

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Develop Economic Awareness

Course Code: 034300

COURSE INTRODUCTION:

Course Rationale: An understanding of economic systems and consumerism provides the resources needed for students to explore business careers. The content in this area is vital to the career planning of business students as they develop knowledge of business functions and applicable skill. Personal skills such as banking, taxes, insurance, and others that impact their effectiveness as citizens and consumers are also taught.

Course Description: This course is designed to introduce students to how business works in today's society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, government's role in business, and technology in the business world.

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UNIT DESCRIPTION:		SUGGESTED UNIT TIMELINE: 4 Class Periods					
Students will learn about the role of economics in the United States.		CLASS PERIOD (min.): 50 MINUTES					
ESSENTIAL QUESTIONS:							
1. What makes an economic powerhouse?							
2. How and why is the USA considered an economic powerhouse?							
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
			GLEs/ CLEs	PS	CCSS	OTHER	DOK
1. Distinguish between goods and services					RI.11-12.4	E1.1.1	3
2. Identify economic systems					RI.11-12.1 RI.11-12.2	E2.2.2	1
3. Classify economic resources					RST.11-12.1	E1.1.3	2
4. Understand the basic economic problem					RST.11-12.9	E2.2.1	1
5. Describe the relationship between supply, demand, and price					N-Q.11-12.1 RST.11-12.3	E4.2.4	3
6. Explain the effects of inflation and deflation					RST.11-12.5	E9.1.2	2
7. Describe the four phases of the business cycle					RST.11-12.4	E2.3.4.2 E9.3.3	2
8. Analyze economic indicators (e.g., CPI, unemployment, GNP, GOP)					S-ID.11-12.3 RST.11-12.5	E6.2.3 E9.3.9	4
9. Distinguish roles of individuals in the economy					RST.11-12.4	Global Section	2

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10. Identify the impact of the global economy on consumers				RST.11-12.1 RST.11-12.2		1
11. Explain economic interdependence (e.g., importing, exporting)				RST.11-12.2	E5.3.4 E8.2.1	2
12. Describe the major components of the U.S. Economy				RST.11-12.2	E4.2.3	2
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) Written test(s) including a variety of question types (i.e. True/False, Multiple Choice, Short Answer, etc). (DOK Level 2) Comprehensive project over basic economic functions/principles. (DOK Level 4) *Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
4	1. Teacher will break class into groups and supervise group discussions and activities of Needs and Wants . Teacher will also lead a discussion on tradeoffs and have students give examples. The teacher will assist students as they complete Economic Decision Making .					
1	2. The teacher will supervise the groups of 2 or 3 after explaining the directions for Children's Economic Book project.					
2, 3	3. Teacher will lead a discussion on economic systems and will complete the Economic Systems Graphic Organizers as students complete their own copies.					
9	4. Teacher will instruct students to pick a county and research it to answer questions on the Trading Economics Worksheet.					
2, 3	5. Teacher will lecture on Scarcity, have students pick a country and complete the Country Task Sheet on Scarcity.					
5	6. Teacher will complete the Introduction to Supply and Demand Webquest with students and then supervise their individual work.					

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6, 8	7. Teacher will open the teacher link on Consumer Price Index and Inflation Project and share the student link with the class. The teacher will use the lesson plan on the teacher link to conduct the lecture while students follow on the student link and complete interactive activities.
10, 11, 12	8. Teacher will introduce the lesson using the teacher link from the International Trade and the Global Economy and share the student link with the class.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
4	1. Students will participate in activities based on needs and wants. In small groups, student also engage in economic decision making for going camping.
1	2. In small groups, students will create a children's economic book.
2, 3	3. Students complete graphic organizers on economic systems.
9	4. Students research the answers to the questions on the trading economics worksheet.
2, 3	5. Students pick a country and complete the country task sheet.
5	6. Students complete the supply and demand webquest.
6, 8	7. Students will complete a project on consumer price index and inflation.
10, 11, 12	8. Students complete a project about international trade and the global economy.
UNIT RESOURCES: (include internet addresses for linking) Plato Economics www.bls.gov www.teachingeconomics.org www.econedlink.org	

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www.mcce.org – Resources @ MCCE:

BE 10.0102 M115 - Focus: Economic Systems

Sarapage McCorkle, Bonnie T. Meszaros, Sandra J. Odorzynski, Mark C. Schug, Michael Watts, George Horwich
NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 2002.

BOOK — Redefines the approach to teaching about different types of economic systems in light of the breakup of the former Soviet Union and market reforms now underway in many nations that were, until recently, the most important examples of centrally planned economies. 12 lessons compare the institutional arrangements that form the foundation of different nations' economic systems revealing a wide range, from largely individualistic and market-oriented approaches to a considerable degree of governmental intervention in the overall economy.

BE 13.1397 M112 - Mathematics & Economics: Connections for Life, Grades 9-12

Rich MacDonald, Lisa Breidenbach, Evelyn L. Doetschman
NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 2003.

BOOK — This publication shows how mathematics concepts and knowledge can be used to develop economic and personal financial understandings. Lessons include: The Nature of Demand; The Nature of Supply; Profit Mathematics; Cash or Annuity?; Tax Math; The Mathematics of Savings; The Mathematics of Credit Card Interest and Fixed Payments.

BE DVD ROM 17 - Introduction to Economics: The Nature of Economics

Clearvue & SVE
CHICAGO, IL, CLEARVUE & SVE, 2001.

DVD ROM — This program explains the relationship between people's wants and available resources. Defines the principle of Opportunity Cost and relates its application to everyday life. Grades 7 through 12. 21 minutes.

BE DVD ROM 17.1 - The Invisible Hand: An Introduction To Economics

Learning Seed
CHICAGO, IL, LEARNING SEED, 2004.

DVD ROM — Economics is a study of how we use opportunities, spend time, make choices, respond to incentives, and share limited resources. Learn about cost, supply and demand, prices, profits and losses, and trade using everyday examples from making a bed to buying an ice cream cone to sharing housework. 22 minutes.

BE DVD ROM 17.2 - Learning Basic Economics

The School Company

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VANCOUVER, WA, THE SCHOOL COMPANY, 2002.

DVD ROM — Menu-driven DVD provides eight information oriented, basic skills programs to help students begin to understand economics.

Menu items include: Introducing Economics; How Markets Work; Basic Economic Indicators; Monetary Fiscal Policy; The Role Government Plays In Economics; International Trade; The Stock Market; Technology And The Economy. Each title is approximately 6 minutes in length for over 40 minutes of instruction.

BE DVD ROM 80 - Cappuccino Trail: The Global Economy in a Cup

Films for the Humanities and Sciences

PRINCETON, NJ, FILMS FOR THE HUMANITIES AND SCIENCES, 2002.

DVD ROM — A 150-pound bag of coffee beans might earn a farmer \$50; the "street value" of that same bag 10,000 cups of coffee is around \$20,000. By following the trail of two coffee beans grown in the Peruvian Andes, this program takes a unique look at the ubiquitous stimulant which, after oil, is the most globally traded commodity. One of the beans takes the route of the open market where its price is determined by commodities traders and analysts, such as Merrill Lynch's Judy Gaines, the industry oracle who discusses the markets volatility. The other bean finds its way into Cafe Direct, a new gourmet coffee launched in Britain by a company dedicated to paying fair prices to farmers for their high-quality organic crop. 50 minutes.

BE VIDEO 111 - A New Economy

ACT Multimedia Products and Services

OLATHE, KS, ACT MULTIMEDIA PRODUCTS AND SERVICES, 2005.

VIDEO — The American economy headed in a different direction in the late 20th century. Why did this happen? What did it mean? Public policy, the effects of technology, the changing nature of work and the workforce, and the decline of organized labor are examined. High School, Post-secondary and Adult. 30 minutes.

BE VIDEO 12 - Alan Greenspan: Man Behind the Money

A&E Video

NEW YORK, NY, A&E VIDEO, 1999.

VIDEO — Explore the factors and trends that influence world economy. the renowned economist monitors trends such as inflation, taxes, unemployment, investing and more. 79 minutes

BE VIDEO 38 - International Trade

The School Company

VANCOUVER, WA, THE SCHOOL COMPANY, 2001.

VIDEO — This video series is an excellent resource for economics. It presents snapshots of the topics that include clear definitions, distinguishing

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differences, relevant backgrounds, and overall summaries. This fast-paced series will help answer some of the basic questions students have about economics in an easy-to-understand way.