Scope & Sequence: Year-at-a-Glance

12th Grade Economics: Principles of Economics

⭐ 12th Scope & Sequence: Economics FULL Version HSS (Revised 5.2025)

12th Grade Economics: Principles of Economics

COMPREHENSIVE HIGH SCHOOLS:

CCHS, DHSHS, PSHS, RMHS

SCOPE & SEQUENCE: Overview

The study of twelfth-grade economics provides students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions.

* Instructions / Directions

- Clicking on the  to the left will open a Navigation Bar to navigate this lengthy document more easily.
- This document has everything you will need to start your long-term, short-term, and daily planning of Framework-focused, Standards-based lessons that will bring equitable educational opportunities to PSUSD students.
- The Roman Numeral outlined items are the Scope & Sequence - Quarter at a Glance which includes the Framework Focused Units, the Major, Minor, and other standards to focus on, and some textbook correlated lessons that support the unit.
- The Capital Lettered outlined items have Framework Focused Unit - Additional Resources, including: Tier 2 and Tier 3 vocabulary lists; Essential Question resources, links, and activities; Strategies for honors students; ELD strategies; Literacy resources; Multi-Tiered System of Support (MTSS) strategies.
- The first half of the document is focused on the traditional middle schools in PSUSD, while the second half of the document is focused on non-traditional middle schools (charter schools and alternative schools).
- The Appendix at the end of the document has: a grade-level overview of the state Framework; the four shifts of content, inquiry, literacy, and citizenship; and Historical Analysis Skills that students should learn over the course of the year.
- This document is a “Living Document”:
  - If you come across inconsistencies or errors in this document, email the H/SS TOSA with the information to make corrections.

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- Teachers are highly encouraged to document their progress as they work their way through the Scope & Sequence during each school year. If needed, this information will be used to update this document annually.
- This document is 100% teacher-created and then district-approved.

* Course Essential Questions

Learning about economics through questions, students will deepen their understanding of fundamental economic concepts. These grade-level, semester-long questions provide students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions. It will help teachers as they make choices about what topics to teach in depth.

- How is economics about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets?
- What is capitalism? What are its benefits and problems?
- What does it mean to be financially literate?
- How do worldwide markets affect me?
  - Resources:
    HSS Framework;
    HSS Standards;
    District Common Formative Assessments Outlines;
    Scope & Sequence (ABBREVIATED Version);
    Scope & Sequence (PDF PRINTABLE Abbreviated Version)

This UPDATED Version of the **Scope & Sequence** shifts the PSUSD Focus toward a more flexible focus on the CA State Framework Units. During each Unit, ALL teachers using the PSUSD core curriculum need to focus their teaching on:

- **Major Standards - teach these to mastery, this is the TOP priority**
- Minor Standards - teach these toward mastery and in support of the Major Standards
- *other Standards - teach if time allows, may be skipped over to make time for Major Standards*

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I. Quarter 1 & 3: SCOPE & SEQUENCE - "Framework & Standard Focus"

** Based on CA State Framework Units*

	Unit 1: Fundamental Economic Concepts and Reasoning Essential Questions *(The Essential Questions from the Framework should guide instruction. Teachers will cover many standards by referring to the Unit Essential Questions during planning and instruction, although some may be taught in more depth.)* ● How are resources allocated? ● What is a market economy? ● What is the best way to deliver services provided by utilities: through a public or private (but regulated) monopoly?	*Textbook Correlated Lessons* 2(§3), 3(§1-2) *(approx. 19 days)*
Major Minor *other*	**Standards** 12.1 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 non-monetary 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).*	
	Unit 2: Microeconomics: Supply and Demand Essential Questions *(The Essential Questions from the Framework should guide instruction. Teachers will cover many standards by referring to the Unit Essential Questions during planning and instruction, although some may be taught in more depth.)* ● What are key components of the American economic system? ● How are prices determined? Who determines prices? ● How do banks and markets function? ● Who establishes prices in the marketplace?	*Textbook Correlated Lessons* 5, 6, 8, 9 *(approx. 19 days)*

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	• What does it mean to work? • How does one compete in the labor market? • How are wages determined? • How and why do workers organize?	
Major Minor *other*	**Standards** 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.* **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.** 8. *Explain the role of profit as the incentive to entrepreneurs in a market economy.* 9. *Describe the functions of the financial markets.* 10. *Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.* 12.4 Students analyze the elements of the U.S. labor market in a global setting. 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. 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. 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.	

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A. Q1/Q3: Unit 1 - Additional Resources

Vocabulary Tier 2 **Not an exhaustive list*	Analyze Argument Assess Authority Benefit Cause and Effect Central Idea Cite/Citation	Claim Conclude/Conclusion Credible/Credibility Drawing Conclusions Distribute Establish Evaluate Evidence	Excerpt Factor Facts Infer/Inference Issue Opinions Patterns Perspective	Point of view Primary Source Relevant Secondary Source Significance Supporting Details
Vocabulary Tier 3 **Not an exhaustive list*	Adam Smith Capital Capitalism Consumer Consumer Goods Cost-benefit analysis Currency Data	Debt Demand Free Enterprise (Free market) Goods Laissez Faire Marginal costs Marginal benefits Market Economy	Mixed Economy Payday loans Profit Opportunity cost Regulation Scarcity Self-interest Social responsibility	Services Supply Wealth of Nations Technological investments Trade-offs

Additional Resources: Unit 1

Essential Questions	Resources & Links *The following are Resources & Links developed, contributed, and suggested by PSUSD teachers over time. If you would like to add something to this list (or find a "broken" link), please email the H/SS TOSA to have the list updated.*	Activities & Texts *The following texts and activities come directly from the HSS Framework. The purpose of this section is to show any shifts in content. Teachers may choose activities and texts that best help students answer the Essential Question. Each activity or text helps students understand the historical context, apply historical thinking skills, and include avenues to teach inquiry, literacy, and citizenship.*
How are resources allocated?	• Econ Alive! The Power to Choose (TCI) - *Who gets to what? How do societies decide?* ○ Lesson 3.1 • Private Property and Resource Conservation (*EEI--password: teacheei*)	*Coming Soon …*

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What is a market economy?	• Econ Alive! The Power to Choose (TCI) - *Who decides what in different economic systems?* ○ Lesson 3.2	*Coming Soon …*
What is the best way to deliver services provided by utilities: through a public or private (but regulated) monopoly?	• Econ Alive! The Power to Choose (TCI) - *What do we give up when we make a choice?* ○ Lesson 2.3 • Council for Economic Education • Foundation for Teaching Economics	*Coming Soon …*
Additional Resources: Unit 1 *The following lists and links are to resources that will support the implementation of teaching: Honors/Advanced Students, Integrated/Designated ELD, Supporting the discipline and Shift in Literacy, and effective Tier 1 Instruction in support of MTSS (Multi-Tiered System of Support).*		
Honors Strategies and Resources	Explore Mixed Economies in More Depth Make copies of the circular flow model of a mixed economy in Figure 4A in Section 2, Who Decides What in Different Economic Systems? For each flow in the diagram, have students list examples of what that flow represents. For example, for the flow from “Government” to “Households” that is labeled “Payments,” students might list Social Security checks, welfare payments, and unemployment benefits. Then have students create their own circular flow models, either by hand or on the computer. In each arrow, they should include a word or picture of the example that most helps them understand that part of the model. Have students share their models with a partner, and if time allows, with the class.	Increase Requirements for Student Handout C Make a copy of Guide to Student Handout C. Cover the information in the “Reading” columns and make copies for students. Have students complete the entire “Reading” column for both economic systems, and then review their answers as a class.
ELD Strategies and Resources	Students will use online resources from Teacher Curriculum Institute to better access grade-level learning material. From TCI Lesson 3 Use Cartoons to Build Schema Display the cartoons on Economic Systems Cartoons (Visual 3 in the print materials) one at a time. Help students build background knowledge and key understanding by having them respond orally to the spiral	eStandards CA ELD Standards Quick Guide Instructional Task to Support Integrated and Designated ELD Text Reconstruction Routine Text Reconstruction Organizer Speaking and Listening Support

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	questions given in the optional Preview activity. Then label each cartoon “Command Economy” or “Market Economy” and reference them during or when debriefing the activity. Provide Additional Support for the Activity Consider these options. • Provide an opportunity for students to debrief each round. Emphasize the key differences between the experiences of groups in each type of economy. • Make a copy of Guide to Student Handout C for students, covering the information in the “Reading” columns. Make one visual as well. Project the visual and have groups work together to determine the connection between the activity and the reading for the first row. Debrief their responses, and record the correct answers on the visual. Repeat this process for each row, while students record the answers on their handouts.	• Table Mats Vocabulary Support • Academic Vocabulary ELD Instruction • Histograms • Content Links Response Boards
Literacy Resources	Reading in History Standards Writing in History Standards Short Constructed Response Frames Short Constructed Response Rubric Informational/Explanatory Essay Rubric	SBAC Argumentative Essay Rubric SBAC Question Frames and ALDs Close Reading in History: Reading Primary Documents Close Reading in History: AVID Resources
Multi-Tiered System of Support (MTSS)	*Coming Soon …*	*Coming Soon …*

B. Q1/Q3: Unit 2 - Additional Resources

Vocabulary Tier 2	Analyze	Claim	Excerpt	Point of view

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**Not an exhaustive list*	Argument Assess Authority Benefit Cause and Effect Central Idea Cite/Citation	Conclude/Conclusion Credible/Credibility Drawing Conclusions Distribute Establish Evaluate Evidence	Factor Facts Infer/Inference Issue Opinions Patterns Perspective	Primary Source Relevant Secondary Source Significance Supporting Details
Vocabulary Tier 3 **Not an exhaustive list*	Banking System Collusion Collective Bargaining Command Economy Derivatives Distribution of Wealth Efficiency Entrepreneur Equilibrium Price Financial Markets Foreclosure General Strike Glass-Steagall Act Grant	Great Depression Great Recession Human capital Identity Theft Immigration54 Incentive Initiative Income Distribution Inflation International Trading Networks Investors Labor Strike Labor Union Loan	Marginal Product Theory of Wages Market Economy Migration Minimum Wage Monopoly North Atlantic Free Trade Agreement (NAFTA) Negotiations New Deal Outsourcing Poverty Productivity Price Ceilings Price Floors Qualitative (Information)	Quantitative (Information) Rent Control Recession Revenue Salary Shortage Stagnation Stock Market Surplus Traditional Economy Trans-Pacific Partnership (TPP) Unemployment Wages
Additional Resources: Unit 2				
Essential Questions	Resources & Links *The following are Resources & Links developed, contributed, and suggested by PSUSD teachers over time. If you would like to add something to this list (or find a "broken" link), please email the H/SS TOSA to have the list updated.*		Activities & Texts *The following texts and activities come directly from the HSS Framework. The purpose of this section is to show any shifts in content. Teachers may choose activities and texts that best help students answer the Essential Question. Each activity or text helps students understand the historical context, apply historical thinking skills, and include avenues to teach inquiry, literacy, and citizenship.*	
What are key components of the American	• Econ Alive! The Power to Choose (TCI) ○ Lessons 1, 3, 5 • In these Lessons/Chapters - Focus on:		*Coming Soon …*	

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economic system?	○ Incentives pp. 1,6, 9 ○ Market economy pp. 35, 41 ○ Supply and Demand pp. 70	
How are prices determined? Who determines prices?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 6 • In these Lessons/Chapters - Focus on: ○ Supply and Demand p. 70 ○ Demand- p. 72 ○ Supply p. 78 ○ Demand Elasticity- p. 83 ○ Supply Elasticity-p. 87 ○ Equilibrium- 94 ○ Floors and ceilings 95, 108 ○ Surpluses and shortages p. 99, 100 • Sustaining Economics and the Earth's Resources (EEI--*password: teacheei*)	*Coming Soon …*
How do banks and markets function?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 8 • In these Lessons/Chapters - Focus on: ○ Chapter 8 on page 135 Intro ○ Functions of Money p. 136 ○ Characteristics of money p 137	*Coming Soon …*
Who establishes prices in the marketplace?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 6 • In these Lessons/Chapters - Focus on: ○ Chapter 6.2-6.5 Page 97-110 • What are the consequences of Gentrification? (UC Project)	*Coming Soon …*
What does it mean to work?	• Econ Alive! The Power to Choose (TCI) ○ Lessons 2, 6, 10 • In these Lessons/Chapters - Focus on: ○ Working smarter and productivity p. 24 ○ Marginal utility p.26 ○ Working incentives 105-106, 107 ○ Working conditions and wages p. 187	*Coming Soon …*

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How does one compete in the labor market?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ Trends Shaping the Labor Market P. 180
	  ○ What determines how much workers earn? P. 184
	  ○ How can you increase your human capital? P. 189
		Coming Soon …

How are wages determined?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ 10.3 What determines how much workers earn? Page 184-189
		Coming Soon …

How and why do workers organize?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ Chapter 10.5 What Role Do Unions Play in the Labor Market? Page 192-195
	
	• Council for Economic Education
	• Foundation for Teaching Economics
	• Performance Task: Toilet Scarcity (UC History Project)
		Coming Soon …

Additional Resources: Unit 2

The following lists and links are to resources that will support the implementation of teaching: Honors/Advanced Students, Integrated/Designated ELD, Supporting the discipline and Shift in Literacy, and effective Tier 1 Instruction in support of MTSS (Multi-Tiered System of Support).

Honors Strategies and Resources	From TCI Lesson 6 Research Historical Price Changes As a class, brainstorm products that have fluctuated in price over time. Consider asking students to think of commodities such as gasoline or diamonds, or technologies such as cell phones or music players. Have students choose one product to research, focusing on historical changes in equilibrium price and equilibrium quantity due to shifts in demand and supply. Tell students to analyze the sources they find for bias, propaganda, point of view, and frame of reference. (You may wish to model this with a source before sending students out to	From Lesson 8 Support Real Estate Research Have students independently research home sales in their area. Ask them to consider different types of homes, such as condominiums, single-family homes, and duplexes. Once they find a reasonable home they like, have them figure out how much they would need to save for a down payment if they were to put down 20%. Then have them use an online mortgage calculator and a current fixed rate to determine what their monthly mortgage payment would be. See the “Enrichment Resources” section for related Web sites.

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	research.) Then have students create a short presentation that explains historical price changes for their product.	From TCI Lesson 10 Find Examples of Developing Human Capital Assign students a variety of well-known business and media personalities, and have them research how those people rose to their current positions by developing their human capital
ELD Strategies and Resources	From TCI Lesson 6 Support the Experiential Exercise Consider these suggestions. • Pair students to work as teams of banana sellers or buyers. • Create visuals of the student handouts so that you can explicitly model how to complete each one. Provide Newspaper Headlines Adapt the Processing activity by having students analyze the following headlines. Have students follow the Processing directions to analyze each headline verbally and graphically and to write a paragraph answering the Essential Question. • Study Finds Bananas Good for Your Health • Disease Strikes Banana Trees in Central America • Consumers Want Lower Prices—Government Enacts Price Ceiling on Bananas From Lesson 8 Brainstorm for the Processing Prior to having students begin the Processing activity, have the class brainstorm possible tips to include in the brochure. From Lesson 10 Explain the Preview Jobs Take note of job titles on the Notebook Handout that may be confusing to students so that you are prepared to answer students' questions during the Preview. Teach Vocabulary on Sample Resumes Reassure students that they do not need to understand every word on the sample resumes to complete the activity. Assist students by defining difficult terms from the Chef's Resume, such as established,	eStandards CA ELD Standards Quick Guide Instructional Task to Support Integrated and Designated ELD Text Reconstruction Routine Text Reconstruction Organizer Speaking and Listening Support • Table Mats Vocabulary Support • Academic Vocabulary ELD Instruction • Histograms • Content Links Response Boards

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	implemented, productivity, inventory, guidelines, sanitary, and certified. Before class, scan the sample resumes on Student Handout A to identify critical vocabulary that students might not know. Have students circle and define key terms before they identify examples of building human capital.	
Literacy Resources	Reading in History Standards Writing in History Standards Short Constructed Response Frames Short Constructed Response Rubric Informational/Explanatory Essay Rubric	SBAC Argumentative Essay Rubric SBAC Question Frames and ALDs Close Reading in History: Reading Primary Documents Close Reading in History: AVID Resources
Multi-Tiered System of Support (MTSS)	*Coming Soon …*	*Coming Soon …*



II. Quarter 2 & 4: SCOPE & SEQUENCE - "Framework & Standard Focus"

** Based on CA State Framework Units*

	Unit 2: Microeconomics: Supply and Demand Essential Questions *(The Essential Questions from the Framework should guide instruction. Teachers will cover many standards by referring to the Unit Essential Questions during planning and instruction, although some may be taught in more depth.)* ● What are key components of the American economic system?	*Textbook Correlated Lessons* 5, 6, 8, 9 *(approx.*

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	• How are prices determined? Who determines prices? • How do banks and markets function? • Who establishes prices in the marketplace? • What does it mean to work? • How does one compete in the labor market? • How are wages determined? • How and why do workers organize?	*19 days)*
Major Minor *other*	**Standards** 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.* **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.** 8. *Explain the role of profit as the incentive to entrepreneurs in a market economy.* 9. *Describe the functions of the financial markets.* 10. *Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.* 12.4 Students analyze the elements of the U.S. labor market in a global setting. **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.** **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.** 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.	

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	Unit 3: Monetary Policy, the Fed, Macroeconomics & Globalization Essential Questions *(The Essential Questions from the Framework should guide instruction. Teachers will cover many standards by referring to the Unit Essential Questions during planning and instruction, although some may be taught in more depth.)* ● How is the American government involved in the economy? ● How has the American government been involved in the economy in the past? ● How does the federal budget affect ordinary people? ● What does it mean to pay taxes? ● Why is there a Federal Reserve Bank? How does it function? ● What does it mean to run a deficit? ● What is macroeconomics and what does it reveal about the economy? ● How does a cyclical economy function? ● How does data help to tell the story of the economy? ● What is globalization? ● How does globalization affect international and national economies and individuals? ● Why are there critics of globalization?	*Textbook Correlated Lessons* 11, 12, 13, 14 *(approx. 19 days)*
Major Minor *other*	**Standards** 12.3 Students analyze the influence of the federal government on the American economy. **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.** 2. Identify the factors that may cause the costs of government actions to outweigh the benefits. **3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.** 4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve). 12.5 Students analyze the aggregate economic behavior of the U.S. economy. *1. Distinguish between nominal and real data.* **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.** 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's borders.	

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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.**

A. Q2/Q4: Unit 2 - Additional Resources

Vocabulary Tier 2 **Not an exhaustive list*	Analyze Argument Assess Authority Benefit Cause and Effect Central Idea Cite/Citation	Claim Conclude/Conclusion Credible/Credibility Drawing Conclusions Distribute Establish Evaluate Evidence	Excerpt Factor Facts Infer/Inference Issue Opinions Patterns Perspective	Point of view Primary Source Relevant Secondary Source Significance Supporting Details
Vocabulary Tier 3 **Not an exhaustive list*	Banking System Collusion Collective Bargaining Command Economy Derivatives Distribution of Wealth Efficiency Entrepreneur Equilibrium Price	Great Depression Great Recession Human capital Identity Theft Immigration54 Incentive Initiative Income Distribution Inflation	Marginal Product Theory of Wages Market Economy Migration Minimum Wage Monopoly North Atlantic Free Trade Agreement (NAFTA) Negotiations New Deal	Quantitative (Information) Rent Control Recession Revenue Salary Shortage Stagnation Stock Market Surplus

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	Financial Markets Foreclosure General Strike Glass-Steagall Act Grant	International Trading Networks Investors Labor Strike Labor Union Loan	Outsourcing Poverty Productivity Price Ceilings Price Floors Qualitative (Information)	Traditional Economy Trans-Pacific Partnership (TPP) Unemployment Wages

Additional Resources: Unit 2

Essential Questions	Resources & Links *The following are Resources & Links developed, contributed, and suggested by PSUSD teachers over time. If you would like to add something to this list (or find a "broken" link), please email the H/SS TOSA to have the list updated.*	Activities & Texts *The following texts and activities come directly from the HSS Framework. The purpose of this section is to show any shifts in content. Teachers may choose activities and texts that best help students answer the Essential Question. Each activity or text helps students understand the historical context, apply historical thinking skills, and include avenues to teach inquiry, literacy, and citizenship.*

What are key components of the American economic system?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lessons 1, 3, 5
	• In these Lessons/Chapters - Focus on:
	  ○ Incentives pp. 1,6, 9
	  ○ Market economy pp. 35, 41
	  ○ Supply and Demand pp. 70
		Coming Soon …

How are prices determined? Who determines prices?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 6
	• In these Lessons/Chapters - Focus on:
	  ○ Supply and Demand p. 70
	  ○ Demand- p. 72
	  ○ Supply p. 78
	  ○ Demand Elasticity- p. 83
	  ○ Supply Elasticity-p. 87
	  ○ Equilibrium- 94
	  ○ Floors and ceilings 95, 108
	  ○ Surpluses and shortages p. 99, 100
	• Sustaining Economics and the Earth's Resources (EEI--*password: teacheei*)
		Coming Soon …

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How do banks and markets function?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 8
	• In these Lessons/Chapters - Focus on:
	  ○ Chapter 8 on page 135 Intro
	  ○ Functions of Money p. 136
	  ○ Characteristics of money p 137
		Coming Soon …

Who establishes prices in the marketplace?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 6
	• In these Lessons/Chapters - Focus on:
	  ○ Chapter 6.2-6.5 Page 97-110
	• What are the consequences of Gentrification? (UC Project)
		Coming Soon …

What does it mean to work?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lessons 2, 6, 10
	• In these Lessons/Chapters - Focus on:
	  ○ Working smarter and productivity p. 24
	  ○ Marginal utility p.26
	  ○ Working incentives 105-106, 107
	  ○ Working conditions and wages p. 187
		Coming Soon …

How does one compete in the labor market?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ Trends Shaping the Labor Market P. 180
	  ○ What determines how much workers earn? P. 184
	  ○ How can you increase your human capital? P. 189
		Coming Soon …

How are wages determined?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ 10.3 What determines how much workers earn? Page 184-189
		Coming Soon …

How and why do workers organize?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ Chapter 10.5 What Role Do Unions Play in the Labor
		Coming Soon …

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	Market? Page 192-195 • Council for Economic Education • Foundation for Teaching Economics • Performance Task: Toilet Scarcity (UC History Project)	
Additional Resources: Unit 2 *The following lists and links are to resources that will support the implementation of teaching: Honors/Advanced Students, Integrated/Designated ELD, Supporting the discipline and Shift in Literacy, and effective Tier 1 Instruction in support of MTSS (Multi-Tiered System of Support).*		
Honors Strategies and Resources	From TCI Lesson 6 Research Historical Price Changes As a class, brainstorm products that have fluctuated in price over time. Consider asking students to think of commodities such as gasoline or diamonds, or technologies such as cell phones or music players. Have students choose one product to research, focusing on historical changes in equilibrium price and equilibrium quantity due to shifts in demand and supply. Tell students to analyze the sources they find for bias, propaganda, point of view, and frame of reference. (You may wish to model this with a source before sending students out to research.) Then have students create a short presentation that explains historical price changes for their product.	From Lesson 8 Support Real Estate Research Have students independently research home sales in their area. Ask them to consider different types of homes, such as condominiums, single-family homes, and duplexes. Once they find a reasonable home they like, have them figure out how much they would need to save for a down payment if they were to put down 20%. Then have them use an online mortgage calculator and a current fixed rate to determine what their monthly mortgage payment would be. See the “Enrichment Resources” section for related Web sites. From TCI Lesson 10 Find Examples of Developing Human Capital Assign students a variety of well-known business and media personalities, and have them research how those people rose to their current positions by developing their human capital
ELD Strategies and Resources	From TCI Lesson 6 Support the Experiential Exercise Consider these suggestions. • Pair students to work as teams of banana sellers or buyers. • Create visuals of the student handouts so that you can explicitly model how to complete each one. Provide Newspaper Headlines Adapt the Processing activity by having students analyze the following headlines. Have students follow the Processing directions to analyze each headline verbally	eStandards CA ELD Standards Quick Guide Instructional Task to Support Integrated and Designated ELD Text Reconstruction Routine Text Reconstruction Organizer Speaking and Listening Support • Table Mats Vocabulary Support • Academic Vocabulary ELD Instruction

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	and graphically and to write a paragraph answering the Essential Question. • Study Finds Bananas Good for Your Health • Disease Strikes Banana Trees in Central America • Consumers Want Lower Prices—Government Enacts Price Ceiling on Bananas From Lesson 8 Brainstorm for the Processing Prior to having students begin the Processing activity, have the class brainstorm possible tips to include in the brochure. From Lesson 10 Explain the Preview Jobs Take note of job titles on the Notebook Handout that may be confusing to students so that you are prepared to answer students' questions during the Preview. Teach Vocabulary on Sample Resumes Reassure students that they do not need to understand every word on the sample resumes to complete the activity. Assist students by defining difficult terms from the Chef's Resume, such as established, implemented, productivity, inventory, guidelines, sanitary, and certified. Before class, scan the sample resumes on Student Handout A to identify critical vocabulary that students might not know. Have students circle and define key terms before they identify examples of building human capital.	• Histograms • Content Links Response Boards
Literacy Resources	Reading in History Standards Writing in History Standards Short Constructed Response Frames Short Constructed Response Rubric Informational/Explanatory Essay Rubric	SBAC Argumentative Essay Rubric SBAC Question Frames and ALDs Close Reading in History: Reading Primary Documents Close Reading in History: AVID Resources
Multi-Tiered System of Support (MTSS)	*Coming Soon …*	*Coming Soon …*

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B. Q2/Q4: Unit 3 - Additional Resources

Vocabulary Tier 2 *Not an exhaustive list	Analyze Argument Assess Authority Benefit Cause and Effect Central Idea Cite/Citation	Claim Conclude/Conclusion Credible/Credibility Drawing Conclusions Distribute Establish Evaluate Evidence	Excerpt Factor Facts Infer/Inference Issue Opinions Patterns Perspective	Point of view Primary Source Relevant Secondary Source Significance Supporting Details
Vocabulary Tier 3 *Not an exhaustive list	Aggregate Demand Balance of Payments Bitcoin Bonds Conservation Credit Credit Card Debit Card Circulation Consumer Financial Protection Bureau Consumer Protection Act (2010) Cyclical Economy (Economic Cycles) Deficit (Budget & Spending) Distributive Effects	Economic Growth (Economic Boom) Expenditures Export Externalities (positive & negative) Gross Domestic Product Federal Reserve Fiscal Policy Fracking Food and Drug Administration GI Bill Globalization Government Intervention Imports Interest Rates	Land Grant (Colleges) Manufacturing Macroeconomics Microeconomics Micro-Financing Micro-Loan Middle-Man Monetary Policy National Debt Nominal Data Property Rights Predatory Practices Raw Materials Recycle	Renewable/Non-Renewable Energy Retail Share Stocks Solvency Sustainable Development Subsidies Tariff Tax Revenue Trade Barriers Trade Deficit United Nations Universal Declaration of Human Rights

Additional Resources: Unit 3

Essential Questions	Resources & Links *The following are Resources & Links developed, contributed, and suggested by PSUSD teachers over time. If you would like to add something to this list (or find a "broken" link), please email the H/SS TOSA to have the list updated.*	Activities & Texts *The following texts and activities come directly from the HSS Framework. The purpose of this section is to show any shifts in content. Teachers may choose activities and texts that best help students answer the Essential Question. Each activity or text*

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		helps students understand the historical context, apply historical thinking skills, and include avenues to teach inquiry, literacy, and citizenship.

How is the American government involved in the economy?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lessons 11 & 12
	• In these Lessons/Chapters - Focus on:
	  ○ Property Rights Pg. 50
	  ○ Environmental Protection Pg. 51
	  ○ Eco-Friendly Products Pg. 93
	  ○ Eminent Domain Pg. 202
	  ○ Government's Role in Protecting Pgs. 200-201
	  ○ Private Ownership Incentive Pgs. 200-201
	• Government and the Economy: An Environmental Perspective
	• Environmental Protection Agency (EPA) Pg. 206-209
	• Environmental Standards Pg. 297 (EEI--*password: teacheei*)
	• Private Property and Resource Conservation (*EEI--password: teacheei*)
	• Bottled Water Debate (UC History Project)
		Coming Soon …

How has the American government been involved in the economy in the past?	• Econ Alive! The Power to Choose (TCI) ○ Lessons 11 & 12	*Coming Soon …*
How does the federal budget affect ordinary people?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 14 (online)	*Coming Soon …*
What does it mean to pay taxes?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 12 • Performance Task: Sin Taxes (UC History Project) Pg. 238-239 • What is a fair way to collect income taxes? (UC History	*Coming Soon …*

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	Project)	
Why is there a Federal Reserve Bank? How does it function?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 8	*Coming Soon …*
What does it mean to run a deficit?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 12	*Coming Soon …*
What is macroeconomics and what does it reveal about the economy?	• Econ Alive! The Power to Choose (TCI) ○ Lessons 1 & 3	*Coming Soon …*
How does a cyclical economy function?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 13	*Coming Soon …*
How does data help to tell the story of the economy?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 1 • Gross Domestic Product (UC History Project)	*Coming Soon …*
What is globalization?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 10	*Coming Soon …*
How does globalization affect international and national economies, and individuals?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 10	*Coming Soon …*
Why are there critics of	• Econ Alive! The Power to Choose (TCI) ○ Lesson 10	*Coming Soon …*

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globalization?	• Council for Economic Education • Foundation for Teaching Economics	
Additional Resources: Unit 3 *The following lists and links are to resources that will support the implementation of teaching: Honors/Advanced Students, Integrated/Designated ELD, Supporting the discipline and Shift in Literacy, and effective Tier 1 Instruction in support of MTSS (Multi-Tiered System of Support).*		
Honors Strategies and Resources	From Lesson 12 Offer an Alternative Processing Have students research a pending local, state, or federal tax proposal and write an e-mail to an appropriate elected official, taking a position on the tax proposal. E-mail addresses of elected officials and federal tax proposals can be found at the National Constitution Center Web site. Consider Charitable Giving Have students evaluate the costs and benefits of giving to charity. They should discover the tax benefits associated with some types of giving. Hold a discussion in which you ask whether or not the government should encourage charitable giving by providing tax benefits.	From Lesson 14 Add Data to the Greenbook Have groups analyze additional data as part of the Greenbooks. Consider adding information about stock prices, money supply, and personal income, or have students find their data. Extensive historical data are available at the Federal Reserve Economic Data, or FRED, database at the Federal Reserve Bank of St. Louis Web site. Use Actual Documents Have groups use one or more of the following primary resources during the activity in place of or in addition to the Student Handouts: • Greenbooks • Bluebooks • Beigebooks (These provide information on the economy by region.) These and other historical resources are available by year on the Federal Open Market Committee Website.
ELD Strategies and Resources	From Lesson 12 Create Cue Cards During the activity, have students create cue cards to use when they speak in the town meeting. The card should list the arguments in support of one proposal and the arguments in opposition to a second proposal. A sample cue card is provided in the presentation.	eStandards CA ELD Standards Quick Guide Instructional Task to Support Integrated and Designated ELD Text Reconstruction Routine Text Reconstruction Organizer Speaking and Listening Support

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	Our group, representing the [name of group], supports Proposal _____. *We believe that this proposal is best for our town because . . .* *Our group, representing the [name of group], is opposed to Proposal _____.* *We believe that this proposal will hurt our town because . . .* Annotate Student Handout B Review the tax proposals on Student Handout B with students, and have students write definitions of any unclear words or phrases in the margins. Then have them paraphrase each tax proposal on the back of the handout. From Lesson 14 Preteach Important Vocabulary Post important words and their definitions around the room as reference. In addition to the Speaking of Economics terms, consider including these terms: expansionary fiscal policy, contractionary fiscal policy, open-market operations, required reserve ratio, discount rate, and federal funds rate. After reviewing the vocabulary with students, have pairs of students add illustrations to the definitions. Annotate Greenbooks Before groups prepare for each FOMC meeting, review the Greenbook as a class and have students annotate it. Define unfamiliar symbols and words, such as QI, producer price index, and mortgage. Also, summarize what each indicator reveals about the health of the economy. For example, when real GDP is negative, or declining, it shows that the economy is contracting. Rewrite Options in the Bluebooks Rewrite the proposed monetary policy options in the Bluebooks using simpler language. For example, rewrite “Pursue a moderate easy-money policy by purchasing government securities” as “Make money easily available by buying government securities.”	• Table Mats Vocabulary Support • Academic Vocabulary ELD Instruction • Histograms • Content Links Response Boards

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	Prepare Spokespeople Have spokespeople participating in the FOMC meeting write out their group's reasons for choosing a particular monetary policy option. They may read from or use this reference during the meeting. Also, consider having spokespeople rehearse their comments ahead of time with their groups. Provide Resources For the Processing, provide students with a selected group of online resources where they may search for their articles by using the keywords fiscal policy or monetary policy. Consider including resources that are written in their native languages so that they may more easily understand the main points of the articles.	
Literacy Resources	Reading in History Standards Writing in History Standards Short Constructed Response Frames Short Constructed Response Rubric Informational/Explanatory Essay Rubric	SBAC Argumentative Essay Rubric SBAC Question Frames and ALDs Close Reading in History: Reading Primary Documents Close Reading in History: AVID Resources
Multi-Tiered System of Support (MTSS)	*Coming Soon …*	*Coming Soon …*

End of Comprehensive High School Scope & Sequence

[redacted]

Scope & Sequence: Year-at-a-Glance

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Beginning of Alternative High School Scope & Sequence

ALTERNATIVE HIGH SCHOOLS:

MSJHS, EWEC - DLA uses Edgenuity Scope & Sequence

SCOPE & SEQUENCE: Overview

The study of twelfth-grade economics provides students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions.

* Instructions / Directions

- Clicking on the  to the left will open a Navigation Bar to navigate this lengthy document more easily.
- This document has everything you will need to start your long-term, short-term, and daily planning of Framework-focused, Standards-based lessons that will bring equitable educational opportunities to PSUSD students.
- The Roman Numeral outlined items are the Scope & Sequence - Quarter at a Glance which includes the Framework Focused Units, the Major, Minor, and other standards to focus on, and some textbook correlated lessons that support the unit.
- The Capital Lettered outlined items have Framework Focused Unit - Additional Resources, including: Tier 2 and Tier 3 vocabulary lists; Essential Question resources, links, and activities; Strategies for honors students; ELD strategies; Literacy resources; Multi-Tiered System of Support (MTSS) strategies.
- The first half of the document is focused on the traditional middle schools in PSUSD, while the second half of the document is focused on non-traditional middle schools (charter schools and alternative schools).
- The Appendix at the end of the document has: a grade-level overview of the state Framework; the four shifts of content, inquiry, literacy, and citizenship; and Historical Analysis Skills that students should learn over the course of the year.
- This document is a “Living Document”:
  - If you come across inconsistencies or errors in this document, email the H/SS TOSA with the information to make corrections.
  - Teachers are highly encouraged to document their progress as they work their way through the Scope & Sequence during

Scope & Sequence: Year-at-a-Glance

12th Grade Economics: Principles of Economics

each school year. If needed, this information will be used to update this document annually.
- This document is 100% teacher-created and then district-approved.

* Course Essential Questions

Learning about economics through questions, students will deepen their understanding of fundamental economic concepts. These grade-level, semester-long questions provide students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions. It will help teachers as they make choices about what topics to teach in depth.

- How is economics about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets?
- What is capitalism? What are its benefits and problems?
- What does it mean to be financially literate?
- How do worldwide markets affect me?
  - Resources:
    HSS Framework;
    HSS Standards;
    District Common Formative Assessments Outlines;
    Scope & Sequence (ABBREVIATED Version);
    Scope & Sequence (PDF PRINTABLE Abbreviated Version)

This UPDATED Version of the **Scope & Sequence** shifts the PSUSD Focus toward a more flexible focus on the CA State Framework Units. During each Unit, ALL teachers using the PSUSD core curriculum need to focus their teaching on:

- **Major Standards - teach these to mastery, this is the TOP priority**
- Minor Standards - teach these toward mastery and in support of the Major Standards
- *other Standards - teach if time allows, may be skipped over to make time for Major Standards*

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Teachers are highly encouraged to document their progress as they work their way through the Scope & Sequence during each school year. If needed, this information will be used to update this document annually.



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I. Quarter 1: SCOPE & SEQUENCE - "Framework & Standard Focus" [Alt.Ed.]

** Based on CA State Framework Units*

	Unit 1: Fundamental Economic Concepts and Reasoning Essential Questions *(The Essential Questions from the Framework should guide instruction. Teachers will cover many standards by referring to the Unit Essential Questions during planning and instruction, although some may be taught in more depth.)* ● How are resources allocated? ● What is a market economy? ● What is the best way to deliver services provided by utilities: through a public or private (but regulated) monopoly?	*Textbook Correlated Lessons* 1.2, 2.3, 3.1, 3.2 *(14 days)*
Major Minor *other*	**Standards** 12.1 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 non-monetary 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).*	
	Unit 2: Microeconomics: Supply and Demand Essential Questions *(The Essential Questions from the Framework should guide instruction. Teachers will cover many standards by referring to the Unit Essential Questions during planning and instruction, although some may be taught in more depth.)* ● What are key components of the American economic system? ● How are prices determined? Who determines prices? ● How do banks and markets function? ● Who establishes prices in the marketplace? ● What does it mean to work?	*Textbook Correlated Lessons* 5, 6, 8.3, 8.4 *(T.Choice, 7, 9.1-4, 10.3-4)*

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	● How does one compete in the labor market? ● How are wages determined? ● How and why do workers organize?	*(14 days)*
Major Minor *other*	**Standards** 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. *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.* *8. Explain the role of profit as the incentive to entrepreneurs in a market economy.* *9. Describe the functions of the financial markets.* *10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.* 12.4 Students analyze the elements of the U.S. labor market in a global setting. *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.* *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.* 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.*	
	Unit 3: Monetary Policy, the Fed, Macroeconomics & Globalization Essential Questions *(The Essential Questions from the Framework should guide instruction. Teachers will cover many standards by referring to the Unit Essential Questions during planning and instruction, although some may be taught in more depth.)* ● How is the American government involved in the economy?	*Textbook Correlated Lessons* 11.2, 12.1-12.3,

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	• How has the American government been involved in the economy in the past? • How does the federal budget affect ordinary people? • What does it mean to pay taxes? • Why is there a Federal Reserve Bank? How does it function? • What does it mean to run a deficit? • What is macroeconomics and what does it reveal about the economy? • How does a cyclical economy function? • How does data help to tell the story of the economy? • What is globalization? • How does globalization affect international and national economies, and individuals? • Why are there critics of globalization?	13.3 *(10 days)*
Major Minor *other*	**Standards** 12.3 Students analyze the influence of the federal government on the American economy. 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.* 2. *Identify the factors that may cause the costs of government actions to outweigh the benefits.* **3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.** 4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve). 12.5 Students analyze the aggregate economic behavior of the U.S. economy. 1. *Distinguish between nominal and real data.* 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. 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's 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.*	

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	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.*

A. Q1: Unit 1 - Additional Resources [Alt.Ed.]

Vocabulary Tier 2 **Not an exhaustive list*	Analyze Argument Assess Authority Benefit Cause and Effect Central Idea Cite/Citation	Claim Conclude/Conclusion Credible/Credibility Drawing Conclusions Distribute Establish Evaluate Evidence	Excerpt Factor Facts Infer/Inference Issue Opinions Patterns Perspective	Point of view Primary Source Relevant Secondary Source Significance Supporting Details
Vocabulary Tier 3 **Not an exhaustive list*	Adam Smith Capital Capitalism Consumer Consumer Goods Cost-benefit analysis Currency Data	Debt Demand Free Enterprise (Free market) Goods Laissez Faire Marginal costs Marginal benefits Market Economy	Mixed Economy Payday loans Profit Opportunity cost Regulation Scarcity Self-interest Social responsibility	Services Supply Wealth of Nations Technological investments Trade-offs

Additional Resources: Unit 1

Essential Questions	Resources & Links *The following are Resources & Links developed, contributed, and suggested by PSUSD teachers over time. If you would like to add something to this list (or find a "broken" link), please email the H/SS TOSA to have the list updated.*	Activities & Texts *The following texts and activities come directly from the HSS Framework. The purpose of this section is to show any shifts in content. Teachers may choose activities and texts that best help students answer the Essential Question. Each activity or text helps students understand the historical context, apply historical*

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		thinking skills, and include avenues to teach inquiry, literacy, and citizenship.
How are resources allocated?	• Econ Alive! The Power to Choose (TCI) - *Who gets to what? How do societies decide?* ○ Lesson 3.1 • Private Property and Resource Conservation (*EEI--password: teacheei*)	*Coming Soon …*
What is a market economy?	• Econ Alive! The Power to Choose (TCI) - *Who decides what in different economic systems?* ○ Lesson 3.2	*Coming Soon …*
What is the best way to deliver services provided by utilities: through a public or private (but regulated) monopoly?	• Econ Alive! The Power to Choose (TCI) - *What do we give up when we make a choice?* ○ Lesson 2.3 • Council for Economic Education • Foundation for Teaching Economics	*Coming Soon …*
Additional Resources: Unit 1 *The following lists and links are to resources that will support the implementation of teaching: Honors/Advanced Students, Integrated/Designated ELD, Supporting the discipline and Shift in Literacy, and effective Tier 1 Instruction in support of MTSS (Multi-Tiered System of Support).*		
Honors Strategies and Resources	Explore Mixed Economies in More Depth Make copies of the circular flow model of a mixed economy in Figure 4A in Section 2, Who Decides What in Different Economic Systems? For each flow in the diagram, have students list examples of what that flow represents. For example, for the flow from “Government” to “Households” that is labeled “Payments,” students might list Social Security checks, welfare payments, and unemployment benefits. Then have students create their own circular flow models, either by hand or on the computer. In each arrow, they should include a word or picture of the example that most helps them understand	Increase Requirements for Student Handout C Make a copy of Guide to Student Handout C. Cover the information in the “Reading” columns and make copies for students. Have students complete the entire “Reading” column for both economic systems, and then review their answers as a class.

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	that part of the model. Have students share their models with a partner, and if time allows, with the class.	
ELD Strategies and Resources	Students will use online resources from Teacher Curriculum Institute to better access grade-level learning material. From TCI Lesson 3 Use Cartoons to Build Schema Display the cartoons on Economic Systems Cartoons (Visual 3 in the print materials) one at a time. Help students build background knowledge and key understanding by having them respond orally to the spiral questions given in the optional Preview activity. Then label each cartoon “Command Economy” or “Market Economy” and reference them during or when debriefing the activity. Provide Additional Support for the Activity Consider these options. • Provide an opportunity for students to debrief each round. Emphasize the key differences between the experiences of groups in each type of economy. • Make a copy of Guide to Student Handout C for students, covering the information in the “Reading” columns. Make one visual as well. Project the visual and have groups work together to determine the connection between the activity and the reading for the first row. Debrief their responses, and record the correct answers on the visual. Repeat this process for each row, while students record the answers on their handouts.	eStandards CA ELD Standards Quick Guide Instructional Task to Support Integrated and Designated ELD Text Reconstruction Routine Text Reconstruction Organizer Speaking and Listening Support • Table Mats Vocabulary Support • Academic Vocabulary ELD Instruction • Histograms • Content Links Response Boards
Literacy Resources	Reading in History Standards Writing in History Standards Short Constructed Response Frames Short Constructed Response Rubric Informational/Explanatory Essay Rubric	SBAC Argumentative Essay Rubric SBAC Question Frames and ALDs Close Reading in History: Reading Primary Documents Close Reading in History: AVID Resources
Multi-Tiered System of Support (MTSS)	*Coming Soon …*	*Coming Soon …*

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B. Q1: Unit 2 - Additional Resources [Alt.Ed.]

Vocabulary Tier 2 **Not an exhaustive list*	Analyze Argument Assess Authority Benefit Cause and Effect Central Idea Cite/Citation	Claim Conclude/Conclusion Credible/Credibility Drawing Conclusions Distribute Establish Evaluate Evidence	Excerpt Factor Facts Infer/Inference Issue Opinions Patterns Perspective	Point of view Primary Source Relevant Secondary Source Significance Supporting Details
Vocabulary Tier 3 **Not an exhaustive list*	Banking System Collusion Collective Bargaining Command Economy Derivatives Distribution of Wealth Efficiency Entrepreneur Equilibrium Price Financial Markets Foreclosure General Strike Glass-Steagall Act Grant	Great Depression Great Recession Human capital Identity Theft Immigration54 Incentive Initiative Income Distribution Inflation International Trading Networks Investors Labor Strike Labor Union Loan	Marginal Product Theory of Wages Market Economy Migration Minimum Wage Monopoly North Atlantic Free Trade Agreement (NAFTA) Negotiations New Deal Outsourcing Poverty Productivity Price Ceilings Price Floors Qualitative (Information)	Quantitative (Information) Rent Control Recession Revenue Salary Shortage Stagnation Stock Market Surplus Traditional Economy Trans-Pacific Partnership (TPP) Unemployment Wages

Additional Resources: Unit 2

Essential Questions	Resources & Links *The following are Resources & Links developed, contributed, and suggested by PSUSD teachers over time. If you would like to add something to this list (or find a "broken" link), please email the H/SS TOSA to have the list updated.*	Activities & Texts *The following texts and activities come directly from the HSS Framework. The purpose of this section is to show any shifts in content. Teachers may choose activities and texts that best help students answer the Essential Question. Each activity or text*

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		helps students understand the historical context, apply historical thinking skills, and include avenues to teach inquiry, literacy, and citizenship.

What are key components of the American economic system?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lessons 1, 3, 5
	• In these Lessons/Chapters - Focus on:
	  ○ Incentives pp. 1,6, 9
	  ○ Market economy pp. 35, 41
	  ○ Supply and Demand pp. 70
		Coming Soon …

How are prices determined? Who determines prices?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 6
	• In these Lessons/Chapters - Focus on:
	  ○ Supply and Demand p. 70
	  ○ Demand- p. 72
	  ○ Supply p. 78
	  ○ Demand Elasticity- p. 83
	  ○ Supply Elasticity-p. 87
	  ○ Equilibrium- 94
	  ○ Floors and ceilings 95, 108
	  ○ Surpluses and shortages p. 99, 100
	• Sustaining Economics and the Earth's Resources (EEI--*password: teacheei*)
		Coming Soon …

How do banks and markets function?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 8
	• In these Lessons/Chapters - Focus on:
	  ○ Chapter 8 on page 135 Intro
	  ○ Functions of Money p. 136
	  ○ Characteristics of money p 137
		Coming Soon …

Who establishes prices in the marketplace?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 6
	• In these Lessons/Chapters - Focus on:
	  ○ Chapter 6.2-6.5 Page 97-110
	• What are the consequences of Gentrification? (UC Project)
		Coming Soon …

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What does it mean to work?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lessons 2, 6, 10
	• In these Lessons/Chapters - Focus on:
	  ○ Working smarter and productivity p. 24
	  ○ Marginal utility p.26
	  ○ Working incentives 105-106, 107
	  ○ Working conditions and wages p. 187
		Coming Soon …

How does one compete in the labor market?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ Trends Shaping the Labor Market P. 180
	  ○ What determines how much workers earn? P. 184
	  ○ How can you increase your human capital? P. 189
		Coming Soon …

How are wages determined?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ 10.3 What determines how much workers earn? Page 184-189
		Coming Soon …

How and why do workers organize?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lesson 10
	• In these Lessons/Chapters - Focus on:
	  ○ Chapter 10.5 What Role Do Unions Play in the Labor Market? Page 192-195
	
	• Council for Economic Education
	• Foundation for Teaching Economics
	• Performance Task: Toilet Scarcity (UC History Project)
		Coming Soon …

Additional Resources: Unit 2

The following lists and links are to resources that will support the implementation of teaching: Honors/Advanced Students, Integrated/Designated ELD, Supporting the discipline and Shift in Literacy, and effective Tier 1 Instruction in support of MTSS (Multi-Tiered System of Support).

Honors Strategies and Resources	From TCI Lesson 6 Research Historical Price Changes As a class, brainstorm products that have fluctuated in price over time. Consider asking	From Lesson 8 Support Real Estate Research Have students independently research home sales in their area. Ask them to consider different

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	students to think of commodities such as gasoline or diamonds, or technologies such as cell phones or music players. Have students choose one product to research, focusing on historical changes in equilibrium price and equilibrium quantity due to shifts in demand and supply. Tell students to analyze the sources they find for bias, propaganda, point of view, and frame of reference. (You may wish to model this with a source before sending students out to research.) Then have students create a short presentation that explains historical price changes for their product.	types of homes, such as condominiums, single-family homes, and duplexes. Once they find a reasonable home they like, have them figure out how much they would need to save for a down payment if they were to put down 20%. Then have them use an online mortgage calculator and a current fixed rate to determine what their monthly mortgage payment would be. See the “Enrichment Resources” section for related Web sites. From TCI Lesson 10 Find Examples of Developing Human Capital Assign students a variety of well-known business and media personalities, and have them research how those people rose to their current positions by developing their human capital
ELD Strategies and Resources	From TCI Lesson 6 Support the Experiential Exercise Consider these suggestions. • Pair students to work as teams of banana sellers or buyers. • Create visuals of the student handouts so that you can explicitly model how to complete each one. Provide Newspaper Headlines Adapt the Processing activity by having students analyze the following headlines. Have students follow the Processing directions to analyze each headline verbally and graphically and to write a paragraph answering the Essential Question. • Study Finds Bananas Good for Your Health • Disease Strikes Banana Trees in Central America • Consumers Want Lower Prices—Government Enacts Price Ceiling on Bananas From Lesson 8 Brainstorm for the Processing Prior to having students begin the Processing activity, have the class brainstorm possible tips to include in the brochure. From Lesson 10	eStandards CA ELD Standards Quick Guide Instructional Task to Support Integrated and Designated ELD Text Reconstruction Routine Text Reconstruction Organizer Speaking and Listening Support • Table Mats Vocabulary Support • Academic Vocabulary ELD Instruction • Histograms • Content Links Response Boards

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	Explain the Preview Jobs Take note of job titles on the Notebook Handout that may be confusing to students so that you are prepared to answer students' questions during the Preview. Teach Vocabulary on Sample Resumes Reassure students that they do not need to understand every word on the sample resumes to complete the activity. Assist students by defining difficult terms from the Chef's Resume, such as established, implemented, productivity, inventory, guidelines, sanitary, and certified. Before class, scan the sample resumes on Student Handout A to identify critical vocabulary that students might not know. Have students circle and define key terms before they identify examples of building human capital.	
Literacy Resources	Reading in History Standards Writing in History Standards Short Constructed Response Frames Short Constructed Response Rubric Informational/Explanatory Essay Rubric	SBAC Argumentative Essay Rubric SBAC Question Frames and ALDs Close Reading in History: Reading Primary Documents Close Reading in History: AVID Resources
Multi-Tiered System of Support (MTSS)	*Coming Soon …*	*Coming Soon …*

C. Q1: Unit 3 - Additional Resources [Alt.Ed.]

Vocabulary Tier 2 **Not an exhaustive list*	Analyze Argument Assess Authority Benefit Cause and Effect	Claim Conclude/Conclusion Credible/Credibility Drawing Conclusions Distribute Establish	Excerpt Factor Facts Infer/Inference Issue Opinions	Point of view Primary Source Relevant Secondary Source Significance Supporting Details

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	Central Idea Cite/Citation	Evaluate Evidence	Patterns Perspective	
Vocabulary Tier 3 **Not an exhaustive list*	Aggregate Demand Balance of Payments Bitcoin Bonds Conservation Credit Credit Card Debit Card Circulation Consumer Financial Protection Bureau Consumer Protection Act (2010) Cyclical Economy (Economic Cycles) Deficit (Budget & Spending) Distributive Effects	Economic Growth (Economic Boom) Expenditures Export Externalities (positive & negative) Gross Domestic Product Federal Reserve Fiscal Policy Fracking Food and Drug Administration GI Bill Globalization Government Intervention Imports Interest Rates	Land Grant (Colleges) Manufacturing Macroeconomics Microeconomics Micro-Financing Micro-Loan Middle-Man Monetary Policy National Debt Nominal Data Property Rights Predatory Practices Raw Materials Recycle	Renewable/Non-Renewable Energy Retail Share Stocks Solvency Sustainable Development Subsidies Tariff Tax Revenue Trade Barriers Trade Deficit United Nations Universal Declaration of Human Rights

Additional Resources: Unit 3

Essential Questions	Resources & Links *The following are Resources & Links developed, contributed, and suggested by PSUSD teachers over time. If you would like to add something to this list (or find a "broken" link), please email the H/SS TOSA to have the list updated.*	Activities & Texts *The following texts and activities come directly from the HSS Framework. The purpose of this section is to show any shifts in content. Teachers may choose activities and texts that best help students answer the Essential Question. Each activity or text helps students understand the historical context, apply historical thinking skills, and include avenues to teach inquiry, literacy, and citizenship.*

How is the American government involved in the economy?	• Econ Alive! The Power to Choose (TCI)
	  ○ Lessons 11 & 12
	• In these Lessons/Chapters - Focus on:
	  ○ Property Rights Pg. 50
	  ○ Environmental Protection Pg. 51
	  ○ Eco-Friendly Products Pg. 93
	  ○ Eminent Domain Pg. 202
	  ○ Government's Role in Protecting Pgs. 200-201
	  ○ Private Ownership Incentive Pgs. 200-201
		Coming Soon …

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	• Government and the Economy: An Environmental Perspective • Environmental Protection Agency (EPA) Pg. 206-209 • Environmental Standards Pg. 297 (EEI--*password: teacheei*) • Private Property and Resource Conservation (*EEI--password: teacheei*) • Bottled Water Debate (UC History Project)	
How has the American government been involved in the economy in the past?	• Econ Alive! The Power to Choose (TCI) ○ Lessons 11 & 12	*Coming Soon …*
How does the federal budget affect ordinary people?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 14 (online)	*Coming Soon …*
What does it mean to pay taxes?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 12 • Performance Task: Sin Taxes (UC History Project) Pg. 238-239 • What is a fair way to collect income taxes? (UC History Project)	*Coming Soon …*
Why is there a Federal Reserve Bank? How does it function?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 8	*Coming Soon …*
What does it mean to run a deficit?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 12	*Coming Soon …*
What is macroeconomics and what does it	• Econ Alive! The Power to Choose (TCI) ○ Lessons 1 & 3	*Coming Soon …*

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reveal about the economy?		
How does a cyclical economy function?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 13	*Coming Soon …*
How does data help to tell the story of the economy?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 1 • Gross Domestic Product (UC History Project)	*Coming Soon …*
What is globalization?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 10	*Coming Soon …*
How does globalization affect international and national economies, and individuals?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 10	*Coming Soon …*
Why are there critics of globalization?	• Econ Alive! The Power to Choose (TCI) ○ Lesson 10 • Council for Economic Education • Foundation for Teaching Economics	*Coming Soon …*

Additional Resources: Unit 3

The following lists and links are to resources that will support the implementation of teaching: Honors/Advanced Students, Integrated/Designated ELD, Supporting the discipline and Shift in Literacy, and effective Tier 1 Instruction in support of MTSS (Multi-Tiered System of Support).

Honors Strategies and Resources	From Lesson 12 Offer an Alternative Processing Have students research a pending local, state, or federal tax proposal and write an e-mail to an appropriate elected official, taking a position on the tax proposal.	From Lesson 14 Add Data to the Greenbook Have groups analyze additional data as part of the Greenbooks. Consider adding information about stock prices, money supply, and personal income, or have students find their data. Extensive historical data are available at

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	E-mail addresses of elected officials and federal tax proposals can be found at the National Constitution Center Web site. Consider Charitable Giving Have students evaluate the costs and benefits of giving to charity. They should discover the tax benefits associated with some types of giving. Hold a discussion in which you ask whether or not the government should encourage charitable giving by providing tax benefits.	the Federal Reserve Economic Data, or FRED, database at the Federal Reserve Bank of St. Louis Web site. Use Actual Documents Have groups use one or more of the following primary resources during the activity in place of or in addition to the Student Handouts: • Greenbooks • Bluebooks • Beigebooks (These provide information on the economy by region.) These and other historical resources are available by year at the Federal Open Market Committee Website.
ELD Strategies and Resources	From Lesson 12 Create Cue Cards During the activity, have students create cue cards to use when they speak in the town meeting. The card should list the arguments in support of one proposal and the arguments in opposition to a second proposal. A sample cue card is provided in the presentation. *Our group, representing the [name of group], supports Proposal ____.* *We believe that this proposal is best for our town because . . .* *Our group, representing the [name of group], is opposed to Proposal ____.* *We believe that this proposal will hurt our town because . . .* Annotate Student Handout B Review the tax proposals on Student Handout B with students, and have students write definitions of any unclear words or phrases in the margins. Then have them paraphrase each tax proposal on the back of the handout. From Lesson 14	eStandards CA ELD Standards Quick Guide Instructional Task to Support Integrated and Designated ELD Text Reconstruction Routine Text Reconstruction Organizer Speaking and Listening Support • Table Mats Vocabulary Support • Academic Vocabulary ELD Instruction • Histograms • Content Links Response Boards

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	Preteach Important Vocabulary Post important words and their definitions around the room as reference. In addition to the Speaking of Economics terms, consider including these terms: expansionary fiscal policy, contractionary fiscal policy, open-market operations, required reserve ratio, discount rate, federal funds rate. After reviewing the vocabulary with students, have pairs of students add illustrations to the definitions. <u>Annotate Greenbooks</u> Before groups prepare for each FOMC meeting, review the Greenbook as a class and have students annotate it. Define unfamiliar symbols and words, such as QI, producer price index, and mortgage. Also summarize what each indicator reveals about the health of the economy. For example, when real GDP is negative, or declining, it shows that the economy is contracting. <u>Rewrite Options in the Bluebooks</u> Rewrite the proposed monetary policy options in the Bluebooks using simpler language. For example, rewrite “Pursue a moderate easy-money policy by purchasing government securities” as “Make money easily available by buying government securities.” <u>Prepare Spokespeople</u> Have spokespeople participating in the FOMC meeting write out their group’s reasons for choosing a particular monetary policy option. They may read from or use this reference during the meeting. Also consider having spokespeople rehearse their comments ahead of time with their groups. <u>Provide Resources</u> For the Processing, provide students with a selected group of online resources where they may search for their articles by using the keywords fiscal policy or monetary policy. Consider including	

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	resources that are written in their native languages so that they may more easily understand the main points of the articles.	
Literacy Resources	Reading in History Standards Writing in History Standards Short Constructed Response Frames Short Constructed Response Rubric Informational/Explanatory Essay Rubric	SBAC Argumentative Essay Rubric SBAC Question Frames and ALDs Close Reading in History: Reading Primary Documents Close Reading in History: AVID Resources
Multi-Tiered System of Support (MTSS)	*Coming Soon …*	*Coming Soon …*



APPENDIX

* Overview

The study of twelfth-grade economics provides students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions. It offers a lens to understand and analyze human behavior, and it builds a student's ability to make informed decisions based on relevant economic information such as an analysis of costs and benefits; the trade-offs between consumption, investment, and savings; the availability and allocation of natural resources; the

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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.

Economics functions as a lens through which to consider the impact of governmental action (or inaction) on the lives of citizens. Understanding how the economy functions and how economic reasoning can inform decision making will provide students with the tools to become financially literate and independent. Economics is the study of how people choose to use resources. It is also a discipline that analyzes how to promote productive economic activities such as entrepreneurship, education and government investment in infrastructure, and research; it studies how to promote full employment, fair wage growth, and return on capital; it explores how to avoid financial dislocations and predatory business practices; and it argues how best to provide basic safety-net supports such as retirement for each citizen.

The resources people use are land, labor, and capital; these resources are finite, or what some people call scarce. Scarcity means that resources, such as natural and human resources, are limited in quantity compared with the competing demands for their use. In this one-semester economics course, students examine more deeply the choices they make and explore how these choices have consequences that ripple across the world.

One question that can guide the course is **How is economics about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets?** By learning about economics through questions, students will deepen their understanding of fundamental economic concepts like cost–benefit analysis; they will analyze the American economy in a global setting; they will explore how the federal government affects the American economy; they will learn about the labor market in national and global settings and see themselves in those settings by identifying which jobs will grow in the near future and the education requirements for certain jobs; they will analyze aggregate economic behavior of the U.S. to learn about how unemployment and interest rates, for example, affect the country; and they will explore issues related to international trade.

To achieve all of this, students learn to apply basic economic principles and methods of analysis, building on the knowledge of economics gained in earlier grade levels. In kindergarten, students learn that they make choices. By twelfth grade, they apply economic concepts to the decisions they make in their own lives and to the economic, social, and political issues that dominate the world around them.

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Although students first encounter economics as a separate course in the twelfth grade, much of the course content will not be new to them. Concepts like human capital, the availability of work, cost–benefit analysis, the role of markets, infrastructure such as roads and public health, the role of law and patents in encouraging innovation, the importance of private and governmental investments in research and technology, and international trade can be explained in their study of history in earlier grades. For example, in the elementary grades, students can think about how scarcity of resources, such as what Americans faced in the early colonial period, affected the choices they made.

At the middle school level, students can consider the impact of trade on the growth of civilizations during the medieval period. In the eleventh grade, students can examine the contributions of capitalism, industrial development, scientific innovations, and entrepreneurship to continued growth in the standard of living. They can also examine the excesses of late nineteenth-century capitalism, such as trusts and predatory practices; scrutinize the increasing economic role of the federal government during the Great Depression; and debate the effectiveness of New Deal programs, including regulation, social supports, and labor rights, on the American economy. Thus, students have been revisiting, in a variety of historical contexts, questions about scarcity of resources.

Now in twelfth grade, they will examine primarily the current contexts to consider important economic questions including How does the economy relate to me? What does it mean to budget? How do markets work in the abstract and concrete world?

* The Four Shifts

The four shifts of the new HSS framework are content, inquiry, literacy, and citizenship. The following excerpts are examples of each shift outlined in the framework.

Shift in Content	Shift in Inquiry
“The American colonial struggle for independence occurred in a global context. The following questions can help	“Students can consider the question: How did Manifest Destiny contribute to American expansion? To deepen their

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students consider the perspectives of those who did not serve in either the Continental or British armies: How and why did Indians participate in the American Revolution? How did the alliances and treaties made by American Indians affect their relationship with both the Patriots and the British? How did American calls for independence inspire other nations, such as France and the French colony of Haiti?"	understanding of the changing political and economic geography and the settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest; they could describe the lives of fur trappers and the impact they had on the knowledge of the geography of the west; they could map the explorations of trailblazers; they might discuss the searing accounts of the removal of Indians and the Cherokees' Trail of Tears, and they could interpret maps and documents relating to the long sea voyages around the horn of South America and overland treks that opened the West."
Shift in Literacy	**Shift in Citizenship**
"Through a careful examination of selected sentences from a variety of primary sources, such as Jefferson's letter to Washington, Alexander Hamilton's Report on the Public Credit, or Thomas Jefferson's The Kentucky Resolutions...To support the comprehension of these difficult and dense primary source texts, teachers will need to employ a variety of literacy support strategies, such as strategies designed to define unfamiliar vocabulary within context, identify the thesis of a written argument, and evaluate evidence in support of a claim."	"Noting the intersections between previously studied reform movements, the women's rights movement, and the abolitionist movements, students can study the efforts of educators such as Catherine Beecher, Emma Willard, and Mary Lyon to establish schools and colleges for women. Students may examine the relationship of these events to contemporary issues, considering the question: Why do periods of reform arise at certain historical moments?"
As teachers plan a unit, they should determine what new content is introduced from the framework that is not included in the standards. Teachers should also determine how students will engage in the inquiry process, where literacy can be addressed, and what if any, opportunities there are for instruction in citizenship/civics.	

* Historical Analysis Skills

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The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

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