Escondido Union High School District

Economics

EUHSD Board Approval Date: 5/15/18
The EUHSD Economics curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

This course is aligned to the California Framework for History-Social Science: which is publicly available here: https://www.cde.ca.gov/ci/hs/cf/hssframework.asp

This comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-centered learning provides opportunity for collaboration and communication in a robust learning environment and provides opportunities for each and every student to meet the goals of the district’s Instructional Focus at the time of this completed revision: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The instructional shifts related to the California Common Core State Standards guide classroom teaching and student learning and provide the foundation of curriculum and instructional design for the EUHSD program of study. Key considerations of these instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/
Economics Course Description

The study of twelfth-grade economics provides students with an opportunity to consider the impact of economic policy and choice on individuals, groups, and institutions. The study of economics allows for the analysis of human behavior and builds student's ability to make informed decisions based on relevant economic information. Indeed, this course provides rigorous and relevant learning experiences related to the following topics: the analysis of costs and benefits, the trade-offs between consumption, investment, and savings, the availability and allocation of natural resources, the distribution of resources among investors, managers, workers, and innovation, the role of the government in supporting, taxing, and investing in industries, and human and physical capital. Students explore how economic topics and phenomenon such as scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets affect us in our day-to-day lives. The first part of the course will focus on the fundamental concepts of economics including supply, demand and scarcity. Later topics include the organization of individual businesses and industries, the labor market, the role of government, money, banks, investing and the global economy. The course is aligned with the latest learning standards and frameworks and includes ongoing inquiry-based research, reading, writing, and performance-based tasks.

Agriculture Focus

In addition to studying Economics in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods. This course is designed for advanced study of agriculture business opportunities and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. The students will develop an Agricultural project and keep accurate Agriculture records of expenses, receipts, and profit/losses.

Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>1 Semester</th>
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<tbody>
<tr>
<td>Grade Level:</td>
<td>12</td>
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<tr>
<td>UC/CSU Requirement:</td>
<td>Meets UC/CSU “g” requirements</td>
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<tr>
<td>This course meets one semester of the “g” level UC requirement for College Preparatory level. This course does not meet the “g” level UC requirement for the Basic level.</td>
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<tr>
<td>Graduation Requirement:</td>
<td>Meets EUHSD History/Social Science Economics graduation requirement</td>
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<tr>
<td>Course Number (P):</td>
<td>1788</td>
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<tr>
<td>Transcript Abbreviation (P):</td>
<td>ECONOMICS (P)</td>
</tr>
<tr>
<td>Course Number (AG):</td>
<td>3123</td>
</tr>
<tr>
<td>Transcript Abbreviation (AG):</td>
<td>AG ECONOMICS (P)</td>
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<tr>
<td>Course Number (B):</td>
<td>7325</td>
</tr>
<tr>
<td>Transcript Abbreviation (B):</td>
<td>ECONOMICS (BASIC)</td>
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<tr>
<td>Credits:</td>
<td>5 History/Social Science Economics</td>
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<tr>
<td>Required Prerequisite/s:</td>
<td>None</td>
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<tr>
<td>Recommended Prerequisite/s:</td>
<td>None</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum):</td>
<td>5/15/18</td>
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<tr>
<td>Board Approval Date (Materials):</td>
<td></td>
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<tr>
<td>Supplemenual Instructional Material/s:</td>
<td>A variety of supplemental instructional materials have been written into the Scope and Sequence and will be updated in developing Unit Plans.</td>
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<tr>
<td>Technology Resource/s:</td>
<td>Individual student computers as needed, access to the internet, supplemental technological resources as required by the instructor.</td>
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<tr>
<td>Assessment/s:</td>
<td>Each unit of instruction outlines key performance based tasks required in order to address specific CA history-social studies concepts and skills as delineated in the state standards and curricular framework.</td>
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<td></td>
<td>More specific unit/lesson plans are developed by teacher leaders and instructors through the PLC process and will contain key unit formative and summative assessments aligned to the aforementioned state standards and framework.</td>
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</tbody>
</table>
Meeting the Needs of ELs:

Our student information system is used by site leaders and instructors to acquire the language levels of EUHSD English Learners to ensure they are identified and their specific needs are met. Our approach to supporting English learners is based on the CA Department of Education (CDE) adopted language level proficiency descriptors and updated ELD Learning Standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf EUHSD uses the ELA-ELD Framework to inform pedagogical practices related to supporting English Learners in order to support both designated and integrated forms of language support for all English Learners.

Please visit the following URL to learn more about the new frameworks which describe in detail specific research-based best practices used to support English Learners:
The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit-learning objectives. The document will be updated annually with input from all stakeholders.

All History/Social-Science courses require the full integration of the Standards for Literacy in History/Social-Studies, which can be found in their entirety here: https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf. These standards guide the creation of the curriculum as well as provide parent/guardians insights into what their children are learning as they progress through the grade levels. The following standards provide specific examples of the Anchor Literacy Standards for Reading and Writing from which the specific standards in each unit-of-study are built:

- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely band proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Anchor Standards for Speaking/Listening)

All EUHSD History-Social Science courses are aligned to and deliver the key concepts and skills as delineated the California History-Social Science Content Standards which can be found on the California Department of Education’s website at the following location: https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf

Key design considerations in the creation of this guiding document also come directly from California’s History-Social Science Framework and focus on vital shifts in pedagogy/instructional practice including the way teaching, learning, and assessment are organized and delivered. The following statement from the framework effectively sums up the key changes used to revise this course: “The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, civics and government, geography, and economics are integral to the mission of preparing California’s children for college, careers, and civic life.” – Chapter 1, page 1 of California’s History-Social Science Framework https://www.cde.ca.gov/ci/hs/cf/hssframework.asp
**Economics Scope and Sequence**

**Unit 1 – Economic Thinking**

**Length:** 2 Weeks

**Unit Description:** In this unit, students explore foundational economic concepts to build economic thinking skills in order to critically examine economics from a personal perspective. Students will consider essential questions related to how resources are allocated and what is a market economy as they transition from the individual and personal finance to an understanding of the role of a market economy. Students also explore and compare various kinds of economic systems as well as key historical economic thinkers. This unit includes the analysis and creation of multiple texts.

**Unit Focus Standards:**

**Principles of Economics**

1. Students understand common economic terms and concepts and economic reasoning.
   1. Examine the causal relationship between scarcity and the need for choices.
   2. Explain opportunity cost and marginal benefit and marginal cost.
   3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
   4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
   5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

**Key Literacy Standards:**

- RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**Learning Objectives:**

- Students will…
  - Define and discuss various economic concepts including scarcity, resources, cost, benefit, opportunity cost, marginal benefit, marginal cost, factors of production, and invisible hand.
  - Create and analyze a production possibilities curve (PPC).
  - Critically read complex text to determine main idea.
  - Cite evidence from texts for support insights.
  - Respond to text-based questions.
  - Research careers to understand personal finance and economics at the individual level.
  - Compare types of economies – market, command, mixed, and traditional.
  - Explore and respond to the following questions from the California Framework:
    - How are resources allocated?
    - What is a market economy?

**Sample Unit Assignments and Assessments:**

- Students critically examine a variety of informational and argument texts, including political cartoons from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports challenges course content.
- Students connect the concept of scarcity to real life through class discussions. Students answer the following question: *How does scarcity affect consumers?* Students can then participate in a discussion on what consumers must have, choices about what to buy, save, etc. They also discuss what producers make and choices about how to spend money. Consider asking students to identify the five (5) wants they have right now and describe how scarcity affects their efforts to meet these wants.
- Students may plot a production possibilities curve and determine the opportunity from moving to various points up and down the curve. Students may plot a production possibilities curve and the significance of points inside the curve. The EconEdLink website provides a sample lesson for teaching PPC: [https://www.econedlink.org/teacher-lesson/852/Production-Possibilities-Curve](https://www.econedlink.org/teacher-lesson/852/Production-Possibilities-Curve)
- **Sample Performance Task:** Students complete an individual project in order to connect the concepts of scarcity and trade-offs to the real world and explore the essential question “*How are resources allocated?*” This project should include research on at least two different career options. Students identify educational requirements and salaries and then analyze the costs and benefits of each career option; they share their findings verbally and in writing. By learning how to conduct cost–benefit analyses and how to evaluate the marginal benefits and marginal costs of alternative uses of resources, students will learn how to make informed decisions. (WHST11-12.7)
WHST11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Agriculture Focus:**
- Students will be asked to continue their Ag Project and continue their Ag Record Book/Portfolio.
- Emphasis on production: in this task student look at how scarcity of resources affects agriculture products in the marketplace. Students may be asked to identify five agriculture related businesses and feasibility of establishing that business in our local region.
- In regards to cost-benefit analysis students may be asked to investigate a variety of production areas such as “the dairy industry” and determine the benefits and costs of production for specific dairy products (i.e. whole milk, ice cream, butter, cheese, etc.).
- Students will be asked to utilize information from their own agriculture project to plot a production possibilities curve and calculate the opportunity from moving to various points up and down the curve.
- Students will be put into groups and will create a multi-media presentation on opening their own agriculture related business.
Economics Scope and Sequence
Unit 2 - How Markets Work
Length: 4 Weeks

Unit Description: In this unit, students will learn about the operation of markets primarily through a careful analysis and study of the United States’ market economy. Students begin to learn about the functioning of the economy by addressing the following essential question: What are the key components of the American economic system? Students explore concepts such as how a market can be understood as an interaction between buyers and sellers and how a market economy is a decentralized economic system where most economic decisions are made by individuals. Students critically examine a variety of texts and media sources and engage in a project-based task regarding price setting and its implications on the larger economic system.

Focus Unit Standards:
Principles of Economics
12.2 Students analyze the elements of America’s market economy in a global setting.
   1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
   2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
   3. Explain the roles of property rights, competition, and profit in a market economy.
   4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
   5. Understand the process by which competition among buyers and sellers determines a market price.
   6. Describe the effect of price controls on buyers and sellers.

Key Literacy Standards:
WHST11-12.1 1. Write arguments focused on discipline-specific content.
WHST11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Objectives:
Students will...
- Define and discuss various economic concepts including supply, demand, incentives, price floors, and price ceiling.
- Explain the impact of supply and/or demand on scarcity, price and quantity using graphs and words.
- Describe law of supply, law of demand, equilibrium, shortage, surplus, elasticity, inelasticity.
- Explore and respond to the following questions from the California Framework for History/Social Science:
  - What are key components of the American economic system?
  - How are prices determined? Who determines prices?
- Write arguments focused on social studies/economic related topics.
- Communicate verbally and in writing their learnings from the unit via both brief and extended writing tasks.

Sample Unit Assignments and Assessments:
- Students engage in a variety of rigorous and engaging learning tasks aimed at supporting their learning regarding the American market economy.
- Students critically examine a variety of informational and argument texts, including political cartoons from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.
- Students respond to one or more of the unit essential questions as a writing task. (WHST11-12.2)
- Students participate in a simulation designed to show supply, demand, surplus, and shortage. Sample content: this video describes a simulation: https://www.youtube.com/watch?v=6yd-iCFDbGQ
- Students participate in a simulation where they are asked to create a supply schedule by offering students wages to mow lawns. Show a direct relationship between price and quantity. At $3/hour few students will supply their labor. At $300/hour more students will supply their labor.
- Students complete one or more case study(ies) about supply and demand shifters.
- Students read and analyze current economic events in the news and connect them to concepts in this unit.
- Sample Performance Task: Supply and Demand Project Example: Students set a price for an item to resale and justify their choices. An example can be found HERE. (WHST11-12.1) Students record their results in writing and share them with an audience of their peers.
- Example: Case Study with or without research. Students apply knowledge of supply and demand to a presentation or writing task. (IPhone production and costs)
### Agriculture Focus:
- Supply and demand examples can be drawn from Ag industries and/or real data from the San Diego County Fair Agriculture Auction.
- In regards to substitutions, students may be asked to show relationships of health to human food consumption as it relates to selection of agriculture products.
- Simulations and case studies around supply and demand can utilize Ag business examples such as a graph analysis designed to help illustrate the concept of law of diminishing marginal utility through use of fertilizer.
- Students will examine how traditional food producers are responding to the introduction of organic foods into the marketplace. Students will examine price quotas through dairy industry.
- Current events will connect to the agriculture industry.

### Unit Specific Resources:
- Crash Course in Economics Supply and Demand Video: [https://www.youtube.com/watch?v=g9aDizJpd_s](https://www.youtube.com/watch?v=g9aDizJpd_s)
- [http://www.macrotrends.net](http://www.macrotrends.net)

### Agriculture Focus:
- Analyzing Graphs: Per Capital Consumption of beef/meat in the past 30 years. [www.usda.org](http://www.usda.org)
- Modern Marvels: Supermarket DVD (video clips)
- Economics of Input and Product Substitution Graphs Supplemental Text – Chapter 5
- National Dairy Council and California Dairy Council
## Economics Scope and Sequence
### Unit 3 - Business and Labor

**Length:** 4 Weeks

**Unit Description:** In this unit, students explore the different types of business ownership as well as their benefits and impacts. They also examine the impact of labor markets including the labor movements, minimum wage, and the role of labor unions today. Students read, discuss and write about ways business leaders and labor groups’ work together to build and maintain the American economy and how their goals, needs and wants are not always the same and often contradict one another. Students will need to describe the impacts of oligopolistic markets on consumers and producers such as airlines, internet service providers, and car manufacturers. Students continue to apply their knowledge and learning to specific project-based tasks including simulated negotiations, for example.

<table>
<thead>
<tr>
<th>Unit Focus Standards:</th>
<th>Learning Objectives:</th>
<th>Sample Unit Assignments and Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principles of Economics</strong></td>
<td><strong>Students will…</strong></td>
<td><strong>Students critically examine a variety of informational and argument texts, including political cartoons from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.</strong></td>
</tr>
<tr>
<td>12.4 Students analyze the elements of the U.S. labor market in a global setting.</td>
<td>• Describe and analyze the elements of US labor markets.</td>
<td><strong>Students respond to one or more of the unit essential questions as a writing task. (WHST11-12.2)</strong></td>
</tr>
<tr>
<td>1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.</td>
<td>• Describe the impacts of oligopolistic markets on consumers and producers (e.g. airlines, internet service providers, car manufacturers).</td>
<td><strong>Students research a specific business within a chosen career field. They will conduct an in-person, phone or email interview with a professional in the field, and then present their findings.</strong></td>
</tr>
<tr>
<td>12.2 Students analyze the elements of America’s market economy in a global setting.</td>
<td>• Discuss the primary function of capital markets.</td>
<td><strong>Students participate in a debate-Ask students if increasing minimum wage is a good idea. Show the results of a wage floor on a graph and identify how raising minimum wage too much leads to a surplus of labor (unemployment). Consider this resource for more information:</strong></td>
</tr>
<tr>
<td>9. Describe the functions of the financial markets.</td>
<td>• Explore and respond to these questions from the California Framework for History/Social Science:</td>
<td><strong>Students participate in a discussion on the different Labor Union movements and their rise to power.</strong></td>
</tr>
<tr>
<td>10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.</td>
<td>o What is the best way to deliver services provided by utilities: through a public or private (but regulated) monopoly?</td>
<td><strong>Students could engage in a simulated negotiation between labor and management.</strong></td>
</tr>
<tr>
<td><strong>Key Literacy Standards:</strong></td>
<td>o What does it mean to work?</td>
<td><strong>Students could engage in a stock market simulation.</strong></td>
</tr>
<tr>
<td>RH11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
<td>o How does one compete in the labor market?</td>
<td><strong>Sample Performance Task:</strong> Students read a series of argument texts for and against raising the minimum wage. While reading students need to identify the author’s claim and evidence for the claim. Use evidence from the text; argue for or against an increase to the federal minimum wage. Be sure to include a</td>
</tr>
<tr>
<td>WHST11-12.1 1. Write arguments focused on discipline-specific content.</td>
<td>o How and why do workers organize?</td>
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<tr>
<td>WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
<td>• Evaluate an author’s premises, claims, etc.</td>
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<td></td>
<td>• Write brief arguments and informative texts.</td>
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<td><strong>Sample Performance Task:</strong> Students read a series of argument texts for and against raising the minimum wage. While reading students need to identify the author’s claim and evidence for the claim. Use evidence from the text; argue for or against an increase to the federal minimum wage. Be sure to include a</td>
</tr>
</tbody>
</table>
strong claim and at least one counterclaim. Recent and relevant articles will enhance this writing task. Sample argumentative text related to this content:

*Strong Voice in ‘Fight for 15’ Fast-Food Wage Campaign*

**Agriculture Focus:**

- For the Ag focused course, students will compare and contrast various commercials (soda vs. milk) for their marketing characteristics (e.g. product vs. cooperative marketing).
- Students may be asked to write a research paper comparing wages and labor in a specific agricultural area based on the concepts learned in this unit – focusing on the vertical integration of a company and the various income levels associated with each level (labor, management, producer, etc.).
- Students will work in pairs researching the economic impact of migrant farm workers and the sub minimum wage issues on the labor market. Students will discuss their findings by creating a graph/table analyzing their results and a written summary of their findings.
- Students will discuss the outsourcing of agriculture production by comparing and contrasting the prices of imported agriculture products to the production costs of domestically produced agriculture products.

### Unit Specific Resources:

- Video: “Is Wal-Mart Good for America?” – This video identifies the arguments for and against Wal-Mart’s pricing strategy and use of foreign products and labor.

### Agriculture Focus:

- Guest speaker – local flower farmer
- Ag Council of CA Unit of Instruction and Video “Got Milk” commercials California Cheese commercials
**Economics Scope and Sequence**  
**Unit 4 – Macroeconomics and Government Influence on the American Economy**  
**Length: 4 Weeks**

**Unit Description:** In this unit, students will explore, discuss, and engage in a variety of learning tasks regarding the influence of the federal government on the American economy. Students engage in a variety of rigorous and relevant learning tasks designed to help them understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers’ rights. By the end of this unit, students will be able to describe the difference between economic and monetary policy as well as how different levels of government levy taxes and make choices about spending, and attempt to manipulate the money supply to drive economic growth.

**Unit Standards:**

<table>
<thead>
<tr>
<th>Principles of Economics</th>
<th>Learning Objectives:</th>
<th>Sample Unit Assignments and Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.3 Students analyze the influence of the federal government on the American economy.</td>
<td>Students will…</td>
<td>• Students critically examine a variety of informational and argument texts, including political cartoons from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.</td>
</tr>
<tr>
<td>1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers’ rights.</td>
<td>• Interpret graphs.</td>
<td>• Students respond to one or more of the unit essential questions as a writing task.</td>
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<tr>
<td>2. Identify the factors that may cause the costs of government actions to outweigh the benefits.</td>
<td>• Describe specific government economic and monetary policy choices.</td>
<td>• Students participate in a variety of discussions around topics such as how prices have changed over time and what is counted in GDP?</td>
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<tr>
<td>3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</td>
<td>• Identify how changes in interest rates impact their future.</td>
<td>• Students should read a current article about U.S. unemployment and summarize the findings. Students should also interpret a graph representing unemployment over time. Consider this lesson: <a href="https://www.econedlink.org/teacher-lesson/1381/Unemployment-Data-Is-Economy-Healthy">https://www.econedlink.org/teacher-lesson/1381/Unemployment-Data-Is-Economy-Healthy</a></td>
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<tr>
<td>4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).</td>
<td>• Analyze the aims and effects of governmental fiscal policies on consumer behavior.</td>
<td>• Research Activity: Students analyze an economically significant year in US history and identify policies that would help the economy (ex: 1929, 1973, 1982, 2008) or students may research one of the federal government’s monetary policies tools and describe how it could be used to address an economic issue.</td>
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<tr>
<td>12.5 Students analyze the aggregate economic behavior of the U.S. economy.</td>
<td>• Explore and respond to these questions from the California Framework for History/Social Science:</td>
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<tr>
<td>1. Distinguish between nominal and real data.</td>
<td>o How do banks and markets function?</td>
<td>Agriculture Focus:</td>
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<tr>
<td>2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth. 3. Distinguish between short-term and long-term interest rates and explain their relative significance.</td>
<td>o How is the American government involved in the economy? How has the American government been involved in the economy in the past?</td>
<td>• Students will analyze not only inflation at the consumer level, but also how inflation has reduced profits at the production level in agriculture.</td>
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<tr>
<td>Key Literacy Standards:</td>
<td>o How does the federal budget affect ordinary people?</td>
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<tr>
<td>WHST11-12.2 Write informative/explanatory texts, including the</td>
<td>o What does it mean to pay taxes?</td>
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<td>o Why is there a Federal Reserve Bank? How does it function?</td>
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<td>o What does it mean to run a deficit?</td>
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<td>o What is macroeconomics and what does it reveal about the economy?</td>
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<td>o How does a cyclical economy function?</td>
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narration of historical events, scientific procedures/ experiments, or technical processes.

WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- This unit adds specific content and tasks related to agricultural history and the development of this industry in the U.S..
- Students work to understand the evolution of the agriculture industry as a “reactionary” industry instead of an “influential” industry.
- Students engage in dialog with local industry partners to discuss their interactions and understanding of these economic factors on their business.

**Unit Specific Resources:**
- The FED Today video: https://www.youtube.com/watch?v=jFnH9MCdpLo
- Inflation Calculator https://data.bls.gov/cgi-bin$cimalc.pl
Economics Scope and Sequence
Unit 5 – The Global Economy
Length: 4 Weeks

Unit Description: In this unit, students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders. Students engage in a variety of tasks, which require them to explore and explain the way trade and globalization affect the world economy as well as their own community and family. Students explore questions such as: Why do nations trade? How has the role of international businesses and banks changed over time? How does the foreign exchange system affect the dollar value relative to other currencies? Students engage in a case study performance task, which requires them to research a given product and present the “economic story” of the product through a multimedia creation of their own.

Unit Focus Standards:

Principles of Economics

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders.
   1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
   2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
   3. Understand the changing role of international political borders and territorial sovereignty in a global economy.
   4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar’s gaining (or losing) value relative to other currencies.

12.4 Students analyze the elements of the U.S. labor market in a global setting.
   2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

Learning Objectives:

Students will...

- Perform a comparative analysis of the economic features of multiple countries.
- Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar’s gaining (or losing) value relative to other currencies.
- Explore and respond to the following questions from the California Framework for History Social Science:
  - What is globalization?
  - How does globalization affect international and national economies, and individuals?
  - Why are there critics of globalization?

Sample Unit Assignments and Assessments:

- Students critically examine a variety of informational and argument texts, including political cartoons from news sources to determine author’s claim, the main idea of the text as well as the way in which it supports or challenges course content.
- Students respond to one or more of the unit essential questions as a writing task. (WHST11-12.1)
- Students can compare economic attributes of various countries using data from the following source or a similar one: https://www.cia.gov/library/publications/the-world-factbook/
- Students demonstrate their understanding of free trade barriers by preparing some type of graphic – poster, collage, chart, short video, etc. – expressing ideas about trade barriers, their impact on the economy, and issues relating to protectionism. They will use text in their graphic to include definitions of words and to explain ideas behind their graphics.
- Students use the Exchange Rates Calculator website to discuss the causes of supply and currency value. Students may develop a flow chart showing the course and impact of foreign exchange. Students can also contrast the cost of living in each country.
- Sample Performance Task: Students engage in a Case Study about a current issue related to globalization. They will research a product and visually present the “story” of that product in a multimedia presentation.
- Sample Performance Task: Students construct an argument responding to the question, “Is free trade worth the price?” See this Econedlink lesson for supporting resources: https://www.econedlink.org/teacher-lesson/1341/Free-Trade
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.
12.2 Students analyze the elements of America’s market economy in a global setting.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

**Key Literacy Standards:**
WHST11-12.1 1. Write arguments focused on discipline-specific content.
WHST11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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<tr>
<th><strong>Unit Resources:</strong></th>
<th><strong>Agriculture Focus:</strong></th>
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<td>• Exchange Rates Calculator: <a href="http://www.x-rates.com/">http://www.x-rates.com/</a></td>
<td>• Online research activity: Students complete an online research activity identifying the largest agriculture import of 10 different countries and explain how this is an example of comparative advantage. Students will also compare other countries using California as a “country” when considering comparative advantages.</td>
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<td><strong>Agriculture Focus:</strong></td>
<td>• Students may use their graphic organizer in their Interactive Reader to take notes on Cause and Effect of free trade and Trade Barriers. Students will complete this activity utilizing examples from agriculture commodities demonstrating their understanding of free trade barriers by preparing some type of graphic – poster, collage, chart, short video, etc. – expressing ideas about trade barriers, their impact on the economy, and issues relating to protectionism. They will use text in their graphic to include definitions of words and to explain ideas behind their graphics.</td>
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<td>• Students will focus on grain embargo of Soviet Union during Cold War as another example of Trade Barriers.</td>
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<td>• <a href="http://www.fas.usda.gov/Info/factsheets/NAFTA.asp">http://www.fas.usda.gov/Info/factsheets/NAFTA.asp</a></td>
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