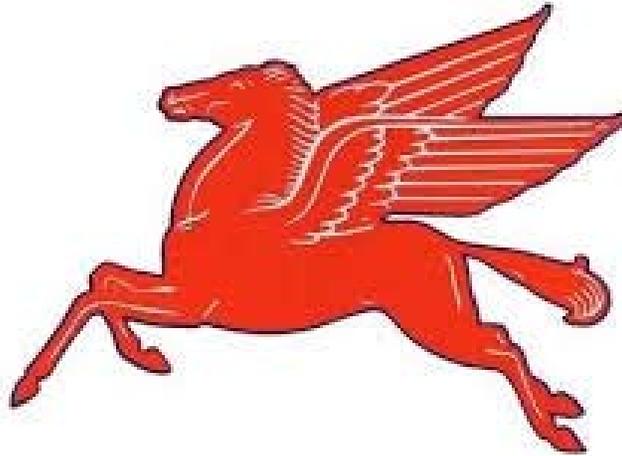


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**Economics**

UPDATED AUGUST 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

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# Paulsboro Public Schools

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Mr. John Giovannitti, Director of Special Services  
Mr. Paul Morina, Principal  
Mr. James Pandolfo, Vice Principal

## *Curriculum Writing Team*

Mr. Michael Calabrese, Teacher  
Mr. Matthew J. Browne, District Mathematics Coach  
Mrs. Rebecca Richardson, District Literacy Coach

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## **Introduction/Philosophy**

Paulsboro Public Schools are committed to providing all students with a quality education resulting in life-long learners who can succeed in a global society. The business courses in the Arts and Careers Technology Department are designed to meet the needs of several types of students: 1) those who plan to attend college and seek to make a career in a business related field, 2) those who want to further refine their business skills at an accredited business school after completing high school, 3) the career oriented who plan to enter the world of work after completing high school. The curriculum is designed with the integration, implementation, and application of technology. All students will be given worthwhile opportunities and strong support to develop workplace readiness skills that are necessary to become productive, well-rounded citizens.

## **Educational Goals**

The Accounting I course is an introduction to the financial world and the related career paths available for future pursuit. This course provides foundation skills necessary for preparing the accounting records of a sole proprietorship and corporation using both manual and computerized materials. In addition to providing hands on experience, this course also focuses on ethical business practices in the business world. By incorporating differentiated instruction throughout the curriculum, we hope to meet the needs of every learner. Topics presented include understanding the accounting equation, theory of debits and credits, journalizing and posting transactions, calculating payroll, computing taxes, and preparing financial statements. Also included are practice set simulations that provide a culminating hands-on experience for keeping the records of both retail and merchandising businesses. In addition, the course contains practical consumer mathematics, which can be utilized by all students in their daily lives. Such subjects as checking accounts, bank reconciliation, taxes, interest calculation and payroll are studied.

# New Jersey State Department of Education

## 21<sup>st</sup> Century College and Career Readiness Standards

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

## Scope and Sequence

### Economics - Quarter II

#### **Big Idea: Consumer Skills**

- I. Buying the Necessities
  - A. Shopping for food
  - B. Clothing choices
  - C. Housing
    - 1. Buying a house
    - 2. Selecting / renting an apartment
  - D. Buying a car
  - E. Associated repairs and maintenance costs

#### **Big Idea: Americans at Work**

- I. The role of education
  - A. Professionals
  - B. Skilled / Unskilled labor
- II. Identifying one's own talents, abilities, strengths, weaknesses, and interests
- III. Income distribution
  - A. Salary and wages
  - B. Taxes
- IV. Labor unions and collective bargaining
- V. Unemployment

#### **Big Idea: Basic Economic Principles**

- I. Supply and Demand
- II. The Marketplace
  - A. What should be produced?
  - B. How much should be produced?
  - C. Who should it be produced for?
- III. Competition, Monopolies, Government Policies
- IV. Measuring the Economy's performance
  - A. GDP and NDP
  - B. Exports / Imports
  - C. Inflation / Deflation

**Economics - Quarter I**  
**Big Idea: Economics Strategies**  
**Topic: Strategies/Theories/Analytics Tools**

<b>Standards:</b>	<b>GOAL</b>		
<ul style="list-style-type: none"> <li>• <b>SOC.9-12.6.1.12.A.10.c</b> - Evaluate the short- and long-term impact of the expanded role of government on economic policy, <i>CAPITALISM</i>, and society.</li> <li>• <b>SOC.9-12.6.2.12.C.3.c</b> - Compare the characteristics of <i>CAPITALISM</i>, communism, and <i>SOCIALISM</i> to determine why each system emerged in different world regions.</li> <li>• <b>SOC.9-12.6.2.12.C.5.b</b> - Compare and contrast free market <i>CAPITALISM</i>, Western European democratic <i>SOCIALISM</i>, and Soviet communism.</li> <li>• <b>CCS.9-12.9.1.12.1</b> - The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>• <b>CCS.9-12.9.1.12.A.1</b> - Apply critical thinking and problem-solving strategies during structured learning experiences.</li> <li>• <b>CCS.9-12.9.1.12.B.1</b> - Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</li> <li>• <b>CCS.9-12.9.1.12.F.2</b> - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</li> </ul>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</li> <li>2. Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</li> <li>3. Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</li> <li>4. Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</li> </ol>		
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>	
	<ul style="list-style-type: none"> <li>• What is Economics?</li> <li>• What should the government’s role in economics be?</li> <li>• Which is better; Socialism or Capitalism?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Guided reading activities</li> <li>• Web quests</li> <li>• Open-ended questions</li> <li>• Creative writing activities</li> <li>• PowerPoint presentations / Note-taking</li> <li>• Group discussions</li> <li>• Video clips</li> </ul>	

**Economics - Quarter I**  
**Big Idea: Economics Strategies**  
**Topic: Strategies/Theories/Analytics Tools**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.2.12.A.8</b> - Analyze how personal and cultural values impact spending and other financial decisions.</li> <li>• <b>CCS.9-12.9.2.12.G.1</b> - Analyze risks and benefits in various financial situations.</li> <li>• <b>CCS.9-12.9.3.12.C.8</b> - Interpret how changing economic and societal needs influence employment trends and future education.</li> </ul> <p><b><u>Career Ready Practices</u></b>            CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b><u>English/Language Arts Standards</u></b>            RI.11-12.1            W.11-12.2</p>	<ul style="list-style-type: none"> <li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> <li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li> <li>• Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</li> <li>• The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</li> </ul>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Open-ended questions</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Textbooks and associated resources</li> <li>• School library resources</li> <li>• History.com</li> <li>• Youtube.com</li> <li>• Movie clips</li> <li>• Newspaper articles</li> </ul>

**Economics - Quarter I**  
**Big Idea: Resources & Choices**  
**Topic: Your Role as a Consumer**

<b>Standards:</b>	<b>GOAL</b>	
<ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.1</b> - Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.</li> <li>• <b>CCS.9-12.9.2.12 C.2</b> - Communicate effectively in a variety of settings with a diverse group of people.</li> <li>• <b>CCS.9-12.9.2.12 E.5</b> - Use comparative shopping techniques for the acquisition of goods and services</li> <li>• <b>CCS.9-12.9.2.12 E.6</b> - Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.</li> <li>• <b>CCS.9-12.9.2.12 E.8</b> - Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.</li> <li>• <b>CCS.9-12.9.2.12.G.1</b> - Analyze risks and benefits in various financial situations.</li> <li>• <b>CCS.9-12.9.2.12.1</b> - The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</li> <li>• <b>CCS.9-12.9.2.12.E.1</b> - Analyze and apply multiple sources of financial information when prioritizing financial decisions.</li> </ul>	<b>Overarching Goals:</b> <ol style="list-style-type: none"> <li>1. Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</li> <li>2. Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</li> <li>3. Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</li> <li>4. Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</li> </ol>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• What is the role of the consumer?</li> <li>• How do you determine needs/wants?</li> <li>• How does selfishness and self-interest affect economies?</li> <li>• What is scarcity &amp; how does it motivate the actions of individuals &amp; societies?</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>• Guided reading activities</li> <li>• Web quests</li> <li>• Open-ended questions</li> <li>• Creative writing activities</li> <li>• PowerPoint presentations / Note-taking</li> <li>• Group discussions</li> <li>• Video clips</li> </ul>

**Economics - Quarter I**  
**Big Idea: Resources & Choices**  
**Topic: Your Role as a Consumer**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.2.12.E.2</b> - Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.</li> <li>• <b>CCS.9-12.9.2.12.E.3</b> - Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.</li> </ul> <p><b>Career Ready Practices</b>            CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b>  <b>RI.11-12.3</b>  <b>RI.11-12.4</b>  <b>W.11-12.4</b>  <b>W.11-12.5</b></p>	<ul style="list-style-type: none"> <li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> <li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li> <li>• Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</li> <li>• The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</li> <li>• Ethical behaviors support human rights and dignity in all aspects of life.</li> </ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Open-ended questions</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Textbooks and associated resources</li> <li>• School library resources</li> <li>• History.com</li> <li>• Youtube.com</li> <li>• Movie clips</li> <li>• Newspaper articles</li> </ul>

**Economics - Quarter I**  
**Big Idea: Resources & Choices**  
Topic: Your Role as a Consumer

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<ul style="list-style-type: none"> <li>• Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</li> <li>• Income affects spending decisions and lifestyle.</li> <li>• Taxes and the cost of employee benefits can affect the amount of disposable income.</li> <li>• Money management involves setting financial goals.</li> <li>• Money management is reliant on developing and maintaining personal budgets.</li> <li>• Information about investment options assists with financial planning.</li> <li>• Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</li> <li>• The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</li> </ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Open-ended questions</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Textbooks and associated resources</li> <li>• School library resources</li> <li>• History.com</li> <li>• Youtube.com</li> <li>• Movie clips</li> <li>• Newspaper articles</li> </ul>

**Economics - Quarter I**  
**Big Idea: Resources & Choices**  
Topic: Debt, Banking, Saving

Standards:	GOAL		
<ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.2.12.1</b> - There are common financial risks and ways to manage risks.</li> <li>• <b>CCS.9-12.9.2.12.G.1</b> -Analyze risks and benefits in various financial situations.</li> <li>• <b>CCS.9-12.9.2.12 E.1</b> -Analyze factors that influence gross and net income.</li> <li>• <b>CCS.9-12.9.2.12 E.2</b> - Design, implement, and critique a personal financial plan.</li> <li>• <b>CCS.9-12.9.2.12 E.3</b> - Discuss how to obtain and maintain credit.</li> <li>• <b>CCS.9-12.9.2.12 E.4</b> - Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.</li> <li>• <b>CCS.9-12.9.2.12.C.1</b> - Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions</li> <li>• <b>CCS.9-12.9.2.12.C.2</b> - Compare and compute interest and compound interest and develop an amortization table using business tools.</li> <li>• <b>CCS.9-12.9.2.12.C.3</b> - Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.</li> <li>• <b>CCS.9-12.9.2.12.C.4</b> - Compare and contrast the advantages and disadvantages of various types of mortgages.</li> </ul>	<p><b><u>Overarching Goals:</u></b></p> <ol style="list-style-type: none"> <li>1. Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</li> <li>2. Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</li> <li>3. Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</li> <li>4. Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</li> </ol>		
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	
	<ul style="list-style-type: none"> <li>• Why do we use credit?</li> <li>• How do you determine if you should buy using credit?</li> <li>• What are your responsibilities when using credit?</li> <li>• What are the consequences of using credit?</li> <li>• Why should you save money?</li> <li>• What is the best way to invest money?</li> </ul>	<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Guided reading activities</li> <li>• Web quests</li> <li>• Open-ended questions</li> <li>• Creative writing activities</li> <li>• PowerPoint presentations / Note-taking</li> <li>• Group discussions</li> <li>• Video clips</li> </ul>	

**Economics - Quarter I**  
**Big Idea: Resources & Choices**  
**Topic: Debt, Banking, Saving**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.2.12.C.5</b> - Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.</li> <li>• <b>CCS.9-12.9.2.12.C.8</b> - Evaluate the implications of personal and corporate bankruptcy for self and others.</li> <li>• <b>CCS.9-12.9.2.12.D.1</b> - Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.</li> <li>• <b>CCS.9-12.9.2.12.D.2</b> - Assess factors that influence financial planning.</li> <li>• <b>CCS.9-12.9.2.12.D.3</b> - Justify the use of savings and investment options to meet targeted goals.</li> <li>• <b>CCS.9-12.9.2.12.D.4</b> - Analyze processes and vehicles for buying and selling investments.</li> <li>• <b>CSS.9-12.9.2.12.D.7</b> - Relate savings and investment results to achievement of financial goals.</li> <li>• <b>CCS.9-12.9.2.12.D.8</b> - Differentiate among various investment products and savings vehicles and how to use them most effectively.</li> </ul> <p><b><u>Career Ready Practices</u></b>            CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b><u>English/Language Arts Standards</u></b>            RI.11-12.5            RI.11-12.6            W.11-12.6</p>	<ul style="list-style-type: none"> <li>• Income affects spending decisions and lifestyle.</li> <li>• Taxes and the cost of employee benefits can affect the amount of disposable income.</li> <li>• Money management involves setting financial goals.</li> <li>• Money management is reliant on developing and maintaining personal budgets.</li> <li>• Money management requires understanding of cash flow systems and business practices.</li> <li>• Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</li> <li>• Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</li> <li>• Information about investment options assists with financial planning.</li> <li>• Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</li> <li>• The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions</li> </ul>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Open-ended questions</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Textbooks and associated resources</li> <li>• School library resources</li> <li>• History.com</li> <li>• Youtube.com</li> <li>• Movie clips</li> <li>• Newspaper articles</li> </ul>

**Economics - Quarter I**  
**Big Idea: Resources & Choices**  
Topic: Debt, Banking, Saving

<b>Standards (Continued)</b>	<b>Enduring Understanding</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments (Continued)</b>
	<ul style="list-style-type: none"> <li>• Cost-benefit analysis informs responsible spending practices.</li> <li>• The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</li> </ul>	

## Economics – Quarter II

### Big Idea: Consumer Skills

#### Topic: Buying the Necessities

Standards:	GOAL		
<ul style="list-style-type: none"> <li>● <b>CCS.9-12.9.1</b> - Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.</li> <li>● <b>CCS.9-12.9.2.12 C.2</b> - Communicate effectively in a variety of settings with a diverse group of people.</li> <li>● <b>CCS.9-12.9.2.12 E.5</b> - Use comparative shopping techniques for the acquisition of goods and services</li> <li>● <b>CCS.9-12.9.2.12 E.6</b> - Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.</li> <li>● <b>CCS.9-12.9.2.12 E.8</b> - Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.</li> <li>● <b>CCS.9-12.9.2.12.G.1</b> - Analyze risks and benefits in various financial situations.</li> <li>● <b>CCS.9-12.9.2.12.1</b> - The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</li> <li>● <b>CCS.9-12.9.2.12.E.1</b> - Analyze and apply multiple sources of financial information when prioritizing financial decisions.</li> <li>● <b>CCS.9-12.9.2.12.E.2</b> - Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.</li> </ul>	<p><b><u>Overarching Goals:</u></b></p> <ol style="list-style-type: none"> <li>1. Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</li> <li>2. Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</li> <li>3. Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</li> <li>4. Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</li> </ol>		
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	
	<ul style="list-style-type: none"> <li>● What are the benefits/risks of financial decision making?</li> <li>● How housing, credit, and labor all are interconnected?</li> <li>● Which is better; renting or buying?</li> <li>● Why is it important to make informed decisions?</li> </ul>	<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>● Guided reading activities</li> <li>● Web quests</li> <li>● Open-ended questions</li> <li>● Creative writing activities</li> <li>● PowerPoint presentations / Note-taking</li> <li>● Group discussions</li> <li>● Video clips</li> </ul>	

## Economics – Quarter II

### Big Idea: Consumer Skills

#### Topic: Buying the Necessities

<b>Standards (Continued)</b>	<b>Enduring Understanding</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments (Continued)</b>
<ul style="list-style-type: none"><li>• <b>CCS.9-12.9.2.12.E.3</b> - Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.</li></ul> <p><b>Career Ready Practices</b> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b> RI.11-12.7 RI.11-12.8 W.11-12.7 W.11-12.8</p>	<ul style="list-style-type: none"><li>• Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</li><li>• Income affects spending decisions and lifestyle.</li><li>• Taxes and the cost of employee benefits can affect the amount of disposable income.</li><li>• Money management involves setting financial goals.</li><li>• Money management is reliant on developing and maintaining personal budgets.</li><li>• Money management requires understanding of cash flow systems and business practices.</li><li>• Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</li><li>• Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</li><li>• Information about investment options assists with financial planning.</li></ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"><li>• Tests</li><li>• Quizzes</li><li>• Projects</li><li>• Presentations</li><li>• Booklets</li><li>• Essays</li><li>• Open-ended questions</li></ul> <p><u>Resources</u></p> <ul style="list-style-type: none"><li>• Textbooks and associated resources</li><li>• School library resources</li><li>• History.com</li><li>• Youtube.com</li><li>• Movie clips</li><li>• Newspaper articles</li></ul>

## Economics – Quarter II

### Big Idea: Consumer Skills

#### Topic: Buying the Necessities

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<ul style="list-style-type: none"><li>• Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</li><li>• The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</li><li>• Cost-benefit analysis informs responsible spending practices.</li><li>• The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</li><li>• The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.</li></ul>	

**Economics – Quarter II**  
**Big Idea: Americans at Work**  
**Topic: The American Labor Force**

<b>Standards:</b>	<b>GOAL</b>		
<ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.1.12.F.1</b> - Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.</li> <li>• <b>CCS.9-12.9.1.12.F.2</b> - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</li> <li>• <b>CCS.9-12.9.1.12.F.3</b> - Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.</li> <li>• <b>CCS.9-12.9.3.12.C.1</b> - Assess and modify Personalized Student Learning Plans to support declared career goals.</li> <li>• <b>CCS.9-12.9.3.12.C.2</b> - Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.</li> <li>• <b>CCS.9-12.9.3.12.C.3</b> - Develop personal interests and activities that support declared career goals and plans.</li> <li>• <b>CCS.9-12.9.3.12.C.4</b> - Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest</li> </ul>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</li> <li>2. Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</li> <li>3. Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</li> <li>4. Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</li> </ol>		
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>	
	<ul style="list-style-type: none"> <li>• What are the benefits/risks of financial decision making?</li> <li>• How housing, credit, and labor all are interconnected?</li> <li>• Which is better; renting or buying?</li> <li>• Why is it important to make informed decisions?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Guided reading activities</li> <li>• Web quests</li> <li>• Open-ended questions</li> <li>• Creative writing activities</li> <li>• PowerPoint presentations / Note-taking</li> <li>• Group discussions</li> <li>• Video clips</li> </ul>	

**Economics – Quarter II**  
**Big Idea: Americans at Work**  
**Topic: The American Labor Force**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.3.12.C.5</b> - Identify transferable skills in career choices and design alternative career plans based on those skills.</li> <li>• <b>CCS.9-12.9.3.12.C.6</b> - Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.</li> <li>• <b>CCS.9-12.9.3.12.C.7</b> - Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans.)</li> <li>• <b>CCS.9-12.9.3.12.C.9</b> - Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.</li> <li>• <b>CCS.9-12.9.3.12.C.11</b> - Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career.</li> <li>• <b>CCS.9-12.9.3.12.C.13</b> - Comply with workplace child labor regulations and safety and health policies during structured learning experiences.</li> <li>• <b>CCS.9-12.9.3.12.C.14</b> - Interpret and justify written employer organizational policies and procedures for job performance.</li> </ul>	<ul style="list-style-type: none"> <li>• State and federal laws and regulations require specific employment and workplace safety and health policies and procedures in order to ensure that workers are free from exploitation and to ensure a safe and healthy work environment.</li> <li>• Both employers and employees have professional, legal, and ethical responsibilities in the workplace and in the global marketplace.</li> <li>• There is a relationship between personal behavior and employability.</li> </ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Open-ended questions</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Textbooks and associated resources</li> <li>• School library resources</li> <li>• History.com</li> <li>• Youtube.com</li> <li>• Movie clips</li> <li>• Newspaper articles</li> </ul>

**Economics - Quarter II**  
**Big Idea: Americans at Work**  
**Topic: The American Labor Force**

<b>Standards (Continued)</b>	<b>Enduring Understanding</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments (Continued)</b>
<ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.3.12.C.18</b> - Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.</li> <li>• <b>CCS.9-12.9.3.12.C.20</b> - Analyze employment trends by industry sector to determine how employment and training requirements change over time.</li> <li>• <b>CCS.9-12.9.3.12.C.21</b> - Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.</li> <li>• <b>CCS.9-12.9.3.12.C.23</b> - Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</li> </ul> <p><b><u>Career Ready Practices</u></b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b><u>English/Language Arts Standards</u></b>  RI.11-12.9, W.11-12.1, W.11-12.9</p>		

**Economics – Quarter II**  
**Big Idea: Basic Economic Principles**  
**Topic: Supply and Demand**

<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>CCS.9-12.9.2.12.D.9</b> - Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.</li> <li>• <b>CCS.9-12.9.2.12.D.10</b> - Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.</li> <li>• <b>CCS.9-12.9.2.12.D.11</b> - Determine the impact of various market events on stock market prices and on other savings and investments.</li> <li>• <b>CCS.9-12.9.2.12.A.3</b> - Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b>  RI.11-12.10  W.11-12.10</p>	<b>GOAL</b>	
	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</li> <li>2. Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</li> <li>3. Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</li> <li>4. Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</li> </ol>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How does supply and demand affect us?</li> <li>• What should be produced?</li> <li>• How much should be produced?</li> <li>• Who should it be produced for?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Guided reading activities</li> <li>• Web quests</li> <li>• Open-ended questions</li> <li>• Creative writing activities</li> <li>• PowerPoint presentations / Note-taking</li> <li>• Group discussions</li> <li>• Video clips</li> </ul>

**Economics – Quarter II**  
**Big Idea: Basic Economic Principles**  
**Topic: Supply and Demand**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<ul style="list-style-type: none"> <li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</li> <li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</li> <li>• Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</li> <li>• The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</li> <li>• Ethical behaviors support human rights and dignity in all aspects of life.</li> </ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Open-ended questions</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Textbooks and associated resources</li> <li>• School library resources</li> <li>• History.com</li> <li>• Youtube.com</li> <li>• Movie clips</li> <li>• Newspaper articles</li> </ul>

## **Economics**

### **COURSE BENCHMARKS**

1. Evaluate the short- and long-term impact of the expanded role of government on economic policy, CAPITALISM, and society.
2. Compare the characteristics of CAPITALISM, communism, and SOCIALISM to determine why each system emerged in different world regions.
3. Compare and contrast free market CAPITALISM, Western European democratic SOCIALISM, and Soviet communism.
4. The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
5. Apply critical thinking and problem-solving strategies during structured learning experiences.
6. Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
7. Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
8. Analyze how personal and cultural values impact spending and other financial decisions.
9. Analyze risks and benefits in various financial situations.
10. Interpret how changing economic and societal needs influence employment trends and future education.
11. Evaluate information sources for accuracy, relevance, and appropriateness.
12. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
13. Communicate effectively in a variety of settings with a diverse group of people.
14. Use comparative shopping techniques for the acquisition of goods and services
15. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
16. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.
17. Analyze risks and benefits in various financial situations.
18. The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.
19. Analyze and apply multiple sources of financial information when prioritizing financial decisions.
20. Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
21. Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
22. There are common financial risks and ways to manage risks.
23. Analyze risks and benefits in various financial situations.
24. Analyze factors that influence gross and net income.
25. Design, implement, and critique a personal financial plan.
26. Discuss how to obtain and maintain credit.

## Economics

### COURSE BENCHMARKS

27. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
28. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
29. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
30. Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions
31. Compare and compute interest and compound interest and develop an amortization table using business tools.
32. Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
33. Compare and contrast the advantages and disadvantages of various types of mortgages.
34. Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.
35. Evaluate the implications of personal and corporate bankruptcy for self and others.
36. Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
37. Assess factors that influence financial planning.
38. Justify the use of savings and investment options to meet targeted goals.
39. Analyze processes and vehicles for buying and selling investments.
40. Relate savings and investment results to achievement of financial goals.
41. Differentiate among various investment products and savings vehicles and how to use them most effectively.
42. Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.
43. Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
44. Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.
45. Assess and modify Personalized Student Learning Plans to support declared career goals.
46. Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
47. Develop personal interests and activities that support declared career goals and plans.
48. Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
49. Identify transferable skills in career choices and design alternative career plans based on those skills.
50. Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
51. Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).
52. Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.

**Economics**  
**COURSE BENCHMARKS**

53. Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career.
54. Comply with workplace child labor regulations and safety and health policies during structured learning experiences.
55. Interpret and justify written employer organizational policies and procedures for job performance.
56. Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
57. Analyze employment trends by industry sector to determine how employment and training requirements change over time.
58. Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
59. Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
60. Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
61. Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.
62. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.