

Grade: 11

Course Title: POD/Economics

Topic/Concept: People and Government

Time Allotment: 1 Week

Unit Sequence: 1

Major Concepts to be learned:

- Identify the features of a state or nations
- Explain the purposes of government
- Explain the relationship of politics and the constitution to government
- Identify and analyze the types of government

Expected Skills to be demonstrated:

- Identify the features of state or nation.
- Distinguish between developed and developing countries discussing their relationship and analyze the purposes of government: maintain social order, provide public services, provide national security, and make binding economic decisions.
- Discuss how politics influences government and why it is difficult to identify the role of a constitution within the government
- Analyze whether the US has a constitutional government.
- List, define, and analyze an autocracy, oligarchy, and democracy.
- Distinguish between the types of democracy (representative and direct)
- List and analyze the conditions and characteristics of democracy

PA Standards/Anchors:

Eligible Content:

5:1A
5:1B
5:1C
5:2B
5:2F
5:4B

- Discuss the make up a state or nation.
- Discuss the purposes of government.
- Explain the following relationships to government: politics and the constitution.
- Identify the three types of government.
- Examine concepts of a democracy

Instructional Strategies:

Assessments:

Problem solving activities	Lecture
Written work	Note Taking
Summarizing	Evaluating

- In class applications
- Chapter 1 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: The Origins of American Government

Time Allotment: 1.5 Weeks

Unit Sequence: 2

Major Concepts to be learned:

- Understand the major features that helped develop our government.
- Understand the events that lead to our independence and the writing of the Declaration of Independence.
- Discuss the weaknesses of the Articles of Confederation.
- Discuss the Constitutional Convention

Expected Skills to be demonstrated:

- Analyze the role of the Magna Carta, English Bill of Rights, English Parliament, and the writing of John Locke on the principles of limited and representative government.
- Analyze the role of the Mayflower Compact, Fundamental Orders of Connecticut, and Colonial government on the principles of limited and representative government.

PA Standards/Anchors:

Eligible Content:

5:1E
5:1H
5:1M

- Discuss the traditions from England and the colonial experiences that shaped our government.
- Discuss the relationship between England and the colonies.
- Discuss the major weakness of the Articles of Confederation.
- Identify the positive impact of the Articles of Confederation.
- Discuss the Constitutional ConventionIdentify the role of major political leaders in seeking independence and developing our government.

Instructional Strategies:

Assessments:

Problem solving activities	Lecture
Written work	Note Taking
Charting	Summarizing
Outlining	Evaluating

- In class applications
- Chapter 2 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: The Constitution

Time Allotment: 1.5 Weeks

Unit Sequence: 3

Major Concepts to be learned:

- Discuss the major government principles established by the Constitution.
- Create a flow chart to amend the Constitution.
- Discuss the 27 amendments to the Constitution

Expected Skills to be demonstrated:

- Define, apply and understand the importance of separation of powers, checks and balances, limited government, federalism, judicial review, and popular sovereignty.
- Examine the importance of checks and balancesIdentify the outcome of Marbury v Madison.
- Complete a flow chart on the steps in the amending process.
- Recite the rights of the accused in amendments 4-8.
- Explain the importance of protecting the rights of the accused.
- Identify the meaning and reasoning behind the 27 amendments.

PA Standards/Anchors:

Eligible Content:

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|--|--|
| 5:1E
5:1F
5:1I
5:1J
5:1L
5:2A
5:2F
5:2G | <ul style="list-style-type: none">• Define and explain the six principles of government.• Review the method to propose and ratify amendments.• Discuss the Bill of Rights.• Examine the rights of the accused in amendments 4-8.• Discuss amendments 11-27 |
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Instructional Strategies:

Assessments:

- | | | |
|--|---|--|
| Lecture
Note Taking
Charting
Evaluating | Written work
Graphic organizers
Summarizing | <ul style="list-style-type: none">• In class applications• Chapter 3 Exam• Constitution activity |
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Grade: 11

Course Title: POD/Economics

Topic/Concept: Federalism

Time Allotment: 1 Week

Unit Sequence: 4

Major Concepts to be learned:

- Powers given and denied to the national and state governments.
- Use of elastic and supremacy clause.
- Views of federalism.
- Relations among states

Expected Skills to be demonstrated:

- Distinguish between the expressed, implied, and inherent powers of the national government.
- Identify and define the concurrent powers.
- List the denied powers of the national and state governments.
- Explain the importance of the supremacy clause through McCulloch v Maryland.
- Illustrate the use and importance of the elastic clause.
- Distinguish between state's rights and nationalists views of federalism.
- Relate the views of federalism to presidential views and government grants.
- Define, provide examples, and understand the importance of state to state relations using concepts in Article 4: Full faith and credit, privileges and immunities, extradition, and interstate compacts.

PA Standards/Anchors:

Eligible Content:

5:1E 5:3B	<ul style="list-style-type: none">• Identify the powers given to the national government, the powers reserved to the states, and the powers denied to both the national and state governments.• Illustrate the use of the elastic clause.• Explain the importance of the supremacy clause.• Explain the two views of federalism.• Discuss the relations between states
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Instructional Strategies:

Assessments:

Lecture Note Taking Summarizing Evaluating	Written work Graphic organizers Outlining	<ul style="list-style-type: none">• In class applications• Chapter 4 Exam
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Grade: 11

Course Title: POD/Economics

Topic/Concept: Political Parties

Time Allotment: 1.5 Weeks

Unit Sequence: 5

Major Concepts to be learned:

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|--|---|
| <ul style="list-style-type: none">• Understand the historical development of political parties• Understand major and minor parties• Explain the process of a presidential nomination | <ul style="list-style-type: none">• Distinguish between the different party systems• Distinguish between the different methods of nomination |
|--|---|

Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• Define and provide examples of the one, two, and multi party systems• Examine the stability of each party system• Discuss why the U.S will always have a two party system• Trace the historical roots of the party system in the U.S.• Profile the difference between the Republican and Democrats• Define and discuss the types and impact of thirds parties• Describe the local, state, and national organization of parties• Distinguish between a precinct, ward, state committee, national committee, national convention, and congressional committees.• List and discuss the function of political parties: recruiting candidates, educating the public, simplifying choices, operating government, providing loyal opposition, and unifying the country.• Evaluate the nominating methods of caucus, convention, primary and petition• Evaluate open and closed primaries• Outline the process of presidential conventions: pre-convention planning, convention committees, daily convention activities, candidate nominations. |
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PA Standards/Anchors:

Eligible Content:

- | | |
|----------------------|---|
| 5:2B
5:3E
5:3F | <ul style="list-style-type: none">• Distinguish between the three party systems• Examine the U.S two party system• Examine third parties• Explain the organization of political parties and all levels of government• Examine the function of political parties• Examine the four nominating methods• Explain the process of presidential primaries• Evaluate national conventions for selecting presidential candidates |
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Instructional Strategies:

Assessments:

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Lecture• Note Taking• Summarizing• Evaluating | <ul style="list-style-type: none">• Written work• Charting• Outlining | <ul style="list-style-type: none">• In class applications• Chapter 16 Exam |
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Grade: 11

Course Title: POD/Economics

Topic/Concept: Elections

Time Allotment: 2 Weeks

Unit Sequence: 6

Major Concepts to be learned:

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|--|--|
| <ul style="list-style-type: none">• Understand the election and voter registration process• Review the factors the influence voters• Understand non-voters | <ul style="list-style-type: none">• Understand the basics of campaign financing• Evaluate suffrage among various minorities in the U.S. |
|--|--|

Expected Skills to be demonstrated:

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|--|
| <ul style="list-style-type: none">• Determine electoral votes per state, total needed to win the presidency, and how Electoral votes are distributed.• Examine the Federal Election Campaign Act and contribution made by individuals and Political Action Committees• Evaluate the use of TV in campaigns and its influence on voters• Evaluate how personal background, degree of party loyalty, issues and image influence voters• Define and evaluate the role of cross-pressured voters and independents• Discuss and evaluate the elimination of the voting barriers for women and African Americans including the grandfather clause, poll tax, and literacy tests.• Evaluate the impact of the Voting Rights Act and Amendments 15, 19, 24, and 26• Evaluate the factors of attitude, beliefs, education, income and age that determine why people do not vote• Evaluate ways to increase voter turnout.• Discuss the use of an initiative, proposition, recall and referendum as a means of giving voters more power.• Review and complete (if age appropriate) a PA Voter Registration form. |
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PA Standards/Anchors:

Eligible Content:

- | | |
|--|---|
| 5:2A
5:2B
5:3E
5:3F
5:3H
5:3J | <ul style="list-style-type: none">• Evaluate the electoral vote election process• Examine campaign financing• Understand how media influences campaigns• Understand the factors influencing voters and why people do not vote• Examine the elimination of voting barriers in the U.S.• Understand how to register to vote• Examine why people do not vote |
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Instructional Strategies:

Assessments:

- | | | |
|---|---------------------------------------|---|
| Lecture
Note Taking
Summarizing
Evaluating | Written work
Charting
Outlining | <ul style="list-style-type: none">• In class applications• Chapter 17 Exam |
|---|---------------------------------------|---|

Grade: 11

Course Title: POD/Economics

Topic/Concept: Congress: Organization and Lawmaking

Time Allotment: 2 Weeks

Unit Sequence: 7

Major Concepts to be learned:

- Critic how lobbyist impact lawmaking and elections
- Identify the names and role of PA Congressmen and congressional leadership

Expected Skills to be demonstrated:

- List the qualifications to be in the House and Senate.
- Chart the differences between the House and Senate in terms of lawmaking and organization.
- Define apportionment, redistricting and gerrymandering
- Analyze the impact of apportionment and redistricting to congressional districts and policies.
- Draw a gerrymandered state
- Analyze the impact of Wesberry v Sanders and Baker v Carr on gerrymandering.
- Identify current PA Congressmen and other key congressional leaders.
- Discuss the purpose of congressional committees.
- Analyze the role of the 5 congressional committees.
- Distinguish between personal staffers and committee staffers that assist Congress.
- Analyze the role of the Library of Congress, Congressional Budget Office, General Accounting Office, and the Governmental Printing Office.

PA Standards/Anchors:

Eligible Content:

5:3A
5:3 B

- Understand the differences between the House and Senate in terms of qualifications, organization, and lawmaking.
- Understand the impact of apportionment and redistricting.
- Understand the purpose of congressional committees.
- Distinguish between the role of the 5 types of committees.
- Evaluate the role of the three types of congressional staffers and four congressional agencies that assist Congress.

Instructional Strategies:

Assessments:

Problem solving activities	Written work
Note Taking	Graphic organizers
Charting	Summarizing
Outlining	Evaluating

- In class applications
- Chapter 5/6 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Congress at Work

Time Allotment: 1.5 Weeks

Unit Sequence: 8

Major Concepts to be learned:

- Understand the legislative and non-legislative powers of Congress
- Understand the process of how a bill becomes a law
- Evaluate the influences on Congress
- Understand how Congress helps their constituents

Expected Skills to be demonstrated:

- Analyze the legislative powers of Congress.
- Analyze the non-legislative powers, or the duties/responsibilities, of Congress.
- List the denied powers of Congress.
- Chart the process of how a bill becomes a law.
- Examine the committee action and the floor action taken on a bill.
- Distinguish between the voting methods used on the House and Senate.
- Analyze the action the president can take to accept or reject a bill.
- List and analyze the 6 major influences on Congress.
- Examine the role of party in Congressional voting.
- Analyze the role of casework as means of helping reelection and helping constituents cope with government.
- Analyze the role of the cooperation used in pork barrel legislation and competing done for federal grants and contracts.

PA Standards/Anchors:

Eligible Content:

5:3 A
5:3 B
5:3 C
5:3 I
5:2H

- Analyze the legislative and non-legislative powers of Congress
- Examine the denied powers of Congress
- Examine the process of how a bill becomes a law
- Examine the voting methods of Congress
- Analyze the six major influences on Congress and how they vote
- Examine how Congress helps their constituents through casework
- Examine the role of pork barrel legislation and federal grants and contracts

Instructional Strategies:

Assessments:

Lecture
Note Taking
Charting
Evaluating

Written work
Graphic organizers
Outlining

- In class applications
- Chapter 7 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: The Presidency

Time Allotment: 1.5 Weeks

Unit Sequence: 9

Major Concepts to be learned:

- Understand the qualifications to be President
- Understand the acts and amendments that deal with the President's terms and powers
- Understand the formal and informal sources of Presidential power
- Understand the role of the Vice President
- Analyze the limits on the President

Expected Skills to be demonstrated:

- List and understand the constitutional qualifications and informal qualifications to be President.
- Identify the two constitutional duties of the Vice President
- Analyze why the Vice President is held in little regard and how and why that has improved
- Discuss the impact of each amendment or act: 12th Amendment: changed the electoral college, 20th Amendment: changed the inauguration date, 22nd Amendment: limits the presidential terms, 25th Amendment: outlines succession and disability
- List the order of Presidential Succession
- Identify the methods used to declare disability and return to power
- Analyze and list the 10 constitutional powers of the President
- Identify past presidents, Congress and the media as sources of informal power
- List and evaluate Congress, the Federal Courts, bureaucracy, and public opinion as limits on the president.
- Analyze the President's role in checks and balances

PA Standards/Anchors:

Eligible Content:

5.3A
5.3B
5.3J

- Evaluate the qualification to be President
- Evaluate the role of the Vice President
- Analyze the 12th, 20th, 22nd, 25th Amendments and the Presidential Succession Act
- Evaluate the Constitutional duties of the President
- Analyze informal sources and the limits of Presidential power

Instructional Strategies:

Assessments:

Lecture	Written work
Note Taking	Charting
Summarizing	Outlining
Evaluating	

- In class applications
- Chapter 8 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Presidential Leadership

Time Allotment: 2 Weeks

Unit Sequence: 10

Major Concepts to be learned:

- Understand the functions of the Executive Departments
- Understand the role of the Cabinet
- Understand the role of the Executive Office of the President (EOP)

Expected Skills to be demonstrated:

- Identify the role of each Executive Department
- Identify the name of the current Secretaries of Defense, State, Treasury, and Attorney General as well of name of important cabinet firsts, women, and minorities.
- Identify Cabinet selection criteria and the confirmation process
- List and analyze the two roles of the Cabinet
- Analyze the limits on the Cabinet of trust, secrecy, disputing departments, and conflicting loyalties.
- Analyze the top four positions in the EOP (OMB, National Security Council, Council of Economic Advisors, White House Staff) and their relationship with

PA Standards/Anchors:

5.3A
5.3B
5.3D
5.3J
5.3H

Eligible Content:

- Evaluate the functions of the 15 Executive Departments
- Evaluate the function of the Cabinet including the inner and outer Cabinet members
- Understand why the President does not use the Cabinet as his closest advisors
- Analyze the top positions in the EOP
- Evaluate the concept of Executive Privilege.

Instructional Strategies:

Lecture Note Taking Summarizing Evaluating	Written work Charting Outlining
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Assessments:

- In class applications
- Chapter 9 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: The Federal Courts

Time Allotment: 1.5 Weeks

Unit Sequence: 11

Major Concepts to be learned:

- Classify the kinds of cases in which Federal Court have jurisdiction
- Describe the jurisdiction of the Supreme Court

Outline the system of lower Federal Courts
Describe the duties of the Justices

Expected Skills to be demonstrated:

- Identify the subjects and parties that fall under Federal Jurisdiction
- Distinguish between civil, criminal, and constitutional law
- Explain the process of civil suits and equity law
- Identify the four legal principlesIdentify courts with original jurisdiction
- Identify the four appeals courts

Explain the three appeals court decisions
Explain the influence of party and philosophy in selecting judges
Analyze the role of the President and the Senate in the selection of judges
Distinguish between original and appellate Supreme Court jurisdiction
Explain the duties of the Chief Justice

PA Standards/Anchors:

5:3 A
5:3 B
5:3 G
5:2 A
5:2 C
5:2F

Eligible Content:

- Define the jurisdiction of the Federal Courts
- Explain the different court procedures under civil, criminal, and constitutional law.
- Summarize the guiding principles of the American Legal System
- Discuss the duties of the Federal Courts with original and appellate jurisdiction
- Evaluate the method of selection judges
- Define the jurisdiction of the Supreme Court
- Describe the duties of the Supreme Court justices
- Examine the method of selecting and appointing the Supreme Court

Instructional Strategies:

Lecture	Group discussion
Written work	Note Taking
Graphic organizers	Charting
Summarizing	Outlining
Evaluating	

Assessments:

- In class applications
- Chapter 11 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: The Supreme Court

Time Allotment: 1.5 Weeks

Unit Sequence: 12

Major Concepts to be learned:

- Explain how the Supreme Court affects public policy.
- Describe the process by which the Supreme Court chooses, hears, and decides cases
- Analyze major Supreme Court cases

Expected Skills to be demonstrated:

- List the ways the Supreme Court shapes policy
- List the factors that limit the Court's power
- List the restrictions on the cases the Supreme Court hears
- Explain the Supreme Courts term and sittingIdentify the impact of the Judiciary Act of 1935
- List and discuss the steps in selecting and deciding cases
- Identify the different types of opinions written by the Supreme Court
- Identify and analyze the results of the following majors cases: Marbury v Madison, Plessy v Ferguson, Brown v Board of Education, New Jersey v TLO, Olmstead v US, Katz v US, Gideon v Wainwright

PA Standards/Anchors:

Eligible Content:

5:3 A
5:3 B
5:3 G
5:2 A
5:2 F

- Identify the ways the Supreme Court shapes public policy
- Characterize the cases that come before the Supreme Court
- Describe the factors that limit the Supreme Courts powers
- Describe how the Supreme Court selects, hears, and decides cases

Instructional Strategies:

Assessments:

Lecture Written work Charting Outlining	Group discussion Note Taking Summarizing Evaluating
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- In class applications
- Chapter 12 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: PA State Government

Time Allotment: 1 Week

Unit Sequence: 13

Major Concepts to be learned:

- Understand the organization of PA state government
- Understand the role of state government

Expected Skills to be demonstrated:

- State the characteristics of state constitutions and the amending process for the PA constitution
- Outline the part of PA General Assembly including terms, qualifications, and leaders of both houses
- Outline the qualifications, role, election process and the PA governor and other top PA Executive Department officials
- Describe the PA court system including the selection of judges
- Outline the process the state criminal system for PA

PA Standards/Anchors:

Eligible Content:

5:1F
5.3A
5.3 C

- Understand the importance of state governments and state constitutions
- Evaluate the organization of the branches in the PA government
- Evaluate how a bill becomes a law in PA
- Analyze the election process in PA Understand the PA court system

Instructional Strategies:

Assessments:

Lecture
Note Taking
Summarizing
Outlining
Evaluating

- In class applications
- Unit Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Economic Basics

Time Allotment: 1 Week

Unit Sequence: 14

Major Concepts to be learned:

- Understand scarcity and the factors of production.
- Understand trade-off and opportunity costs.
- Interpret the Production Possibilities Curve.

Expected Skills to be demonstrated:

- Define scarcity and shortage.
- List the factors of production ; identify human and physical capital.
- Define entrepreneur.
- Explain why all resources are scarce. Interpret a market schedule and a production possibilities curve.
- Determine an opportunity cost and benefit analysis while thinking at margin.

PA Standards/Anchors:

Eligible Content:

6:3.12 A 6:3.12 B
6:3.12 C 6:3.12 D
6:3.12 E 6:3.12 F
6:5.12F

- Explain why scarcity and choice are basic problems of economies.
- Identify the factors of production.
- Explain the role entrepreneurs
- Describe trade-off and opportunity costs
- Explain how people make decisions thinking at margin
- Demonstrate how the production possibilities curve shows efficiency, growth, and cost.
- Understand that a country's production possibilities depend on its available resources and technology

Instructional Strategies:

Assessments:

Lecture	Written work
Note Taking	Graphic organizers
Charting	Summarizing
Outlining	Evaluating

- In class applications
- Chapter 1 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Types of Economic Systems

Time Allotment: 1.5 Weeks

Unit Sequence: 15

Major Concepts to be learned:

- Understand the differences in economic systems
- Understand the reason for government involvement in an economy

Expected Skills to be demonstrated:

- List the three basic economic questions.
- Explain the characteristics of traditional, command, market, and mixed market economy.
- Analyze a circular flow model for the market and mixed market economiesIdentify the problems of a command economy.
- Compare mixed economies on a continuum

PA Standards/Anchors:

Eligible Content:

- | | |
|----------------------|---|
| 6:1A
6:2B
6:2A | <ul style="list-style-type: none">• Distinguish between the different types of economic systems• Understand the need for marketsAnalyze a command economy• Explain the rise of mixed marketsUnderstand the role of free enterprise in the United States economy |
|----------------------|---|

Instructional Strategies:

Assessments:

- | | |
|---|--|
| Lecture
Written work
Note Taking
Graphic organizers
Charting
Summarizing
Evaluating | <ul style="list-style-type: none">• In class applications• Chapter 2 Exam |
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Grade: 11

Course Title: POD/Economics

Topic/Concept: Demand

Time Allotment: 2 Weeks

Unit Sequence: 16

Major Concepts to be learned:

- Understand the law of demand.
- Understand the major shifts of the demand curve.
- Explain elasticity of demand

Expected Skills to be demonstrated:

- Read, graph, and interpret a demand curve from a demand schedule.
- Explain the slope of the demand curve using substitution effect, income effect, and diminishing marginal utility.
- Understand how income, future price, population, tastes and advertising, substitutes and complements can cause the demand curve to shift.
- Calculate elasticity of demand.
- Analyze how substitutes, necessities, luxuries, income, and time are factors of elasticity.
- Calculate revenue and determine how the change in price effects of elasticity of each item.

PA Standards/Anchors:

Eligible Content:

6.2.12. E
6.2.12.F
6.2.12.H
6.2.12.K

- Explain the law of demand.
- Understand how the substitution effect and income effect influence decisions.
- Understand the difference between changes in demand from a change in price and changes in demand as a result of a shift in the demand curve.
- Explain how to calculate elasticity of demand.
- Determine the factors of elasticity.
- Determine how revenue is influenced by elasticity

Instructional Strategies:

Assessments:

Lecture
Note Taking
Charting
Evaluating

Written work
Graphic organizers
Outlining

- In class applications
- Chapter 4 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Supply

Time Allotment: 1.5 Weeks

Unit Sequence: 17

Major Concepts to be learned:

- Understand the law of supply.
- Explain elasticity of supply.
- Identify the causes that will change supply.
- Understand the role of the government in changing supply.

Expected Skills to be demonstrated:

- Graph and read a supply schedule.
- How changes in supply are affected by changes in production and market entry.
- Determine the sensitivity of supply to price.
- Understand how input costs, technology, future price, inflation, and the global economy alter supply.
- Determine how a change in government policies with a subsidy, excise tax, regulations, and import restrictions will influence supply.

PA Standards/Anchors:

Eligible Content:

6.2.12.E
6.2.12.F
6.2.12.H

- Understand the law of supply.
- Analyze how market factors will increase or decrease supply.
- Understand how a change in price will alter the quantity the supplied.
- Evaluate the role of government policies and changes in supply

Instructional Strategies:

Assessments:

Lecture	Written work
Note Taking	Graphic organizers
Charting	Summarizing
Outlining	Evaluating

- In class applications
- Chapter 5 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Price

Time Allotment: 1.5 Weeks

Unit Sequence: 18

Major Concepts to be learned:

- Explain how supply and demand create balance to the marketplace.
- Analyze the market when in disequilibrium and make adjustments with prices to bring the market back to equilibrium.
- Identify and analyze how the government intervenes in the market.
- Explain the role of prices and profits in a free market.
- Evaluate the price-based system and alternative systems.

Expected Skills to be demonstrated:

- Read a market supply –demand schedule and graph to determine equilibrium price and quality.
- Graph shifts in supply and demand that cause shortages and surpluses.
- Make adjustments to price to avoid a shortage or surplus condition.
- Understand when price ceilings and floors are effective and when they have no effect on the market.
- List the advantages of prices: Prices are Incentives, flexible, free. Prices provide a standard of value.
- Compare command economies, rationing, and black markets to the price-based systemUnderstand the role of price as an incentive

PA Standards/Anchors:

Eligible Content:

6.2.12.E
6:2.12.F
6.2.12.K
6:2.12.H
6:1.12.A

- Understand how shifts in supply and demand cause shortages and surpluses.
- Know how prices changes when the market experiences a shortage or surplus.
- Distinguish between a price floor and a price ceiling and analyze the impact of each
- List the advantages of a price-based systemUnderstand how the price-based system leads to a wider choice of goods and more efficient allocation of resources.

Instructional Strategies:

Assessments:

Lecture Note Taking Charting Outlining	Written work Graphic organizers Summarizing Evaluating
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- In class applications
- Chapter 6 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Types of Business

Time Allotment: 1.5 Weeks

Unit Sequence: 19

Major Concepts to be learned:

- Explain the characteristics of different types of business.
- Analyze the advantages and disadvantages of different types of business.
- Compare and contrast types of partnerships and corporations.
- Describe the role of multinational corporations.

Expected Skills to be demonstrated:

- List the advantages and disadvantages of a sole proprietorship.
- Distinguish between a business license and zone regulations.
- List the advantages and disadvantages of a partnership.
- List the advantages and disadvantages of a partnership.
- List the advantages and disadvantages of corporations.

PA Standards/Anchors:

Eligible Content:

6.5.12.C
6.5.12.F

- Understand the advantages and disadvantages of a sole proprietorship
- Understand the regulations and liability of a sole proprietorship
- Understand the advantages and disadvantages of partnerships
- Identify the different types of partnerships.
- Understand the advantages and disadvantages of corporations.

Instructional Strategies:

Assessments:

Lecture
Group discussion
Note Taking
Outlining
Evaluating

- In class applications
- Chapter 8 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Money, Banking, & Inflation

Time Allotment: 1.5 Weeks

Unit Sequence: 20

Major Concepts to be learned:

- Understand the role on money in our society
- Understand the common ways to save money and the different between the financial institutions.
- Understand the following information about inflation: what is it, what causes it, how do we measure, who does it effect.

Expected Skills to be demonstrated:

- Explain the characteristics of money
- Explain the difference between credit card and debit card, CD and money market, Principal and interest, simple and compound interest.
- Understand the changes brought by electronic bankingUnderstand the use of the CPI and compare prices over time.
- Describe recent trends in inflation and identify who is hurt and helped by inflation.

PA Standards/Anchors:

Eligible Content:

6.2.12D
6.2.12F
6.1.12C
6:1.12D

- Describe the three uses of money.

Instructional Strategies:

Assessments:

Lecture
Performance task
Hands-on activity
Note Taking
Charting
Summarizing
Outlining
Evaluating

- In class applications
- Chapter 10-13 Exam

Grade: 11

Course Title: POD/Economics

Topic/Concept: Federal Reserve

Time Allotment: 1.5 Weeks

Unit Sequence: 21

Major Concepts to be learned:

- Describe the structure of the Federal Reserve (the Fed).
- Analyze the services provide by the Fed.
- Assess the impact of the money supply on interest rates.
- Distinguish between monetary and fiscal policy.

Expected Skills to be demonstrated:

- Identify the role/membership/meetings of the Board of Governors, Federal Open Market Committee, and Federal Advisory Council
- List the services the Fed provides to the National Government and Member banks.
- Analyze how the Fed changes money supply by altering the Discount Rate, Reserve Requirement, Open Market Operations, and interest rates.
- Analyze why the Fed changes the money supply during periods of inflation, recession, unemployment, and low incomes
- Compare the differences of Monetary and Fiscal policy and understand why we choice to use Monetary policy over Fiscal policy by comparing the lags of each policy.

PA Standards/Anchors:

Eligible Content:

6.2.12 C
6.5.12 H
6.1.12 D

- Understand the structure of the Fed
- Understand the services the Fed provides to the U.S. Government and Member banks
- Understand the how the Fed will increase or decrease the money supply
- Analyze why the Fed will increase or decrease the money supply
- Analyze why the Fed will increase or decrease the money supply

Instructional Strategies:

Assessments:

Lecture
Note Taking
Summarizing
Evaluating

Written work
Charting
Outlining

- In class applications
- Chapter 16 Exam