

**Southern Cayuga Central School District – Curriculum Map**

Subject: Government in Action/Economics

School Year: 2021-2022

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Economics – Scarcity and Opportunity Cost	1) How are resources best used? 2) How do individuals make decisions? - Scarcity - Opportunity Cost - Choice - Trade-Offs - Wants - Needs - Factors of Production	Vocabulary acquisition, understanding and evaluating factors of production, determining use of limited resources - Vocabulary Activities - <b>Life Hack Questions (For Final)</b>	- Baseline Content Quiz (1 per week) - Reading Response (1 per week) - Current Event (1 per week)	1 weeks
Economics – Economic Systems	1) How can nation-states design their economic systems? 2) Is there a “right way” to divide resource amongst people? - Capitalism - Free Market - Private Property - Barter - Socialism - Communism	Differentiate between economic systems and evaluate positive and negative aspects of each. Explaining the traits of the US economy - Reading/Textbook Questions - Economic System Reading Assignments and responses - Unit 1 Exam	- Baseline Content Quiz (1 per week) - Reading Response (1 per week) - Current Event (1 per week)	2 weeks
Economics – Supply and Demand	1) How do the desires of suppliers and consumers interact? - Supply - Law of Supply - Supply/Demand Shifts - Markets - Demand - Law of Demand	Describe the concepts of supply and demand, understand what causes shifts to each, evaluate the interaction between the two forces of the market - Vocabulary Activities - Supply/Demand Shifts: Product example - Supply and Demand graphing	- Baseline Content Quiz (1 per week) - Reading Response (1 per week) Current Event (1 per week)	2 weeks

	<ul style="list-style-type: none"> <li>- Marginal Utility</li> <li>-Marginal Productivity</li> </ul>	<ul style="list-style-type: none"> <li>- Marginal Utility/Productivity Simulation</li> </ul>		
Economics – Price and Market Structure	<p>1) How does market power impact perfect competition and what does that do to the health of the economy?</p> <ul style="list-style-type: none"> <li>- Competition</li> <li>- Market Power</li> <li>- Monopoly</li> <li>- Reparations</li> </ul>	<p>Explain how competition drives the market economy, problems that hurt perfect competition, effects of market power on the economy and people</p> <ul style="list-style-type: none"> <li>- *Guest Speaker: Dairy industry</li> </ul>	<ul style="list-style-type: none"> <li>- Baseline Content Quiz (1 per week)</li> <li>- Reading Response (1 per week)</li> <li>- Current Event (1 per week)</li> </ul>	2 weeks
Economics – Business Organizations and Labor	<p>1)How do business owners/operators and labor best interact?</p> <ul style="list-style-type: none"> <li>- Sole Proprietors, partnerships, corporations</li> <li>- Wages</li> <li>- Unemployment</li> <li>- Human Capital</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the characteristics of different types of businesses</li> <li>- Analyze the advantages and disadvantages of each type</li> <li>- Evaluate how discrimination affects wage levels</li> <li>- Evaluate different types of unemployment</li> </ul>	<ul style="list-style-type: none"> <li>- Baseline Content Quiz (1 per week)</li> <li>- Reading Response (1 per week)</li> <li>- Current Event (1 per week)</li> </ul>	2 weeks
Economics – Financial Markets	<p>1)How do financial markets impact both the macro and micro economies?</p> <ul style="list-style-type: none"> <li>- The Stock Market</li> <li>- Investment</li> <li>- Bonds</li> </ul>	<ul style="list-style-type: none"> <li>- Research investment and retirement planning</li> <li>- How do bonds and investments help drive the economy</li> <li>- *Guest Speaker: Financial Markets</li> </ul>	<ul style="list-style-type: none"> <li>- Baseline Content Quiz (1 per week)</li> <li>- Reading Response (1 per week)</li> <li>- Current Event (1 per week)</li> </ul>	2 weeks
Economics – GDP and Economic Challenges	<p>1)How do we measure the state of the economy?</p> <ul style="list-style-type: none"> <li>- GDP</li> <li>- Unemployment</li> <li>- Poverty</li> <li>- Inflation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and evaluate the economic indicators used to measure the health of the economy.</li> <li>- Evaluate the interaction between these indicators.</li> </ul>	<ul style="list-style-type: none"> <li>- Baseline Content Quiz (1 per week)</li> <li>- Reading Response (1 per week)</li> <li>- Current Event (1 per week)</li> </ul>	2 weeks
Economics – Taxes and Fiscal Policy	<p>1)Why is there an inherit bias toward simulative fiscal policy?</p> <ul style="list-style-type: none"> <li>- Simulative</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how taxes are calculated and assessed</li> <li>- Identify the players that determine the budget position</li> </ul>	<ul style="list-style-type: none"> <li>- Baseline Content Quiz (1 per week)</li> <li>- Reading Response (1 per week)</li> </ul>	2 weeks

	<ul style="list-style-type: none"> <li>- Fiscal Policy</li> <li>- Taxation</li> <li>- Surplus</li> <li>- Deficit</li> <li>- Debt</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the motivations for a simulative budget position</li> </ul>	Current Event (1 per week)	
Economic Indicators Research	<ul style="list-style-type: none"> <li>- GDP</li> <li>- Unemployment</li> <li>- Inflation</li> <li>- Consumer Confidence</li> <li>- Stock Market</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how each of these economic indicators are measured</li> <li>- Understand how they tell part of the story for a snapshot of the economy</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly Research Guide</li> </ul>	5 weeks

### **Relevant Standards**

#### **NYS Standards:**

Key Idea #1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)

#### **Commencement 9-12**

- analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs
- consider the nature and evolution of constitutional democracies throughout the world

- compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision making processes, citizenship roles, and political culture
- identify and analyze advantages and disadvantages of various government systems.

#### Key Idea #2

The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)

- trace the evolution of American values, beliefs, and institutions
- analyze the disparities between civic values expressed in the United States Constitution and the United Nations Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and other nations throughout the world
- identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society
- compare and contrast the Constitutions of the United States and New York State
- understand the dynamic relationship between federalism and states' rights

#### Key Idea #3

Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities

- understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions (Adapted from The National Standards for Civics and Government, 1994)
- analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign
- describe how citizenship is defined by the Constitution and important laws
- explore how citizens influence public policy in a representative democracy.

#### **Key Idea #4**

The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

- participate as informed citizens in the political justice system and processes of the United States, including voting
- evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994)
- take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs
- consider the need to respect the rights of others, to respect others' points of view (Adapted from The National Standards for Civics and Government, 1994)

#### **National Core Standards:**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.

#### Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources. discrepancies among sources.

Range of Reading and Level of Text Complexity

### **Common Core Learning Standards: History/Social Studies » Grade 11-12**

#### **Common Core Reading Standards for Literacy in History/Social Studies Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### **Craft and Structure**

4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of

#### **Knowledge and Ideas**

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgment in a text.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.

**Range of Reading and Level of Text Complexity**

10. By the end of Grade 12, read and comprehend history/social studies texts in the Grade 11-12 CCR text complexity band independently and proficiently