American Government/Consumer Economics
Program of Studies Description

American Government is a course about civic responsibility. Students will learn their role as a voter in our multicultural society, the structure of our federal, state and local systems, and general responsibilities as a citizen. Consumer Economics is a study of how people organize for the production, distribution, and consumption of goods and services. It is designed to enable students to understand enough economics to make reasoned judgements about both personal economic questions and broader questions of economic policy in a complex and changing world. The course will deal with the economic concepts of scarcity and choice, opportunity costs and trade-off, productivity, economic systems and other fundamental economic concepts. Students will be assessed based on essays, tests, written research assignments, and group and individual projects.

May, 2026

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Syllabus

Course Description: American Government is a course about civic responsibility. Students will learn their role as a voter in our multicultural society, the structure of our federal, state and local systems, and general responsibilities as a citizen. Consumer Economics is a study of how people organize for the production, distribution, and consumption of goods and services. It is designed to enable students to understand enough economics to make reasoned judgements about both personal economic questions and broader questions of economic policy in a complex and changing world. The course will deal with the economic concepts of scarcity and choice, opportunity costs and trade-off, productivity, economic systems and other fundamental economic concepts. Students will be assessed based on essays, tests, written research assignments, and group and individual projects.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Introduction to Government/The Constitution	4 Weeks	5.1.A.-5.1.F., 5.2.D., 5.3.J	Magna Carta to Constitution Timeline Unit 1 Assessment
Federalism	2 Weeks	5.1.C., 5.3.A., 5.3.B., 5.3.J	Unit 2 Assessment
The Legislative Branch	3 Weeks	5.1.C., 5.3.A., 5.3.B., 5.3.J	Unit 3 Assessment
The Presidency & The Executive Branch	2 Weeks	5.1.C., 5.3.A., 5.3.B., 5.3.J	Unit 4 Assessment
The Judicial Branch	3 Weeks	5.1.A., 5.1.B., 5.1.D., 5.2.B., 5.3.A., 5.3.B., 5.3.F.	Supreme Court Research Paper Unit 5 Assessment
State and Local Governments	2 Weeks	5.1.A, 5.1.12.D, 5.1.12.E, 5.2.A, 5.2.B, 5.2.C, 5.3.A, 5.3.B, 5.3.C, 5.3.I	Unit 6 Assessment
Foreign Policy	2 Weeks	5.1.A, 5.1.D, 5.2.B, 5.3.A, 5.3.B, 5.3.D, 5.4.C	Unit 7 Assessment
Introduction to Economics	3 Weeks	6.1.12.A, 6.1.12.B., 6.2.12.A., 6.2.12.B, 6.2.12.G., 6.3.12.B, 6.3.12.F	Unit 1 Assessment
Business Organizations	2 Weeks	6.1.12.A., 6.2.12.B., 6.2.12.F., 6.4.12.C., 6.5.12.C., 6.5.12.F	Unit 2 Assessment

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Supply, Demand, and Prices	3 Weeks	6.2.12.D	Unit 3 Assessment
Macroeconomics	3 Weeks	6.2.12.E., 6.3.12.B., 6.5.12.A.	Unit 5 Assessment
International Trade and Globalization	3 Weeks	6.2.12.A, 6.3.12.D., 6.4.12.A., 6.4.12.B., 6.4.12.C., 6.4.12.D., 6.5.12.E.	Unit 6 Assessment
Personal Finance	3 Weeks	6.1.12.A, 6.2.12.C, 6.2.12.D, 6.5.12.G, 6.5.12.H	Budget Project

Resources: Fraga, Luis Ricardo. *United States Government: Principles in Practice.* Holt McDougal, 2012.
Clayton, Gary E. *Economics*: *Principles and Practices*. Glenco, 2008.

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Curriculum Map

Unit 1	Introduction to Government/The Constitution
Big Idea	The American Government is rooted in historic ideas, democratic principles, and a constitutional framework designed to balance power, protect liberty, and adapt over time.
Unit Essential Questions:	What are the major purposes and functions of government? What are the similarities and differences of the different forms of government? Why are the ideals of liberty, equality, and self-government important to American democracy? What events led to the development of American Democracy? How did the Framers of the Constitution create a Constitution that divided, limited, and balanced governmental power? How can/was the Constitution changed over time to meet the needs of a changing society? How have political parties, customs, and traditions changed how the Constitution is applied?

Lesson	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
4 Weeks	5.1.12.A-F: Principles and documents of government 5.2.D: Rights and responsibilities of citizenship 5.3.J: Roles of courts in interpreting rights and laws	Government State Sovereignty Functions of Government Forms of Government Democracy Oligarchy Monarchy Theocracy Dictatorship Federal Unitary Confederal Presidential Parliamentary Principles of Democracy	PPTs, notes, and textbook (Lessons 1.1–3.3) Case studies (Sealand, ISIS, Gideon v. Wainwright, Marbury v. Madison) Primary sources (Declaration of Independence, Federalist Papers, Constitution, Bill of Rights) Simulations, graphic organizers, political quizzes, online activities (iCivics)	Magna Carta to Constitution Timeline Unit 1 Assessment	**Adaptability** — applying foundational principles to changing contexts (e.g. constitutional change) **Collaboration** — engaging in group simulations, debates, and cooperative tasks **Communication** — explaining philosophical ideas, constitutional principles, and

		Liberty Equality Self-Government Rule of Law Majority/Minority Rights Free Enterprise Enlightenment Thinkers Declaration of Independence Articles of Confederation Federalists Anti-Federalists Popular Sovereignty Separation of Powers Checks and Balances Judicial Review Federalism Amendment Process Bill of Rights Political Parties Customs Traditions			arguments clearly **Confidence** — developing a strong civic vocabulary and ability to reason about government **Creativity** — exploring new ways to represent government structures (e.g. graphic organizers, analogies) **Critical Thinking** — comparing forms of government, analyzing documents, interpreting case studies **Empathy** — considering minority rights, individual rights, and voices in democratic processes **Leadership** — guiding class discussions, leading small groups or debates **Responsibility** — understanding the

					role of citizens, rights, and duties in democracy **Problem Solving** — applying constitutional principles to real issues and trade-offs

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Unit 2	Federalism
Big Idea	Government power in the United States is divided and shared between federal, state, and local governments to balance authority and protect liberty.
Unit Essential Questions:	How are responsibilities of government divided among the three levels of government? How has power between the federal and state governments changed over time? How do grants and mandates force national authority on the states?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
2 Weeks	5.1.C: Principles and documents of government 5.3.A: Structure, organization, and operation of governments 5.3.B: Roles of federal, state, and local governments 5.3.J: Roles of courts in interpreting rights and laws	Expressed powers Implied powers Inherent powers Reserved powers Concurrent powers Full Faith and Credit Clause Dual Federalism New Federalism Devolution Fiscal	Lesson 4.1, 4.2, 4.3 PPTs and texts Graphic organizers (Venn diagrams, guided notes) Primary sources (Federalist No. 10, case studies) Political cartoon rubric and examples	Unit 2 Assessment	**Adaptable —** respond to evolving roles of the legislative, executive, and judicial branches. **Collaborative —** join in simulations of Congress, the Presidency, and the Court. **Communicative —** explain the checks and balances system in presentations. **Confident** — analyze and debate the functions of each branch. **Creative —** create

		federalism Grants Mandates Unfunded mandates Monopoly Sherman Antitrust Act New Deal			mock bills, campaign materials, or trial arguments. **Critical Thinker —** evaluate real-world cases of separation of powers. **Empathetic —** examine how decisions affect citizens' rights. **Leader —** assume leadership in simulations (Speaker, President, Justice). **Responsible —** connect branch responsibilities to accountability. **Problem Solver —** propose reforms or compromises within the system.

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Unit 3	The Legislative Branch
Big Idea	The legislative branch of government represents the people through a bicameral structure, balances powers with other branches, and creates laws through processes that reflect representation and compromise.
Unit Essential Questions:	How does Congress represent the people and why is the structure of Congress important? What expressed and implied powers does Congress have? What are the key features of the House of Representatives and what is the role of committees in its operation? What are the key differences between the House of Representatives and the Senate? How are bills turned into law and what challenges are faced along the way?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
3 Weeks	5.1.C: Principles and documents of government 5.3.A: Structure, organization, and operation of governments 5.3.B: Roles of federal, state, and local governments 5.3.J: Roles of courts in interpreting rights and laws	Congress Representation Expressed Powers Implied Powers Necessary and Proper Clause House of Representatives Reapportionment Gerrymandering	PPTs and Notes (5.1–5.5) Political cartoons (filibuster, pork barrel spending) Comparison charts (House vs. Senate) Gerrymandering activity and Redistricting game Schoolhouse Rock: I'm Just a Bill video	Unit 3 Assessment	**Adaptable** — adjust strategies as bills face amendments, committee changes, and rule variations (e.g., filibuster/cloture). **Collaborative** — work in caucus/committee role-plays, whip counts, and conference committee simulations to build consensus. **Communicative** —

		Committees Leadership Roles Senate Filibuster Cloture Leadership Positions Legislative Process Rider Joint Resolution Conference Committee Pocket Veto **Pork Barrel Spending**			present and defend bill proposals, summarize committee reports, and explain House–Senate differences clearly. **Confident** — speak persuasively about leadership roles, term-limit positions, and constituent priorities. **Creative** — draft mock bills/amendments, design committee agendas, and create clear bill-to-law flowcharts. **Critical Thinker** — analyze expressed vs. implied powers, evaluate gerrymandering and pork-barrel spending, and interpret legislative data. **Empathetic** — weigh constituent needs and stakeholder impacts when choosing policy

					provisions or districting boundaries. **Leader** — take roles such as committee chair, floor leader, or whip; organize coalition votes and shepherd bills through obstacles. **Responsible** — research and track your U.S. Representative/Senators, ethics rules, and transparency in lawmaking. **Problem Solver** — negotiate compromises to move bills forward, reconcile House–Senate versions, and resolve procedural roadblocks.

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Unit 4	The Executive Branch and Financing Government
Big Idea	The executive branch enforces the laws through the leadership of the President, the administration, and the federal bureaucracy, while managing the nation's finances through taxation, spending, and the budget process.
Unit Essential Questions:	What are the qualifications and roles of the President? What are the executive, diplomatic, and military powers of the president? How does the president exercise legislative and judicial powers? Who are the advisors to the President and what are their individual roles? What is the federal bureaucracy and how has the civil service changed over the years to meet its needs? How does the government raise funds? How does the federal budget process work?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
2 Weeks	5.1.C: Principles and documents of government 5.3.A: Structure, organization, and operation of governments 5.3.B: Roles of federal, state, and local governments 5.3.J: Roles of courts in interpreting rights and laws	Chief Executive Commander in Chief Executive Orders Executive Privilege Diplomatic Recognition Pardon Amnesty Executive Office of the President Cabinet	PPTs and Notes (6.1–7.3) Primary Sources (Washington's Farewell Address, Kennedy's Inaugural Address) Political cartoons (War Powers Act, Spoils System) Cabinet Webquest, West Wing video Budget Process Jingle project	Unit 4 Assessment	**Adaptable** — respond to evolving roles of the legislative, executive, and judicial branches. **Collaborative** — join in simulations of Congress, the Presidency, and the Court. **Communicative** — explain the checks and balances system in presentations. **Confident** — analyze and debate the

		National Security Council Office of Management and Budget Independent Agencies Bureaucracy Civil Service Spoils System Income Tax Payroll Tax Progressive Tax Regressive Tax Federal Debt Mandatory Spending Discretionary Spending Fiscal Policy Monetary Policy			functions of each branch. **Creative** — create mock bills, campaign materials, or trial arguments. **Critical Thinker** — evaluate real-world cases of separation of powers. **Empathetic** — examine how decisions affect citizens' rights. **Leader** — assume leadership in simulations (Speaker, President, Justice). **Responsible** — connect branch responsibilities to accountability. **Problem Solver** — propose reforms or compromises within the system..

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Unit 5	The Judicial Branch
Big Idea	The judicial branch interprets laws, safeguards constitutional rights, and maintains the balance of power between government and individuals through the court system and landmark Supreme Court cases.
Unit Essential Questions:	How is jurisdiction determined in the American court system? How is the federal court system structured? How do the lower federal courts work together to create a functional system? How are Supreme Court justices chosen and what are some landmark decisions? How does the Supreme Court balance federal/state powers and personal rights/public safety?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
3 Weeks	5.1.A – Understand the purpose of government as stated in the Declaration of Independence, the Constitution, and Bill of Rights. 5.1.B – Examine the rule of law and the role of the Constitution in protecting rights. 5.1.D – Analyze the concept of checks and balances and separation of powers. 5.2.B – Analyze strategies used to resolve conflicts in society and government. 5.3.A – Explain the structure, organization, and operation of the U.S. government. 5.3.B – Analyze the roles of federal, state, and local governments in policy-making.	Jurisdiction Original Jurisdiction Appellate Jurisdiction Precedent Judicial Restraint Judicial Activism Grand Jury Appellant Briefs Sovereign Immunity Writ of Certiorari Majority Opinion	Textbook chapters and section readings (Judicial Branch, Supreme Court Cases) PPTs and guided skeleton notes for 8.1, 8.2, 8.3, and Ch. 13 Federal court structure diagrams and maps Excerpts from landmark Supreme Court decisions (e.g., *Tinker v. Des Moines*, *Illinois v. Caballes*,	Supreme Court Research Paper Unit 5 Assessment	**Adaptable** — interpret constitutional principles across new cases. **Collaborative** — work in case study groups and flowchart tasks. **Communicative** — brief landmark cases and present oral arguments. **Confident** — defend positions on judicial activism vs. restraint. **Creative** — dramatize trial or appellate procedures.

	5.3.F – Evaluate court decisions as they relate to the protection of individual rights.	Concurring Opinion Dissenting Opinion Due Process Protected Speech Warrantless Search Juvenile Justice	*Goss v. Lopez*) Summaries of recent Supreme Court rulings for student connection The U.S. Constitution (Articles III, IV, and relevant amendments – 1st, 4th, 14th)		**Critical Thinker** — analyze majority, concurring, and dissenting opinions. **Empathetic** — weigh impacts of rulings on individuals and groups. **Leader** — assume roles in moot court or confirmation debates. **Responsible** — recognize judiciary's role in safeguarding rights. **Problem Solver** — apply precedents to modern legal scenarios.

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Unit 6	State and Local Government
Big Idea	State and local governments balance powers with the national government while directly shaping citizens' daily lives through constitutions, executives, courts, local ordinances, and zoning laws.
Unit Essential Questions:	What powers do states have within the U.S. federal system, and how are state constitutions organized? What are the powers and responsibilities of state executives, and how does the state judicial system impact daily life? What types and principles define local governments, and how do they serve citizens? How do zoning laws affect local government decisions and community development?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
2 Weeks	5.1.A – Purpose of government as stated in founding documents 5.1.12.D & E – Rights and responsibilities of citizens; relationship between federal and state constitutions 5.2.A – Responsibilities of local governments 5.2.B, 5.2.C – Conflict resolution and civic responsibilities 5.3.A – Structure, organization, and operation of governments 5.3.B – Roles of federal, state, and local governments 5.3.C, 5.3.I – Functions of county and municipal governments	Enumerated Powers Reserved Powers Concurrent Powers Guarantee Clause Fundamental Law Statutory Law Governor Trial Court Appellate Court Special Courts Municipalitie	PPTs/Notes for 16.1–16.3 U.S. and PA Constitutions for comparison Nullification Crisis graphic organizer State Executive Web Quest Trial vs. Appellate Court Venn Diagram Local Government research guide (PA and Lehigh County)	Unit 6 Assessment	**Adaptable** — understand shifting powers between state/local levels. **Collaborative** — research and present local government roles. **Communicative** — debate zoning laws or local ordinances. **Confident** — present research on municipal/county responsibilities. **Creative** — design solutions to local government problems.

		s Urban / Suburban / Rural Initiative Referendum Recall Zoning Laws	School zoning simulation materials (maps, site keys, manipulatives) Political cartoons, case studies, and real-life scenarios		**Critical Thinker** — analyze conflicts between state and federal authority. **Empathetic** — recognize how local policy impacts communities. **Leader** — lead group presentations on zoning or local issues. **Responsible** — connect civic duties to participation in local government. **Problem Solver** — propose fair zoning or local policy solutions.

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Unit 7	U.S. Foreign Policy
Big Idea	The United States develops foreign policy to protect national interests, promote security, and engage in global cooperation, balancing domestic pressures with international challenges.
Unit Essential Questions:	What are the goals of U.S. foreign policy and what tools make it possible? How do the President, Congress, and interest groups work together to form foreign policy? How does the United Nations impact foreign affairs? How has U.S. foreign policy changed over time, and what challenges does the U.S. face today?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
2 Weeks	5.1.A – Purpose of government as stated in founding documents 5.1.D – Separation of powers and checks and balances 5.2.B – Strategies for resolving conflict in society and government 5.3.A – Structure, organization, and operation of government 5.3.B – Roles of federal, state, and local governments 5.3.D – How different levels of government work with international organizations 5.4.C – U.S. foreign policy and international relations	Foreign Policy Isolationist Neo-isolationist Just War Theory Department of State Department of Defense CIA Foreign Service United Nations – General Assembly United Nations –	PowerPoints and notes for Ch. 14 Sections 1–4 Government textbook readings (Ch. 14) Foreign Policy graphic organizer Case studies: Rwanda genocide, Elían González custody case United Nations organizer (General Assembly, Security Council, ICJ,	Unit 7 Assessment	**Adaptable** — respond to evolving foreign policy challenges. **Collaborative** — participate in mock UN or G20 simulations. **Communicative** — write policy briefs and share debate points. **Confident** — defend positions on intervention, alliances, and trade. **Creative** — create timelines or policy reform ideas. **Critical Thinker** —

		Security Council International Court of Justice (ICJ) Secretariat World Trade Organization (WTO) International Monetary Fund (IMF) World Bank International Criminal Court (ICC) Arab-Israeli Conflict War on Terror Nuclear Arms Control Biological Weapons Control NATO Human Rights Abuses Drug Trafficking Trade with China	Secretariat) Foreign Policy Timeline Project instructions and rubric Contemporary Issues Essay prompt and rubric Political cartoons (Just War Theory, UN role, U.S. global challenges) Iraq War case study readings and discussion materials Research materials on Secretaries General of the UN News articles on current U.S. foreign policy issues (human rights, NATO, terrorism, trade, environment)		evaluate successes and failures of U.S. foreign policy. **Empathetic** — consider humanitarian issues in foreign relations. **Leader** — take on roles of policymakers in simulations. **Responsible** — connect U.S. decisions to global responsibilities. **Problem Solver** — propose foreign policy strategies for modern crises.

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		Global Environment			

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Unit 1	Scarcity, Choices, and Economic Systems
Big Idea	Scarcity forces individuals, businesses, and governments to make choices. Economics provides tools to evaluate trade-offs, opportunity costs, and systems of decision-making.
Unit Essential Questions:	What is the basic economic problem and how does it affect individuals and societies? What are the basic economic concepts and why are they significant? How do production possibilities frontiers help us make economic decisions? What are the similarities and differences between the types of economies? What are the characteristics and roles of the free enterprise system?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
3 Weeks	6.1.12.A – Scarcity and choice in economic systems 6.1.12.B – Decision-making models in economics 6.2.12.A – Allocation of resources in different systems 6.2.12.B – Functioning of markets and free enterprise 6.2.12.G – Government roles in mixed economies 6.3.12.B – Relationship between institutions and economic systems 6.5.12.F – Economic independence and interdependence	Scarcity Need Want Factors of Production GDP Goods / Services Consumer Paradox of Value Utility Wealth Trade-off Opportunity Cost Production Possibilities Frontier	PPTs & Notes (Ch. 1.1, 1.2, 1.3, 2.1, 2.3) Macro vs. Micro activity sheets Create a Business activity pages PPF practice graphs and scenarios (“Guns or Butter,” “Life on the Frontier”) Capitalism/Socialism/ Communism role play	Unit 1 Assessment	**Adaptable** — apply economic models to different systems. **Collaborative** — join simulations of traditional, command, and market economies. **Communicative** — explain PPFs and trade-offs to peers. **Confident** — analyze and defend business/economic system choices. **Creative** — design mock economies or daily prophet crisis responses.

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		(PPF) Traditional Economy Command Economy Market Economy Mixed Economy Capitalism Socialism Communism Free Enterprise Competition Voluntary Exchange Private Property Rights Profit Motive Consumer Sovereignty Modified Free Enterprise Economy			**Critical Thinker** — weigh opportunity costs in economic choices. **Empathetic** — recognize how systems affect citizens differently. **Leader** — guide groups in simulations or debates. **Responsible** — understand consequences of economic decision-making. **Problem Solver** — apply cost-benefit analysis to scenarios.

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Unit 2	Business & Nonprofit Organizations
Big Idea	Businesses and nonprofits are essential institutions in the U.S. economy. They provide goods, services, jobs, and community support, while operating under different structures that shape risk, reward, and responsibility. By understanding these organizations, students can see how economic decisions influence growth, stability, and civic life.
Unit Essential Questions:	What are the advantages and disadvantages of sole proprietorships, partnerships, and corporations? What are the similarities and differences between types of nonprofit organizations? How do businesses and nonprofits affect the U.S. economy?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
2 Weeks	6.1.12.A, B – Scarcity and decision-making in economic systems 6.2.12.B, F – Role of markets, competition, and economic institutions 6.4.12.C – Entrepreneurship and forms of business ownership 6.5.12.C, F – Impact of businesses and nonprofits on growth, stability, and interdependence	Sole Proprietorship Partnership Corporation Unlimited Liability Limited Liability Limited Life General Partnership Limited Partnership Common Stock Preferred Stock Shareholder Bond	Ch. 3.1 & 3.3 PPTs and guided notes Graphic organizers (business organizations, nonprofits) Economic cartoon for analysis Case study readings on nonprofits Shark Tank project rubric and guidelines	Unit 2 Assessment	**Adaptable —** adjust to changing economic conditions in role-plays. **Collaborative —** negotiate in union-management simulations. **Communicative —** pitch business ideas in the Shark Tank project. **Confident —** present financial and organizational reasoning. **Creative —** design innovative nonprofit or business models. **Critical Thinker —**

		Principle Double Taxation Nonprofit Organization Cooperative Professional Association Labor Union Collective Bargaining Arbitration Credit Union Chamber of Commerce Better Business Bureau TVA (Tennessee Valley Authority) FDIC (Federal Deposit Insurance Corporation)			weigh risks/rewards of different organizations. **Empathetic —** understand nonprofits' role in meeting community needs. **Leader — lead teams** in Shark Tank or contract negotiations. **Responsible —** consider ethics and civic responsibility in business. **Problem Solver —** develop strategies for business growth and sustainability.

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Unit 3	Supply, Demand, and Prices
Big Idea	Markets operate through the forces of supply and demand. Prices are determined by the interaction of buyers and sellers, but can also be influenced by government policies and social goals.
Unit Essential Questions:	How do the income effect, substitution effect, and diminishing marginal utility affect demand? What factors can shift demand for a product? What is supply and what factors can shift supply? What factors go into calculating the costs of a business? How do economic models help us understand prices in markets? When might the government interfere?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
2 Weeks	6.2.12.D: Evaluate and explain how markets establish prices and how supply and demand interact.	Demand Demand Schedule Demand Curve Law of Demand Change in Quantity Demanded Change in Demand Income Effect Substitution Effect Diminishing	Ch. 4–6 PPTs and guided notes Oreos (for marginal utility activity) Netflix vs. Blockbuster article Cooperative pair scenarios (supply & demand life examples, price control debates) Graphing worksheets	Unit 6 Assessment	**Adaptable** — respond to changes in supply/demand scenarios. **Collaborative** — graph shifts in pairs, participate in debates. **Communicative** — explain market concepts with real-world examples. **Confident** — apply vocabulary in case studies and tests. **Creative** — develop skits or simulations of

		Marginal Utility Marginal Utility Total Utility Supply Supply Schedule Supply Curve Law of Supply Change in Quantity Supplied Change in Supply Cost of Resources Productivity/ Technology Taxes and Subsidies Expectations Government Regulations Number of Sellers Fixed Costs Variable Costs Total Costs Marginal Cost	Case study materials		price controls. **Critical Thinker** — analyze causes of shortages/surpluses. **Empathetic** — consider how policies affect consumers/producers. **Leader** — lead cooperative problem-solving exercises. **Responsible** — connect economic literacy to citizenship. **Problem Solver** — resolve real-world cases using supply-demand models.

		Marginal Product Total Revenue Marginal Revenue Profit Maximizatio n Equilibrium Surplus Shortage Price Ceiling Price Floor			

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Unit 4	Macroeconomics
Big Idea	The health of the economy can be measured through output, income, cycles, and indicators such as GDP, unemployment, inflation, and monetary policy. These measures help explain economic growth, stability, and challenges.
Unit Essential Questions:	How do GDP and GNP explain the health of a country's economy? What are the parts of a business cycle and what causes it to fluctuate? What are the causes and consequences of unemployment? What are the causes and consequences of inflation? How does the Federal Reserve control monetary policy?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
3 Weeks	6.2.12.E – National economic performance indicators 6.3.12.B – Roles of government in the economy 6.5.12.A – Economic growth, stability, and trade-offs	GDP GNP Per Capita GDP Economic Sectors (Households, Businesses, Government, Foreign) Business Cycle Recession Depression Peak Trough Expansion Unemploym	Ch. 12–14 PPTs and notes CIA World Factbook data Business cycle and crash simulation materials Unemployment forms Inflation skit instructions and NYT Zimbabwe article Federal Reserve	Unit 4 Assessment	**Adaptable** — analyze economic indicators in changing cycles. **Collaborative** — join simulations (1929 crash, inflation skits). **Communicative** — present GDP, unemployment, or CPI data. **Confident** — interpret graphs and explain trends. **Creative** — design infographics on GDP or Fed policy. **Critical Thinker** — evaluate causes of

		ent Civilian Labor Force Underemployment Unemployment Rate Misery Index Frictional Unemployment Structural Unemployment Cyclical Unemployment Seasonal Unemployment Inflation Consumer Price Index (CPI) Wage-Price Spiral Monetary Growth Hyperinflation Deflation Federal Reserve	video and district map Chromebooks		inflation/unemployment. **Empathetic** — understand human impacts of joblessness and inflation. **Leader** — guide group activities like FedQuest. **Responsible** — connect economic indicators to citizenship. **Problem Solver** — propose policy solutions to stabilize the economy.

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		Monetary Policy Tight Money Policy Easy Money Policy National Debt Interest Rates			

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Unit 5	International Trade and Globalization
Big Idea	Nations trade to access resources, goods, and services they cannot efficiently produce themselves. International trade and globalization increase interdependence, create opportunities, and pose challenges for economic growth, stability, and fairness.
Unit Essential Questions:	Why do nations trade and how is it beneficial? How do absolute and comparative advantage affect trade decisions? What barriers to trade exist, and what are their consequences? How do international organizations and agreements (e.g., WTO, NAFTA/USMCA, IMF, World Bank) shape trade? How does globalization impact economies, cultures, and politics? What challenges arise from economic interdependence in the modern world?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
3 Weeks	6.2.12.A – Evaluate how scarcity and choice influence international trade 6.3.12.D – Assess the impact of globalization on governments and societies 6.4.12.A, 6.4.12B, 6.4.12C, 6.4.12D – Analyze trade, comparative advantage, economic interdependence, and globalization 6.5.12.E – Evaluate the effects of globalization on economic growth, stability, and sustainability	Absolute Advantage Comparative Advantage Balance of Trade Trade Surplus / Trade Deficit Protectionism Tariff Quota Embargo Free Trade World Trade Organization	Textbook: *Economics: Principles and Practices* (Clayton, Glencoe) Crash Course Economics videos (International Trade, Globalization) WTO, IMF, World Bank, USMCA primary source excerpts Trade simulation activity (students	Unit 5 Assessment	**Adaptable** — analyze trade changes in globalization. **Collaborative** — engage in trade simulations and debates. **Communicative** — explain trade advantages and disadvantages. **Confident** — defend positions on free trade vs. protectionism. **Creative** — design presentations on

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		(WTO) International Monetary Fund (IMF) World Bank Exchange Rate Globalization Economic Interdependence NAFTA / USMCA European Union (EU) Outsourcing Fair Trade	role-play countries with different resources) Case studies on outsourcing, trade wars, and global supply chains News articles on current global trade issues		WTO/NAFTA/global supply chains. **Critical Thinker** — assess trade barriers and policy effects. **Empathetic** — consider global inequality and interdependence. **Leader** — lead mock summits or case study presentations. **Responsible** — connect trade decisions to global citizenship. **Problem Solver** — propose solutions to globalization challenges.

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Curriculum Map

Unit 6	Personal Finance
Big Idea	Taxes fund government operations, and personal financial literacy empowers individuals to make wise choices about saving, credit, and long-term planning. Understanding these concepts is essential for economic independence and responsible citizenship.
Unit Essential Questions:	How do taxes impact individuals and society? What are the major components of a budget, and how do you create one? What are the benefits of saving, and how do different accounts (savings, money markets, CDs) compare? How do retirement accounts (401k, IRA, 403b) work, and how does compound interest help? What are the advantages and disadvantages of credit, and how can you establish good credit history? How can credit cards be used wisely, and what should you look for when choosing one?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
3 Weeks	6.1.12.A – Evaluate choices due to scarcity and long-term planning 6.2.12.C, 6.2.12.D – Government role in taxing, spending, and stability 6.5.12.G – Analyze saving, investing, and borrowing strategies Credit Card Lesson Plan Credit Lesson Plan 6.5.12.H – Evaluate changes in interest rates for individuals and society	Budget Fixed Expenses / Variable Expenses Gross Income / Net Income Disposable Income Tax, Progressive Tax, Regressive Tax, Proportional Tax	Budget Project Spreadsheet Zillow, bls.gov, college cost calculators Savings/Money Market/CD notes and PPT Retirement Account notes and PPT, Compound Interest Penny Worksheet Credit Report and	Budget Project	**Adaptable** — plan budgets with changing income/expenses. **Collaborative** — create group infomercials on savings or budgeting. **Communicative** — explain financial strategies in presentations. **Confident** — apply financial literacy to real-world scenarios. **Creative** — design budget projects or

		Deduction, Credit, Refund Savings Account Money Market Account Certificate of Deposit (CD) Compound Interest Rule of 72 401(k) / 403(b) Traditional IRA / Roth IRA Social Security Credit Credit Score Credit Report 3 C's of Credit 20-10 Rule Consumer Credit (installment, revolving, open) APR (Annual	Credit Notes Credit Card Notes and PPT, sample credit card statements Infomercial assignment and organizer Savings, Money Market, CD		savings infomercials. **Critical Thinker** — evaluate credit choices, loans, and tax policies. **Empathetic** — consider challenges different households face with debt/taxes. **Leader** — lead teams in projects or presentations. **Responsible** — recognize tax obligations and personal accountability. **Problem Solver** — apply financial knowledge to debt, credit, and retirement planning.

American Government/Consumer Economics

Curriculum Map

		Percentage Rate) Finance Charges Credit Card Protections Bankruptcy			