

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, October 24, 2024, 8:30 a.m.
Trumbull High School Main Office Conference room

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting 9/19/2024
- IV. New Business
 - a. New Programmatic Primary Resource: *K-5 ELA Pilot Update & Next Steps*
 - b. Curriculum Guide Revision: *Grade 11-12 US Economic Systems*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, September 19th, 2024, 8:30 a.m.
Trumbull High School – Main Office Conference Room

MINUTES

I. Call to Order/Introduction

The meeting was called to order 8:42 a.m.

Members Present

M. Petitti, BOE Curriculum Committee Chair
J.McNamee, BOE Member
S.Iwanicki, Ed.D, administrative designee

Members Absent

L.Nuland, BOE Member

II. Public Comment

No public comment was received.

III. Approval/Minutes – Regular Meeting May 16, 2024

Ms. McNamee moved to approve the minutes of the May 16, 2024 Curriculum Committee meeting.

Mrs. Petitti seconded. The motion passed unanimously.

IV. New Business

a. New Text Proposal: *Chemins 2023 Levels 1, 2, and 3* French 1, 2, and 3

Department Chair Susanna Lavorgna-Lye, and teachers Shaun Leibskind and Joe Palamara presented. The teachers shared an enthusiasm for teaching the French language and communicated an increase in enrollment within French classes this year. The text book requested gives plentiful resources, is more user friendly, and has a focus on pronunciation that helps students in their language learning. It was added that it is more up-to-date in cultural pieces as well. The teachers provided examples of modern musical artists and highlights of French speaking countries around the world. Dept. Chair Susanna Lavorgna-Lye shared that the text is published by Vista Higher Learning. The department currently uses their texts for other courses such as the Italian classes, as well as Spanish AP and 5 Honors in the department. Ms. McNamee thanked the teachers for their organization of the Quebec trip and asked about future goals of the department in French. Mr. Leibskind shared they would like to offer an ECE course in the future and/or perhaps arrange a trip to France. He further expressed that we have students who are majoring in French in college and becoming teachers as well. Mrs. Petitti recognized the ways in which the text supports students and thanked the department for their support of the work. She was pleased to see that this work has resulted in higher enrollments, noting that there had been a decrease in enrollment in the past. Ms.

McNamee moved to accept the text *Chemins 2023 Levels 1, 2, and 3* French 1, 2, and 3. Mrs. Petitti seconded. The motion passed unanimously.

b. Curriculum Guide Update- United States Political Systems (CP, ACP, Honors)

Grades 11-12

Department Chair Kathy Rubano and teachers Andrea Kremzar and Gary Guertin presented the new guide. The guide was updated to reflect modern times in events, new standards, and activities. United States Political Systems is a required course which lasts one semester. It was shared that students are required to earn a half credit of Civics for graduation, and this course fulfills that requirement. Mrs. Kremzar shared that the course focuses on the founding documents. Ms. McNamee asked about media literacy and Mrs. Kremzar showed that it is included in the last unit. Mrs. Petitti shared that some of the data activities are similar to activities she taught in courses. Ms. McNamee moved to approve the curriculum guide changes to the United States Political Systems (CP, ACP, Honors) Grades 11-12 and Mrs. Petitti seconded. The motion passed unanimously.

b. Curriculum Guide Update- Advanced Placement English Literature and Composition, Grades 11-12

Department Chair Anne Rizza was joined by Karlen Shupp. They noted that post-COVID they wanted to update the guides texts to be more current. They also updated the guide for both grades 11 and 12. Ms. McNamee questioned the diversity of texts and asked that the department reflect on whether or not this guide ensures that student can see themselves in the works their studying. The educators agreed that they will continue to reflect on the inclusion of diverse authors. Mrs. Petitti asked about the class sizes this year and the impact on teaching. The meeting closed with a department announcement that several educators that were selected to present at the national conference for the National Council of Teacher of English (NCTE) this fall. Ms. McNamee moved to approve the curriculum guide changes to the Advanced Placement English Literature and Composition, Grades 11-12 and Mrs. Petitti seconded. The motion passed unanimously.

c. Assistant Superintendent's Curriculum Writing Update

Dr. Iwanicki shared an update on the status of the pilot materials for ELA in grades K-5. This pilot was communicated in the May Curriculum Committee meeting. The initial feedback from teachers is generally positive. Teachers are doing their best to learn about the new materials with support from literacy coaches as well as professional development that was offered at the beginning of the year. The Office of Teaching and Learning has received a handful of emails wondering about the materials or sharing research perspectives from families. The district has shared that the materials being used were vetted and selected by the Connecticut State Department of Education.

At the middle school level, general level mathematics classes are piloting two new math programs in grades 6, 7, and 8 for the first trimester. Our current program, Big Ideas, is up for renewal. The information from this pilot will be used to validate our current text or to bring forward to the curriculum committee a new text for purchase and full implementation.

Finally, Dr. Iwanicki shared that the district curriculum writing teams were very busy this summer. There are approximately 20 curriculum guides which the Curriculum Committee will be able to review this year and 14 different texts. She looks forward to reviewing these items with the committee over the course of this year.

The meeting was adjourned at 10:20 am.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

U.S. Economic System

College Prep

Advanced College Prep Honors

Honors UConn Essentials of Economics

Grades 11-12

2024

(Last revision date: 2015)

Curriculum Writing Team

**Katherine Rubano
Martin McGrath
Brian Springsteen
Susan C. Iwanicki, Ed.D.**

**Social Studies Department Chair
Social Studies Teacher, Trumbull High School
Social Studies Teacher, Trumbull High School
Assistant Superintendent**

**U.S. Economic System
Grades 11-12**

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	5
Course Enduring Understandings	8
Course Essential Questions	8
Course Knowledge & Skills	9
Course Syllabus	11
Unit 1: Fundamental Economic Concepts	13
Unit 2: Micro Economic- Price, Quantity and Efficiency	17
Unit 3: Macro Economic Concepts- GDP, Growth and Instability	22
Unit 4: Macro Economic Concepts- Monetary Policy	27
Course Credit	32
Prerequisites	32
Current References	32
Assured Student Performance Rubrics	32
Other Resources	39

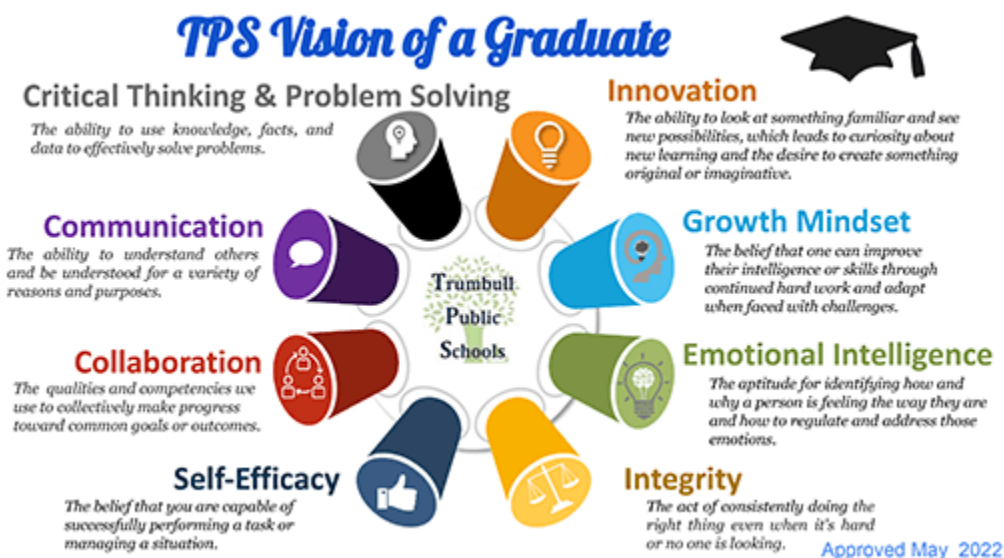
The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

VISION OF THE GRADUATE



INTRODUCTION & PHILOSOPHY

U.S. Economic System is a semester-long junior or senior year elective in the Social Studies department that provides interested students with a rigorous introduction to economics through reading, writing, research, presentations, and socratic seminars. The purpose of this economics course is to promote **critical thinking, communication, and collaboration**, through developing and understanding of economic theories and principles that will allow them to make informed decisions and engage in economic discourse. Students will learn the basics of economics in order to make more informed decisions as life-long learners and participants in a democratic, diverse and global society.

In the first half of the course, students will be introduced to foundational economic theories and principles of microeconomics. The second half of the course focuses on macroeconomics. This economics course is a challenging opportunity to develop an understanding of and critically analyze and engage with economic theories, principles, and practices. Through the examination of current trends, conflicts, and issues, students will apply economic perspective and develop their understanding of the economy. It is the function of the teacher in a course such as this to

provide bridges between opinion and fact, theory and reality, and guide students to recognize the several sides and solutions of an issue. To accomplish this goal, a variety of activities and assessments will be incorporated which will allow students to evaluate and engage in discourse around economic principles and policies. Through teacher-reviewed materials, students will research, read analytically, reflect, and write on, and discuss a variety of topics related to the curriculum, to prepare to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility. The program offers all students the opportunity to meet their educational needs. Upon successful completion of the course, the student will receive one-half elective credit, and one-half STEM credit towards Trumbull High School graduation.

University of Connecticut Early College Experience

Students enrolled in the Honors level course will be given the opportunity to apply and register to earn three college credit hours from the University of Connecticut for the cost of \$150 (*cost-subject to change*).

UConn grading compared to THS grading

UConn grades and high school grades differ. It is possible that two different grades may be awarded for the same course. High school grades are determined by your high school.

UConn grade is determined by the grading rubric set by the University of Connecticut.

Grading Scale Comparison University of Connecticut

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
< 60	F	0.0

Trumbull High School

Grade	Letter Grade
96.5-100	A+
92.5-96.4	A
89.5-92.4	A-
86.5-89.4	B+
82.5-86.4	B
79.5-82.4	B-
76.5-79.4	C+
72.5-76.4	C
69.5-72.4	C-
66.5-69.4	D+
62.5-66.4	D
59.5-62.4	D-
59.4-0.0	F

COURSE GOALS

The following national standards derive from the College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.

CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.

Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific market.

Eco.5.9-12. Describe the consequences of competition in specific markets.

Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.

Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.

Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people's

perspectives.

The following course standards derive from the 2010 Connecticut Core Standards for Literacy.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following course standards derive from the 2016 ISTE Technology Standards.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Due to scarcity, economic decision-making requires making choices about cost, benefits and allocation of resources.
- Economic systems develop and change because of scarcity and society's response to the four fundamental questions: What will be produced? How will goods and services be produced? Who will get the output? How will the system promote progress?
- Forces of demand and supply, impacted by various determinants, influence prices.
- Markets and prices influence patterns of production, distribution, and consumption.
- A nation's overall levels of income, employment and inflation are determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy.
- There are strengths and limitations of economic indicators such as Gross Domestic Product, Consumer Price Index, and the reported rate of unemployment.
- There is an economic role for the government in a market economy in correcting market failures.

COURSE ESSENTIAL QUESTIONS

- What is the role of scarcity in society?
- How do economic systems answer the questions of what, how, and for whom to produce?

- How do the answers to the Four Fundamental questions drive the use of scarce resources?
- How do the principles of supply, demand, and competition guide economic choices?
- How do factors other than price influence demand and supply?
- What is the government's role in a market economy?
- What goods and services are best provided by the public sector and which are best provided by the private sector?
- Is economic growth desirable and sustainable?
- What are the strengths and limitations of economic indicators in assessing health and performance of an economy?
- What gives money value?
- Why do we have a Federal Reserve Bank? Is a central bank a necessary component of a healthy economy?
- Central banks and financial markets: Who leads and who follows?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - o The characteristics of command and market economies.
 - o How demand and supply interact to determine price.
 - o The characteristics of private and public goods.
 - o How to distinguish progressive, proportional, and regressive tax systems.
 - o How the roles of various institutions, such as markets, government, and central banks influence the economy.
 - o How major theories explain current economic trends, behavior, and phenomena.
 - o Fiscal and monetary policy tools and their potential effects on economic output.
- Students will be able to . . .
 - o Apply economic perspective in decision making.
 - o Interpret and evaluate economic data.
 - o Use knowledge, facts, and data to effectively approach economic problems.
 - o Communicate effectively to demonstrate and build understanding of economics for a variety of reasons and purposes for different audiences.
 - o Collaborate in diverse and flexible groupings to work collectively towards shared goals and objectives.
 - o Analyze the alternate uses of scarce resources and discuss the impact of costs in decision making.
 - o Use graphs to demonstrate the effects of the determinants of demand and supply.
 - o Evaluate the role of markets and prices in influencing patterns of production, distribution, and consumption.
 - o Interpret and examine changes in economic indicators to assess and forecast economic performance.

- o Examine the role of government policies and institutions, both foreign and domestic, and their effect on markets, trade, and resources.

COURSE SYLLABUS

Course Name

U.S. Economic System

Levels

College Prep

Advanced College Prep Honors

Honors UConn ECE Economics 1000: Essentials of Economics

Prerequisites

Successful completion of grades 9 and 10

General Description of the Course

The objective of this economics course is to promote citizenship by helping students understand the economic theories and principles that allow them to make informed decisions. This is an opportunity for students to have an experience similar to, and in preparation for, an introductory college-level course in economics. The student will study the fundamental principles and concepts as well as the institutions and issues that confront the national and global economies. Students will not only practice and develop economic decision making skills, but also develop an understanding of the economic way of thinking.

This course is intended as an overview of economics. Think of it as an informed citizen's guide to the economy and to economic ideas. Economics is at its core a theoretical discipline, and one goal of the course is to give students a working knowledge of the basic theory and the beginnings of an economic intuition.

This economics course contains an emphasis on two main themes. The first half of the course will focus on microeconomic concepts such as supply and demand and markets. The second theme of the course centers on macroeconomics. Topics studied here include economic analysis, fiscal and monetary policy, and international trade and finance.

Assured Assessments

Formative Assessments:

- o Market Minutes
- o FRED Blog Presentations
- o Home buying project

Summative Assessments:

- o Unit exams
- o Socratic seminars
- o Infographic project

Supplemental Texts

- o Honors - Brue, Stanley L. Essentials of Economics. McGraw Hill: Boston, 2014.
- o ACP - Clayton, Gary E. Economics: Principles and Practices. McGraw Hill: Ohio, 2012.

- o CP - Miller, Roger LeRoy, Ph.D. Economics For Today and Tomorrow. McGraw Hill: New York, 2008.
- o Student selected articles for Market Minute presentations
- o Teacher selected articles and multimedia

UNIT 1

Fundamental Economic Concepts

Unit Goals

At the completion of this unit, students will:

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.

Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue

Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system

Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

Unit Essential Questions

- What is the role of scarcity in society?
- How do economic systems answer the questions of what, how, and for whom to produce?
- How do the answers to the Four Fundamental questions drive the use of scarce resources?

Unit Scope and Sequence

- The economic perspective
- Theories, principles, and models
- Microeconomics and macroeconomics
- Individual's economic problem
- Society's economic problem
- Production possibilities model
- Economic systems
- Characteristics of the command system
- Characteristics of the market system
- Four fundamental questions

- The circular flow model
-

Academic Vocabulary

- | | |
|---------------------------------------|-------------------------|
| ● economics | ● economic growth |
| ● economic perspective | ● economic system |
| ● opportunity cost | ● command system |
| ● utility | ● market system |
| ● marginal analysis | ● private property |
| ● other things equal | ● freedom of enterprise |
| ● microeconomics | ● freedom of choice |
| ● macroeconomics | ● self-interest |
| ● aggregate | ● competition |
| ● economic problem | ● market |
| ● budget line | ● specialization |
| ● economic resources | ● division of labor |
| ● factors of production | ● medium of exchange |
| ● consumer goods | ● consumer sovereignty |
| ● capital goods | ● dollar votes |
| ● production possibilities curve | ● creative destruction |
| ● law of increasing opportunity costs | ● invisible hand |
| | ● circular flow |

Unit Assured Assessments*

Formative Assessments:

Students will present Market Minutes, an economic current event that was found in a recent newspaper, magazine, journal, or web page. Each student will give a one-minute summary of the article, explaining its economic significance as it relates to any class topic that has been covered, and any related thoughts or questions about the article or event. Students will be responsible to turn in a typed summary (approximately ½-1 page long) of key points which may be in essay or bullet point form. Along with the summary students must provide a link, image, or scan of the article.

Students will participate in a Socratic seminar based on one of the following questions: Should the U.S. be more like Finland? Should governments provide universal basic income? or other compelling questions selected by the teacher. Students will investigate and evaluate teacher-selected, and/or self-selected sources that represent differing perspectives, and develop a claim in response to the discussion question(s), supported by evidence.

Summative Assessments:

Students will complete unit exam(s) based on chapters 1 and 2 from the textbook. The exam(s) may have multiple choice and open ended questions.

*Teachers may use some or all of the activities based on the individual needs of the students.

Resources

Core

- Honors - Brue, Stanley L. Essentials of Economics. McGraw Hill: Boston, 2014.
- ACP - Clayton, Gary E. Economics: Principles and Practices. McGraw Hill: Ohio, 2012.
- CP - Miller, Roger LeRoy, Ph.D. Economics For Today and Tomorrow. McGraw Hill: New York, 2008.

Supplemental*

- <https://fredblog.stlouisfed.org/>
 - [Crash Course Economics videos 10-13](#) (YouTube)
 - [Macro Unit 4 The Financial Sector](#) (YouTube)
 - <https://mru.org/>
 - <https://simplecast.econtalk.org/>
 - Student selected articles for Market Minute
 - Adam Smith, Wealth of Nations
 - "The Minister to the Valley," Martin Luther King, Jr. speech at Minister's Leadership Training Conference in Miami on February 23, 1968 From the archives of the SCLC
 - [GPS, lithium batteries, the internet, cellular technology, airbags: A Q&A about how governments often fuel innovation \(TED Blog\)](#)
 - [13 women who transformed the world of economics \(World Economic Forum\)](#)
 - [The Core Team: Economy, Society, and Public Policy](#)
 - Current Economic Data from the Saint Louis Federal Reserve Bank
<https://fred.stlouisfed.org/>
 - [How Black Wall Street Built Its Legacy \(CNN\)](#)
 - [The Business Of | WSJ \(YouTube\)](#)
 - John Maynard Keynes, General Theory of Employment, Interest and Money
 - Justin Fox, The Economics of Well Being
 - Teacher selected articles and multimedia to introduce and model concepts of economics
- * Teachers may use some or all of the documents based on the individual reading levels of the students.

Time Allotment

- Approximately 3-5 Weeks

UNIT 2

Microeconomic Concepts- Price, Quantity and Efficiency

Unit Goals

At the completion of this unit, students will:

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system

Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific market

Eco.5.9-12. Describe the consequences of competition in specific markets.

Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.

Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

Unit Essential Questions

- How do the principles of supply, demand, and competition guide economic choices?
- How do factors other than price influence demand and supply?
- What is the government's role in a market economy?
- What goods and services are best provided by the public sector and which are best provided by the private sector?

Unit Scope and Sequence

- Law of Demand, Market Demand, Demand Determinants

- Law of Supply, Market Supply, Supply Determinants
- Market Equilibrium
- Government Set Prices, Price Floors and Ceilings, Surplus and Shortages
- Price Elasticity of Demand
- Total Revenue Test
- Determinants of Price Elasticity of Demand
- Price Elasticity of Supply
- Income-Elasticity of Demand
- Cross-Elasticity of Demand
- Market Failures: Public and Private Goods
- Externalities: Positive and Negative
- Government Intervention
- Financing the Public Sector

Academic Vocabulary

- | | |
|----------------------------------|---------------------------------------|
| • demand | • perfectly elastic demand |
| • law of demand | • total revenue |
| • demand curve | • total revenue test |
| • determinants of demand | • price elasticity of supply |
| • normal good | • market period |
| • inferior good | • short run |
| • substitute good | • long run |
| • complementary good | • income elasticity of demand |
| • change in demand | • cross-elasticity of demand |
| • change in quantity demanded | • market failures |
| • supply | • productive efficiency |
| • law of supply | • allocative efficiency |
| • supply curve | • private goods |
| • determinants of supply | • public goods |
| • change in supply | • free-rider problem |
| • change in quantity supplied | • cost-benefit analysis |
| • equilibrium price and quantity | • negative and positive externalities |
| • surplus and shortage | • Coase theorem |
| • price ceiling | • quasi-public goods |
| • price floor | • benefits-received principle |
| • price elasticity of demand | • ability-to-pay-principle |
| • elastic demand | • marginal tax rate |
| • inelastic demand | • average tax rate |
| • unit elasticity | • progressive tax |
| • perfectly inelastic demand | • regressive tax |
| | • proportional tax |

Unit Assured Assessments*

Formative Assessments:

Students will present Market Minutes, an economic current event that was found in a recent newspaper, magazine, journal, or web page. Each student will give a one-minute summary of the article, explaining its economic significance as it relates to any class topic that has been covered, and any related thoughts or questions about the article or event. Students will be responsible to turn in a typed summary (approximately ½-1 page long) of key points which may be in essay or bullet point form. Along with the summary students must provide a link, image, or scan of the article

Students will work independently or with a partner to create a short presentation based on a recent post on the FRED Blog by the St. Louis Federal Reserve. The objective of the presentations is to explain the economic event or phenomenon relevant to the unit of study in terms students in the class will understand. The teacher will assess students' ability to accurately apply discipline specific concepts to current or recent economic events using data.

Students work in teams to compete in the regional Stock Market Game. Students will research market trends, and analyze stock and trading information to make informed investments and trades using an online platform. At the end of the game students will complete a written reflection.

Students will participate in a Socratic seminar based on one of the following questions: Should the U.S. raise the federal minimum wage? Should the United States move to a single-payer health insurance system? or other compelling question selected by the teacher. Students will investigate and evaluate teacher-selected, and/or self-selected sources that represent differing perspectives, and develop a claim in response to the discussion question(s), supported by evidence.

Summative Assessments:

Students will complete unit exam(s) based on chapters 3, 4, and 5 from the textbook. The exam(s) may have multiple choice and open ended questions.

Resources

Core

- Honors - Brue, Stanley L. Essentials of Economics. McGraw Hill: Boston, 2014.
- ACP - Clayton, Gary E. Economics: Principles and Practices. McGraw Hill: Ohio, 2012.
- CP - Miller, Roger LeRoy, Ph.D. Economics For Today and Tomorrow. McGraw Hill: New York, 2008.

Supplemental*

- <https://fredblog.stlouisfed.org/>
- <https://thinkalong.org/topic/minimum-wage/>

- <https://thinkalong.org/topic/single-payer-healthcare/>
 - <https://www.stockmarketgame.org/>
 - [Crash Course Economics videos 4, 20, 21](#) (YouTube)
 - [Supply and demand in 8 minutes](#) (YouTube)
 - [Elasticity Overview and Tips- Micro Topics 2.3, 2.4, and 2.5](#) (YouTube)
 - [Everything you need to know about EXTERNALITIES- Micro Unit 6](#) (YouTube)
 - [Public and Private Goods- Micro Topic 6.3](#) (YouTube)
 - [The Economics of Subsidizing Sports Stadiums](#) (St. Louis Fed)
 - <https://mru.org/>
 - <https://simplecast.econtalk.org/>
 - [Does Market Failure Justify Government Intervention? \(with Michael Munger\)](#) podcast on EconTalk, June 17, 2024
 - [The Business Of | WSJ](#) (YouTube)
 - [The Core Team: Economy, Society, and Public Policy](#)
 - "The Minister to the Valley," Martin Luther King, Jr. speech at Minister's Leadership Training Conference in Miami on February 23, 1968 From the archives of the SCLC
 - Current Economic Data from the Saint Louis Federal Reserve Bank
 - Student selected articles for Market Minute
 - Teacher selected articles and multimedia to introduce and model concepts of economics
- * Teachers may use some or all of the documents based on the individual reading levels of the students.

Time Allotment

- Approximately 3-5 Weeks

UNIT 3

Macroeconomic Concepts- GDP, Growth and Instability

Unit Goals

At the completion of this unit, students will:

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.

Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.

Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

Unit Essential Questions

- Is economic growth desirable and sustainable?
- What are the strengths and limitations of economic indicators in assessing the health and performance of an economy?
- What is the government's role in a market economy?
- Should we be concerned about public debt?

Unit Scope and Sequence

- GDP and measuring GDP
- Nominal GDP vs Real GDP
- Underground Economy-Things that are not measured
- Intermediate goods vs Final Goods
- Real GDP Per capita

- Rule of 70
- Factors that affect Growth
- The Business Cycle
- Expansion, Peak, Trough, Recession
- Causes of the Business Cycle
- Shocks
- Measures of Unemployment
- Structural, Frictional, and Cyclical Unemployment
- GDP Gap
- Inflation
- Consumer Price Index
- Producer Price Index
- Demand Pull Inflation
- Cost Push Inflation
- Redistribution Effect of Inflation
- Unanticipated Inflation
- Anticipated Inflation
- Hyperinflation
- Destabilizing effects of Inflation
- Aggregate Demand
- Aggregate Supply
- Fiscal Policy- Contractionary vs Expansionary
- Automatic/Built in Stabilizers
- Deficit
- Cyclical Deficit
- Recognition Lag
- Administrative Lag
- Operational Lag
- U.S. Public Debt

Academic Vocabulary

- | | |
|--|---------------------------|
| ● national income and product accounts | ● labor force |
| ● gross domestic product | ● unemployment rate |
| ● intermediate goods | ● frictional unemployment |
| ● final goods | ● structural unemployment |
| ● nominal GDP | ● cyclical unemployment |
| ● real GDP | ● potential output |
| ● economic growth | ● GDP gap |
| ● real GDP per capita | ● inflation |
| ● labor-force participation rate | ● Consumer Price Index |
| ● business cycles | ● deflation |
| ● recession | ● demand-pull inflation |
| ● expansion | ● cost-push inflation |
| ● shocks | ● nominal income |
| ● sticky prices | ● real income |
| | ● real interest rate |

- nominal interest rate
- Aggregate demand
- Aggregate supply
- determinants of aggregate demand
- determinants of aggregate supply
- fiscal policy
- expansionary fiscal policy
- budget deficit
- contractionary fiscal policy
- budget surplus
- built-in stabilizer
- cyclically adjusted budget
- cyclical deficit
- political considerations
- crowding-out effect
- public debt
- U.S. securities
- Social Security Trust Fund

Unit Assured Assessments*

Formative Assessments:

Students will present Market Minutes, an economic current event that was found in a recent newspaper, magazine, journal, or web page. Each student will give a one-minute summary of the article, explaining its economic significance as it relates to any class topic that has been covered, and any related thoughts or questions about the article or event. Students will be responsible to turn in a typed summary (approximately ½-1 page long) of key points which may be in essay or bullet point form. Along with the summary students must provide a link, image, or scan of the article

Students will work independently or with a partner to create a short presentation based on a recent post on the FRED Blog by the St. Louis Federal Reserve. The objective of the presentations is to explain the economic event or phenomenon relevant to the unit of study in terms students in the class will understand. The teacher will assess students' ability to accurately apply discipline specific concepts to current or recent economic events using data.

Students will participate in a Socratic seminar based on one of the following questions: Is economic growth desirable and sustainable? Is money speech? or another teacher-selected compelling question. Students will investigate and evaluate teacher-selected, and/or self-selected sources that represent differing perspectives, and develop a claim in response to the discussion question(s), supported by evidence.

Summative Assessments:

Students will complete unit exam(s) based on chapters 10, 11, 12, and 13 from the textbook. The exam(s) may have multiple choice and open ended questions.

* Teachers may use some or all of the activities based on the individual needs of the students.

Resources

Core

- Honors - Brue, Stanley L. Essentials of Economics. McGraw Hill: Boston, 2014.
- ACP - Clayton, Gary E. Economics: Principles and Practices. McGraw Hill: Ohio, 2012.

- CP - Miller, Roger LeRoy, Ph.D. Economics For Today and Tomorrow. McGraw Hill: New York, 2008.

Supplemental*

- <https://fredblog.stlouisfed.org/>
 - <https://thinkalong.org/topic/is-money-speech/>
 - [Crash Course Economics videos 5-9](#) (YouTube)
 - [Macro Unit 2 Summary \(New Version\)- Measuring the Economy](#) (YouTube)
 - [Macro Unit 3 Summary- Aggregate Demand/Supply and Fiscal Policy](#) (YouTube)
 - <https://mru.org/>
 - <https://simplecast.econtalk.org/>
 - [The Core Team: Economy, Society, and Public Policy](#)
 - [The Business Of | WSJ](#) (YouTube)
 - [Prableen Bajpai, How Central Banks Control The Supply Of Money](#) (Investopedia)
 - Current Economic Data from the Saint Louis Federal Reserve Bank
 - David Ricardo, Iron Law of Wages
 - John Maynard Keynes, General Theory of Employment, Wages, and Interest
 - Student selected articles for Market Minute
 - Teacher selected articles and multimedia to introduce and model concepts of economics
- * Teachers may use some or all of the documents based on the individual reading levels of the students.

Time Allotment

- Approximately 3-5 Weeks

UNIT 4

Macroeconomic Concepts- Monetary Policy

Unit Goals

At the completion of this unit, students will:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue

Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.

Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.

Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

Unit Essential Questions

- What gives money value?

- Why do we have a Federal Reserve Bank? Is a central bank a necessary component of a healthy economy?
- Central banks and financial markets: Who leads and who follows?

Unit Scope and Sequence

- Functions of Money
- M1 and M2 Money supply
- What backs the Money Supply?
- The Federal Reserve- Structure and Responsibilities/Role in the Economy
- Fractional Reserve System
- Money Multiplier
- Monetary Policy, Interest Rates and Tools of the Federal Reserve
- Federal Funds Rate
- The Financial Crisis

Academic Vocabulary

- | | |
|--------------------------------|-------------------------------------|
| ● medium of exchange | ● Board of Governors |
| ● unit of account | ● Federal Reserve Bank(s) |
| ● store of value | ● Federal Open Market Committee |
| ● liquidity | ● moral hazard |
| ● M1 money supply | ● fractional reserve banking system |
| ● Federal Reserve Notes | ● required reserves |
| ● token money | ● reserve ratio |
| ● checkable deposits | ● excess reserves |
| ● commercial banks | ● actual reserves |
| ● thrift institutions | ● Monetary multiplier |
| ● near-monies | ● monetary policy |
| ● M2 | ● open-market operations |
| ● savings account | ● easy money policy |
| ● money market deposit account | ● tight money policy |
| ● time deposits | ● Federal funds rate |
| ● money market mutual funds | ● prime interest rate |
| ● legal tender | ● cyclical asymmetry |
| ● Federal Reserve System | ● liquidity trap |

Unit Assured Assessments*

Formative Assessments:

Students will present Market Minutes, an economic current event that was found in a recent newspaper, magazine, journal, or web page. Each student will give a one-minute summary of the article, explaining its economic significance as it relates to any class topic that has been covered, and any related thoughts or questions about the article or event. Students will be responsible to turn in a typed summary (approximately ½-1 page long) of key points which may be in essay or

bullet point form. Along with the summary students must provide a link, image, or scan of the article

Students will work independently or with a partner to create a short presentation based on a recent post on the FRED Blog by the St. Louis Federal Reserve. The objective of the presentations is to explain the economic event or phenomenon relevant to the unit of study in terms students in the class will understand. The teacher will assess students' ability to accurately apply discipline specific concepts to current or recent economic events using data.

Students will complete a home buying project. Working independently, or with a partner, students will assume the role of a home buyer, first researching an occupation, calculating median household monthly income, calculating mortgage costs, finding a home, and determining down payment, monthly expenses and property taxes using online tools and databases. Students will present their findings to their classmates and write a reflection about what they learned in the process.

Summative Assessments:

Students will create and present an infographic that focuses on a specific market, good, or service that demonstrates the significance of micro and macroeconomic concepts in the shaping of price and policy. Students will visually represent data and findings, to portray a clear understanding of economic data and concepts. The infographic will be designed so that high school students beyond the Economics classroom can understand and draw conclusions based on the information presented..

Students will complete a unit exam based on chapters 14, and 15. The exam will have multiple choice and open ended questions.

* Teachers may use some or all of the activities based on the individual needs of the students.

Resources

Core

- Honors - Brue, Stanley L. Essentials of Economics. McGraw Hill: Boston, 2014.
- ACP - Clayton, Gary E. Economics: Principles and Practices. McGraw Hill: Ohio, 2012.
- CP - Miller, Roger LeRoy, Ph.D. Economics For Today and Tomorrow. McGraw Hill: New York, 2008.

Supplemental*

- <https://fredblog.stlouisfed.org/>
- <https://thinkalong.org/topic/should-governments-provide-universal-basic-income/>
- [Crash Course Economics videos 1-3](#)
- [Production Possibilities Curve Review](#)
- [Circular Flow Matrix- How the economy works](#)
- <https://mru.org/>
- <https://simplecast.econtalk.org/>
- [The Core Team: Economy, Society, and Public Policy](#)

- [The Business Of | WSJ \(YouTube\)](#)
- [Paul Krugman, How Did Economists Get It So Wrong?](#) (New York Times)
- Current Economic Data from the Saint Louis Federal Reserve Bank
- Student selected articles for Market Minute
- Teacher selected articles and multimedia to introduce and model concepts of economics

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Time Allotment

- Approximately 2-4 Weeks

CREDIT

One-half credit in Social Studies

One-half STEM credit

Optional: 3 college credits through UConn ECE program registration

PREREQUISITES

Successful completion of grades 9, 10

CURRENT REFERENCES

- Honors - Brue, Stanley L. Essentials of Economics. McGraw Hill: Boston, 2014.
- ACP - Clayton, Gary E. Economics: Principles and Practices. McGraw Hill: Ohio, 2012.
- CP - Miller, Roger LeRoy, Ph.D. Economics For Today and Tomorrow. McGraw Hill: New York, 2008.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Socratic Seminar Rubric
- FRED Blog Presentation Rubric
- Infographic Rubric

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - Clearly identifying the purpose of the text - Providing initial reaction richly supported by text - Providing a perceptive interpretation	Demonstrates understanding of text by: - Identifying the fundamental purpose of the text - Providing initial reaction supported by text - Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: - Partially identifying the purpose of the text - Providing initial reaction somewhat supported by text - Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: - Not identifying the purpose of the text - Providing initial reaction not supported by text - Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : - Extensively reshaping, reflecting, revising, and/or deepening initial understanding - Constructing insightful and perceptive ideas about the text. - Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : - Reshaping, reflecting, revising, and/or deepening initial understanding - Summarizing main ideas of text - Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - Struggle to implement guided reflection and/or revision of initial understanding - Struggle to summarize any main ideas of text - Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections - text to text - text to self - text to world	Demonstrates specific connections - text to text - text to self - text to world	Demonstrates general connections - text to text - text to self - text to world	Struggles to make connections - text to text - text to self - text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	- Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	- Establishes a purpose - Demonstrates an awareness of audience and task	- Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

Socratic Seminar Rubric

	Excellent (15)	Goal (10)	Needs Support (5)
Investigation	Key vocab and main ideas accurately identified	Key ideas are identified with some misinterpretation or misrepresentation	Key ideas missing
Contemplation	Source material is thoughtfully contemplated beyond what is explicitly stated in the source	Source material is contemplated with some thought beyond what it says right there in the source	Source material is contemplated, but not beyond what is stated in the source
Argumentation	Arguments are clear, organized and relevant with supporting evidence from sources	Arguments are mostly clear and somewhat relevant with some supporting evidence from sources	Arguments are unclear and disorganized, no evidence or connection to sources
Speaking and Listening	Voice can always be heard. Student invites others into the conversation and reacts to others' statements.	Voice is heard most of the time. Student speaks but does not react or interact with statements made by others in the circle.	Does not participate in the seminar

FRED Blog Presentation Rubric

Excellent	Approaching Goal	Developing	Notes:
Information 8: Includes all main ideas, key information and details of the article, including your topic's relevance to the unit and importance today, is presented in your own words using language your audience can understand.	Information 6: Covers most main ideas, key information and details of the article, including your topic's relevance to the unit, is presented in your own words using language your audience can understand.	Information 4: Missing most main ideas, key information and details of the article, including your topic's relevance to the unit, or uses words the presenter and the audience do not understand	
Presentation 8: All group members speak clearly and demonstrate their own understanding of the topic, mostly facing the audience. Presentation is no longer than 5 minutes	Presentation 6: All group members speak but demonstrate some misunderstanding, and mostly reads from the visual	Presentation 4: Some group members speak, little evidence of understanding, only reads from the visual	
Organization and aesthetics 4: Visual(s) are organized, with headers and bullet pointed information. The audience is able to read the text, and there are no more than 8 lines of text per slide. Images enhance the audience's understanding of the topic.	Organization and aesthetics 3: Visual(s) are mostly organized, includes images that are mostly relevant, information is not uniformly formatted, or there is too much text	Organization and aesthetics 2: Visual(s) are disorganized, lacks creativity, lacks images	

Infographic Rubric

Category	4 Exemplary	3 Goal	2 Working Toward Goal	1 - 0 Needs Support
Content/ Requirements ____/50 points	The product includes all required elements	The product includes most required elements	The product includes some required elements	The product does not include required elements
Graphics/ Images ____/20 points	Graphics and images are relevant to the topic and enhance the audience's understanding	Graphics and images relate to the topic	Some graphics and images are related to the topic	Graphics and images do not relate to the topic
Aesthetics ____/20 points	The product well organized and have a balance of text, graphics and blank space	The product is organized, but lack balance between information and blank space	The product is disorganized and lack balance between information and blank space	The product is disorganized and difficult to follow
Grammar & Conventions ____/5 points	There are 1 or fewer grammatical/mechanical mistakes	There are 2-3 grammatical/mechanical mistakes	There are more than 4 -5 grammatical/mechanical mistakes	There are more than 5 grammatical/mechanical mistakes
Sources ____/5 points	Three or more sources used and cited	Two sources used and cited	One source used and cited	No sources used, no citations

OTHER RESOURCES

- Market Minute Assignment
 - This assignment will be recurring each marking therefore students will complete the assignment twice in the course.
- Infographic Project
- University of Connecticut Early College Experience home page
 - <https://ece.uconn.edu/>
- Marginal Revolution University
 - <https://mru.org/>
- Stock Market Game
 - <https://www.stockmarketgame.org/>
- Crash Course Economics (YouTube)
- Jacob Clifford (YouTube)
- FRED Economic Data - St. Louis Federal Reserve
 - <https://fred.stlouisfed.org/>
- Inside Job (Documentary 2010)
- Frontline: Inside the Meltdown (2009)
 - <https://www.pbs.org/video/frontline-inside-the-meltdown/>

Market Minute Assignment

Students will present an economic current event that was found in a recent newspaper, magazine, journal, or web page. Each student will give a one-minute summary of the article, explaining its economic significance as it relates to any class topic that has been covered, and any related thoughts or questions about the article or event. Students will be responsible to turn in a written or typed summary (approximately ½-1 page long written or typed) of key points which may be written in essay or bullet form. Students must include their name, date of the assignment, where the article was found, and a link, image, or scan of the article. This assignment will count for 10 points, 5 points for the written component and 5 points for the presentation.

Honors Econ Infographic Project: Why is “everything” so expensive?

Purpose: To explore the significance of micro and macroeconomic concepts and the shaping of price and policy. To visually represent data and findings and portray a clear understanding of relevant economic information. To create an Infographic that allows the reader to draw conclusions. To create an infographic that informs and persuades.

Audience: Your peers, or more broadly, high school students about to enter college.

STEP ONE: Process: Explore online to see the various different infographics. Become familiar with what infographics are and what they look like. [This website might be a good starting point. https://venngage.com/blog/what-is-an-infographic/#:~:text=An%20infographic%20is%20a%20collection,communicate%20information%20quickly%20and%20clearly](https://venngage.com/blog/what-is-an-infographic/#:~:text=An%20infographic%20is%20a%20collection,communicate%20information%20quickly%20and%20clearly).

Five key points (with links to take you right to some pointers) about infographic design:

1. [Outline your goals for creating your infographic](#)
2. [Collect data for your infographic](#)
 - a. <https://fred.stlouisfed.org/>
 - b. Google search
3. [Make/find data visualizations for your infographic](#)
4. [Create your layout using an infographic template](#)
 - a. Possible tools: Canva or Google Drawings
 - b. Be sure that all images are not locked/premium content and anyone can access your visuals.
5. [Add style to your infographic design to make it stand out](#)

STEP TWO: Choose one topic and get the teacher's approval. Know your subject (good or service). Do research on your topic.

Possible topics include: college tuition, gasoline, food, restaurant meals, housing (rent or ownership), electricity or other utilities, plane tickets, Taylor Swift tickets, healthcare, jewelry, prescription drugs, streaming service, iPhones, textbooks, cars, or other topics with teacher approval.

STEP THREE: Gather economic data about your topic and explore/propose economic solutions/policies.

- **Explain:** Why is it so expensive?
- **Identify:** Elasticity, inflation, demand shocks, supply shocks, and other factors that may influence the price of the good or service.
- **Consider:**

- Positive and negative externalities that may arise and how they could be addressed
- Possible actions that could be taken to make the good or service more affordable (fiscal policy, monetary policy, trust busting, regulations, price floor/ceiling, etc.)
- Possible roadblocks and effects of actions (Who wins? Who loses?)
- Provide evidence to support your proposed solution.

STEP FOUR: Plan the “Story” your Infographic will tell.

Ideas for layout and what you might include in your infographic:

Title	
BULLET POINTS	BAR GRAPH or LINE GRAPH from the FRED
	PIE CHART
TIMELINE, TEXT, GRAPH or other VISUAL	
SOURCES	IMAGE

STEP FIVE: Think Visual:

- Identify ways to convert text to images. Try to convert as much of your data and text into visual imagery by using charts, graphs, diagrams, maps, flowcharts, and other elements.
- Determine the desired look you are trying to achieve for your infographic. The visual approach you want helps you determine the color scheme, font types, and structure. Keep things simple with only 2-3 fonts, sizes, and colors. Make titles and headers stand out from other text.

STEP SIX: Create an infographic using Google Drawings or another application you are more familiar with. - 11”x17”

STEP SEVEN: Proofread and refine. Judge against rubric for final updates.

STEP EIGHT: Finalize and submit your infographic. Group to group presentations.