



Introduction to Economics 10th Grade

A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT
Updated September 25, 2021



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Section Descriptions

Pacing guide - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- academic vocabulary lists
- common assessments
- connections to district adopted curriculum resources
- essential questions
- content standards and indicators
- critical content and skills

Standards, strands and indicators – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

Scope and sequence - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

Proficiency Scales/Proficiency Level Descriptors - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

Academic Vocabulary List with Definitions – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

District Adopted Resources – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

Pacing Guide

Pre-Unit One: Procedures and Routines and Social Studies Skills

Time Frame	<p>Timeframe: 1 week, 1st and 3rd Quarter</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
Essential Questions Supporting Questions Key Topics and Skills	<p>Essential Question #1: What are the Procedures and Routines that will help the students be successful in this Economics course?</p> <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Learning Goals – Bellwork – Routines for Purposeful Movement / Materials Management – Common Grading Practices <p>Essential Question #2: What does it mean to Think like an Economist?</p> <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – People Make Choices – Choices Always Have Costs – People Respond to Incentives in Predictable Ways – People Create Economic Systems that Influence their Choices and Incentives. – People make Choices that Have Consequences in the Future – Barrier Free Trade Benefits Everyone
Standards and Indicators	<p>SS HS.2.1 Apply economic concepts that support rational decision making.</p>



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Vocabulary Academic Vocabulary terms are taught using the Six-Step Process	Academic Vocabulary (to be taught throughout the course of the unit) <ul style="list-style-type: none"> • Inquiry (Developing Questions) • Close Reading • Primary/Secondary Documents • Artifacts • Data analysis (Maps, Diagrams, Graphs, Tables) • Using evidence to support claims • Examining source information • Multiple Perspectives • Synthesis and Sharing • Self-Evaluation • Curriculum Based Assessment (CBA) 	Other Unit Specific Vocabulary <ul style="list-style-type: none"> • Economics • Supply and Demand • Incentives
Common Assessments Assessments in bold are required.	Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Intro to Economics Office 365 Group.</i>	Summative Assessments

Unit 1: Key Elements to Economics

Unit Overview: Economics is the study of decision making. This unit addresses the economic problem of scarcity: how to make the best use of limited resources to satisfy your wants and needs. Students learn to recognize and evaluate opportunity cost when making decisions. Students will utilize the economic way of thinking to make informed decisions and understand possible consequences. Investigating the incentives that motivate people is an essential part of analyzing economic decision making. Students will be introduced to various economic systems (market, traditional, command) and how markets are impacted by supply and demand.

Time Frame	Timeframe: 6 weeks, 1st and 3rd Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How do incentives impact our decisions on how we allocate our resources? (level 4)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What skills can be used to make economic decisions? (level 3) • How do opportunity cost and trade-off affect our decision making? (level 3) • What are some common examples of economic incentives? (level 2) • How do incentives affect supply and demand? (level 3) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Supply – Demand – Incentives – Opportunity Cost – Trade-Off – Decision Making <p>Essential Question #2: How does scarcity impact our decision making? (level 4)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How does scarcity impact goods & services and needs & wants? (level 2) • What are rationing devices? How do rationing devices help with the problem of scarcity? (level 3) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Needs & Wants – Goods & Services – Scarcity – Factors of Production – Land/Natural Resources – Capital – Skill: Cost / Benefit Analysis – Skill: Supply and Demand Graphing <p>Essential Question #3: How can applying knowledge of economics support rational decision making in your future? (level 4)</p>
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	<p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none">• What are the costs and benefits of being an entrepreneur? (level 3)• How can Human Capital affect your future? (level 3) <p>Key Content and Skills:</p> <ul style="list-style-type: none">– Capital– Human Capital– Entrepreneur– Skill: Cost / Benefit Analysis
Standards and Indicators	<p>SS HS.2.1 Apply economic concepts that support rational decision making.</p> <p>SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.</p> <p>SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.</p> <p>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.</p> <p>SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.</p> <p>SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.</p> <p>SS HS.2.6 Explain how economic institutions impact different individuals and various groups.</p> <p>SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.</p>



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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> • Economics: Microeconomics & Macroeconomics • Behavioral Economics • Incentives • Trade-Offs • Opportunity Cost • Cost-Benefit Analysis • Supply and Demand • Supply Curves • Demand Curves • Factors of Production • Price • Equilibrium • Scarcity • Surplus • Needs & Wants 	<p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> • Human Capital • Natural Resources • Capital • Goods & Services • Rationing Devices
<p>Common Assessments Assessments in bold are required.</p>	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Intro to Economics Office 365 Group.</i></p> <p>Note: Formative Assessments from Economic Consumable Textbooks now located online via Passport. Access directions for Passport located in Office 365 Group.</p> <p>Honors Economics:</p> <ul style="list-style-type: none"> • DBQ: Is College Worth It? 	<p>Summative Assessments CBA 1 – Food Court</p>



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Unit 2: Exchange and Markets: Microeconomics

Unit Overview: Economics is the study of decision making. This unit students will think critically about different market structures and solve issues including the allocation of scarce resources specific to firms in each structure. Students will judge the costs and benefits of a competitive market and determine how competition impacts their daily life. Students will use the economic way of thinking to analyze the impact of supply and demand in the labor market.

Time Frame	Timeframe: 4 weeks, 1st and 2nd Quarters/ 3rd and 4th Quarters <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: Which market structure would you use in your country to allocate goods and services? (level 4)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are the characteristics of the four types of markets and how do they function? (level 2) • What are the costs and benefits of a mixed market economy? (level 3) • Why is competition a pillar of the free enterprise economy? (level 3) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> – Competition – Free Enterprise Economy – Mixed Market Economy – Monopoly – Monopolistic Competition – Oligopoly <p>Essential Question #2: How would profit, marginal revenue and supply & demand impact your decision on what type of goods or services to produce? (level 4)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How do we calculate variable cost and total cost? (level 3) • How do we calculate marginal cost and marginal revenue? (level 3) • How is marginal revenue calculated in a perfectly competitive market? (level 2) <p>Key Content and Skills:</p> <ul style="list-style-type: none"> – Total Cost – Variable Cost – Fixed Cost – Marginal Cost – Marginal Revenue – Profit – Supply & Demand – Goods & Services – Skill: Calculate variable cost, total cost, marginal cost and marginal revenue
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Standards and Indicators	<p>SS HS.2.1 Apply economic concepts that support rational decision making. SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.</p> <p>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services. SS HS.2.5.a Summarize the role of competition, markets, and prices. SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.</p> <p>SS HS.2.6 Explain how economic institutions impact different individuals and various groups. SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.</p> <p>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy. SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government</p> <p>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems. SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society. SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes. SS HS.2.8.c Critique government policies and regulations in areas of market failure.</p>
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Vocabulary Academic Vocabulary terms are taught using the Six-Step Process	Academic Vocabulary (to be taught throughout the course of the unit) <ul style="list-style-type: none"> • Traditional, Market, Mixed, & Command Systems • Competition • Marginal Cost • Fixed Cost • Variable Cost • Total Cost • Profit • Marginal Revenue • Market Structure • Monopolistic Market • Monopolistic competitive Market • Oligopolistic Market • Stock Market • Stock • Externalities 	Other Unit Specific Vocabulary <ul style="list-style-type: none"> • Wage Rate • Labor Union • Strike
Common Assessments Assessments in bold are required.	Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Intro to Economics Office 365 Group.</i> Note: Formative Assessments from Economic Consumable Textbooks now located online via Passport. Access directions for Passport located in Office 365 Group.	Summative Assessments Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.



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Unit 3: The National Economy: Macroeconomic Policies

Unit Overview: Economics is the study of decision making. This unit uses the economic way of thinking and macroeconomics to analyze national policies. Students will understand how macroeconomic policies are designed to moderate fluctuations and encourage economic growth under a wide variety of circumstances. Government promotes economic progress by protecting the rights of individuals and supplying goods that are difficult to provide through market. This unit will analyze policies and possible unintended consequences for macroeconomic policies including but not limited to: fiscal policy, monetary policy, national security, health care, and national education.

Time Frame	Timeframe: 4 weeks, 2 nd and 4 th Quarters <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: When should the government use fiscal policy and what conditions can it respond to? (level 4)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are the types of unemployment and how do we calculate it? (Level 2) • What is the relationship between trade-offs and our taxes? (Level 3) • How do we calculate inflation? (Level 2) • How do we calculate GDP and what does GDP tell you about a country? (Level 3) • What are the benefits and drawbacks to contractionary fiscal and expansionary fiscal policy? (Level 3) <p>Key Content and Skills:</p> <ul style="list-style-type: none"> – Contractionary and Expansionary Fiscal Policy – Taxes – Unemployment – Inflation – National Debt – GDP <p>Essential Question #2: When should the Federal Reserve use monetary policy and what conditions can it respond to? (level 4)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What is the role of the Federal Reserve? (Level 2) • How does our money supply work? (Level 3) • What are the benefits and drawbacks of contractionary monetary and expansionary monetary policy? (Level 3) <p>Key Content and Skills:</p> <ul style="list-style-type: none"> – Contractionary and Expansionary Fiscal Policy – Reserve Ratios – Federal Funds Rate
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Standards and Indicators	<p>SS HS.2.6 Explain how economic institutions impact different individuals and various groups. SS HS.2.6.b Calculate and describe the impact of economic indicators. SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p>SS HS.2.9 Examine the government's influence on economic systems through fiscal policy. (2 indicators) SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior. SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.</p>	
Vocabulary Academic Vocabulary terms are taught using the Six-Step Process	<p><u>Academic Vocabulary</u> (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> • Business Cycle • Economic Indicators • GDP • Real GDP • Inflation • Recession • Unemployment (Frictional, Structural, and cyclical) • Federal Reserve • Monetary Policy • Fiscal Policy • Supply Side Policies • Expansionary Policy • Contractionary Policy • Taxes • National Debt • Budget Deficit • Budget Surplus • Entitlement Programs • Private Goods • Tax Incentives 	<p><u>Other Unit Specific Vocabulary</u></p> <ul style="list-style-type: none"> • Unemployment Rate • Tax Revenue • Expenditures



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Common Assessments	Formative Assessments	Summative Assessments
Assessments in bold are required.	<p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Intro to Economics Office 365 Group.</i></p> <p>Note: Formative Assessments from Economic Consumable Textbooks now located online via Passport. Access directions for Passport located in Office 365 Group.</p>	CBA 2 – The President’s Dilemma

Unit 4: The Global Economy: International Trade and Globalization

Unit Overview: Economics is the study of decision making. This unit includes the reasons for individuals and businesses to specialize and trade and how that leads to increased economic interdependence. Students will use the economic way of thinking to understand how the world economy functions. Comparing benefits and costs is essential to evaluating policies to influence trade amongst individuals and business in different countries.

Time Frame	Timeframe: 3 weeks, 2 nd and 4 th Quarters
	<i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>



<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: In a globalized world, how do countries engage in trade with countries across all development levels? (level 4)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are the different development levels of countries around the world? (Level 2) • What are the costs and benefits of a globalized economic world? (Level 3) • How do countries decide what to produce and what to trade? (Level 3) <p>Key Content and Skills:</p> <ul style="list-style-type: none"> – Imports – Exports – Absolute Advantage – Specialization – Comparative Advantage – GDP – Globalization – Balance of Trade – Exchange Rates <p>Essential Question #2: One of the basic concepts of economics is that free trade benefits everyone. If this is the case, why do countries put in policies that create barriers to trade? (level 4)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are some trade agreements made by the United States and how do they add barriers to trade and analyze their effectiveness? (Level 4) • What are the costs and benefits to outsourcing? (Level 3) • What are the differences and similarities between fair trade and free trade? (Level 3) <p>Key Content and Skills:</p> <ul style="list-style-type: none"> – Protectionist Policies – Tariff – Quotas – Outsourcing – Exports – Imports – Balance of Trade – Barriers to Trade
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Standards and Indicators	<p>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations. SS HS.2.10.a Explore comparative advantage among different countries. SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p>	
Vocabulary Academic Vocabulary terms are taught using the Six-Step Process	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> • Exports • Import • Balance of trade • Absolute advantage • Specialization • Protectionist policies • Comparative advantage • Outsourcing • Tariff • Quotas • Dumping • Exchange rate • Depreciation • Appreciation 	<p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> • More Developed Country • Developed Country • Less-developed Country
Common Assessments Assessments in bold are required.	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Intro to Economics Office 365 Group.</i></p> <p>Note: Formative Assessments from Economic Consumable Textbooks now located online via Passport. Access directions for Passport located in Office 365 Group.</p>	<p>Summative Assessments</p>



Course Standards Overview

Standards: At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

Indicators: Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

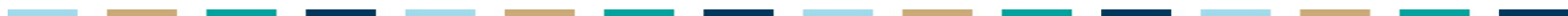
Nebraska Department of Education Content Area Standards Reference Guide:

https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf

Organization and Structure of Nebraska's Social Studies Standards The overall structure of Nebraska's Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The "For example..." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators. For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four disciplines: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by big ideas. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level. In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. (Source: Nebraska Social Studies Standards, 2019)

An example of the Nebraska Social Studies Standards numbering system is as follows:

	SS.8.1.2.a
SS = content area	
8 = grade level	
1 = discipline	
2 = standard	
a = indicator	



Scope and Sequence

	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
Social Studies	Civics SS 5.1.1 Synthesize and justify the structure and function of the United States government. (6 indicators) SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. SS 5.1.1.b Identify and explain the structure and functions of the three branches of government. SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population. SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. SS 5.1.1.e Justify the principles of the American Republic. SS 5.1.1.f Analyze and contrast forms of government. SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life. (6 indicators) SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.	Civics SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. (4 indicators) SS 6.1.1.a Analyze the different forms of government through the study of early civilizations. SS 6.1.1.b Identify the development of written laws and artifacts. SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history. SS 6.1.1.d Investigate important government principles. SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. (2 indicators) SS 6.1.2.a Describe ways individuals participate in the political process. SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today. Economics SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. (2 indicators) SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.	Civics SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. (3 indicators) SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens. SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function. SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world. SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. (3 indicators) SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe. SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations. SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an	Civics SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. (6 indicators) SS 8.1.1.a Identify and describe the different systems of government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history. SS 8.1.1.e Describe how important government principles are shown in American government. SS 8.1.1.f Analyze the development and significance of political parties in the United States. SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. (5 indicators) SS 8.1.2.a Demonstrate ways individuals participate in the political process. SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.

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	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
	<p>SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.</p> <p>SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.</p> <p>SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p> <p>SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 5.1.2.f Determine how the roles of individuals and groups influence government.</p> <p>Economics</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living. (1 indicator)</p> <p>SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.</p> <p>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence. (1 indicator)</p> <p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p>SS 5.2.5 Summarize characteristics of economic institutions in the United States. (3 indicators)</p>	<p>SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.</p> <p>SS 6.2.3 Explain the interdependence of producers and consumers. (2 indicators)</p> <p>SS 6.2.3.a Identify producers and consumers for Ancient civilizations.</p> <p>SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>Geography</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface. (2 indicators)</p> <p>SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p>SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.</p> <p>SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.</p>	<p>interdependent society.</p> <p>Economics</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. (2 indicators)</p> <p>SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. (3 indicators)</p> <p>SS 7.2.5.a Define the government's role in various economic systems.</p> <p>SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p>SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. (1 indicator)</p> <p>SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p>	<p>SS 8.1.2.c Demonstrate civic engagement.</p> <p>SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>Economics</p> <p>SS 8.2.2 Understand personal and business financial management. (2 indicators)</p> <p>SS 8.2.2.a Identify skills for future financial success.</p> <p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. (3 indicators)</p> <p>SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p>SS 8.2.4.b Explain how tax revenues are collected and distributed.</p> <p>SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. (2 indicators)</p> <p>SS 8.2.5.a Explain that currency must be</p>

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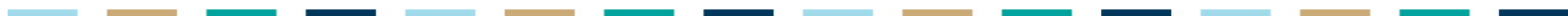
	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
	<p>SS 5.2.5.a Describe the importance of financial institutions to households and businesses.</p> <p>SS 5.2.5.b Explain the rules and laws that protect and support consumers.</p> <p>SS 5.2.5.c Identify goods and services funded through federal taxes.</p> <p>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries. (2 indicators)</p> <p>SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p>SS 5.2.6.b Explain how trade impacts relationships between countries.</p> <p>Geography</p> <p>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States. (3 indicators)</p> <p>SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.</p> <p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.</p> <p>SS 5.3.1.c Determine why things are located where they are in the United States.</p> <p>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. (2 indicators)</p>	<p>SS 6.3.4 Interpret and summarize patterns of culture around the world. (2 indicators)</p> <p>SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 6.3.4.b Explain how cultural diffusion occurs.</p> <p>History</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 6.4.2.a Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p> <p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p>	<p>Geography</p> <p>SS 7.3.2 Evaluate how regions form and change over time. (3 indicators)</p> <p>SS 7.3.2.a Classify physical and human characteristics of places and regions.</p> <p>SS 7.3.2.b Interpret the impact of land and water features on human decisions.</p> <p>SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 7.3.3.a Explain the impact of natural processes on human and physical environments.</p> <p>SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. (2 indicators)</p> <p>SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. (2 indicators)</p>	<p>converted to make purchases in other countries.</p> <p>SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>Geography</p> <p>SS 8.3.2 Examine how regions form and change over time. (3 indicators)</p> <p>SS 8.3.2.a Evaluate physical and human characteristics of places and regions.</p> <p>SS 8.3.2.b Determine the impact of land and water features on human decisions.</p> <p>SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.</p> <p>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.</p> <p>SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.</p> <p>History</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. (2 indicators)</p> <p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p>

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	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
	<p>SS 5.3.2.a Identify criteria used to define regions within the United States.</p> <p>SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.</p> <p>SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted. (3 indicators)</p> <p>SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.</p> <p>SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.</p> <p>SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.</p> <p>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. (3 indicators)</p> <p>SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.</p> <p>SS 5.3.4.b Compare and contrast population characteristics of the United States.</p> <p>SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.</p>	<p>SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 6.4.4 Interpret and evaluate sources for historical context. (2 indicators)</p> <p>SS 6.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 6.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.</p> <p>SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p>History</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.3 Examine historical events from the perspectives of marginalized</p>	<p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. (2 indicators)</p> <p>SS 8.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 8.4.5.a Identify areas of inquiry by</p>

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	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
	<p>SS 5.3.5 Use geographic skills to interpret issues and events. (2 indicators)</p> <p>SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.</p> <p>SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p> <p>History</p> <p>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution. (1 indicator)</p> <p>SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups. (2 indicators)</p> <p>SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.</p> <p>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. (1 indicator)</p>		<p>and underrepresented groups. (2 indicators)</p> <p>SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 7.4.4 Analyze and interpret sources for perspective and historical context. (2 indicators)</p> <p>SS 7.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>using student-generated questions about multiple historical sources.</p> <p>SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p> <p>SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>



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	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
	<p>SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.</p> <p>SS 5.4.4 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.</p> <p>SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.</p> <p>SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p>			



Scope and Sequence

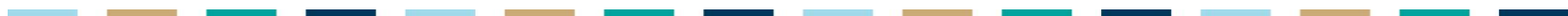
	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
Social Studies	History HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history. (3 indicators) SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States. SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order. SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators) SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and	Geography SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. (2 indicators) SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes. SS HS.3.2 Evaluate how regions form and change over time. (3 indicators) SS HS.3.2.a Analyze physical and human processes that shape places and regions. SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time. SS HS.3.2.c Evaluate the interdependence of places and regions. SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their	Economics SS HS.2.1 Apply economic concepts that support rational decision making. (2 indicators) SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis. SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents. SS HS.2.2 Develop a plan to support short- and long-term goals. (4 indicators) <i>*Personal Finance Course Standard</i> SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit. (2 indicators) <i>*Personal Finance Course Standard</i> SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals. (3 indicators) <i>*Personal Finance Course Standard</i>	History HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. (3 indicators) SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world. SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order. SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators) SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	Civics SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. (8 indicators) SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution. SS HS.1.1.b Evaluate the structure of American constitutional government. SS HS.1.1.c Analyze the functions of United States government and its outcomes. SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes. SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes. SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations. SS HS.1.1.g Analyze the roles that political parties have played in the United States.

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	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
	<p>completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators) SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators) SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) Determine</p>	<p>surroundings. (2 indicators) SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. (3 indicators) SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic</p>	<p>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services. (4 indicators) SS HS.2.5.a Summarize the role of competition, markets, and prices. SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis. SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service. SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.</p> <p>SS HS.2.6 Explain how economic institutions impact different individuals and various groups. (3 indicators) SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice. SS HS.2.6.b Calculate and describe the impact of economic indicators. SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the</p>	<p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. (2 indicators) SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators) SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p>	<p>SS HS.1.1.h Analyze United States foreign policy issues.</p> <p>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. (6 indicators) SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. SS HS.1.2.c Engage and reflect on participation in civic activities. SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices. SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p>

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	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
	<p>the relationship between multiple causes and effects of events and developments in the past.</p> <p>SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions. (5 indicators)</p> <p>SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.</p> <p>SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p>SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p>SS HS.4.5.d (US) Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (US) Communicate inquiry results within a historical context.</p>	<p>knowledge and geospatial skills to make informed decisions. (3 indicators)</p> <p>SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p>SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p>SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	<p>rule of law in a market economy. (1 indicator)</p> <p>SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government</p> <p>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems. (3 indicators)</p> <p>SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.</p> <p>SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.</p> <p>SS HS.2.8.c Critique government policies and regulations in areas of market failure.</p> <p>SS HS.2.9 Examine the government's influence on economic systems through fiscal policy. (2 indicators)</p> <p>SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.</p> <p>SS HS.2.9.b Examine the impact of fiscal policy on budget</p>	<p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. (5 indicators)</p> <p>SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.</p> <p>SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.</p> <p>SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.</p> <p>SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p>	



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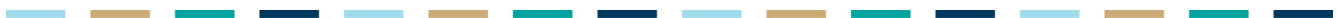
	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
			<p>deficits/surpluses and national debt.</p> <p>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations. (2 indicators)</p> <p>SS HS.2.10.a Explore comparative advantage among different countries.</p> <p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p>		



Secondary Proficiency Scale

The proficiency scale is designed to be adapted to the unit learning goal(s) and unit standards and indicators.

Learning Goal:		
<u>Advanced</u> Score 4.0	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Exceeds expected course content/grade level standard Applies skills and strategies in new and unfamiliar situations 	Unit standards and indicators as outlined in the pacing guide:
<u>Proficient +</u> Score 3.5	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Demonstrates success toward exceeding course content/grade level standard Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations 	
<u>Proficient</u> Score 3.0	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Meets expected course content/grade level standard Retains information and applies skills and strategies in familiar situations 	
<u>Basic +</u> Score 2.5	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and at times applies skills and strategies in familiar situations 	



Introduction to Economics: 10th Grade

<p>Basic Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and simple processes in familiar situations 	
<p>Approaching Basic Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets some of expected course content/grade level standard Retains some information and simple processes in familiar situations 	
<p>Below Basic Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> Performs below expected course content/grade level on the standard. <p>Has difficulty retaining information and applying skills and strategies</p>	
<p>Failing Score 0</p>	<p>There is <i>insufficient</i> evidence of student learning.</p>	



Academic Vocabulary

Six Step Vocabulary

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)
*Steps 1 and 2 are done at the beginning of the unit
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)
*Steps 3-5 during the unit
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)
*Step 6 end of the unit

TERM	LOCATION IN PACING GUIDE	DEFINITION
Absolute Advantage	Unit 4	The situation in which a country can produce more of a good than another country can produce with the same quantity of resources.
Appreciation	Unit 4	An increase in the value of one currency relative to other currencies.
Asset	Unit 2	Anything of value to which a business firm has legal claim.
Balance of Trade	Unit 4	The difference between the value of a country's exports and the value of its imports.
Barter Economy	Unit 1	An economy in which trades are made in goods and services instead of money
Behavioral Economics	Unit 1	a method of economic analysis that applies psychological insights into human behavior to explain economic decision-making.
Budget Deficit	Unit 3	The situation in which federal government expenditures are greater than federal government tax revenues.
Budget Surplus	Unit 3	The situation in which federal government expenditures are less than federal government tax revenues.
Business Cycle	Unit 3	Recurrent swings (up and down) in real GDP.
Business Partnership	Unit 2	A business owned by two or more co-owners, called partners, who share profits and are legally responsible for debts.
Capital	Unit 1	Wealth in the form of money or property, used or accumulated in a business by a person, partnership or corporation
Comparative Advantage	Unit 4	The situation in which a country can produce a good at a lower opportunity cost than another country.
Competition	Unit 2	The rivalry among sellers trying to achieve such goals as increasing profits, market share and sales volume by varying the elements of the marketing mix: price, product, distribution and promotion.
Contractionary Fiscal Policy	Unit 3	A decrease in government spending or an increase in taxes.
Contractionary Monetary Policy	Unit 3	A decrease in the money supply.
Corporations	Unit 2	A legal entity that can conduct business in its own name in the same way an individual does.
Currency	Unit 1 & Unit 3	Coins issued by the U.S. Treasury and paper money (called Federal Reserve notes) issued by the Federal Reserve

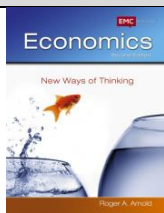
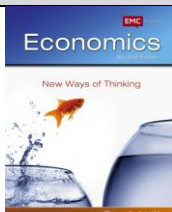
TERM	LOCATION IN PACING GUIDE	DEFINITION
Demand		Demand is not just about measuring what people want; for economists, it refers to the amount of a good or service that people are both willing and able to buy.
Demand Curves		The Demand Curve measures the relationship between the Price of a good and the amount of it demanded. Usually, as the price rises, fewer people are willing and able to buy it; in other words, demand falls.
Depreciation	Unit 4	A decrease in the value of one currency relative to other currencies.
Dumping	Unit 4	The sale of goods abroad at prices below their costs and below the price charged in domestic (home) markets.
Economics	Unit 1	the science that deals with the production, distribution, and consumption of goods and services, or the material welfare of humankind.
Entrepreneur	Unit 1	A person who organizes, operates and assumes the risk of a business venture
Entrepreneurship	Unit 1	The special talent that some people have for searching out and taking advantage of new business opportunities and for developing new products and new ways of doing things.
Equilibrium	Unit 1	in a market setting, an equilibrium occurs when price has adjusted until quantity supplied is equal to quantity demanded
Equilibrium Price	Unit 1	the price in a market at which the quantity demanded and the quantity supplied of a good are equal; this is also called the "market clearing price."
Exchange Rate	Unit 4	The price of one country's currency in terms of another country's currency.
Expansionary Fiscal Policy	Unit 3	An increase in government spending or a reduction in taxes.
Expansionary Monetary Policy	Unit 3	An increase in the money supply.
Exports	Unit 4	Goods produced in the domestic country and sold to residents of a foreign country.
Factors of Production	Unit 1	What people use to produce goods and services. Also known as resources.
Fiscal Policy	Unit 3	Changes the government makes in spending or taxation to achieve economic goals.
Fixed Cost	Unit 2	A cost, or expense, that is the same no matter how many units of a good are produced.
Fixed Expense	Unit 2	An expense that does not change from time period to time period. For example: rent, car payment, insurance
GDP (Gross Domestic Product)	Unit 3	The total market value of all final goods and services produced annually in a country.
Goods	Unit 1	A material object that is intended to satisfy some wants or needs of a consumer
Human Capital (Labor)	Unit 1	A measure of the economic value of an employee's skill set
Imports	Unit 4	Goods produced in foreign countries and purchased by residents of the domestic country.
Incentives	Unit 1	rewards or punishments associated with a possible action; agents make decisions based on incentives.



TERM	LOCATION IN PACING GUIDE	DEFINITION
Inflation	Unit 3	An increase in the price level, or average level of prices
Labor Union	Unit 2	An organization that seeks to increase the wages and improve the working conditions of its members.
Macroeconomics	Unit 1 & 3	the branch of economics dealing with the broad and general aspects of an economy, as the relationship between the income and investments of a country as a whole.
Marginal Cost	Unit 2	The cost of producing an additional unit of a good; the change in total cost that results from producing an additional unit of output.
Marginal Revenue	Unit 2	The revenue from selling an additional unit of a good; the change in total revenue that results from selling an additional unit of output.
Market	Unit 1	an interaction of buyers and sellers where goods, services, or resources are exchanged
Market Structure	Unit 1 & 2	The setting in which a seller finds itself. Market structures are defined by their characteristics, such as the number of sellers in the market, the product that sellers produce and sell, and how easy or difficult it is for new firms to enter the market.
Microeconomics	Unit 1	the branch of economics dealing with aspects of an economy, as the price-cost relationship of a firm.
Monetary Policy	Unit 3	Changes the Fed makes in the money supply.
Monopolistic Competitive Market	Unit 2	A market structure characterized by (1) many buyers and many sellers, (2) the production and sale of slightly different products and (3) easy entry into and exit out of the market.
Monopolistic Market	Unit 2	A market structure characterized by (1) a single seller, (2) the sale of a product that has no close substitutes, and (3) extremely high barriers to entry.
Natural Resources	Unit 1	Naturally occurring materials such as coal, fertile land, etc. That is used by man
Needs	Unit 1	Something required, a necessity
Oligopolistic Market	Unit 2	A market structure characterized by (1) few sellers, (2) the production and sale of identical or slightly different products and (3) significant barriers to entry.
Opportunity Cost	Unit 1	the value of the next best alternative to any decision you make; for example, if Abby can spend her time either watching videos or studying, the opportunity cost of an hour watching videos is the hour of studying she gives up to do that.
Outsourcing	Unit 4	An arrangement in which work is done for a company by another company or by people other than the original company's employees.
Price	Unit 1	the amount of money that has to be paid to acquire a given product. Price is also a measure of value.
Profit	Unit 2	The amount of money left over after all the costs of production have been paid. Profit exists whenever total revenue is greater than total cost.
Quotas	Unit 4	A legal limit on the number of units of a foreign-produced good (import) that can enter a country.
Rationing Devices	Unit 1	A means for deciding who gets what portion of the available resources and goods.

TERM	LOCATION IN PACING GUIDE	DEFINITION
Real GDP	Unit 3	Gross domestic product (GDP) that has been adjusted for price changes; GDP measured in base-year, or constant, prices.
Scarcity	Unit 1	the fact that there is a limited amount of resources to satisfy unlimited wants; Insufficiency of Amount; shortage
Services	Unit 1	A good that is non-material; For example: help a customer or mend an object, etc.
Shortage	Unit 1	when the quantity demanded of a good, service, or resource is greater than the quantity supplied
Specialize	Unit 4	To focus or concentrate on an activity or product.
Stock	Unit 2	A claim on the assets of a corporation that gives the purchaser a share of the corporation.
Strike	Unit 2	A work stoppage called by union members to put pressure on an employer.
Substitute		A similar good. Something that you buy to replace something that is unavailable or that you determine is too expensive or too difficult to buy.
Supply	Unit 1	the amount of a good or service offered for sale.
Supply Curves	Unit 2	Graphic representation of the relationship between product price and quantity of product that a seller is willing and able to supply. Product price is measured on the vertical axis of the graph and quantity of product supplied on the horizontal axis.
Surplus	Unit 1	when the quantity supplied of a good, service, or resource is greater than the quantity demanded
Tariff	Unit 4	A tax on imports.
Total Cost	Unit 2	The sum of fixed costs plus variable costs.
Trade-offs	Unit 1	An exchange of one thing for another, especially relinquishment of one benefit or advantage for another regarded as more desirable
Unemployment Rate	Unit 3	The percentage of the civilian work force that is unemployed.
Value	Unit 1	The monetary worth of something; market price
Variable Cost	Unit 2	A cost, or expense, that changes with the number of units of a good produced.
Variable Expense	Unit 2	A variable expense is a cost that changes significantly from period to period, such as week to week, month to month, quarter to quarter or year to year. For example: electricity, gas, groceries
Wage Rate	Unit 2	The price of labor.
Wants	Unit 1	To desire greatly; Something that you would like to have but that is not a necessity
Wealth	Unit 1	A great quantity or store of money, valuable possessions, property or other riches

District Adopted Resources

Student Textbook	
Economics: New Ways of Thinking ISBN: 9780821977910 Second Edition, 2015	
Teacher Manuals	
Economics: New Ways of Thinking ISBN: 9780821968604 Second Edition, 2015	
Materials	
Applying the Principles Workbook (ISBN: 9780821968673) Finding Economics (ISBN: 9780821969151) Guided Reading and Study Guide (ISBN: 9780821969175) Teacher Digital eResources (ISBN: 9780821669144) Assessment Book: Tests and Quizzes with Answer Key (ISBN: 9780821969199) Lesson Plan Book (ISBN: 9780821969205)	
Online Resources	
Online Resources from Publisher: https://passport.emcl.com	
Supplemental Resources	

Textbook replacements

Textbooks that have been lost or damaged should be replaced annually by individual buildings. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.



Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA www.movlic.com/ provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001^[1]

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.