

Grade 12: Economics, t

Course Description: “Economics, the E
face in the product and factor markets
policy-making opportunities available

Unit	Essential Question
UNIT 1: CORE ECONOMIC PRINCIPALS (SEPTEMBER - BEGINNING OF OCTOBER)	Essential Question: How does economics affect our daily lives?

**UNIT 2: PERSONAL
FINANCE: INDIVIDUAL
REPONSIBILITY AND THE
ECONOMY (MID
OCTOBER TO DECEMBER)**

**Essential Question: How
can individual economic
decisions shape a person's
financial future?**

**UNIT 3: AMERICAN
CAPITALISM AND THE
GLOBAL ECONOMY
(JANUARY)**

**Essential Question: Is the
economic System of the
United States of America
fair and just?
Essential Question: How
does Globalization affect
us?**

The Enterprise System, and Finance

Enterprise System, and Finance” examines the principles of the , and the global nature of these markets. Students will study to government to address these challenges.

Supporting Inquiries

Inquiries

AIM: HOW DO THE SCARCITY OF RESOURCES AFFECT OUR CHOICES?

AIM: HOW DO WE MAKE CHOICES FROM LIMITED RESOURCES?

AIM: HOW DO INCENTIVES GUIDE PEOPLE IN THEIR DECISION-MAKING?

AIM: HOW DO ECONOMIC SYSTEMS INFLUENCE DECISIONS?

AIM: HOW DOES TRADE INCREASE WEALTH?

AIM: DOES TRADE BENEFIT AMERICANS?

Topic 1: The Stock Market (October)

AIM: WHAT IS A COMPANY?

AIM: HOW DO CORPORATIONS RAISE MONEY?

AIM: HOW CAN WE INTERPRET A STOCK QUOTE?

AIM: WHAT IS A BOND?

AIM: HOW ARE DIVIDENDS CALCULATED?

AIM: HOW DO WE BUY STOCKS BASED ON RESEARCH?

AIM: HOW DOES DIVERSIFICATION REDUCE RISK?

AIM: HOW DO WORLD EVENTS IMPACT STOCK PRICES?

AIM: HOW CAN WE ASSESS OUR SUCCESS IN INVESTING?

Topic 2: Budgeting (October)

AIM: HOW DO WE GENERATE INCOME?

AIM: HOW DOES UNEMPLOYMENT AFFECT LIVES?

AIM: WHY DOES SCARCITY FORCE US TO BUDGET?

Topic 3: Banks and Banking (November)

AIM: HOW DOES MONEY GROW OVER TIME?

AIM: HOW CAN I CHOOSE FROM THE VARIOUS TYPES OF BANK ACCOUNTS?

Topic 4: Credit (November)

AIM: HOW DOES CREDIT WORK WITHIN THE AMERICAN ECONOMY?

AIM: WHICH CREDIT CARDS ARE BEST?

AIM: WHAT LESSONS CAN BE LEARNED FROM THE 2008 FINANCIAL CRISIS?

Topic 7: Government Income (Taxes) (December)

AIM: WHY DO WE PAY TAXES?

AIM: HOW WILL YOU PAY TAXES WITH YOUR FIRST JOB?

Topic 8: Your Lives after High School

AIM: HOW CAN WE MAKE AN EFFECTIVE RESUME?

AIM: WHAT MAKES AN INTERVIEW EFFECTIVE?

AIM: WHAT ARE THE FINANCIAL BENEFITS OF HIGHER EDUCATION?

AIM: SHOULD COLLEGE TUITION BE FREE?

AIM: HOW CAN WE PAY FOR A HIGHER EDUCATION?

AIM: HOW IS THE UNITED STATES ECONOMY DOING?

AIM: HOW HAS GLOBALIZATION CHANGED THE WORLD?

AIM: HOW DOES THE GLOBALIZATION AFFECT US?

United States free market economy in a global context. Students will examine changes to the workforce in the United States, and the role of entrepreneurs

Content

UNIT 1: CORE ECONOMIC PRINCIPALS (SE

12. E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

12. E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly, and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.

UNIT 2: PERSONAL FINANCE: INDIVIDUAL RESPONSIBILITY

12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.

12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

12.E1d To be an informed participant in the global economy, one must be aware of inflation and have an understanding of how international currencies fluctuate in value relative to the United States dollar.

UNIT 3: AMERICAN CAPITALISM AND

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12.E4 THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.

their individual responsibility for managing their personal finances. Students will analyze the impact of technology on our economy, as well as the effects of globalization. Students will explore the challenges facing our economy.

Common Core Standards

SEPTEMBER - BEGINNING OF OCTOBER)

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending closely to their features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

AND THE ECONOMY (MID- OCTOBER TO DECEMBER)

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CCSS.ELA-LITERACY.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; evaluate the information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source; follow a standard format for citation.

CCSS.ELA-LITERACY.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.

THE GLOBAL ECONOMY (JANUARY)

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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**Supply and demand in determining the prices individuals and businesses
United States free market economy in a global environment and various**

Resources	Assessment	Modifications (ELLs, SWDs, and Advanced Students)
<p>AP Economics (Barrons), EconEd, Personal Finance Program: Council of Great City Schools, NEA</p>	<p>AP Economics Multiple Choice Section on Core Economic Principals, Projects, HWs, Discussion Board on Google Classroom for Articles (3 relevant articles posted weekly)</p>	<p>Strategic partnering for language/ability; Scaffolded activities /Visuals that activate prior knowledge and reinforce content; Modeling sentences and examples; Read aloud for struggling readers; Repeat/Re-phrase the questions, give hints and clues; Provide additional instructions and additional feedback when necessary; Advanced students: additional higher level stations; Google Classroom; As possible I pads for google translate, quizlet and web access</p>

<p>WISE Financial Literacy, AP Economics (Barrons), EconEd, Personal Finance Program: Council of Great City Schools, NEA</p>	<p>WISE Financial Literacy Tests, Projects, HWs, The Stock Market Game, Discussion Board on Google Classroom for Articles (3 relevant articles posted weekly)</p>	<p>Strategic partnering for language/ability; Scaffolded activities /Visuals that activate prior knowledge and reinforce content; Modeling sentences and examples; Read aloud for struggling readers; Repeat/Re-phrase the questions, give hints and clues; Provide additional instructions and additional feedback when necessary; Advanced students: additional higher level stations; Google Classroom; As possible Ipads for google translate, quizlet and web access</p>
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