Daniel McLaughlin Therrell High School

[Subject Group Overview]

Yearly Planner

SY 2024-2025

Teacher(s)	Mr. Freeman		Year - Grade	12th	Subject	Individuals and Societies
	Name of Course	Personal Finance and Economics				
Unit #	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Unit length (4 to 8 weeks)	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks
Unit title	Fundamental Economic Concepts (Part 1)	Fundamental Economic Concepts (Part 2)	Microeconomics	Macroeconomics	International Economics	Personal Finance
Learner Profile (Select 2)	Inquirers, Reflective	Knowledgeable, Reflective	Risk-takers, Thinkers	Open-minded, Reflective	Open-minded, Caring	Principled, Risk-takers
Key concept (Select only 1-2)	Systems	Systems	Perspective, Change	Systems, Connections	Global Interactions, Culture	Identity
Related concept(s) (Select 2-3)	Perspective, Identity	Perspective, Identity	Time, Place and space	Global Interaction, Identity	Time, Place and space, Perspective	Time, place and space, Systems
Global context + Global context exploration	Who are we as people in the larger context of the economy? How we view our role in the economy can have an impact on our economic freedom and economic equity.	Who are we as people in the larger context of the economy? How we view our economy can have an impact on our economic freedom and economic equity.	What is the nature of the relationship between consumers and producers? Our belief in equity helps us imagine a system that works equally for buyers and sellers.	Do we have a duty to provide for those who seek equity in our economic system? We believe that every person should have equal access in our economy.	How are cultures connected through trade? Our understanding of specialization allows us to become aware of our interdependence.	Are we fully aware of the latest technology and systems that affect our personal finances? We understand that technology has wonderful benefits and risky unintended consequences.
Statement of Inquiry Note: must include the Global Context Exploration, Key Concepts & Related Concepts	A **person's** place in the **economy** is largely **determined by** the **economic system** the person lives in.	A **person's** place in the economy is largely **determined by** the **economic system** the person lives in.	A **free-market** economy should create opportunity for a **wide range of individuals** and it that opportunity should be **sustainable and progressive.**	The **US Economy** should not favor the **most privileged** at the expense of the **most vulnerable;** we should not **privatize the gains** and **socialize the losses.**	**Trade among nations** should be **fair and without barriers** and should take into consideration the **global issues** we face such as **climate.**	**A person's personal financial health** is influenced by constantly changing **technological innovations** such as **virtual currency**.
Current Event or Real Life Connection	We live in a mixed economy that features privatization as well as government intervention.	We live in a mixed economy that features privatization as well as government intervention.	Recent developments such as the COVID-19 pandemic have shown how important for our system to check local institutions from practices such as price	Even after reform, there are still leaders of banks and giant corporations who take home millions in bonuses and taxpayers are constantly asked to bail out their institutions.	Climate change is having very negative effects on our natural world and establishing fair and equitable trade among nations large and small is going to be vital for the future.	Inflation is crippling many American households, so it is important to use as many tools available to ensure the health of your personal and family economy.

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			gouging (high grocery and other product pricing).			
Inquiry Questions • **Factual** • **Conceptual** **Debatable**	• *What is the study of economics?* • *How are resources allocated in our economy?* • *Which broad social goals of the economy are most important (equity, efficiency, freedom, growth, stability and security)?*	• *What is the study of economics?* • *How are resources allocated in our economy?* • *Which broad social goals of the economy are most important (equity, efficiency, freedom, growth, stability and security)?*	• *What is the relationship between consumers and producers?* • *How do consumers and producers affect supply and demand?* • *Should private markets be regulated by the government during times of crisis?*	• *What is Gross Domestic Product (GDP)* • *How do workers contribute to GDP and a healthy economy?* • *Should workers be given the same opportunities as business owners to shed debt to ensure sustainable households?*	• *What are the barriers to trade?* • *How does specialization ensure that we all get what we need?* • *Should climate and other challenges or the economic health of individual countries be the focus of world trade?*	• *What are the elements of personal finance?* • *How does credit affect our ability to participate in the economy?* • *Should I take risks with my money through investment, or should I save?*
Subject-group objective(s)/ Assessment Criteria	Diagrams Terminology Application and Analysis Key Concept Evaluation Rubric Requirements	Diagrams Terminology Application and Analysis Key Concept Evaluation Rubric Requirements	Diagrams Terminology Application and Analysis Key Concept Evaluation Rubric Requirements	Diagrams Terminology Application and Analysis Key Concept Evaluation Rubric Requirements	Diagrams Terminology Application and Analysis Key Concept Evaluation Rubric Requirements	Diagrams Terminology Application and Analysis Key Concept Evaluation Rubric Requirements
ATL skills + ATL Skill indicators	Reflection, information literacy and organization using self-management and research skills.	Reflection, information literacy and organization using self-management and research skills	Critical thinking, transfer and collaboration using thinking and social skills.	Information literacy, media literacy and organization using research and self-management skills.	Critical thinking, reflection, information literacy and language using communication, research, self-management and thinking skills.	Creative thinking, affective skills and reflection using self-management and thinking skills.

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Content ● **Topics** ● **Skills** ● **Knowledge**	Self-management and research skills	Self-management and research skills	Thinking and social skills	Research and self-management skills	Research, communication, self-management and thinking skills	Self-management and thinking skills.