

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will í	# OF DAYS NEEDED FOR	DATES TAUGHT	DATE ASSESSED	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES
Economics	12.3.13 Students will examine the basic economic indicators and fundamentals of international trade.	Students will understand and be able to define microeconomic concepts of Scarcity, Resources (factors of production), Opportunity Costs, and Production Possibilities, and comprehend the application of each (pgs. 1-12).	5 to 10			Classroom objective test (Quiz 1); PPT presentations; written projects	World Population DVD; Thomas Malthus handout; ppt “Economics”; ppt “Malthus”;	Read Malthus handout; “I Have Who Has” cards; Studyguide 1.
Economics	12.3.13 Students will examine the basic economic indicators and fundamentals of international trade.	Building upon microeconomic concepts previously learned, students will read and discuss the economic concepts developed by Adam Smith in <i>Wealth of Nations</i>, and be able to compare/contrast with ideas of Karl Marx (pgs 22, 28, 29).	2 to 3			Classroom objective test (Quiz 2)	Adam Smith handout, “Wealth of Nations”; ppt “Adam Smith”;	Group Work: Presentations on communism, socialism, capitalism, Adam Smith, and Karl Marx; Studyguide 2.

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Economics	12.3.11 Students will analyze characteristics of the United States free market economy.	Students will be able to define, discuss, explain and apply the following microeconomic concepts: Land, Labor, Capital, and the allocation of resources and their impact on Productivity; Scarcity; Opportunity Costs; Wants vs. Needs; Demand (pgs 32-45); Supply (pgs 47-59); Price and non-Price Effects; Elasticity; Equilibrium Point (pgs 63-75); Levels of Competition (pgs 180-190).	10 to 15			Supply and Demand ppts (3); graphing applications (ppt SupplyDemand.labwork); worksheets in class; Classroom objective tests (Quiz 3); Unit Exam #1	Factors of Production ppt; ABC’s John Stossel vhs, “Greed”; ppt “Demand”; handout “Demand”; ppt “Supply”; handout “Supply”; Workbook (old & current) pages 25, 29, 32, 31, 6-3, 7-1, 7-2, 7-3, 36, 37, 38; “Levels of Competition” handouts (3)	“A Market in Wheat”; Auction 3 identical items with play money; Quia lab activities; “I Have Who Has” cards (supply and demand terms); Elasticity ‘quiz’; Levels of Competition spreadsheet;

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		Building upon microeconomic concepts previously learned, students will be able to explain and contrast production relationships of comparative and absolute advantage.						
Economic	12.3.11 Students will analyze characteristics of the United States free market economy.	Students will understand risk-taking, and be able to describe and compare the role of entrepreneurs (pgs 97-107), proprietorships, partnerships, and corporations (pgs 108-116).	15			Classroom objective test (Quiz 4); Stock Market Project; The Farming Problem	ABC’s John Stossel vhs “Is America #1?”; handout “Unit 2 – Bus. Org.”; handout “Information Sheet”; Famous Entrepreneur Scavenger Hunt; Studyguide pg. 55; handout “Business Situations”; handout “Corporation & Stockmarket”	Handout “Sole Prop” in lab; Read and discuss Hershey & Slinky articles (group); Stockmarket Project; lab worksheet to find stock prices

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		Students will understand the basic economic question of what to produce, how to produce, for whom to produce, and how much to produce.				Costs of Production ppt; Classroom objective tests (Quiz 5); Unit Exam #2	Studyguide pgs. 1-4; ‘Factors of Production’ worksheet; ‘Wally’s Wooden Wagon Co.’ review	Marble packaging; Origami production with kid scissors; Titan;
Economic	12.3.12 Students will analyze the role of the national, state, and local government in the United States economy.	Students will identify the basic economic goals of a nation, which are: growth (AD & AS), stability, full employment and efficiency.	10			Circular flow Business cycle	I.O.U.S.A.; Life and Debt	Written report re: I.O.U.S.A. or Life and Debt;
		Students will explain and compare the interrelationship of consumers, business and government in the U.S. economic system.				Classroom objective test “Circular Flow & Business Cycle” (Quiz 6);	“Circular Flow” handout; “Business Cycle” handout	

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Economic	12.3.13 Students will examine the basic economic indicators and fundamentals of international trade.	Students will understand and be able to define macroeconomic concepts of AD & AS, Inflation, Recession, Stagflation, GDP (nominal and real), CPI, and Unemployment, and be able to interpret these economic indicators for the purpose of understanding the economic development of a country, individually, and in a global economy.				Classroom objective test (Quiz 7);	Macroeconomics ppt; AD/AS ppt; GDP ppt; Inflation ppt; CBS 60 Minutes “Shipbreakers of Bangladesh”; handout “Inflation”; worksheet “Inflation”; stagflation.video;	Inflation auction with beans & macaroni; Google Earth map project; Itemized Budget Form;
Economic	12.3.12 Students will analyze the role of the national, state, and local government in the United States economy.	Students will understand the role played by the Federal Reserve to promote economic growth by providing favorable market conditions.				Classroom objective test (Quiz 8)	“The Fed Today” vhs and questions; FEDRES ppt; Handout 18-1 “The Federal Reserve System and Monetary Policy”	Group: outline Federal Reserve; FEDRES.combinedw ksht;
Economic	12.3.13 Students will examine the basic economic indicators and fundamentals of international trade.	Students will discuss exchange rates and the relationship between the U.S. and global economies.					Computer lab with internet access “http://www.xe.com /ucc/”	

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Economic	12.3.12 Students will analyze the role of the national, state, and local government in the United States economy.	Students will discuss and understand the impact of fiscal and monetary policy.				Classroom objective test (Quiz 7, Unit 3 Exam);	Handout 18-1 “The Federal Reserve System and Monetary Policy”; handout “Fiscal Policy”; handout “Econ Fiscal Policy”	Quia: www.quia.com/profiles/jcrawford (see Activities: Macroeconomics)
Economic	12.3.10 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations.	Students will develop and practice the implementation of personal economic decision-making skills (pgs 77-95).	10 days			Classroom objective test (Quiz 8); Final Exam.	www.quia.com/quiz/1822165.html ; www.quia.com/quiz/1825820.html	

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