

Economics Scope and Sequence

Course / Grade Title: Economics/ Grade 10				
<p>Course / Grade Content: What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.</p> <p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics]. 9-12: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>Economics Standard Two: students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics]. 9-12: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>Economics Standard Three: students will understand different types of economic systems and how they change [Economic Systems]. 9-12: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.</p> <p>Economics Standard Four: students will examine the patterns and results of international trade [International trade]. 9-12: students will analyze and interpret the influence of the distribution of the world’s resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.</p>		<p>Student Activities What will students do to demonstrate their learning?</p> <p>What cross-content integration is there with literacy? (Include CCSS for History, Science, and the Technical Subjects where applicable)</p>	<p>Assessment(s) What common assessments (formative and/or summative) will be used to measure student progress and achievement?</p> <p>(These may remain the same or require minimal changes for subsequent units)</p> <p>*Delaware State Pre & Post Assessments</p>	<p>Differentiation How will the curriculum, instruction, and assessments be accommodated to meet the needs of each student?</p> <p>(These may remain the same or require minimal changes for subsequent units)</p> <p>*Extra time *Workshops (small group instruction) *Project-Based Learning Model *Collaborative Learning</p>
Unit Name / Number of Days or	Big Ideas / Topics / Key Concepts	Essential Standards (Include the SMP for Math)		

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Weeks / Time Period					
Unit 1: The Economist (2.5 Weeks)	<ul style="list-style-type: none"> • What is Economics? (Scarcity, Factors of Production, Opportunity Cost, Production Possibilities Curves) • Economic Systems (Three Economic Questions, The Free Market, Centrally Planned Economies, Mixed Economies) • American Free Enterprise (Benefits of Free Enterprise, Promoting Growth and Stability, Public Goods, Safety Net) 	DSES.3 CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.2 CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.7 CCSS.ELA-Literacy.RH.9-10.8 CCSS.ELA-Literacy.RH.9-10.9 CCSS.ELA-Literacy.RH.9-10.10	Opportunity Cost Simulation Facebook Close Reading PPC Simulation (The Kitchen Challenge) Three Economic Questions: Interview the Economy Activity Whose Property is it? Simulation The Tragedy of the Commons Activity Analyzing Political Cartoons: Safety Net Programs	The Economist Magazine Unit Test Economic Detective: American Free Enterprise	Extra time *Workshops (small group instruction) *Project-Based Learning Model *Collaborative Learning
Unit 2 Show Me the Money (Two weeks)	<ul style="list-style-type: none"> • Money (Characteristics of Money) • Banking (History of the American Banking System and Banking Today.) 	DSES.1 CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.2	Trading Goods or Using Money Simulation	Show Me the Money Gallery Walk	Extra time *Workshops (small group instruction)

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	<ul style="list-style-type: none"> Financial Markets (Saving, Investing, Bonds, Other Financial Assets, The Stock Market) 	CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-	Crisis and Response in American Banking History Activity What's the risk activity? Investing in Young People Close Reading Bulls, Bears, Ants and Grasshoppers Activity Becoming a Wizard on Wallstreet Simulation	Economic Detective: Money and Banking Unit Test	*Project-Based Learning Model *Collaborative Learning
Course / Grade Content:			Student Activities	Assessment(s)	Differentiation
Unit 3 The Great Food Truck Race (4.5 weeks)	<ul style="list-style-type: none"> Demand (Understanding, Shifts, Elasticity) Supply (Understanding, Cost of Production, Changes in Supply) Prices (Combing Supply & Demand, Changes in Market Equilibrium, Role of Prices.) Market Structures (Perfect Competition, Monopoly, Monopolistic Competition) 	DSES.1 CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.2 CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.5	Using Surveys, Charts and Graphs Activity Food Prices and Demand Simulation Creating Demand Activity Supply Schedules and Curves Activity	Economic Detective: Demand Economic Detective: The Role of Prices Economic Detective: Business Organizations	Extra time *Workshops (small group instruction) *Project-Based Learning Model *Collaborative Learning

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	<p>and Oligopoly, Regulation & Deregulation)</p> <ul style="list-style-type: none"> • Business Organizations (Sole Proprietorship, Partnerships, franchise, Corporations, Mergers, Multinationals and Nonprofits) • Labor (Labor Market Trends, Labor and Wages, Organized Labor) 	<p>CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.7 CCSS.ELA-Literacy.RH.9-10.8 CCSS.ELA-Literacy.RH.9-10.9 CCSS.ELA-Literacy.RH.9-10.10</p>	<p>How is Output Set? Simulation</p> <p>Evaluating the Ban on Offshore Oil Drilling Close Reading</p> <p>Price Controls and Ceilings Activity</p> <p>Profiting from Shortage Close Reading</p> <p>What Price Water? Simulation</p> <p>Economies of Scale Activity</p> <p>Analyze a Market Activity</p> <p>Is the Law Being Broken? Simulation</p> <p>Be An Entrepreneur! Simulation</p> <p>Proctor and Gamble Close Reading</p>	<p>Supply and Demand Survey Results</p> <p>Food Menu Design Food Menu Cost Analysis and Pricing Assignment</p> <p>Food Truck Business Plan</p> <p>Food Truck Presentation/Festival</p> <p>Unit Test</p>	
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			<p>Unemployment Cycle Activity</p> <p>How Much is Your human Capital Worth? Simulation</p> <p>Taft-Hartley Act Close Reading</p> <p>How Do We Bargain? Simulation</p>		
<p>Unit 4</p> <p>What's the Budget? (4.5 weeks)</p>	<ul style="list-style-type: none"> • GDP & Growth (GDP, Business Cycle and Economic Growth) • Economic Challenges (Poverty, Inflation, Unemployment) • Taxes and Government Spending (Federal Taxes, Federal Spending, State and Local Taxes and Spending) • Fiscal Policy (Fiscal Policy options, Budget Deficits and the National Debt.) • The Federal Reserve and Monetary Policy (The Federal Reserve System, Functions, Monetary Policy Tools and Macroeconomic Stabilization) 	<p>DSES.2 CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.RH.9-10.2 CCSS.ELA-Literacy.RH.9-10.3 CCSS.ELA-Literacy.RH.9-10.4 CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.7 CCSS.ELA-Literacy.RH.9-10.8 CCSS.ELA-Literacy.RH.9-10.9</p>	<p>What Counts for GDP? Activity</p> <p>Ups and Downs Simulation</p> <p>Breakthrough in Technology Close Reading</p> <p>Outsourcing Simulation</p> <p>Comparing Viewpoints Activity</p> <p>Creating a Teenage Consumer Price Index Simulation</p>	<p>Economic Detective: Poverty</p> <p>Economic Detective: Taxes and Government Spending</p> <p>Primary and Secondary Source Analysis</p> <p>Economic Detective: Budget Deficits and National Debt</p> <p>Government White Paper on Proposed Budget Spending</p>	<p>Extra time *Workshops (small group instruction) *Project-Based Learning Model *Collaborative Learning</p>

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		<p>CCSS.ELA-Literacy.RH.9-10.10</p>	<p>A Good Tax? Activity</p> <p>Expand or Contract Simulation</p> <p>Economic Dialogue Activity: Fiscal Policy</p> <p>The Bad Old Days: Panics and Runs Close Reading</p> <p>The Fed's Many Roles Activity</p> <p>Money and the Federal Reserve Simulation</p> <p>The Case of the Gigantic \$100,000 Bill Simulation</p> <p>FOMC Role-Play</p>	<p>for a specified country.</p> <p>Are GDP & Happiness Related (DE DRC-Performance Task)</p> <p>Unit Test</p>	
<p>Unit 5 To Trade or Not to Trade (4.5 weeks)</p>	<ul style="list-style-type: none"> • International Trade (Absolute and Comparative Advantage, Trade Barriers and Agreements, Measuring Trade) • Development & Globalization (Levels of Development, Issues in Development, Economies) 	<p>DSES.4</p> <p>CCSS.ELA-Literacy.RH.9-10.1</p> <p>CCSS.ELA-Literacy.RH.9-10.2</p> <p>CCSS.ELA-Literacy.RH.9-10.3</p> <p>CCSS.ELA-Literacy.RH.9-10.4</p>	<p>Who Should Produce What? Simulation</p> <p>Trade Barriers: Winners and Losers Close Reading</p>	<p>Economic Detective: Measuring Trade</p> <p>Economic Detective: Challenges of Globalization</p>	

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	<p>in Transition, Challenges of Globalization)</p>	<p>CCSS.ELA-Literacy.RH.9-10.5 CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.7 CCSS.ELA-Literacy.RH.9-10.8 CCSS.ELA-Literacy.RH.9-10.9 CCSS.ELA-Literacy.RH.9-10.10</p>	<p>NAFTA Pros and Cons (Text and Discussion) TPP- Was it a bad deal? (Group Analysis) Fair Exchange Simulation How Will You Help Simulation? Analyzing India Activity Land Use, Urbanization and Development Close Reading</p>	<p>Should the US Make Free Trade Agreements? (DE DRC- Performance Task) County Trade Profile Trade Agreement between profiled country and an actual trading partner, including comparative and absolute advantage calculations. Unit Test</p>	
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