

MCS MYP Personal Finance and Economics Subject Group Overview

Unit Name		Fundamentals of Economic Decision Making	Understanding Microeconomics	Measuring Economic Activity and Fiscal Policy	Money, Banking, Credit, and the Federal Reserve	Making Personal Financial Decisions	The Risks of Financial Decisions	International Economics
Time Frame		9.0 Hours 6 Days	10.5 Hours 7 Days	6.0 Hours 4 Days	10.5 Hours 7 Days	13.5 Hours 9 Days	7.5 Hours 5 Days	4.5 Hours 3 Days
	Standards	SSEF1, SSEF2, SSEF3, SSEF4  Information Processing Skills: 1, 2, 5, 11, 12, 15, 16	SSEMI1, SSEMI2, SSEMI3  Information Processing Skills: 1, 3, 5, 9, 11, 12, 14, 15, 16	SSEMA1, SSEMA3  Information Processing Skills: 1, 2, 3, 5, 9, 11, 12, 14, 15, 16, 17	SSEMA2, SSEPF3(a), SSEPF4 (b,c,d,e), SSEPF5  Information Processing Skills: 1, 3, 5, 8, 9, 10, 11, 12, 14, 15, 16, 17	SSEPF1, SSEPF2, SSEPF3 (b, c, d, e), SSEPF6, SSEPF8  Information Processing Skills: 3, 4, 5, 6, 7, 8, 10, 11, 12, 15, 17	SSEPF7, SSEPF9, SSEPF10  Information Processing Skills: 3, 2, 4, 5, 6, 7, 8, 10, 11, 12, 15	SSSEIN1, SSEIN2  Information Skills: 1, 3, 5, 6, 9, 11, 14, 15, 16, 17
	Approaches To Learning Instructional Strategies	Category: Communication Cluster: Communication Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers while listening actively to others’ perspectives to create an understanding of scarcity and opportunity costs.  Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will combine knowledge, understanding and skills to compare South Korea’s market and North Korea’s command economies.	Category: Communication Cluster: Communicating Skill Indicator: Students will exchange thoughts, messages and information by examining the supply and demand of goods and services.  Category: Thinking Skills Cluster: Critical Thinking Skill Indicator: Students must analyze and evaluate ideas and issues to understand the circular flow of money, goods and services, and the factors of production between households and businesses.	Category: Information literacy skills Cluster: Information literacy skills Skill indicator: Students will choose a scenario and decide what the problem in the economy is and which fiscal policy the government should use to manipulate the desired economic outcome.	Category: Organizational skills Cluster: Organizational skills Skills: Students will understand how to fill out employment paperwork, analyze a paystub, learn how to manipulate form 1040, and electronically file income taxes.	Category: Critical thinking skills Cluster: Critical thinking skills Skills: Students will create a detailed personal budget through analysis of income and expenditures and evaluate the costs of their financial and occupational decisions.	Category: Collaboration skills Cluster: Collaboration skills Skills: Students will investigate and exchange ideas on the various types of consumer protection and demonstrate how individuals and businesses are affected.	Category: Research Cluster: Communication Skills: Research Students will research and write an argumentative essay on the merits of free trade versus protectionism with a discussion on the effects on countries economies using each philosophy.

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	<b>Statement of Inquiry</b>	Scarcity of resources forces parties to make choices.	The market and flow of money drive the interrelationship of households, business and the government.	Actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.	As systems become more complex, the need for specific structures increases.	Decisions have positive and negative consequences on an individual’s quality of life.	The need for protections and regulations positively correlate with risks.	Interdependence is a consequence of globalization and cooperation.
	<b>Global Context</b>	<b>Identities and Relationships</b> Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	<b>Identities and Relationships</b> Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human	<b>Globalization &amp; Sustainability</b> Students explore inter-connectedness of human systems & communities; the relationship between local and global processes; how experiences mediate the global; reflect on the commonality, diversity and interconnection & inter- connectedness	<b>Identities and Relationships</b> Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	<b>Personal and Cultural Expression</b> What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>Fairness and Development</b> What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	<b>Globalization &amp; Sustainability</b> Students explore inter-connectedness of human systems & communities; the relationship between local and global processes; how experiences mediate the global; reflect on the commonality, diversity and interconnection & inter- connectedness
	<b>Key Concepts</b>	<b>Systems</b> are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex	<b>Systems</b> are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex	<b>Systems</b> are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex	<b>Perspective</b> is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines.	<b>Change</b> is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.	<b>Fairness and Development</b> What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	<b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
	<b>Related Concepts</b>	Scarcity Choice Consumption	Consumption Interdependence Causality	Equity Model Growth	Causality (cause and consequences) Consumption Power	Choice Causality (cause and consequences) Processes	Perspective Choice Sustainability	Trade Resources Globalization

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	<b>Design Cycle Transdisciplinary</b>	<b>Literacy Standards:</b> L9-10RHSS1 L9-10RHSS2 L9-10RHSS4 L9-10RHSS7 L9-10RHSS8; L9-10WHST1, L9-10WHST4, L9-10WHST5 L9-10WHST8, L9-10WHST9	<b>Literacy Standards:</b> L9-10RHSS1 L9-10RHSS2 L9-10RHSS4 L9-10RHSS9 L9-10WHST1 L9-10WHST4 L9-10WHST5 L9-10WHST6:	<b>Literacy Standards:</b> L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS4 L9-10RHSS7 L9-10RHSS48 9-10WHST1 L9-10WHST2 L9-10WHST4 L9-10WHST5 L9-10WHST8 L9-10WHST9	<b>Literacy Standards:</b> L9-10RHSS1 L9-10RHSS2 L9-10RHSS4; L9-10RHSS6 L9-10RHSS7, L9-10RHSS8 L9-10WHST2 L9-10WHST4 L9-10WHST5 9-10WHST8 L9-10WHST9	<b>Literacy Standards:</b> L9-10RHSS4 L9-10RHSS1 L9-10RHSS2 L9-10WHST1 L9-10WHST5 L9-10WHST6: L9-10WHST7	<b>Literacy Standards:</b> L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS4 L9-10RHSS6 L9-10WHST1 L9-10WHST2 L9-10WHST5	<b>Literacy Standards:</b> L9-10RHSS1 L9-10RHSS2 L9-10RHSS4 L9-10RHSS5 L9-10RHSS6 L9-10WHST1 L9-10WHST2 L9-10WHST5
	<b>MYP Assessments/ Performance Tasks</b>	<b>Titanic - A lesson of Scarcity</b> Criterion C: Communicating Criterion D. Thinking Critically  <b>Economics Systems - N. Korea compared to S. Korea</b> Criterion B: Investigating Criterion C: Communicating	<b>Market Structure Slideshow</b> Criterion B: Investigating Criterion C: Communicating	<b>Unemployment Scenarios</b> Criterion A: Knowing and Understanding Criterion D. Thinking Critically	<b>Filing Income Taxes</b> Criterion A: Knowing and Understanding Criterion B: Investigating	<b>Personal Budget Project</b> Criterion B: Investigating Criterion D. Thinking Critically	<b>Credit Protection Project</b> Criterion B: Investigating Criterion C: Communicating	<b>Argumentative Essay: Free Trade or Protectionism</b> Criterion A: Knowing and Understanding Criterion C: Communicating
	<b>Differentiation For Tiered Learners</b>	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for common learning experiences are included on the district unit planners.						