

Southern Cayuga Central School District – Curriculum Map

Subject: SUPA Public Affairs and Economics

School Year: 2022-2023

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
PAF- Societal Problem	1) What is a societal problem? <ul style="list-style-type: none"> - Ameliorate - Societal Problem - Public Policy 	Students will understand the mechanics of local government <ul style="list-style-type: none"> - Team Policy Exercise 	1) Team Policy Exercise	1 week
PAF – Intro to Policy	1) What are public policies? 2) Who plays a role in policy implementation? 3) How do different entities impact policy development?	Researching existing policies using newspapers and other contemporary media, identifying key players and stakeholders, <ul style="list-style-type: none"> - Public Policy - Players - Stakeholders - Periodicals 	1) Module 1 Exercises	3 weeks
PAF- Introduction to Research Methods	1) What sources of information exist for student research? 2)What is the difference between qualitative and quantitative data? 3)What methodology is involved in survey data?	Using databases and government archives for research, contacting and interviewing key players, creating relevant and articulate surveys, how does the mainstream media present survey and polling data to the public <ul style="list-style-type: none"> - Databases - Qualitative - Quantitative - Target Population - Sample Size 	1) Module 2 Exercises	5 weeks
PAF – Articulating Societal Problems and Public Policies	1) How can you provide the existence of a societal problem? 2) How can you identify the causes of the problem? 3) What public policy options could ameliorate the problem?	Using periodicals to determine public perception of problem, finding data and published evidence of problem, identifying underlying causes of problem, identifying existing public policy in the research area, developing public policy options, identifying interest groups that deal with the policy	1) Module 3 Exercises	4 weeks

		<ul style="list-style-type: none"> - Legislation - Non-Profit Organization - Interest groups 		
PAF – Cost-Benefit Analysis	<p>1) What costs and benefits will result from proposed policy?</p> <p>2) What costs and benefits should be considered in career and educational choices?</p> <p>3) How can you articulate and project the impact of policy on the societal problem?</p>	<p>Identifying benefits and costs of proposed policy, career and educational research, using Excel to graph information, using research to set policy goals</p> <ul style="list-style-type: none"> - Cost - Benefit - Ratio - Career Clusters - Baseline - Benchmarks 	1) Module 4 Exercises	3 weeks
PAF – Determining Feasibility	<p>1) How can you assess the interest of players and stakeholders?</p> <p>2) How accurate is forecasting?</p> <p>3) How will proposed policies be received by those involved and impacted?</p> <p>4) What strategies can be used to influence decision makers?</p>	<p>Describe the key elements of policy options, identifying the position, power, and priority of key players, using forecasting methods to assess policy implementation, identifying strategies to affect decision makers</p> <ul style="list-style-type: none"> - Prince Chart - Forecasting - Postion - Power - Priority 	<p>1) Module 5 exercises</p> <p>2) Final Exam – Policy Memo</p>	4 weeks
PAF – Skill Sets	1) What skills will help young people succeed in college and careers?	Identify and understand the key skill sets of the course, use Carnegie strategies to create relationships, networking, and influence others	<p>1) Carnegie Skits</p> <p>2) Skills Win! Activities</p>	On Going
Econ – Introduction to Economics	<p>1) What is economics?</p> <p>2) What is modeling?</p> <p>3) How does scarcity represent the fundamental question of economics?</p>	<p>Understand the difference between micro and macro-economics and uses of economics</p> <ul style="list-style-type: none"> - Macroeconomics - Microeconomics - Modeling - Scarcity - Opportunity Cost 	1) Week 1 Reading Response	1 week

Econ – Individual Choice	<p>1) What are assumptions? 2) How do assumptions impact the economic model? What is marginal utility?</p>	<p>Understand the difference between strong and weak assumptions, model marginal and diminishing marginal utility, relaxing assumptions in economic models</p> <ul style="list-style-type: none"> - Strong assumptions - Weak assumptions - Marginal utility - Diminishing marginal utility - Relaxing assumptions 	1) Chapter 1-2 Exam	1 week
Econ – Interdependent Choice and Markets	<p>1) What factors lead to economic interaction? 2) What are markets and how do they work?</p>	<p>Identify differences in economic systems, how do markets work and what is the General Market System?</p> <ul style="list-style-type: none"> - Markets - Labor - Liberal System of Free Markets - General Market System 	1) Week 3 Reading Response	1 week
Econ – Product Markets	<p>1) What are product markets? 2) What role do individuals and firms play in the product market?</p>	<p>Identify the role of labor and firms in the product market, understand how supply and demand interact in these markets, graphically represent markets</p> <ul style="list-style-type: none"> - Product Market - Shifts - Elasticity - Demand - Supply - Competition - The Invisible Hand 	<p>1) Week 4 Reading Response 2) Week 5 Reading Response 3) Chapters 3-6 Exam</p>	3 weeks
Econ – The Factor Markets	<p>1) How does the Factor Market interact with the Product Market? 2) How does equilibrium demonstrate stability in markets? 3) Why do markets fail?</p>	<p>Identify the role of labor and firms in the product market, understand how supply and demand interact in these markets, graphically represent markets</p> <ul style="list-style-type: none"> - Factor Market - General Equilibrium Theory - Competition 	1) Week 7 Reading Response	2 weeks

Econ – Market Power	<p>1) What is market power?</p> <p>2) What factors can lead to market failure or inefficiency?</p> <p>3) How should the government work to limit or encourage market power?</p>	<p>Identify different market inefficiencies, apply market inefficiencies to real world, current event problems</p> <ul style="list-style-type: none"> - Monopoly - Monopsony - Apartheid - Market Failure - Free Riders - Externalities 	<p>1) Week 9 Response</p> <p>2) Week 10 Response</p> <p>3) Chapter 7-10 Exam (MIDTERM)</p>	3 weeks
Econ – Introduction to Macroeconomics	<p>1) What is macroeconomics?</p>	<p>Identify how microeconomics build the macroeconomic model, represent aggregate demand and supply graphically</p> <ul style="list-style-type: none"> - Macroeconomics - GDP - Frictional Unemployment - Structure Unemployment - Demand-deficient Unemployment - Aggregate Supply - Aggregate Demand 	<p>1) Week 11 Reading Response</p> <p>2) Chapter 11-12 Exam</p>	3 weeks
Econ – Aggregate Markets	<p>1) How do markets coordinate on a large scale?</p>	<p>Graphically represent aggregate supply and demand, identify and explain the various aspects of the consumption formula, consider the pros and cons of trade balance</p> <ul style="list-style-type: none"> - Capital market - Shift variables - Trade balance - Consumption - Investment - Imports - Exports - Consumer spending 	<p>1) Week 13 Reading Response</p> <p>2) Week 14 Reading Response</p> <p>3) Chapter 13-15 Exam</p>	3 weeks
Econ – Government Policy and the Economy	<p>1) What role should government play in managing the economy?</p> <p>2) How can the government use the tools</p>	<p>Evaluate the role of government in the economy, understand the role of the Federal Reserve and monetary policy, evaluate trade policy tools, can and</p>	<p>1) Week 17 Reading Response</p> <p>2) Week 18 Reading Response</p>	4 weeks

	at their disposal to manage the economy?	should the government stimulate the economy? - Demand and Supply Shocks - The Federal Reserve - Discount Rate - Fractional Reserve Systems - Crowding Out - Globalization - Sustainability	3) Chapter 16-18 Exam (FINAL EXAM)	
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Relevant High School 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 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