

Economics - 12th Grade

September or February	October or March	November or April	December or May	January or June
Economic systems, Individual decision making and the economy 5 weeks	Individuals and Business in the Product and Factor Markets 5 weeks	The Impact of American capitalism in the Global Economy 5 weeks	The Tools of Economic Policy in a Global Economy 5 weeks	

Unit 1	Transfer Goal: Decides what evidence is credible and useful in developing a position/argument, addressing an issue or taking an action.	Enduring themes: Impact of Human-Environment Interactions.
	Understanding(s)	Essential Question(s)
It is not just about what I want!	<p><i>Scholars will understand that...</i></p> <p>U1: Scholars will understand how economic decisions affect the wellbeing of individuals and society.</p> <p>U2: Scholars will analyze how to balance their needs and wants with their available resources for future goals..</p>	<ol style="list-style-type: none"> 1. Why do all decisions involve trade-offs? 2. Why is scarcity the starting point for learning about Economics? 3. Which qualities of an economic system do the best job at addressing the issue of scarce resources? 4. How do I manage my opportunities, resources (human capital) with sound financial(money management) practices? 5. How do I manage my financial responsibilities to ensure good credit for future life goals and how to be a discerning consumer to avoid predatory practices?
Curriculum Embedded Performance Assessment Performance Task: Scholars will create a resume for future career and draft a personal budget, based on their career choices.		
CFA: Graphic Organizer: Tools of the Trade: Must Have Equipment for you Lawn Care and Landscaping business; Sourcing chart: Which economic system would you rather live in? Scholars will have analyze and corroborate two articles with different view. Scholars will make a claim and use evidence to support both points of view in a paragraph.		

Unit 2	Transfer Goal: Decides what evidence is credible and useful in developing a position/argument, addressing an issue or taking an action.	Enduring Themes: Impact of Power
Unit 2	Understanding(s)	Essential Question(s)
It is all about supply and demand!	<p><i>Scholars will understand ...</i></p> <p>U1: In a market economy supply and demand affect price, product availability through purchasing power.</p> <p>U2: Supply and demand is directly related to employment.</p>	<p>How does the role of buyers and sellers affect the free marketplace?</p> <p>How does time, place and headlines affect shifts in supply and demand?</p> <p>Why do goods and services become popular and how has this changed over time?</p> <p>How is the supply and demand of factor markets (land, labor and capital) related to unemployment?</p> <p>Why is corroboration essential when it comes to analyzing economic trends and predicting those trends in the future?</p>
Curriculum Embedded Performance Assessment Performance Task: Debate: Why are there benefits and consequences of raising the minimum wage? Students will analyze/ corroborate articles and use BBK protocol then write an essay making a claim and using evidence to support their stance.		
CFA: Graphic Organizer Documents analysis of employment figures past and present by race and gender. (C3 inquiry Paycheck Fairness Act) Students will analyze documents and write a claim/evidence paragraph that illustrates the impact race and gender have on salary and employment.		

Unit 3	Transfer Goal: Decides what evidence is credible and useful in developing a position/argument, addressing an issue or taking an action.	Enduring Themes: Impact of Power/ Technology
	Understanding(s)	Essential Question(s)
	<i>Scholars will</i>	

<p>It is all about “survival of the fittest”!</p>	<p>U1: Entrepreneurism is an important factor behind economic growth.</p> <p>U2: In a free market economy, the government’s role in curbing abusive business practice often conflicts with its role to stimulate the economy.</p> <p>U3: The unintended consequences of Capitalism includes poverty, externalities and the unequal distribution of wealth.</p>	<p>To what extent does competition play in our life?</p> <p>To what extent does the government regulate my life?</p> <p>How should the federal government redistribute income?</p>
<p>Curriculum Embedded Performance Assessment Performance Task: Scholars will research an entrepreneur and choose their method of presentation: song, pamphlet, research paper, or a You Tube video.</p>		
<p>CFA: Graphic Organizer: Media: <i>Capitalism a Love Story</i>: Michael Moore. Scholars will use graphic organizer to write a claim/evidence paragraph answering essential question Is Capitalism evil?</p>		

<p>Unit 4</p>	<p>Transfer Goal: Thinks purposefully and critically about domestic and global issues.</p>	<p>Enduring Themes: Impact of Trade and Globalization</p>
<p>Unit 4</p>	<p>Understanding(s)</p>	<p>Essential Question(s)</p>
<p>How do we measure the health of our economy?</p>	<p><i>Scholars will</i></p> <p>U1: Understand the government determines level of spending and taxing to improve and stabilize the economy.</p> <p>U2: The interconnectedness of the world’s economy is efficient in many ways, but also difficult given the different countries and cultures</p>	<p>To what extent are interest rates, taxes and employment related to governmental policies?</p> <p>To what extent is Capitalism part of the income inequality issues today?</p> <p>To what extent is the Business Cycle an important indicator measuring the health of a nation?</p> <p>Why do countries check the health of their nation?</p> <p>What are the challenges and benefits of a global economy?</p>
<p>Curriculum Embedded Performance Assessment Performance Task Scholars will write an evidence based essay on the pros and cons of NAFTA. Students will also read, interpret and analyze graphs, maps, charts, political cartoons, articles and documents to enhance students’ knowledge of the reasoning behind GDP.</p>		

CFA: Graphic Organizer: *The Case Government and Higher Taxes*, Articles: “*Taxing the Wealthy Promotes Economic Growth*” by Elliot Jager and “*Taxing the Poor*” by Dr. Thomas Sowell Sourcing Chart. Scholars will have analyze and corroborate two articles with different viewpoints. Scholars will make a claim and use evidence to support both points of view in a paragraph.