

**Wilson Area School District
Planned Course Guide**

Title of planned course: Economics

Subject Area: Economics Grade Level: 11-12

Course Description: Economics is an elective that has been designed for students who are interested in the fundamentals of economic systems. Students will learn about multiple concepts such as: supply and demand, fiscal responsibilities of governments and business, personal finances, and the instability of financial markets. Course requirements include: homework, tests, quizzes, projects, notetaking, and reports.

Time/Credit for this Course: Full Year

Curriculum Writing Committee: Brendan Powers

Curriculum Map

August:

September: Unit 1
Introduction to Economics
Thinking Economically
Economic Systems

October: Unit 2 – Market Economies
Demand
Supply

November: Unit 3
Business Types
Labor

December: Unit 4
Money, Banking, Finance

January: Stock Market Game

February: Unit 5
Measuring and Monitoring Economic Performance

March: Unit 6
Role of Government

April: Unit 7
Global Economy
Trade (International)

May: Unit 8
Personal Finance

June:

Scope & Sequence

Planned Course: Economics

Unit: Unit 1: Thinking Economically/Introduction to Economics

Time frame: 3 weeks

State Standards: 6.1A,B 6.2A,B 6.3A,B,C,E,F 6.5F

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will explain how scarcity requires choices by individuals and society. Students will examine economic systems and the advantages and disadvantages of each.

Core Activities: Students will complete/participate in the following: Evaluate choice and scarcity as fundamental concepts. Create a production possibility curve. Simulation: Econoland. Resource allocation: The Role of Government.

Extensions: Cost benefit analysis, concept application presentations

Remediation: Chapter end review, online practice, printed outline of notes

Instructional Methods: Direct instruction, independent and group practice, class discussions, video

Materials & Resources: Teacher generated worksheets, ClassZone.com, The Invisible Hand: Economics in Daily Life, Learning Seed 2004

Assessments: Writing prompts, discussion, review of student work, quizzes, presentations, tests

Scope & Sequence

Planned Course: Economics

Unit: Unit 2: Market Economics

Time frame: 4 weeks

State Standards: 6.2E,F 6.5D

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will explain, interpret, and apply concepts of supply, demand, and price. Students will explore competition, monopolies, and regulation.

Core Activities: Students will complete/participate in the following:

1. Simulation activity to explore key concepts of demand
2. Create and complete a production cost and revenue schedule
3. Graphing supply and demand curves and establishing equilibrium
4. Analysis of California Power Supply to examine government regulation

Extensions: Differentiation of topics, students will apply concepts learned through exploring case studies.

Remediation: Modified instruction, online practice, and review

Instructional Methods: Direct instruction, class discussion, group and individual work, film viewing, student presentation.

Materials & Resources: Teacher generated worksheets, overheads, rubrics, quizzes, films, Internet, newspapers.

Assessments: Classroom discussion, homework, quizzes, tests, student presentations

Scope & Sequence

Planned Course: Economics

Unit: Unit 3: Types of Business Organizations and Labor

Time frame: 4 weeks

State Standards: 6.4A,B 6.5A,C,G

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to compare and contrast types of business organizations. Students will also examine role of labor in business.

Core Activities: Students will complete/participate in the following:

1. Research various companies and evaluate companies for purchase of stock.
2. Labor game – learn about labor costs by creating fictional company and making decisions about labor.

Extensions: Practice converting currency.

Remediation:

Instructional Methods: Direct instruction class and small group discussion.
Individual practice.

Materials & Resources: Teacher generated worksheets, Internet access, newspapers, student activities book.

Assessments: Homework review, classroom discussion, quiz and tests, project presentations.

Scope & Sequence

Planned Course: Economics

Unit: Unit 4: Money, Banking, Finance

Time frame: 4 weeks

State Standards: 6.2D 6.5G,H

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will explain the functions of money, banking, and financial markets. Students will experience buying and selling of stock.

Core Activities: Students will complete/participate in the following:

1. Exchange rate simulation (NCEE Student Activities)
2. Read the financial pages and track stock performance
3. Participate in stock market game

Extensions: Stock Market Game

Remediation: Online practice ClassZone.com

Instructional Methods: Direct instruction, group and independent practice, class discussion, video, stock market game

Materials & Resources: Teacher generated worksheets, inline access, video, stock market game.

Assessments: Homework review, class discussion, quizzes, tests, participation of stock market game

Scope & Sequence

Planned Course: Economics

Unit: Unit 5: Measuring and Monitoring Economic Performance

Time frame: 4 weeks

State Standards: 6.1D, 6.4B, 6.5E

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will define GDP, explain how it works and its limitations, describe the business cycle, what causes change, and how it is used to make predictions. Discuss how productivity and economic growth are related, unemployment, poverty, and inflation.

Core Activities: Students will complete/participate in the following:

1. Students will calculate GDP using various examples.
2. Students will complete packet explaining unemployment, GDP, and inflation.
3. Students will analyze historical distribution of income in the US.

Extensions: Differentiated project to express some aspect of the business cycle, analyze Great Depression film.

Remediation: Reading study guide with support.

Instructional Methods: Direct instruction, group and individual study and practice, research project.

Materials & Resources:

Assessments: Writing prompts, class discussion, journaling, observation, project review, presentation, quizzes, tests, homework.

Scope & Sequence

Planned Course: Economics

Unit: Unit 6: The Role of Government and Spending

Time frame: 4 weeks

State Standards: 6.2C,G,I,J 6.3E

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will explain how all levels of government collect taxes and spend. Students will examine fiscal policy and debate various views of fiscal policy. Students will explain the role of deficits and national debt.

Core Activities: Students will complete/participate in the following:

1. Investigation: What is a fair tax?
2. Students will produce role play scenarios and present.
3. Students will analyze decisions made by Federal Reserve leadership.

Extensions: Examine how taxes affect your life.

Remediation: Online practice using terms, interactive review at Classzone.com

Instructional Methods: Direct instruction group, individual projects, video, online practice.

Materials & Resources: Textbook, NCEE activities book, online access.

Assessments: Writing prompts, class discussion, observation, projects, tests, quizzes, homework

Scope & Sequence

Planned Course: Economics

Unit: Unit 7: Global Economy

Time frame: 4 weeks

State Standards: 6.1C 6.2H,L 6.4B,C,D,E,F,G 6.5E

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to:
Determine who nations choose to specialize their economies, identify barriers to trade and the consequences of them, describe protectionism, describe how nations determine the value of their currency, explain a favorable balance of trade, determine how economic development is defined.

Core Activities: Students will complete/participate in the following:

1. Simulation on value of purchasing foreign goods
2. Calculating the value of the dollar and investing internationally

Extensions: Case study.

Remediation: Online exercises, group summaries

Instructional Methods: Direct instruction, student led activities, group and individual practice.

Materials & Resources: Textbook NCEE activities book, online access, teacher generated worksheets.

Assessments: Tests, quizzes, homework writing, prompts, class discussion.

Scope & Sequence

Planned Course: Economics

Unit: Unit 8: Personal Finance

Time frame: 4 weeks

State Standards: 6.2K, 6.3E, 6.4E

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to: Describe the purpose and process of setting up a budget, learn criteria for qualifying for credit, learn to use credit wisely, examine process for large purchases (ex. car), importance of reading fine print, learn ways to finance education, explore steps on getting a job, resume writing, renting apartments.

Core Activities: Students will complete/participate in the following:

1. Students will produce budgets based upon fictional and their actual finances.
2. Students will fictionally purchase a car.
3. Students will investigate and present various ways to pay for college.

Extensions: Each student will research a topic.

Remediation: Online practice Classzone.com

Instructional Methods: Direct instruction, student research and presentation

Materials & Resources: Textbook, tax forms, internet access

Assessments: Tests, quizzes, class discussion, student projects