

ECONOMICS

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

Compelling Question

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

Priority Standards

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

Academic Vocabulary for Post Secondary

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 words: 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

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](#)
 - [Picture This Document Analysis](#)
 - [Socratic Seminar](#)
 - [Chart & Graph Analysis](#)
- Construct and present arguments
 - [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](#)

Social Studies and ELA Connections

- 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)

Essential resources:

General Economics Curriculum Resources:

- [Center for Economic Education](#)
- [Arizona Council for Economic Education](#)
- [MRU](#)
- [Federal Reserve Bank of St. Lewis](#)
- [Graphical Analysis](#)
- [Take Charge Cats](#)

Personal Finance Resources:

- [Everfi](#)
- [NextGen Personal Finance](#)

Primary Sources to Consider:

- [Poverty Index](#)
- [Income Tax Structure](#)
- [Social Security](#)
- [Medicare](#)
- [Medicaid](#)