like an economist? How do we know what to believe? How do we make a strong argument? | <ul style="list-style-type: none"> Economic data sets analysis and predictions Economic data in current news articles |
| | 1.2 Scarcity and Choice | 3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others. | Evidence <ul style="list-style-type: none"> How do we think like an economist? | <ul style="list-style-type: none"> Identify opportunity cost of example economic decisions |
| | 1.3 Supply and Demand | 5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions. 6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them. | Change <ul style="list-style-type: none"> What are the causes and effects of economic interactions? Evidence <ul style="list-style-type: none"> How do we think like an economist? | <ul style="list-style-type: none"> Supply and demand curve graphs analysis- identify market (equilibrium) price Supply, demand, and price relationships in current news articles Entrepreneurial activity: deciding what to sell and how to compete |

| | | Unit 2. Economics Systems and Theories | | 4.5 weeks |
|------------------------------|---|---|---|---|
| Grading Period 1 or 3 | Lesson | Standards / Learning Targets | Big Ideas / Essential Questions | Strategies/Activities |
| | 2.1 Economic Systems | 4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources. | Power <ul style="list-style-type: none"> How is power attained and maintained? | <ul style="list-style-type: none"> Economic systems allocation of resources chart Debate: pros and cons of different economic systems |
| | 2.2 Government and the Economy | 7. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government. 8. Economic policy decisions made by governments result in both intended and unintended consequences. | Evidence <ul style="list-style-type: none"> How do we think like an economist? How do we make a strong argument? Democracy <ul style="list-style-type: none"> Does government work for the people? | <ul style="list-style-type: none"> Research GDP, Consumer Price Index and unemployment in selected countries Graphic organizer on intended and unintended consequences of fiscal or monetary policy decisions |
| | 2.3 Neoclassical and Alternative Theories | 4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources. 5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions. 6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. | Evidence <ul style="list-style-type: none"> How do we think like an economist? What do we do when sources disagree? How do we make a strong argument? | <ul style="list-style-type: none"> Critique of Neoclassical model of economics: limitations and perspectives ignored |

| | | Unit 3. Global Economics and Economics Issues | | 4.5 weeks |
|------------------------------|----------------------------------|---|--|--|
| Grading Period 2 or 4 | Lesson | Standards / Learning Targets | Big Ideas / Essential Questions | Strategies/Activities |
| | 3.1 International Trade | <p>9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.</p> <p>10. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.</p> | <p>Power</p> <ul style="list-style-type: none"> How is power attained and maintained? How has global power shifted over time? <p>Democracy</p> <ul style="list-style-type: none"> Does government work for the people? | <ul style="list-style-type: none"> Vocabulary word maps on international trade terms Opportunity cost, comparative advantage, and trade data analysis and discussion Graphic organizer on consequences of tariffs Research on multinational economic organizations |
| | 3.2 Economics and Social Justice | <p>19. The global economy creates advantages and disadvantages for different segments of the world's population.</p> <p>21. The distribution of wealth and economic power among countries changes over time.</p> | <p>Diversity</p> <ul style="list-style-type: none"> Why is it important to consider multiple diverse perspectives? How have diverse groups struggled for equality? <p>Justice</p> <ul style="list-style-type: none"> What happens when justice is denied? | <ul style="list-style-type: none"> News source analysis of positive and negative effects of global competition Editorial, social media or public service announcement on economic inequality issue Economic data set analysis of global inequality |
| | 3.3 Economics and Sustainability | <p>11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.</p> <p>13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.</p> | <p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of economic interactions? <p>Power</p> <ul style="list-style-type: none"> Does might make right? Why is it important to speak truth to power? | <ul style="list-style-type: none"> Graphic organizer on human activity costs and benefits Sustainability 3 Venn diagram - balance of economic, social, and environmental needs |

| Unit 4. Financial Literacy 4.5 weeks | | | | |
|---|------------------------------------|---|---|--|
| Lesson | Standards / Learning Targets | Big Ideas / Essential Questions | Strategies/Activities | |
| Grading Period 2 or 4 | 4.1 Financial Responsibility | <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> <p>14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.</p> <p>15. Different payment methods have advantages and disadvantages.</p> | <p>Financial Responsibility and Decision-Making</p> <ul style="list-style-type: none"> How can we make sound financial decisions? | <ul style="list-style-type: none"> Vocabulary word/concept maps for key financial literacy terms Establishing short-term and long-term goals and strategies to meet goals Create a personal family budget Graphic organizer on costs and benefits of various financial decisions |
| | 4.2 Earning, Saving, and Investing | <p>11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.</p> <p>12. Employee earning statements include information about gross wages, benefits, taxes and other deductions.</p> <p>16. Saving and investing help to build wealth.</p> <p>17. Savings can serve as a buffer against economic hardship.</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>Saving and Investing</p> <ul style="list-style-type: none"> How can we make sound saving and investing decisions? | <ul style="list-style-type: none"> Two-column chart on factors that influence income Sample earning statement analysis Research advantages and risks of saving and investing strategies Financial planner - advise clients how to save and invest Stock market watch |

Unit 4. Financial Literacy
4.5 weeks (continued)

| Lesson | Standards / Learning Targets | Big Ideas / Essential Questions | Strategies/Activities |
|--|---|--|---|
| Grading Period 2 or 4 4.3 Credit, Debt, and Risk Management | <p>20. There are costs and benefits associated with various sources of credit available from different types of financial institutions.</p> <p>21. Credit and debt can be managed to maintain creditworthiness.</p> <p>22. Consumer protection laws provide financial safeguards.</p> <p>23. Property and liability insurance protect against risks associated with use of property.</p> <p>24. Health, disability and life insurance protect against risks associated with increased expenses and loss of income.</p> <p>25. Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.</p> | <p>Credit and Debt</p> <ul style="list-style-type: none"> How can we make sound credit and debt decisions? <p>Informed Consumer and Risk Management</p> <ul style="list-style-type: none"> How can we make sound consumer and risk management decisions? | <ul style="list-style-type: none"> Vocabulary word/concept maps on key financial literacy vocabulary Compare loan terms from bank and payday lender Debt repayment plan Read and interpret sample credit report Insurance research and budgeting |

Curriculum and Instruction Guide
Unpacked Standards / Clear Learning Targets

C3 Framework Dimension I. Construct compelling questions that focus on enduring issues and concerns.

Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.

Essential Understanding

Beginning the inquiry process with compelling questions

Extended Understanding

Developing original compelling questions

Academic Vocabulary Tier 2

compelling questions
enduring issues

Ultimate Learning Target
Type: Skill

Broad Learning Target:

- The student can construct compelling questions that focus on enduring issues and concerns.

Underpinning Knowledge Learning Target:

- The student can explain points of agreement and disagreement experts have about a compelling question.

Underpinning Reasoning Learning Targets:

- The student can explain how a question reflects an enduring issue in the field.
- The student can explain how supporting questions contribute to an inquiry.
- The student can explain how, through engaging source work, new compelling and supporting questions emerge.

Underpinning Skills Learning Target:

- The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

Instructional Strategies

Brainstorm a list of compelling questions students have about how economics. Sort and organize these compelling questions into categories. For each compelling question, create 2-3 supporting questions.

Use the Question Formulation Technique to help students learn to develop and ask their own questions about economics.

Instructional Resources

College , Career, and Civic Life Framework (C3) Framework – <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

C3 Teachers – database of inquiries covering various topics in social studies: <http://www.c3teachers.org/inquiries/>

Compelling and Supporting Questions C3 Videos: <https://youtu.be/0MNeej4bpSM> and <https://youtu.be/3BUdJwYksns>

Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. <http://rightquestion.org/education/>

Points of View Reference Center (INFOhio) – An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. <https://www.infohio.org/students//er/grade/g912>.

Unpacked Standards / Clear Learning Targets

| | | |
|---|---|---|
| <p>C3 Framework Dimension 2. Apply disciplinary concepts and tools to address compelling questions.</p> <p><i>Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.</i></p> | <p><u>Essential Understanding</u> Using disciplinary skills and tools of economics</p> <p><u>Extended Understanding</u> Application of skills and tools to address compelling questions</p> | <p><u>Academic Vocabulary Tier 2</u> disciplinary concepts compelling questions data inference trend</p> |
| <p>Ultimate Learning Target Type: Reasoning</p> | <p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can apply disciplinary concepts and tools to address compelling questions. <p><u>Underpinning Skills Learning Target:</u></p> <ul style="list-style-type: none"> - The student can use several sources of data to predict a trend, make an inference, or arrive at a conclusion relating to an economic issue (EC 1) - The student can demonstrate how financial reports can be used to make decisions about personal finances. (EC 2) | |

Content Elaborations**From the *College, Career, and Civic Life Framework*:**

Effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.

Economic Data

To predict trends, make inferences, and arrive at conclusions, economists analyze many different sources of data. For example, economists would use many sources of data (e.g., disposable income, quintiles of income distribution, stock prices, inflation) for a study of the impact of a tax cut on consumer spending. Economists would use data appropriate to the study of the effect of falling gasoline prices on consumer driving habits or the effect of deficit spending during a recession.

Financial Reports and Decision-Making

Making decisions related to personal finances requires students to analyze financial statements and reports. Bank statements update recent transactions related to deposits and spending.

Individuals can decide to make a major purchase based on available funds or adjust spending to avoid shortfalls.

Reading stock market reports, mutual fund statements, savings account summaries and certificates of deposit (CD) statements enable individuals to make decisions related to investing. For example, people make decisions to take stock dividends in cash or automatically have them reinvested, or people decide to place money in a (CD) based upon the interest rates and term lengths.

Understanding and reconciling check ledgers, online banking summaries and/or other types of financial reports help inform personal financial decisions. For example, people make decisions to increase savings based on average checking account balances or plan for future purchases based on a regular savings pattern.

Instructional Strategies

Have students do cost-benefit analyses of various economic decisions. Begin with basic decisions in everyday life and move to more complex decision scenarios. Create a graphic organizer to map out costs and benefits.

Provide students with current economic data sets in the form of tables and graphs. Have students analyze the data and make predictions about how this data will affect public policy and consumer behavior.

Use news sources to locate and analyze current economic issues. Identify the economic data used in the source and predictions made by economics based on the data. Do all the economists cited provide similar predictions?

Use sample bank statements and financial reports to make decisions about saving, spending, and investing.

Sample Assessments and Performance Tasks

Read the information in the graph below. If this trend continues, what will be the expected impact on consumer spending?

Read the article below. What action could the government take to address the problem? What will be the expected outcome of this government action?

A U.S. Senator wants the federal government to reduce income taxes for most Americans? How will this action likely impact consumer behavior?

Samantha has just inherited \$2,000. Within the next year, she needs to purchase furniture that costs \$2,000. If Nancy puts the \$2,000 in her savings account, she will earn 1 percent interest for the year. Samantha expects that the current inflation rate of 2 percent will continue for at least one year. From an economic perspective, explain why Samantha should buy the furniture now instead of putting the \$2,000 into her savings account.

Instructional Resources

Econ Ed Link (Council for Economic Education) - <https://www.econedlink.org>

Online Assessment Center (Council for Economics Education) - <https://cee.linkit.com/registration>

Federal Reserve Education - <https://www.federalreserveeducation.org>

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims.

Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.

Essential Understanding

Using sources for evidence to support claims

Extended Understanding

Evaluating sources and refining claims from evidence

Academic Vocabulary

Tier 2
evaluate
sources
claims

**Ultimate Learning Target
Type: Skill**

Broad Learning Target:

- The student can gather and evaluate sources and use evidence to support claims.

Underpinning Skills Learning Target:

- The student can gather relevant information from multiple sources representing a wide range of views.
- The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources.
- The student can evaluate the credibility of a source by examining how experts value the source.
- The student can develop claims and counterclaims while pointing out the strengths and limitations of both.
- The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Content Elaborations**From the *College, Career, and Civic Life Framework*:**

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Instructional Strategies

Have students curate a collection of resources on a selected economic issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

Have students highlight the claim, evidence, and reasoning from a recent op-ed using three different colors. Conduct additional research and write a counterclaim with evidence and reasoning.

Sample Assessments and Performance Tasks

What type of evidence would support the following claim: _____?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that economists could make based on these sources.

Using the data provided, support or refute the following claim: _____.

Using the sources below, construct a claim about _____ and provide two pieces of evidence that support it.

Instructional Resources

Reading Like a Historian: Evaluating Sources - <http://sheg.stanford.edu/evaluating-sources>

Civic Online Reasoning (Stanford History Education Group) - <https://cor.stanford.edu/>

Points of View Reference Center (INFOhio) - <https://www.infohio.org/students//er/grade/g912>.

Logic in Argumentative Writing - <https://owl.english.purdue.edu/owl/resource/659/01/>

The Writing Center at UNC-Chapel Hill: Evidence - <http://writingcenter.unc.edu/handouts/evidence/>

Thesis-Proof Chart (Reading Quest) - <http://www.readingquest.org/thesis.html>

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 4. Communicate conclusions and take informed action.

Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.

Essential Understanding

Communicate arguments with sound reasoning and evidence

Extended Understanding

Take informed action based on reasoned arguments

Academic Vocabulary

Tier 2

conclusions
evidentiary
claims
counterclaims
deliberative

Tier 3

individual action
collective action

**Ultimate Learning Target
Type: Skill**

Broad Learning Target:

- The student can communicate conclusions and take informed action.

Underpinning Skills Learning Targets:

- The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources.
- The student can acknowledge counterclaims and evidentiary weaknesses of an argument.
- The student can critique the credibility and validity of claims, evidence and reasoning in arguments.
- The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom.
- The student can use print and oral technologies and digital technologies to communicate ideas.

Underpinning Reasoning Learning Targets:

- The student can assess options for individual and collective action to address local, regional, and global problems.
- The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Content Elaborations**From the *College, Career, and Civic Life Framework*:**

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

Instructional Strategies

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to improve economic mobility.

Start a social media hashtag/campaign in support or opposition to an economic policy.

Write an editorial or create a public service announcement highlighting an economic problem in the community or nation.

Write a letter or email to a legislator on a pending economic bill.

Create print or digital posters for publication/distribution advocating for a particular economic policy change.

Provide testimony to the city council or school board for how local officials can meet the needs of the people who live there.

Prepare and deliver lessons to introduce personal financial literacy to middle school students.

Sample Assessments and Performance Tasks

Identify two strategies that you could use to influence economic policy at the state or national level.

Which action below would be appropriate for addressing an economic problem in your local community?

How could you use social media to take informed action on an economic issue?

Instructional Resources

Classroom Tools for Presentations and Slideshows - <https://www.graphite.org/top-picks/best-classroom-tools-for-presentations-and-slideshows>

PVLEGS - <http://pvlegs.com> - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed

C3 Teachers: Taking Informed Action video - https://youtu.be/PC6J4tc3_TY

Civic Action Project (Constitutional Rights Foundation) - <https://www.crfcap.org/mod/page/view.php?id=205>

Unit I. Fundamentals of Economics
Unpacked Standards / Clear Learning Targets

| | | |
|---|--|--|
| <p>Economics Learning Targets 3, 5, 6. Explain how productive resources are allocated through markets.</p> <p><i>Content Statements</i></p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> | <p><u>Essential Understanding</u> Allocation of resources through supply and demand.</p> <p><u>Extended Understanding</u> Evaluation of market economics</p> | <p><u>Academic Vocabulary</u></p> <p>Tier 3 scarcity opportunity cost allocation supply demand markets</p> |
| <p>Ultimate Learning Target Type: Reasoning</p> | <p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how productive resources are allocated through markets. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can use the concepts of tradeoffs, opportunity costs, scarcity and choices to explain why people cannot have all the goods and services they want and, as a result, must choose some things and give up others. (EC 3) - The student can analyze how markets adjust to changes in supply and demand and how these adjustments send signals and provide incentives to consumers and producers to influence their own decisions. (EC 5) - The student can apply supply-and-demand model charts to demonstrate the shifting nature of supply and demand. (EC 5) - The student can explain how competition among sellers lowers costs and prices and encourages producers to produce more of what consumers are willing and able to buy. (EC 6) - The student can explain how competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them. (EC 6) | |

Content Elaborations**Scarcity and Opportunity Cost**

Economics is the study of scarcity, which means that there are unlimited wants, but limited resources. Consequently, individuals must make choices or tradeoffs. What goods, resources and/or services is one willing to give up to obtain another good, resource and/or service? Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made. For example, a high school student wants to buy a car. He decides not to try out for the football team in order to get a job to enable him to buy the car. The opportunity cost is playing football.

Markets, Supply, Demand and Price

A market exists whenever buyers and sellers exchange goods and services. Exchanges occur almost anywhere, through face-to-face transactions, the Internet, by phone or via mail order.

The market price, also referred to as the equilibrium price, is reached (and illustrated) when the demand and supply curves intersect. If the price of a good or service is below the equilibrium price, there will be a shortage. As a result of a shortage, price will rise, quantity supplied will increase and quantity demanded will decrease, eliminating the shortage.

If the price of a good or service is above the equilibrium price, there will be a surplus. As a result of a surplus, price will fall, quantity supplied will decrease and quantity demanded will increase, eliminating the surplus.

The demand for a good or service shifts when there is a change in: consumers' preferences or incomes; the prices of related goods or services; and the number of consumers in the market.

The supply of a product shifts when there are changes in: the prices of productive resources used to make the good or service; number of sellers in a market; the opportunities for profit available to producers of other goods or services; and the technology used to make the good or service.

Competition

Competition is an important characteristic of a market economic system. Producers are rivals and their motive is to make a profit. They compete with each other to meet consumer demand through advertising, offering promotions and making production more efficient by integrating technological innovations into production and developing labor-saving devices. This may lead to better quality goods at lower prices.

Competition among consumers for goods and services leads to higher prices for those willing to pay for them. For example, if the supply of oil decreases, competition by consumers to purchase gasoline will lead to higher prices. Those unwilling to pay the higher prices might seek alternative means of transportation.

Instructional Strategies

Provide students with examples of economic decisions and have them identify the opportunity cost of the decision.

Use a series of supply and demand curve graphs to have students analyze the relationship between supply, demand, and price, and identify the market (equilibrium) price.

Have students search current news sources for articles that show markets, supply, demand, and price. Have students identify the shifts in demand and supply and what factors contributed to those shifts.

Assume the role of an entrepreneur opening a new business. What factors will you take into consideration when deciding what to sell and where? What strategies will you use to compete with others in the same market? How will you keep prices competitive, while producing quality goods?

Sample Assessments and Performance Tasks

Which statement best explains the problem of scarcity?

Marcus owns a T-shirt shop in a downtown neighborhood. Because he has many competitors, he has no control over the price of T-shirts. If Marcus's rent for the store space doubles, which of the following is most likely to occur?

Which of the following best describes an opportunity cost for a student who chooses to quit a full-time job to go to college?

How are resources primarily allocated in competitive markets?

Identify the market (equilibrium) price on the graph below.

Which of the following would give a business more control over the price of its product?

Instructional Resources**Scarcity and Opportunity Cost**

Scarcity Video and Quiz - <https://www.econedlink.org/resources/scarcity-video-and-quiz/>

Production Possibilities Curve - <https://www.econedlink.org/resources/production-possibilities-curve/>

I don't Want Much, I Just Want More: Allocation, Competition, and Productivity -
<https://www.econedlink.org/resources/i-dont-want-much-i-just-want-more-allocation-competition-and-productivity/>

Supply and Demand

Consumer Choice and Decision Making Video Series and Quiz -
<https://www.econedlink.org/resources/consumer-choice-and-decision-making-video-series-and-quiz/>

Where Does the Price of Pizza Come From? - <https://www.econedlink.org/resources/where-does-the-price-of-pizza-come-from/>

That's the Ticket: The Economics of Ticket Scalping - <https://www.econedlink.org/resources/thats-the-ticket-the-economics-of-ticket-scalping/>

Supply and Demand Webinar- <https://vimeo.com/287296071>

Khan Academy: Introduction to Economics - <https://www.khanacademy.org/economics-finance-domain/microeconomics/basic-economic-concepts-gen-micro>

Khan Academy: Supply, Demand, and Market Equilibrium - <https://www.khanacademy.org/economics-finance-domain/microeconomics/supply-demand-equilibrium>

Crash Course: Supply and Demand - [https://youtu.be/g9aDiz\]pd_s](https://youtu.be/g9aDiz]pd_s)

Would You Demand It? - <https://www.econedlink.org/resources/would-you-demand-it/>

iCivics: The Market Economy - <https://www.icivics.org/teachers/lesson-plans/market-economy-0>

Unit 2. Economic Systems and Theories
Unpacked Standards / Clear Learning Targets

Economics Learning Targets 4, 7-8. Analyze the role of government in the allocation of resources and the health of the national economy.

Content Statements

4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.

7. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.

8. Economic policy decisions made by governments result in both intended and unintended consequences.

Essential Understanding

Using disciplinary skills and tools of economics

Extended Understanding

Application of skills and tools to address compelling questions

Academic Vocabulary

allocate
economic indicators
Gross Domestic Product
Consumer Price Index
Neoclassical Economics

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can analyze the role of government in the allocation of resources and the health of the national economy.

Underpinning Reasoning Learning Targets:

- The student can compare the way each of the economic systems allocates scarce resources. (EC 4)
- The student can interpret and evaluate economic indicators (e.g., Gross Domestic Product, unemployment rates, Consumer Price Index) to assess a nation's economic well-being. (EC 7)
- The student can describe the intended and unintended results of an economic policy decision made by a government. (EC 8)
- The student can compare neoclassical economic models with alternative theories and perspectives.

Content Elaborations**Economic Systems**

Economic systems are developed to satisfy the wants of their people and to allocate limited resources by answering three economic questions:

- What will be produced?
- How will it be produced?
- To whom will it be distributed?

The characteristics of traditional, market, command and mixed economies differ with regard to private property, freedom of enterprise, competition and consumer choice, and the role of government. The traditional economic system is based on custom. The allocation of resources changes little over generations. Today, traditional economic systems are found in small hunting or agricultural-based societies. In the market economic system, the allocation of resources is determined by consumer spending. If consumers want a certain type of clothing, resources will be allocated to meet the demand. The characteristics of market economies are private property, freedom of enterprise, competition and consumer choice, and the limited role of government. In the command economic system, the allocation of resources is determined by a small group of planners. They decide how the key economic questions are answered. Centrally planned economies are common in communist countries. The government owns the means of production.

No pure market or command economic systems exist. Generally, they are mixed-economic systems that either lean toward a market or command system.

Government and the Economy

One of the indicators on a nation's economic health is its Gross Domestic Product (GDP). This is a basic measure of economic output of the total market value of all final goods and services produced in a country in a given year. It allows experts to see whether the economy is moving forward or regressing. Economists distinguish between nominal and real GDP. Nominal GDP is reflected in current dollars. Real GDP is adjusted for inflation. Other economic indicators include the Consumer Price Index (CPI), unemployment rates, new residential sales, new residential construction, personal income and expenditures, consumer confidence index and U.S. international transactions.

Economic policy decisions are generally intended to maintain a healthy economy. Examples include social security, deep ocean drilling, tax cuts, and deficit spending. Sometimes there are unintended consequences.

The historic controversy over tariffs is an example of unintended consequences. The Hawley-Smoot Tariff of 1930 was protectionist legislation pushed by manufacturers and farmers. The tariff made it difficult for European producers to sell their products to the U.S. Consequently, the former European allies could not repay war debts and international trade stagnated.

Content Elaborations (continued)**Government and the Economy (continued)**

One of several factors leading to the Great Depression in the United States was the excessive amount of lending by banks. This fueled speculation and use of credit. The Federal Reserve attempted to curb these practices by constricting the money supply. The effect was to worsen economic conditions by making it harder for people to repay debts and for businesses, including banks, to continue operations. Government regulations have a specific intent. Some would argue, however, that the unintended consequences outweigh the benefits of the intentions of the regulations.

Fiscal policies are decisions to change spending and tax levels by the federal government to influence national levels of output, employment, and prices.

Increasing federal spending and/or reducing taxes may promote more employment and output in the short run, but price levels and interest rates could rise as a result. Similarly, decreasing federal spending and/or increasing taxes will likely lead to lower price levels and interest rates, but in the short run, they decrease employment and output levels.

The Federal Reserve System uses monetary policies to influence the supply of money and the availability of credit. The Fed induces changes in interest rates to influence prices, employment, and spending.

Economic Theories and Models

Neoclassical economics is an approach to economics focusing on the determination of goods, outputs, and income distributions in markets through supply and demand. Neoclassical economics argues that the consumer's goal is utility maximization (customer satisfaction), the company's goal is profit maximization; therefore the customer is ultimately in control of market forces such as price and demand. This model emphasizes economics as a scientific discipline, with "laws" of supply and demand. Neoclassical economics is the dominant paradigm in economic education.

Critics of the Neoclassical model argue that this approach does not accurately describe actual economies, only theoretical models. The Neoclassical model assumes an "economic man" that only acts in rational self-interested ways. Neoclassical critics maintain that this assumption ignores other aspects of human nature, such as emotion and values, that guide economic behavior.

Feminist economics is one alternative to Neoclassical. A Feminist economic lens introduces gender, race, and class into economic discussions. Feminist economics argues that Neoclassical models ignore work/labor that is unpaid (childcare, work within a family/home). Feminist economics also critiques the Neoclassical model's attempt to make economic behavior purely scientific. Feminist economics views human interactions as more complex, arguing that cultural values, such as being part of a community, cooperation/caring influence human economic behavior.

Instructional Strategies

Create a chart/graphic organizer to compare how economic systems allocate resources to satisfy the wants of their people.

| | What will be produced? | How will it be produced? | To whom will it be distributed? |
|-------------|------------------------|--------------------------|---------------------------------|
| Traditional | | | |
| Market | | | |
| Mixed | | | |
| Command | | | |

Conduct a class discussion/debate on the pros and cons of different economic systems. Have students write claims, with supporting evidence and reasoning, and counter-claims. Discuss the question, why do most countries have mixed economies?

Have students research recent GDP, Consumer Price Index, and unemployment rates for a group of selected countries and draw conclusions about whether the economy is moving forward or regressing in each country.

Create a graphic organizer to show the intended and unintended consequences of a fiscal or monetary policy decision. Use current news sources or historical case studies to provide examples.

Write a critique of the Neoclassical model of economics. What are the limitations of this model? What perspectives are ignored in Neoclassical economics?

Sample Assessments and Performance Tasks

Which of the following best describes the primary role of an economic system?

In a market economic system, what is the primary goal of producers when they are deciding how to produce goods for sale?

Which is an accurate description of how the Federal Reserve uses the discount rate to influence consumer behavior?

If the U.S. government wanted to encourage businesses to hire more employees, would the government raise taxes or lower taxes on businesses? Explain your answer.

Instructional Resources**Economic Systems**

Comparative Economic Systems - <https://www.econedlink.org/resources/comparative-economic-systems/>

Crash Course: Economic Systems and Macroeconomics - <https://youtu.be/B43YEW2FvDs>

Khan Academy: Economic Systems -

<https://www.khanacademy.org/economics-finance-domain/microeconomics/basic-economic-concepts-gen-micro/economic-systems>

Government and The Economy

iCivics: Government and the Economy - <https://www.icivics.org/teachers/lesson-plans/government-economy-0>

iCivics: Taxation - <https://www.icivics.org/teachers/lesson-plans/taxation>

Crash Course: Fiscal Policy and Stimulus - <https://youtu.be/otmgFQHbaDo>

Crash Course: Monetary Policy and the Federal Reserve - <https://youtu.be/l dq7mMort9o>

Monetary Policy (Macroeconomics) - <https://www.learner.org/series/economics-ua-21st-century-edition/monetary-policy/>

Economic Theories and Models

Neoclassical Economics - <https://www.econlib.org/library/EncI/NeoclassicalEconomics.html>

Visions of Education Podcast: Feminist Economics - <https://visionsofed.com/2020/01/05/episode-132-feminist-economics-in-social-studies-with-neil-shanks/>

Unit 3. Global Economics and Economic Issues
Unpacked Standards / Clear Learning Targets
Economics Learning Targets 9-10. Explain how comparative advantage and governmental actions impact international trade.
Content Statements

9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.
10. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.

Essential Understanding

How comparative advantage leads to trade

Extended Understanding

The impact of governmental actions on international trade

Academic Vocabulary
Tier 3

interdependence
comparative advantage
specialization
tariffs
import quotas

**Ultimate Learning
Target Type: Reasoning**
Broad Learning Target:

- The student can explain how comparative advantage and governmental actions impact international trade.

Underpinning Reasoning Learning Targets:

- The student can explain how production, consumption and interdependence increase when regions and nations trade with each other as a result of using comparative advantage. (EC 9)
- The student can analyze how a nation's economic policies, trade agreements, and/or memberships in multi-national organizations impact international trade. (EC 10)

Content Elaborations**Comparative Advantage and Trade**

Comparative advantage of regions and nations exists when they can produce goods or services at a lower opportunity cost than other individuals or nations. Specializing in the production of the good or service at a lower cost increases trade with others.

For example, Country X can produce either 400,000 tons of corn or 800,000 tons of wheat. The opportunity cost for Country X of producing one ton of corn is two tons of wheat. Country Y can produce either 100,000 tons of corn or 500,000 tons of wheat. The opportunity cost for Country Y of producing one ton of corn is five tons of wheat. Of the two countries, Country X is the lower-cost producer of corn because for each ton of corn produced, it only has to give up the production of two tons of wheat, whereas Country Y has to give up the production of five tons of wheat. In the same manner, Country Y has a comparative advantage in producing wheat because for each ton of wheat produced, it only gives up 1/5 ton of corn. Country X gives up 1/2 ton of corn for each ton of wheat produced. Instead of each country trying to produce both corn and wheat at less than the highest production levels, it makes sense for Country X to specialize in producing corn and for Country Y to specialize in producing wheat. Each country can maximize production in one product and trade with each other for what they no longer produce. Country X can now trade one ton of corn for three tons of wheat (without specialization, the opportunity cost of producing one ton of corn was two tons of wheat). Country Y can now trade three tons of wheat for one ton of corn (without specialization, the opportunity cost of producing three tons of wheat was 3/5 ton of corn). Trade works to the benefit of both countries and consumption of these products can increase.

Government Actions

International trade can be affected by government actions. When imports are restricted by public policies, consumers pay higher prices and job opportunities and profits in exporting firms decrease.

Tariffs and import quotas are generally supported by producers of domestic products. A tariff is a tax on imported goods. Import quotas limit the number of products allowed into a country. The intent is to make domestic goods more competitive. However, as history has shown, affected countries can reciprocate with tariffs or import quotas of their own, consequently impacting international trade.

Some government subsidies significantly impact international trade. Since the 1930s, the U.S. has provided subsidies in the form of price supports to farmers to help them maintain a good standard of living. The government does this by paying farmers not to grow crops and purchasing surplus agricultural products for storage. This lowers the supply of the product and keeps the price at a level to help the farmers. However, this makes it difficult for foreign countries to sell the same or similar products to the U.S.

There are many multinational economic organizations such as the: Asia-Pacific Economic Cooperation; European Union, International Monetary Fund (IMF), Organization for Economic Co-operation and Development (OECD), Organization of the Petroleum Exporting Countries (OPEC), World Bank, and World Trade Organization (WTO).

Instructional Strategies

Complete vocabulary word/concept maps for key economics vocabulary in this standard: opportunity cost, comparative advantage, specialization, interdependence, tariffs, import quotas. Categories can include: definition in your own words, examples, non-examples, symbol, use it meaningfully in a sentence.

Provide students with a series of tables showing sample production capacity of two countries and two products. Use the following questions to guide discussion of comparative advantage and trade:

| | Corn | Wheat |
|-----------|--------------|--------------|
| Country X | 400,000 tons | 800,000 tons |
| Country Y | 100,000 tons | 500,000 tons |

- What is the opportunity cost for Country X of producing one ton of corn? (two tons of wheat)
- What is the opportunity cost for Country Y of producing one ton of corn? (five tons of wheat)
- Which country has the comparative advantage in producing corn? Why? (Country X because it only gives up two tons of wheat to produce one ton of corn, whereas Country Y has to give up five tons of wheat to produce one ton of corn)
- What is the opportunity cost for Country X of producing one ton of wheat ($\frac{1}{2}$ ton of corn)
- What is the opportunity cost for Country Y of producing one ton of wheat ($\frac{1}{5}$ ton of corn)
- Which country has the comparative advantage in producing wheat? Why? (Country Y because it only gives up $\frac{1}{5}$ ton of corn to produce one ton of wheat, whereas Country X gives up $\frac{1}{2}$ corn to produce one ton of wheat.)
- How does this situation lead to trade? (Country X specializes in producing corn and Country Y specializes in producing wheat because of comparative advantage)

Create a graphic organizer showing the positive and negative consequences of using tariffs and import quotas.

Research a multinational economic organization (Asia-Pacific Economic Cooperation; European Union, International Monetary Fund, Organization for Economic Co-operation and Development (OECD), Organization of the Petroleum Exporting Countries (OPEC), World Bank, and World Trade Organization (WTO)). Create an infographic that explains the key goals and actions of the organization and how these organizations impact trade policies for member nations.

Search current news sources for articles on trade and/or subsidy policies. Summarize the policies and the arguments for and against the particular policy.

Unpacked Standards / Clear Learning Targets

| | | |
|--|--|---|
| <p>Contemporary World Issues Learning Targets 11, 13, 19, 21. Analyze the relationship between economics and current global issues.</p> <p><i>Content Statements</i></p> <p>11. Decisions about human activities made by individuals and societies have implications for both current and future.</p> <p>13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.</p> <p>19. The global economy creates advantages and disadvantages for different segments of the world's population.</p> <p>21. The distribution of wealth and economic power among countries changes over time.</p> | <p><u>Essential Understanding</u> How economics is related to current global issues.</p> <p><u>Extended Understanding</u> How to address current economic issues</p> | <p><u>Academic Vocabulary</u></p> <p>Tier 2 intended consequences unintended consequences</p> <p>Tier 3 sustainability distribution of power non-governmental organizations</p> |
| <p>Ultimate Learning Target Type: Reasoning</p> | <p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze the relationship between economics and current global issues. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze the impact of a selected human activity today and in the future, including intended and unintended consequences. (CWI 11) - The student can analyze how people collaborate to address sustainability issues through international associations and non-governmental organizations. (CWI 13) - The student can evaluate how the changing global economy has created advantages and disadvantages for different segments of the world's population. (CWI 19) - The student can analyze the causes and effects of changes to the distribution of wealth and economic power among countries. (CWI 21) | |

Content Elaborations**Economics and Sustainability Issues**

Decisions about human activities are often made by comparing the costs and benefits of the anticipated consequences. Unintended consequences are those that are not expected or anticipated. The difficulty of predicting how ecological, social, and economic systems will react to human activities often results in unintended consequences. Both intended and unintended consequences can be interpreted as positive or negative based on differing perspectives and values.

Sustainability focuses on meeting present needs without compromising the ability of future generations to meet their needs. Sustainability issues involve a balance between economic, social, and environmental needs, such as: agricultural practices, scarcity of natural resources, energy use, and population growth.

Sustainability issues, like most contemporary world issues, are interpreted differently by different people. Individuals, organizations and nations view sustainability issues differently based on their political, economic and cultural perspectives. Some might prioritize economic growth over environmental concerns. Others might see environmental concerns as critical to their future.

Sustainability issues include those that deal with the balance between economic, social and environmental needs, such as: agricultural practices, energy use, and population growth.

Global Inequality

The 21st century is characterized by increased global trade and economic interdependence. In a global economy, economic activity crosses national and cultural borders, often resulting in new economic connections and increased interdependence. While some nations and peoples benefit greatly from participation in the international marketplace, other segments of the world's population may experience economic hardship.

Global competition can lead to advantages for some people, such as: increased employment, lower prices, increased consumer choices and rise in the standard of living. Global competition can lead to negative effects for some people, such as: loss of jobs, reduced wages, exploitation of workers, environmental damage, and natural resource depletion.

The distribution of wealth and economic power shifts as a result of political and social changes, and developments in technology or productive resources. Gradual or rapid changes in the distribution of wealth and economic power may result from: political changes (e.g., trade alliances, new leaders); social changes (e.g., improvements in access to education); development of new technologies (e.g., agriculture and manufacturing advances); and development of productive resources (e.g., discovery of new mineral reserves). As the distribution of wealth and economic power shifts among countries, patterns of conflict and cooperation can change.

Instructional Strategies

Choose a particular human activity related to sustainability issues (agriculture, energy, natural resources) and create a graphic organizer to compare the costs and benefits of anticipated consequences. Then, identify unintended consequences of this activity.

Create a 3 Venn diagram to illustrate the balance of economic, social, and environmental needs. Use the diagram to analyze the sustainability of fair trade coffee, in which fair prices are paid to those producing the coffee in developing countries. How can coffee production promote economic, social, and environmental sustainability?

Use current news sources to analyze positive (increased employment, lower prices, increased consumer choices and rise in the standard of living) and negative (loss of jobs, reduced wages, exploitation of workers, environmental damage, and natural resource depletion) effects of global competition.

Create a series of note cards describing a specific political, social, or technological change. Have students organize the changes into categories and discuss how each could contribute to changes in the distribution of wealth and economic power.

Analyze economic data sets (tables, graphs, charts) that show global inequality. Use the data sets to write claims with supporting evidence.

Write an editorial, social media post, or create a public service announcement raising awareness about a current issue of economic inequality and what actions should be taken to address this problem.

Sample Assessments and Performance Tasks

Read the scenario below. Explain how this scenario promotes economic, social, and environmental sustainability.

Describe four reasons for changes in the distribution of wealth and economic power in the world.

Which statement reflects a negative effect of global competition?

How does economic growth help a nation reduce its poverty level and increase its standard of living?

Instructional Resources

Economics and the Environment - <https://www.stlouisfed.org/education/page-one-economics-classroom-edition/economics-and-the-environment>

Points of View Reference Center: Raising the Minimum Wage -

<http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23554885&site=pov-live&authtype=cookie.ip.url.custuid&custid=infohio>

Points of View Reference Center: Wealth Gap -

<http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=84783789&site=pov-live&authtype=cookie.ip.url.custuid&custid=infohio>

Points of View Reference Center: Capitalism vs. Socialism -

<http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=43268219&site=pov-live&authtype=cookie.ip.url.custuid&custid=infohio>

C3 Teachers: Super Rich - <http://www.c3teachers.org/inquiries/super-rich/>

Economics Inquiry: Teaching Economics with Social Justice in Mind - <http://www.christophercmartell.com/EconomicsSocialJusticeMartell.pdf>

Economic and Social Justice: A Human Rights Perspective - <http://hrlibrary.umn.edu/edumat/hreduseries/tblb/index.html>

How the Deck is Stacked: Income Inequality in the U.S. - <https://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-income-inequality-in-the-united-states/>

Unit 4. Financial Literacy
Unpacked Standards / Clear Learning Targets
Economics Learning Targets 2, 13-15 Explain strategies for effective financial decision-making and money management.
Content Statements

2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.
13. Financial decision-making involves considering alternatives by examining costs and benefits.
14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.
15. Different payment methods have advantages and disadvantages.

Essential Understanding

Key strategies financial decision-making and money management

Extended Understanding

Long-term impact of financial decision making strategies

Academic Vocabulary
Tier 3

financial reports
budget
savings
investments
insurance
philanthropy

**Ultimate Learning Target
Type: Reasoning**
Broad Learning Target:

- The student can explain strategies for effective financial decision-making and money management.

Underpinning Reasoning Learning Targets:

- The student can explain how financial decision making involves considering alternatives by examining costs and benefits. (EC 13)

Underpinning Skills Learning Targets:

- The student can demonstrate how financial reports can be used to make decisions about personal finances. (EC 2)
- The student can develop a financial plan that includes both short-and long-term goals within a budget, including spending on goods and services, savings and investments, and insurance, and philanthropy. (EC 14)
- The student can evaluate the advantages and disadvantages of different payment methods. (EC 15)

Content Elaborations

Making decisions related to personal finances requires students to analyze financial statements and reports. Bank statements update recent transactions related to deposits and spending. Individuals can decide to make a major purchase based on available funds or adjust spending to avoid shortfalls. Reading stock market reports, mutual fund statements, savings account summaries and certificates of deposit (CD) statements enable individuals to make decisions related to investing.

Understanding and reconciling check ledgers, online banking summaries and/or other types of financial reports help inform personal financial decisions. For example, people make decisions to increase savings based on average checking account balances or plan for future purchases based on a regular savings pattern.

Establishing personal goals often involves evaluating alternative choices. When these goals include financial decision-making, individuals need to examine costs and benefits. Most financial decisions involve tradeoffs because resources are limited. Those decisions result in an opportunity cost. For example, if an individual decides to place money into their retirement account, they will have less money to place into their short-term savings account.

A personal financial plan is designed to enable an individual to reach a goal. For a young person, it could be the steps to make a purchase such as personal electronic devices or a car. It might be to make a trip or to pay for a college education. An adult might use a financial plan for short-and long-range goals. Short-range goals would be those to be obtained within a year. These might include purchasing an appliance, new tires for a car or taking a vacation. Long-range goals take longer, such as saving to purchase a house, pay for a child's college education or saving for retirement.

A personal financial plan includes a budget that estimates the income and expenses over a specific period of time. A budget can be used to manage spending and achieve financial goals. Long-range plans involve strategies for savings (e.g., money- market accounts, certificates of deposit and other types of time deposits).

Effective purchasing requires an understanding of the advantages and disadvantages of payment options. Credit cards offer such advantages as convenience in shopping, promotional incentives, and enabling consumers to build their credit scores. There are disadvantages as well, such as interest rates on periodic balances making purchases more expensive. Individuals can set up different kinds of credit accounts with firms (i.e., regular, revolving, installment). All offer advantages and disadvantages.

Maintaining a system of financial recordkeeping will help inform financial decision making in the long run. There are different ways of paying fixed, variable and periodic bills to maintain financial stability (e.g., cash, check, credit, debit, electronic).

Instructional Strategies

Complete vocabulary word/concept maps for key financial literacy vocabulary in this standard: budget, savings, investments, insurance, philanthropy. Categories can include: definition in your own words, examples, non-examples, symbol, use it meaningfully in a sentence.

Have students establish short-term and long-term personal finance goals and outline the strategies they will use to meet each goal.

Create a personal budget based on a sample income for an individual and family.

Create a decision-making graphic organizer to map out possible costs and benefits of various alternative financial decisions.

Use sample bank statements and financial reports to make decisions about saving, spending, and investing.

Sample Assessments and Performance Tasks

You are developing a savings plan and using short-term and long-term goals. Which choice represents possible goals from short-term to long-term?

You saved \$1,200 from a summer job. Which of these savings plans would work best if you don't need access to the money for a number of years and wanted to earn the highest interest rate?

Which of the choices below is an effective strategy for personal saving?

Instructional Resources

Next Gen Personal Finance: Budgeting - <https://www.ngpf.org/curriculum/budgeting/>

Practical Money Skills: Lesson 1: Money Matters: Why It Pays to Be Financially Responsible - http://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

Practical Money Skills: Lesson 2: Dream Big: Money and Goals - http://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

NEFE HS Financial Planning Program: Module 1: Money Management - <https://www.hsfpp.org/instructors/download-curriculum.aspx> (Create a free account)

Unpacked Standards / Clear Learning Targets
Economics Learning Targets 11, 12; 16, 17, 18, 19. Explain how income, saving, and investing help to build wealth.
Content Statements

- 11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.
- 12. Employee earning statements include information about gross wages, benefits, taxes and other deductions.
- 16. Saving and investing help to build wealth.
- 17. Savings can serve as a buffer against economic hardship.
- 18. Different costs and benefits are associated with saving and investing alternatives.
- 19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.

Essential Understanding

Strategies for building wealth through saving and investing

Extended Understanding

Weigh costs and benefits of saving and investing alternatives.

Academic Vocabulary
Tier 3

earning statement
income
saving
investing

**Ultimate Learning Target
Type: Reasoning**
Broad Learning Target:

- The student can explain how income, saving, and investing help to build wealth.

Underpinning Knowledge Learning Targets:

- The student can explain how income is determined by many factors including individual skills and abilities, work ethic, and market conditions. (EC 11)
- The student can describe information that would be included in an employee's earning statements such as gross wages, benefits, taxes, and other deductions. (EC 12)
- The student can explain the access that banks, brokerages and insurance companies provide to investors for certificates of deposit, stocks, bonds, and mutual funds. (EC 19)

Underpinning Reasoning Learning Targets:

- The student can explain how saving and investing help to build wealth. (EC 16)
- The student can explain how savings can serve as a buffer against economic hardship. (EC 17)

Underpinning Skills Learning Targets:

- The student can demonstrate how financial reports can be used to make decisions about personal finances. (EC 2)

Content Elaborations**Working and Earning**

Income may be determined by the skills and abilities an individual has. Some skills may require intense training and education. Income may be influenced by an individual's work ethic. One who puts in more hours or demonstrates a better attitude about his or her work may reap a higher income.

Market conditions can influence an individual's income. Economic, social, cultural, and political conditions can all affect incomes. Jobs that are in high demand with a limited supply of workers with particular skills often offer higher incomes. Usually, these might be in certain professions that require years of education (e.g., doctors, dentists, lawyers). In addition, jobs that include a high amount of physical risk may offer the opportunity to earn higher incomes.

Employees are able to monitor their salaries through the information provided in their earning statements. Earning statements generally include gross and net wages over a year. They also may include benefits such as health insurance (medical, dental or vision) and retirement contributions. The statement will show how much the employer pays and how much the employee pays. Deductions for federal, state and local taxes are provided. Other deductions might be for annuities or payments for loans.

Saving and Investing

Building wealth is the means for preparing for planned and/or unexpected expenses and for obtaining financial security. Savings is one way to build wealth (e.g., personal savings accounts, money-market accounts, time deposits). Investments are ways to build wealth (e.g., bonds, stocks, mutual funds, 401(k) plans). Individuals may invest in real estate to rent or eventually sell at a profit.

Unexpected expenses occur due to loss of job, accidents, health issues or automobile and home repairs. Setting money aside for such emergencies can ease the stress of uncertainty until additional income is available.

Financial advisors offer many strategies for saving. Opening a savings account enables deposits to earn interest. There are many simple ways to start saving such as putting aside each day any loose change for deposit in a savings account or having a set amount automatically withdrawn from each paycheck for direct deposit into a savings or checking account. Paying yourself first is one successful strategy to accumulate savings and build personal wealth.

The alternatives for saving and investing offer different costs and benefits. Saving options include:

- Personal savings accounts—convenient, low risk, limited return, little protection against inflation;
- Money-market accounts—liquidity, insured, can yield higher returns but returns can fluctuate; and
- Time deposits—may not withdraw for a period of time, greater risk can yield higher returns, three types (i.e., fixed-term, certificates of deposit, open-account).

Content Elaborations (continued)**Saving and Investing (continued)**

Investment options include:

- U.S. savings bonds—way to save, interest exempt from taxes, safe, lower return;
- Stocks—higher returns, greater risk, broker fees;
- Mutual funds—diversified stocks, lower risk, broker fees;
- Real estate—rental income, generally appreciates;
- Annuities—regular payments to beneficiary for specified period;
- 401(k) plans—employer-sponsored retirement plan that allows employee pre-tax dollars to accumulate tax-free;
- IRAs—contributions are taken from paychecks, are tax deductible, and will be taxed once distributions begin; and
- Roth IRAs—after-tax contributions with tax-free earnings and tax-free distributions.

Wealth increases over time with systematic investments multiplied by compounding interest.

Diversification reduces personal risk by spreading around one's investments into different sectors of the economy.

Owning certificates of deposit (CDs), stocks, bonds and mutual funds are ways that investors can build wealth. Several types of financial institutions provide access to these tools. CDs can be purchased through banks or brokerage firms.

CDs are fixed-income investments for a term with a fixed amount of interest paid by the financial institution. At the end of the term, the financial institution pays the principal and interest earned. CDs are insured by the federal government.

Stocks are shares of a company that can be purchased by investors through brokerage firms. Investors are paid dividends and can make a profit if sold higher than the purchase price. Bonds are investment instruments that are generally low-yield and low-risk that organizations and governmental units use to borrow money over prescribed terms. Mutual funds and annuities hold diversified investments in stocks, bonds and money-market accounts to limit risks for the investor. They can be purchased through brokerage firms or insurance companies. All of these investments generally involve a fee from the financial institution. The fees pay for the institution's expertise and time. Investors who are knowledgeable about stocks and mutual funds and have time to monitor their investments can make their purchases online. Banks and credit unions provide basic financial services to individuals including savings, investments, loans and other fundamental forms of money management.

Instructional Strategies

Create a two-column on factors that influence an individual's income. Column 1 should include personal skills and abilities of an individual that influence income. Column 2 should describe market forces that influence an individual's income.

Provide students with a sample earning statement. Have them identify the gross and net wages, employer and employee-paid benefits, and deductions for federal state, and local taxes.

Have students research various strategies for saving and investing. What are the advantages and risks associated with each strategy?

Have students assume the role of financial planner and advise clients how to save and invest in specific scenarios.

Use current news sources to follow the stock market. What factors contribute to changes in the market? How should investors respond to current economic conditions?

Sample Assessments and Performance Tasks

Angelica and Tanisha are employed at a local store. Angelica has decided to put part of her pay each week in a retirement savings program. Tanisha has decided not to and spends the money instead. Compare the short-term economic effects of these decisions on Angelica and Tanisha. Compare the long-term economic effects of these decisions on Angelica and Tanisha.

A headline reads: "National Shortage of Nurses Reported by U.S. Labor Department." Which action would likely reduce this nursing shortage?

Last year Emery's annual salary was \$20,000. At the end of the year, Emery received a \$2,000 raise. Six months later the company increased Emery's salary again because he finished his master's degree. His new salary is \$25,000. What is the additional benefit of his having earned a master's degree?

Tom has \$1,000 that he can either spend now or deposit into a bank account. The account pays a fixed rate of interest per year and does not allow withdrawal for two years. List two economic factors that Tom should consider in making his decision.

Identify two strategies for saving and investing. For each strategy, identify one benefit and one cost.

Instructional Resources**Working and Earning**

Next Gen Personal Finance: Career - <https://www.ngpf.org/curriculum/career/>

Practical Money Skills: Lesson 13: Nothing But Net: Understanding Your Take Home Pay - http://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

NEFE HS Financial Planning Program: Module 3: More Than a Paycheck - <https://www.hsfpp.org/instructors/download-curriculum.aspx> (Create a free account)

Saving and Investing

Next Gen Personal Finance: Saving - <https://www.ngpf.org/curriculum/saving/>

Next Gen Personal Finance: Investing - <https://www.ngpf.org/curriculum/investing/>

Practical Money Skills: Lesson 10: Make It Happen: Saving for a Rainy Day - http://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

Practical Money Skills: Lesson 18: A Way to Build Wealth: Understanding Interest and Investments -
http://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

Practical Money Skills: Lesson 21: Buy, Sell or Hold?: An Overview of Investing - http://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

NEFE HS Financial Planning Program: Module 4: Investing: Making Money Work for You - <https://www.hsfpp.org/instructors/download-curriculum.aspx> (Create a free account)

Unpacked Standards / Clear Learning Targets
Economics Learning Targets 20-25. Describe strategies for effective management of credit, debt, and financial protection.
Content Statements

20. There are costs and benefits associated with various sources of credit available from different types of financial institutions.
21. Credit and debt can be managed to maintain credit worthiness.
22. Consumer protection laws provide financial safeguards.
23. Property and liability insurance protect against risks associated with use of property.
24. Health, disability and life insurance protect against risks associated with increased expenses and loss of income.
25. Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.

Essential Understanding

Strategies for credit and debt management

Extended Understanding

Long term impact of credit and debt management strategies

Academic Vocabulary
Tier 3

financial institutions
credit
debt
credit worthiness
consumer protection
property insurance
liability insurance

**Ultimate Learning
Target Type: Reasoning**
Broad Learning Target:

- The student can describe strategies for effective management of credit, debt, and financial protection.

Underpinning Knowledge Learning Targets:

- The student can give examples of different kinds of credit that are provided by financial institutions and explain the costs and benefits of each. (EC 20)
- The student can describe how credit and debt can be managed to maintain credit worthiness. (EC 21)
- The student can explain how consumer protection laws provide financial safeguards. (EC 22)
- The student can explain the differences between property and liability insurance and how each protects the owner against potential loss. (EC 23)
- The student can identify the different kinds of insurance and explain how they protect consumers. (EC 24)

Underpinning Reasoning Learning Targets:

- The student can create strategies for protecting one's personal financial information. (EC 25)

Content Elaborations**Credit and Debt**

There is a direct relationship between the cost of personal credit, the amount of financial liability a person carries and one's payment history.

Leasing, borrowing and rent-to-own are all different options to extend one's credit. Each comes with its own rates and terms. Home mortgages, car loans, revolving credit accounts, and short-cycle credit cards (e.g., gasoline, mobile phones) all operate differently. The length of the payment term of a loan directly affects the interest rate. Generally, the longer the term, the lower the rate and the costlier the loan. Making the minimum payment on a credit liability increases the costs of the loan over its term. Borrowing against the cash value of an insurance policy is generally less expensive than borrowing from a bank or credit union. The borrower repays his or her own policy instead of paying a third party, but this method of borrowing lessens the value of the insurance coverage during the term of the loan.

Credit is a valuable tool for making large purchases such as a house or automobile. Maintaining credit worthiness is important. Lenders determine credit worthiness by examining the likelihood that a person will repay their loans by checking their FICO score. An individual does this by carefully managing his or her credit and debt.

Managing credit includes: paying bills on time; limiting the number of credit cards; and monitoring credit score reports. The responsible use of credit helps one achieve financial and lifestyle goals. Handling personal finances responsibly helps establish credit worthiness that can result in the ability to obtain future credit. Managing debt includes: prioritizing potential purchases; limiting borrowing; monitoring expenses; and creating a savings account. Failure to manage one's debt could result in bankruptcy, foreclosure, repossession of property, difficulty securing a job and/or inability to obtain future credit.

Consumer protection laws at the federal, state and local levels are designed to provide safeguards for personal finances. These laws are monitored and enforced by different government organizations including the U.S. Securities and Exchange Commission (SEC) and the Federal Trade Commission (FTC) and individual state consumer protection agencies. The SEC regulates the buying and selling of stocks. It monitors brokerage firms and stock exchanges. Agencies provide financial safeguards, including:

- protecting consumers against unfair, deceptive or fraudulent practices;
- enforcing consumer protection laws enacted by Congress; and
- regulating financial practices.

Other organizations and legal constraints at both the local and state levels exist to help protect individuals and their financial resources (e.g., Better Business Bureaus, Ohio Consumers' Council, lemon laws)

Content Elaborations**Risk Management**

Insurance can be used to help defer personal liability and the loss of personal assets. Loss can be minimized by the use of a comprehensive insurance plan that covers property loss and personal liability against outside claims. There are different types of insurance that cover specific kinds of losses (e.g., property and casualty, flood, comprehensive liability).

Identity theft is one of the most rapidly growing crimes. Safeguarding one's personal information and one's financial information are responsibilities of each individual. This would include:

- safeguarding Internet passwords and financial account numbers;
- shredding information that includes personal financial data;
- keeping accurate records in secure locations of all account numbers;
- regularly monitoring all financial accounts for external intrusions;
- regularly checking one's credit report for any irregularities;
- limiting any specific financial information shared online or over the phone;
- safeguarding social security numbers as well as credit card and banking account information; and
- regularly backing up data in financial software

Instructional Strategies

Complete vocabulary word/concept maps for key financial literacy vocabulary in this standard: credit, debt, credit worthiness, consumer protection, insurance. Categories can include: definition in your own words, examples, non-examples, symbol, use it meaningfully in a sentence.

Compare loan terms from a bank and payday lender using sample documents. Discuss circumstances that would lead individuals to take a payday lender loan in spite of the consequences.

Develop a debt repayment plan for a sample scenario.

Read and interpret a sample credit report.

Research costs for various insurance products. Use a sample budget to determine what percentage of a personal budget might go to insurance coverage.

Sample Assessments and Performance Tasks

Which statement is true of people with poor credit histories?

A family member tells you that he has a low credit score. What is the single best way for him to improve his score?

Why do so many people continue to use payday loans despite the financial risk?

What are the two most important factors in calculating your credit score?

Explain four strategies to prevent identity theft.

What is the purpose of insurance? What types of insurance are available?

Instructional Resources**Credit and Debt**

Next Gen Personal Finance: Types of Credit - <https://www.ngpf.org/curriculum/types-of-credit/>

Next Gen Personal Finance: Managing Credit - <https://www.ngpf.org/curriculum/types-of-credit/>

Practical Money Skills: Lesson 6: Keep Score: Why Credit Matters - http://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

Practical Money Skills: Lesson 14: Using Credit Wisely - http://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

NEFE HS Financial Planning Program: Module 2: Borrowing: Credit: Use--Don't Abuse - <https://www.hsfpp.org/instructors/download-curriculum.aspx> (Create a free account)

NEFE HS Financial Planning Program: Module 5: Financial Services - <https://www.hsfpp.org/instructors/download-curriculum.aspx> (Create a free account)

Risk Management

Next Gen Personal Finance: Insurance - <https://www.ngpf.org/curriculum/insurance/>

Next Gen Personal Finance: Financial Pitfalls - <https://www.ngpf.org/curriculum/financial-pitfalls/>

NEFE HS Financial Planning Program: Module 6: Insurance - <https://www.hsfpp.org/instructors/download-curriculum.aspx> (Create a free account)