Grade 9: Local, State, and National Economics

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to evaluate costs and benefits in order to analyze economic decision making.***
- ***Students will demonstrate the ability to analyze causal relationships in an economic system by describing the effects of competition, incentives, government, and institutions on a market economy.***
- ***Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action.***
- ***Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.***
- ***Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.***
- ***Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.***

Content Standards:

- 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.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 markets.
- 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.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.

Transfer

Students will be able to independently use their learning to ***make informed decisions based upon their understanding of local, state, and national economics.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that…

- economic decision making involves setting goals, identifying the resources available to achieve those goals, and weighing the additional benefit of an action against the additional cost.
- when buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market.
- changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living.
- active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.

ESSENTIAL QUESTIONS

- How much state control should there be on local economics?
- What role should the government play in the national economy?

Acquisition

Students will know…

- the impact of local town governments on local economic opportunities.
- how the SAU and school budgets are influenced by economic decision making.
- the economic factors that may impact decisions made at the local and state levels.
- the different methods that a citizen can use to challenge and affect economic change at their local and state levels.
- the effects of decisions made at both local and state levels and their intended and/or unintended

Students will be skilled at…

- analyzing the influence of incentives on systems, choices, and policy making.
- evaluating the existence of competition in specific markets.
- describing the consequences of competition.
- describing and analyzing cause and effect relationships.
- describing the roles of institutions in a market economy.
- utilizing economic data to draw conclusions.
- analyzing the state of the economy.

• Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. • D4.6.9-12. 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. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	economic consequences • the effects of zoning and geographic factors on local and state economic opportunities and individual choices • how government decisions and the role of the individual influence the diversity of the local and state economy • how geography, climate, & availability of natural resources has an influence on NH market opportunities • the factors that influence how the state and local government budgets are developed and distributed (for example tax base, environmental and emergency impact, school district budgets) • that America embodies a mixed economic system. • the differences and similarities among various economic systems. • the relationship among the Factors of Production. • how a supply and demand graph is used to determine price. • the role that scarcity plays in the economy. • the role opportunity cost and benefit play in economic decision making. • how supply and demand can impact decision making by the producer, as well as consumer. • the various factors that influence consumer sovereignty. • the factors that affect creditworthiness and ways to avoid financial loss. • the advantages and disadvantages among the different forms of businesses. • the role collective bargaining and unions play on employee benefits. • the relationship between education and wages. • the various ways in which the government acquires and spends its revenue. • the ways the Federal government attempts to control the economic cycle through regulation (Federal Reserve system, FDIC, monetary policy). • the ways in which the Federal government attempts to address issues related to poverty and unemployment (welfare programs, unempoloyment insurance, jobs legislation, labor relations, unions).	• evaluating monetary and fiscal policies. • taking informed action.

	• that the Federal government regulates and influences businesses (regulation, taxes, legislation) • the benefits and downfalls of economic decisions at the Federal level (completion, cost associated with universal healthcare, tax redistribution among the income groups). • the functions and role of the Stock Market • the ways in which the Federal government seeks to balance protecting individual economic rights (such as property rights) with public needs (eminent domain) • that the Federal government fosters innovation and development (investement in human capital, investement in capital resources, advancements in standards of living) and attempts to balance this with environmental protection. • that history & public opinion influence governmental and economic decision making. • that the Federal government measures and tracks economic development (GNP, GDP, Economic Sectors, unemployment rate). *vocabulary:* economic system, command economy, market economy, traditional economy, mixed economy, opportunity cost, opportunity benefit, scarcity, supply, demand, factors of production, fiscal policy, monetary policy, investment, stocks, bonds, Collective Bargaining Agreement, strike, credit score, credit history, sole proprietorship, partnership, corporation, franchise, downturn, depression, recession, economic expansion, prosperity, inflation, merger, monopoly, stock holder, limited liability, Law of Supply, Law of Demand	

Content Area Literacy Standards	***21st Century Skills***
• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include	• *reason effectively* • *use systems thinking* • *make judgments and decisions* • *solve problems* • *collaborate with others* • *implement innovations*

and emphasize in their respective accounts. • RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. • RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • WHST.9-10.1 Write arguments focused on discipline-specific content. • WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. • WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	

Stage 2 - Evidence	
Evaluative Criteria	***Assessment Evidence***
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	***District Materials***
• 1.OA.1 Use	