

## Southern Cayuga Central School Curriculum Map

Subject: Economics 23-24

| Title or Topics w/<br>NYS Standards  | Essential Questions &<br>Vocabulary   | Content Skills<br>(Activities to cover Essential Questions)  | Major Assessments<br>(Tests, Project, etc.) | Time Frame     |
|--|---|--|---|----------------|
| <p>Economics- Principles of Economics</p> <p><b>12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY:</b> 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.</p> | <p>What is economics? How can you think like an economist?</p> <p>What are the 7 principles of economics?</p> <ul style="list-style-type: none"> <li>- Micro vs Macro</li> <li>- Scarcity</li> <li>- Trade Offs</li> <li>- Cost/Benefits</li> </ul> <p>What are factors of production and how do they help us satisfy our needs?</p> <ul style="list-style-type: none"> <li>- goods &amp; services</li> <li>- Land, labor, capital</li> <li>- Entrepreneur</li> <li>- Productivity</li> </ul> | <p>Economic Terms Vocabulary, Principles of Economics Activity, Budgeting</p>                                      | <p>- Pre-test</p>                           | <p>2 weeks</p> |
| <p>Economic Systems</p>  | <p>How do scarcity and trade offs affect an economy?</p> <ul style="list-style-type: none"> <li>- Production Possibilities Frontier</li> <li>- Opportunity Cost</li> </ul> <p>How do different economies make decisions? How do you participate in the US economy?</p> <ul style="list-style-type: none"> <li>- Command Economy</li> </ul>  | <p>PPF Graphing, Major Goals for Economies,</p> <p>What is an Economic System? Tragedy of the Commons Exercise</p> | <p>- Zombie Apocalypse Economy Project</p>  | <p>2 weeks</p> |

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|   | <ul style="list-style-type: none"> <li>- Free-market</li> <li>- Traditional</li> <li>- Mixed Economy</li> <li>- The Commons</li> </ul>   |   |  |         |
| Foundations of Economics  | <p>How do goods, services, and the factors of production circulate through a market economy?</p> <ul style="list-style-type: none"> <li>- Circular Flow Model</li> <li>- Factor/Product Market</li> <li>- Advertisements</li> <li>- Incentives</li> </ul> <p>What is the most efficient and optimal use of our scarce resources?</p> | Wealth of Nations Analysis, Government Regulation, Sunk Cost Scenarios,                               | <ul style="list-style-type: none"> <li>- Economic Naturalist Essay</li> <li>- Foundations of Econ Test (<b>MP1</b>)</li> </ul>                       | 2 weeks |
| <p>Economics- Supply and Demand</p> <p><b>12. E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS:</b> 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</p> | <p>What role do consumers and producers play in applying ethics to the marketplace?</p> <p>What is the Demand Curve and how does the Law of Demand explain the Demand Curve's downward slope?</p> <p>What is supply and how is quantity supplied related to price on the Supply Curve?</p>   | Consumerism and Ethics Research, Demand Curve Economics, Supply Curve Economics, Shortage and Surplus | <ul style="list-style-type: none"> <li>- Consumerism Photo Project</li> <li>- Name that Factor</li> <li>- Shortage &amp; Surplus Practice</li> </ul> | 3 weeks |

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| 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. | <ul style="list-style-type: none"> <li>- Quantity</li> <li>- Price</li> <li>- Law of Supply</li> <li>- Law of Demand</li> </ul> <p>How do supply and demand determine market prices?</p> <ul style="list-style-type: none"> <li>- Shortage</li> <li>- Surplus</li> <li>- Market equilibrium</li> </ul> |   |   |         |
| Economics- Market Control   | <p>How and why do governments set prices in certain markets?</p> <ul style="list-style-type: none"> <li>- Price Ceilings/ floors</li> </ul>  | Price Controls, Minimum Wage Debate, Shark Tank Entrepreneur Project                                  | <ul style="list-style-type: none"> <li>- Shark Tank Entrepreneur Project</li> <li>- Supply &amp; Demand Unit Test (MP2)</li> </ul>  | 3 weeks |
| Economics- Markets, Business, Labor   | <p>How are markets structured?</p> <p>What role does human capital play in determining wages?</p> <ul style="list-style-type: none"> <li>- Human capital</li> <li>- Outsourcing</li> <li>- Skilled/Unskilled labor</li> </ul> <p>What role should unions play, if any, in our society today?</p>       | 4 Market Structures, Market Failures, Wages and Labor Gallery Walk, Labor Speed Dating                | <ul style="list-style-type: none"> <li>- Unions Bumper Sticker</li> <li>- M,B, &amp; Labor Short Response Questions</li> <li>- Stock Market Project (Step 1&amp;2)</li> </ul> | 2 weeks |
| Economics   | <p>How do we measure GDP and what does GDP tell us about the economy?</p> <ul style="list-style-type: none"> <li>- Nominal vs real</li> <li>- Standard of living</li> </ul>  | GDP Country Comparison, Standard of Living Mini Project, Unemployment Types Jigsaw, Inflation Handout | <ul style="list-style-type: none"> <li>- Stock Market Project (Step 3&amp;4)</li> <li>- Standard of Living Research</li> <li>- Diagnosing the US</li> </ul>                   | 2 weeks |

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|  | <ul style="list-style-type: none"> <li>- Unemployment</li> <li>- Inflation</li> </ul> <p>What is unemployment and how is it calculated?</p> <p>How does globalization affect our modern world?</p> |  | Economy  |         |
| Economics- Free Trade and Global Economy | <p>What is the global economy and why do countries choose to trade?</p> <ul style="list-style-type: none"> <li>- Tariff</li> <li>- Quotas</li> <li>- Embargo</li> </ul>                            | Free Trade Political Cartoon, Fiscal and Monetary Policy Research, Macro Indicators, College Budgeting | <ul style="list-style-type: none"> <li>- Socratic Seminar</li> <li>- Final Exam</li> <li>- Stock Market Project Final</li> </ul> | 2 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.

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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**

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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