



ANSONIA PUBLIC SCHOOLS

Civics and Government (10-12)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: Social Studies	Course: Civics and Government
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for Social Studies 1. Inquiry: Developing questions, conducting investigations, evaluating evidence, and communicating conclusions 2. History: Understanding change over time, multiple perspectives, evidence, and historical argumentation 3. Geography: Analyzing places, environments, populations, and global connections 4. Economics: Examining decision-making, markets, resources, and economic systems 5. Civics: Exploring institutions, civic participation, democratic processes, and the rule of law
Unit Titles	
Unit 1: Introduction to Economics (What is Economics/ The American Economy)	
Unit 2: Personal Finance and Business in America	
Unit 3: Government's Role in the Economy	
Unit 4: Banking, Finance, and Government	
Unit 5: International Trade and Economic System	

Course Overview:
Civics and Government is an elective course that explores the principles of economics, personal finance, government policy, banking, and international trade. Students examine how individuals, businesses, governments, and nations make decisions about the use of limited resources and how those decisions affect society. Through the study of economic systems, entrepreneurship, consumer behavior, financial institutions, and public policy, students develop a deeper understanding of the connections between economic choices and civic life. The course emphasizes critical thinking, inquiry, and the analysis of multiple perspectives while engaging students in real-world economic issues that impact their communities, nation, and global society.

Throughout the course, students apply economic concepts to authentic situations such as creating business plans, developing family budgets, evaluating government policies, analyzing financial systems, participating in stock market simulations, and investigating international trade relationships. Using primary and secondary sources, data analysis, collaborative projects, debates, and performance-based tasks, students learn to construct evidence-based arguments and make informed decisions. By the end of the course, students will be prepared to navigate personal financial responsibilities, evaluate economic policies, understand the role of government in the economy, and participate as informed and responsible citizens in an increasingly interconnected world.

Unit 1: Introduction to Economics (What is Economics/ The American Economy)

Priority Standards:	Supporting Standards:
ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. ECO 9-12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions. INQ 9-12.11 Construct explanations using sound reasoning, examples, details, and relevant data.	CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). 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.
Big Ideas	Essential Questions
• Economic systems shape relationships among individuals, businesses, and governments. • Because resources are limited, people, businesses, and governments must make choices and consider trade-offs. • Incentives influence decision-making and impact economic outcomes. • Market economies rely on institutions such as property rights and the rule of law to function effectively.	• How and why do people make economic choices? • How do economic systems influence societies? • How do incentives affect decision-making? • Why are property rights and the rule of law important in a market economy?
AHS Expectations	

- Apply critical thinking skills to solve problems.
- Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology.
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Skills (I will be able to...)

- Analyze how incentives influence economic choices and policies.
- Compare and contrast traditional, command, market, and mixed economies.
- Explain the role of property rights and the rule of law in economic systems.
- Evaluate trade-offs and opportunity costs in decision-making.
- Interpret supply and demand relationships.
- Analyze economic data and visual representations.
- Explain how factors of production contribute to economic activity.
- Apply economic concepts to the development of a business plan.
- Construct evidence-based explanations using economic reasoning and data.

Unit 2: Personal Finance and Business in America

Priority Standards:	Supporting Standards:
ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. ECO 9-12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. 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 9-12.11 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).	CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 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.
Big Ideas	Essential Questions
● Responsible financial decisions require individuals to evaluate costs, benefits, risks, and opportunities. ● Financial literacy empowers individuals to achieve personal and economic goals. ● Businesses contribute to economic growth by creating goods, services, and employment opportunities. ● Economic decisions made by consumers and businesses affect society and the economy.	● Why and how do people make economic choices? ● How do personal financial decisions affect future opportunities? ● What factors contribute to business success? ● How do consumers and businesses influence the economy?

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Skills (I will be able to...)

- Create and manage a personal or family budget.
- Analyze consumer choices and financial decision-making.
- Evaluate costs and benefits associated with purchases and investments.
- Explain the purpose and use of credit.
- Compare savings and investment options.
- Analyze risks and rewards associated with financial decisions.
- Compare different business ownership structures.
- Research and evaluate corporate social responsibility efforts.
- Construct evidence-based arguments about financial and business decisions.

Unit 3: Government's Role in the Economy

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ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. ECO 9-12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. 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 9-12.11 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).	CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 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.
Big Ideas	Essential Questions
• Governments influence economic activity through laws, regulations, policies, and public programs. • Governments provide public goods and services that markets may not efficiently supply. • Economic policies create benefits and costs that affect individuals and groups differently. • Balancing economic freedom and government intervention is a continuing challenge in modern economies.	• How does the government influence the economy and economic institutions? • Why does the government regulate economic activity? • How do public policies affect different groups within society? • What responsibilities does the government have in promoting economic stability and opportunity?

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Skills (I will be able to...)	
● Analyze the impact of government policies on economic outcomes. ● Explain the purpose of public goods and services. ● Evaluate the role of government regulation in markets. ● Research historical and contemporary economic policies. ● Analyze economic issues using multiple sources and perspectives. ● Interpret economic trends and data. ● Construct evidence-based explanations regarding government involvement in the economy. ● Evaluate the effectiveness of government programs and interventions.	

Unit 4: Banking, Finance, and Government

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- Explain the purpose and use of credit.
- Compare savings and investment options.
- Analyze risks and rewards associated with financial decisions.
- Compare different business ownership structures.
- Research and evaluate corporate social responsibility efforts.
- Construct evidence-based arguments about financial and business decisions.

Unit 5: International Trade and Economic System

Priority Standards:	Supporting Standards:
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Big Ideas	Essential Questions

• Trade allows individuals and nations to access goods, services, and resources that may not be available locally. • Nations make economic choices based on scarcity, specialization, and comparative advantage. • Global economic relationships create opportunities and challenges for countries. • Government trade policies influence economic growth, competition, and international relationships.	• Why do people and countries trade? • Why and how do people make economic choices? • How does international trade affect economies and societies? • How do government policies influence global economic relationships?
AHS Expectations	
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Skills (I will be able to...)	
• Explain the concepts of imports, exports, and comparative advantage. • Analyze the benefits and drawbacks of international trade. • Evaluate the impact of tariffs, free trade, and protectionist policies. • Interpret trade data and global economic trends. • Compare economic systems around the world. • Research and evaluate international economic issues using multiple sources. • Analyze how economic decisions affect global relationships. • Construct evidence-based arguments regarding trade and globalization. • Communicate economic ideas through writing, presentations, and collaborative projects.	