

ECONOMICS

High School

Students will be able to...
(Disciplinary Skills and Processes)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate the significance of past events
- Relate past events to the present
- Evaluate multiple perspectives
- Analyze and evaluate multiple sources
- Construct and present arguments and explanations using multiple sources
- Analyze counterclaims and evidentiary strengths/weaknesses
- Analyze relationships among causes and effects
- Identify and critique central arguments in multiple media sources

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How do economic decisions impact both individual lives and the economic prosperity of entire nations?

Priority Standards

- HS.E1.1** Evaluate how and why people make choices to improve their economic well-being
- HS.E1.2** Analyze the factors that influence how and why people make budgeting and saving choices.
- HS.E2.1** Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- HS.E2.2** Analyze how incentives influence economic choices for individuals, institutions, and societies.
- HS.E2.3** Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.
- HS.E3.1** Explain how buyers and sellers interact to create markets and market structures.
- HS.E4.1** Use economic data to analyze the health of a national economy.
- HS.E5.1** Evaluate the advantages and disadvantages of global trade.
- HS.G2.2** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.G3.2** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.

Students must learn...
(Essential Content Knowledge)

- Personal Finance
- Economic Systems
- Economic Decision Making
- Market Systems
- Government and Private Institutions
- Global Trade

ACADEMIC VOCABULARY

infer, assess, complement, differentiate, contradict, discrepancies, evolve, imminent, integrate, justify, precede, attribute, correlate, generalize, analysis
FAFSA: asset, expenditure, compliance, default, ratio, lender, borrower, principle, transfer payments, defer,
ACT & Civics Exam: afford, boost, diminish, pragmatic, quantitative, static, federal, income tax

CONTENT SPECIFIC VOCABULARY

circular flow, credit, debt, demand, equilibrium, exports, factors of production, fiscal policy, gross domestic-product, imports, incentives, inflation, interest rates, investments, market economy, monetary policy, opportunity cost, quotas, scarcity, stock, subsidies, supply, tariffs, unemployment

Social Studies and ELA Connections

Skills and instructional strategies:

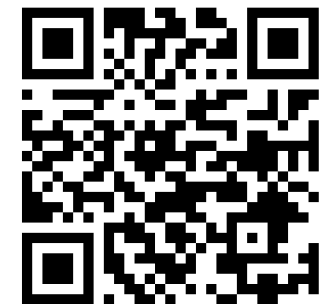
- Analyze continuity and change over time
 - Projecting Across Time
- Develop and use questions
 - Question Formulation Technique
- Evaluate the significance of past events
 - World Cafe Conversations
- Relate past events to the present
 - Same, Different, Connect, Engage
 - The Three Whys
- Evaluate multiple perspectives
 - OUT: Opening the Textbook
 - Circle of Viewpoints
- Analyze and evaluate multiple sources
 - National Archives Document Analysis
 - Socratic Seminar
- Construct and present arguments and explanations using multiple sources
 - See, Think, Wonder
 - Barometer: Taking a Stand on a Continuum
 - Philosophical Chairs
- Analyze counterclaims and evidentiary strengths/weaknesses
 - SAC: Structured Academic Controversy
- Analyze relationships among causes and effects
 - Connect, Extend, Challenge
- Identify and critique central arguments in multiple media sources
 - Surprising, Interesting, and Troubling
 - Pro-Se Court

- Determine central ideas or themes of a text and analyze their development. (R.2, SP3.6)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.3, SP3.7, SP2.1)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R.4, SP2.3, SP3.2, SP3.3)
- Assess how point of view or purpose shapes the content and style of a text. (R.6, SP1.3, SP2.1-3, SP3.2)
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (R.7, SP3.2-3, SP3.6, SP3.8, SP4.3-4)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (R.8, SP3.4-6, SP3.8, SP4.3-4)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (R.9, SP3.2-4, SP3.6, SP4.3, SP2.1)
- Read and comprehend complex literary and informational texts independently and proficiently. (R.10, SP.3, SP3.6, SP4.4)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1, SP3.6-8)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.1, SP3.6-8)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4, SP3.1-8)
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7, SP3.1-3, SP1.4)
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.8, SP3.2, SP3.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9, SP3.2)

Suggested Primary and Secondary Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!
Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ04.201/0>