

Economics: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 The Role of Government	3 weeks	<i>Prentice Hall Economics</i>	Students will understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	E.33, E.34, E.35, E.36, E.37, E.38, E.39, E.40, E.41, E.42
Q2, Unit 2 National Economic Performance	2 weeks	<i>Prentice Hall Economics</i>	Students will understand the means by which economic performance is measured.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	E.43, E.44, E.45, E.46, E.47, E.48,
Q2, Unit 3 Money and the Role of Financial Institutions	1 week	<i>Prentice Hall Economics</i>	Students will understand the role of money and financial institutions in a market economy.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	E.49, E.50, E. 51, E.52, E. 53
Q2, Unit 4 Trade	3 weeks	<i>Prentice Hall Economics</i>	Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	E.54, E.55, E.56, E.57, E.58, E.59, E.60, E.61

Economics: Quarter 2 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grade 12, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition.....	Appendix A, p.58
Frayer Model.....	Appendix A, p.59
List/Group/Label.....	Appendix A, p.60
Semantic Webbing.....	Appendix A, p.61
SVES (Elaboration).....	Appendix A, p.62
Vocabulary Squares.....	Appendix A, p.63
Word Sorts.....	Appendix A, p.58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader's Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Economics: Quarter 2, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 The Role of Government	3 weeks	<i>Prentice Hall Economics</i>	Students will understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	E.33, E.34, E.35, E.36, E.37, E.38, E.39, E.40, E.41, E.42

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Keynesian Economics and Commanding Heights (SCS Q2 Resources)				
Standards	E.10, E.40				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	SVES for Keynesian Economics Article				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> • Statement of Standards • Daily Agenda • Essential Question – What should the role of government be in the economy? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Gallery Walk—Excerpts of Keynesian Economics and Commanding Heights				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Evaluating arguments in a Resource Reading Book - Commanding Heights				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine - Connect/Extend/Challenge				

Economics: Quarter 2 Unit 1 Vocabulary

Tier 2 Vocabulary - tax, revenue, tariff, budget, real property

Tier 3 Vocabulary - progressive tax, regressive tax, tax base, individual income tax, corporate income tax, property tax, sales tax, incidence of tax, withholding, tax return, taxable income, personal exemption, tax deduction, tax credit, estate tax, gift tax, tax incentive, mandatory spending, discretionary spending, entitlement, budget, operating budget, capital budget, balanced budget, tax exempt, personal property, tax assessor, monetary policy, national debt, supply side economics, Keynesian economics, Monetarists

Economics: Quarter 2, Unit 1 - Week 1

The Role of the Government	
Essential Question(s)	How does the government respond to social needs? What are the major revenue and expenditure categories in local, state, and federal budgets? What proportions do each revenue and expenditure category fill? What laws and regulations exist in the United States to promote competition among firms? How does anti-trust legislation help preserve competition?
Student Outcomes	Students can explain why the government provides the public with goods and services. Students can describe the major revenue and expenditure categories in local, state, and federal budgets. Students can explain the proportions of each category in local, state, and federal budgets. Students can explain how laws in the United States promote competition among firms.
Texts	Text Book: <i>Pearson Economics</i> Required Texts <ul style="list-style-type: none"> • County Government Reading (SCS Q2 Resources) • Government Spending Reading (SCS Q2 Resources) • Are Corn Subsidies a Good Idea (Mini-Q Binder) Recommended Protocol(s): Annotating and Paraphrasing Sources, Big Paper, Close Reading Protocol Supplemental Texts: <ul style="list-style-type: none"> • Government and the Economy Reading (SCS Q2 Resources) • Municipal Government Reading (SCS Q2 Resources)
Suggested Classroom Strategies	Anticipation Guide (Appendix B, p.16) —What do students know about government revenue and spending? Big Paper (Appendix B, p.27) —County Government Reading (SCS Q2 Resources) Close Reading Protocol (Appendix B, p.50) —Government Spending Reading (SCS Q2 Resources) Barometer (Appendix B, p.23) —Should governments be required to balance the budget each year? Graffiti Board (Appendix B, p.86) —Sample pie chart of federal budget (SCS Q2 Resources) Four Corners (Appendix B, p.78) —Should firms be prevented from growing too large? Does the U.S. government do enough to regulate businesses? Do monopolies exist today? Should horizontal mergers be illegal? Should conglomerates be illegal?
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Corn Subsidies DBQ As you write, follow the directions below. <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	E.33 Explain how government responds to perceived social needs by providing public goods and services. E.34 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets. E.35 Identify laws and regulations adopted in the United States to promote competition among firms.

Economics: Quarter 2, Unit 1 - Week 2

Taxes	
Essential Question(s)	What are the different types of taxes? How can taxes in the United States be classified? What are the costs and benefits of government programs such as Social Security, Medicare, etc.? Why is the national debt a concern? What solutions exist for the national debt?
Student Outcomes	<p>Students can explain progressive, proportional, and regressive taxes.</p> <p>Students can evaluate the extent that sales tax, capital gains tax, income tax, estate tax, and other taxes fit into the categories of progressive, proportional, or regressive taxes.</p> <p>Students can analyze the costs and benefits of Social Security and Medicare.</p> <p>Students can write a problem-solving piece recommending a course of action in regard to the national debt.</p>
Texts	<p>Text Book: <i>Pearson Economics</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Taxation Reading (SCS Q2 Resources) • How do U.S. taxes work? (SCS Q2 Resources) • How much should we worry about the national debt? (Mini-DBQ Binder) <p>Recommended Protocol(s): Document Analysis Templates, Analyzing Visual Images, Close Read Protocol</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • We the Economy—Film on the Debt and the Deficit • National Debt Political Cartoons (SCS Q2 Resources)
Suggested Classroom Strategies	<p>Document Analysis Template (Appendix B, p.61)—Taxation Reading (SCS Q2 Resources)</p> <p>Text-To-Text, Text-To-Self, Text-To-World (Appendix B, p.148)—How do U.S. taxes work?</p> <p>Math Activity—Income Tax Activity (SCS Q2 Resources)</p> <p>Assigning Roles for Group Work (Appendix B, p.18)—The Debt Fixer</p> <p>Econ Ed Link—National Debt Lesson Plan (SCS Q2 Resources)</p> <p>Close Viewing Protocol (Appendix B, p.52)—We the Economy—Debt and the Deficit</p> <p>Analyzing Visual Images (Appendix B, p.10)—National Debt Political Cartoons (SCS Q2 Resources)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Extended Response Prompt:</p> <p>Based on your economic knowledge and evidence from texts from this week’s class, write a problem-solution essay recommending how the national debt should be solved?</p> <ul style="list-style-type: none"> • Why is the national debt a problem? • Where should spending cuts be made? • How should taxes be managed? • What other solutions might exist for solving the national debt and cutting the deficit? <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt.

	<ul style="list-style-type: none">• Include information and examples from your own knowledge of social studies.• Use evidence from the sources to support your response.
Standards	<p>E.37 Define progressive, proportional, and regressive taxation.</p> <p>E.38 Use appropriate informational text to analyze costs and benefits of government policies (Social Security, Medicare, Earned Income credits) and cite evidence from multiple sources to argue for or against one example of such a government policy or program.</p> <p>E.39 Research textual evidence in diverse formats to write a problem-solution piece recommending a course of action in regard to the national debt.</p>

Economics: Quarter 2, Unit 1 - Week 3

Fiscal Policy	
Essential Question(s)	What is fiscal policy? What is monetary policy? What differences exist in the Keynesian, Supply-sider, and Monetarist schools of thought? How do governments use fiscal policy to promote price stability, full employment, and economic growth? How does the Federal Reserve use monetary tools to promote price stability, full employment, and economic growth?
Student Outcomes	<p>Students can define the differences between fiscal policy and monetary policy.</p> <p>Students can explain Keynesian economics, and why many governments spend during times of recession.</p> <p>Students can explain supply-side economics, including the theories of Hayek.</p> <p>Students can explain monetarist economics, including the work of Milton Friedman.</p> <p>Students can analyze fiscal policy decisions.</p> <p>Students can analyze monetary policy decisions.</p>
Texts	<p>Text Book: <i>Pearson Economics</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • The Road to Serfdom (SCS Q2 Resources) • Keynesian Economics (SCS Q2 Resources) • Commanding Heights (SCS Q2 Resources) <p>Recommended Protocol(s): Document Analysis Templates, Analyzing Visual Images, Close Read Protocol</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Social Responsibilities of Businesses (SCS Q2 Resources) • The World's Dumbest Idea (SCS Q2 Resources) • Fixing a Broken Economy Did Obama/Reagan Get It Right? (Mini-DBQ Binder)
Suggested Classroom Strategies	<p>Alphabet Brainstorm (Appendix B, p.7)—What do students know about the role of government in the economy?</p> <p>EconEdLink—Keynes vs. Hayek lesson</p> <p>Jigsaw (Appendix B, p.101) —The Road to Serfdom, Keynesian Economics, Commanding Heights (SCS Q2 Resources)</p> <p>Café Conversations (Appendix B, p.39) — Hayek, Keynes, and Friedman</p> <p>Close Viewing Protocol (Appendix B, p.52) — Monetary and Fiscal Policy Video</p> <p>Headlines (SCS Closure Strategies) — Fiscal and Monetary Policy</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Extended Response Prompt: DBQ p.332 in Textbook or Reagan or Obama DBQ from Binder</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	E.40 Define and explain fiscal and monetary policy and the various schools of thought including Keynesian, Supply-siders, and Monetarists on how,

when, and if these policies should be used to stabilize the economy.

E.41 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth.

E.42 Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.

Economics: Quarter 2, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 2 National Economic Performance	2 weeks	<i>Prentice Hall Economics</i>	Students will understand the means by which economic performance is measured.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	E.43, E.44, E.45, E.46, E.47, E.48,

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	GDP Article from Newsela (SCS Q2 Resources)				
Standards	E.43				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	List, Sort, Label—Terms from p.331 in textbook				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Statement of Standards Daily Agenda Essential Question – How is data used to track national economic performance? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Reading Protocol — GDP Article				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Two Column Note-taking — GDP and inflation calculations				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routines — Question Starters				

Economics: Quarter 2 Unit 2 Vocabulary

Tier 2 Vocabulary - depreciation, business cycle, expansion, peak, contraction, savings

Tier 3 Vocabulary - national income accounting, gross domestic product, intermediate goods, durable goods, nondurable goods, nominal GDP, real GDP, gross national product, depreciation, price level, aggregate supply, aggregate demand, economic growth, trough, recession, depression, stagflation, leading indicators, real GDP per capita, capital deepening, saving, savings rate, technological progress

Economics: Quarter 2, Unit 2 - Week 1

National Economic Performance	
Essential Question(s)	What is aggregate supply and aggregate demand? What is GDP? What are economic growth, inflation, and unemployment? How are GDP, economic growth, inflation, and unemployment calculated? How do wars and technology impact business cycles in the United States historically?
Student Outcomes	<p>Students can define aggregate supply and demand.</p> <p>Students can explain the purpose of GDP and how it is calculated.</p> <p>Students can explain measures of economic growth.</p> <p>Students can define inflation and unemployment.</p> <p>Students can explain how events effect the business cycle.</p>
Texts	<p>Text Book: <i>Pearson Economics</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • GDP Article from Newsela (SCS Q2 Resources) • Hoover article on Unemployment (SCS Q2 Resources) • Comparing viewpoints (SCS Q2 Resources) • Does GDP tell the right story (Mini-DBQ Binder) <p>Recommended Protocol(s): Annotating and Paraphrasing Sources, Big Paper, Close Reading Protocol</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • GDP Calculation Sheet • Aggregate Supply and Demand Graph (Textbook, p.313) • Business Cycles Graph (Textbook, p.316) • Unemployment Graph (Textbook, p.341)
Suggested Classroom Strategies	<p>List/Group/Label (Appendix A, p.5) — Select terms from Chapter 12 and Chapter 13 (Textbook, Pages 331 and 357) Terms should include aggregate supply, aggregate demand, economic growth, inflation, unemployment, GDP, etc.</p> <p>Anticipation Guide (Appendix B, p.16) — What do students know about how economic growth is tracked and calculated?</p> <p>Close Read Protocol (Appendix B, p.50) — GDP Article from Newsela (SCS Q2 Resources)</p> <p>Math Activity — GDP Calculation Sheet (SCS Q2 Resources)</p> <p>Document Analysis Templates (Appendix B, p.61) — Graphs on Aggregate Supply and Demand, Business Cycles, and Unemployment (Textbook, pp.313, 316, 341)</p> <p>Text-To-Text, Text-To-Self, Text-to World — Hoover article on unemployment (SCS Q2 Resources)</p> <p>Four Corners (Appendix B, p.78) — Comparing Viewpoints (SCS Q2 Resources)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Extended Response Prompt:</p> <p>Does GDP Tell the Right Story Essay (Mini-DBQ Binder)</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies.

	<ul style="list-style-type: none">• Use evidence from the sources to support your response.
Standards	E.43 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation. E.44 Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated. E.45 Analyze the impact of events in United States history such as war and technological developments, on business cycles.

Economics: Quarter 2, Unit 2 - Week 2

National Economic Performance	
Essential Question(s)	What is inflation? What are the major causes of inflation? Who gains and loses during inflation? How is a country's overall level of income, employment, and prices determined? What is the relationship between aggregate supply and aggregate demand? How does this relationship effect unemployment and inflation?
Student Outcomes	Students can explain inflation, its major causes, and winners and losers during inflation. Students can explain the relationship between aggregate supply and aggregate demand. Students can explain how the relationship between aggregate supply and aggregate demand affect unemployment and inflation.
Texts	<p>Text Book: <i>Pearson Economics</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Too Much Money (SCS Q2 Resources) • Outsourcing Political Cartoon (SCS Q2 Resources) <p>Recommended Protocol(s): Close viewing protocol, Document Analysis Templates, Analyzing Visual Images</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Hyperinflation Case Study (SCS Q2 Resources) • Analyzing the Impact of Inflation (SCS Q2 Resources)
Suggested Classroom Strategies	<p>Focus Economics — Lesson 19, Aggregate Supply and Demand (SCS Resources)</p> <p>Federal Reserve Board Atlanta — Unemployment Module</p> <p>Close Viewing Protocol (Appendix B, p.52) — Too Much Money (SCS Q2 Resources)</p> <p>Analyzing Visual Images (Appendix B, p.10) — Outsourcing Political Cartoon (SCS Q2 Resources)</p> <p>Big Paper (Appendix B, p.27) — Analyzing the Impact of Inflation (SCS Q2 Resources)</p> <p>Graph Skills — Analyzing Graphs (Textbook, p.313)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Extended Response Prompt: Analyze the impact of inflation on an economy. What examples in history exists of hyperinflation? What causes inflation? How can inflation be controlled or prevented?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>E.46 Identify the different causes of inflation, and explain who gains and loses because of inflation.</p> <p>E.47 Explain that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and the government.</p> <p>E.48 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.</p>

Economics: Quarter 2, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 3 Money and the Role of Financial Institutions	1 week	<i>Prentice Hall Economics</i>	Students will understand the role of money and financial institutions in a market economy.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	E.49, E.50, E. 51, E.52, E. 53

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Introduction to Banking from Boston Federal Reserve				
Standards	E.52				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	List, Sort, Label — Banking Vocabulary				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> • Statement of Standards • Daily Agenda • Essential Question – What is the role of banks and other financial institutions in the United States economy? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Anticipation Guide — What is the role of banking in the economy?				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Jigsaw — Roles of Banks				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine — I used to think, but now I think (Banking)				

Economics: Quarter 2 Unit 3 Vocabulary

Tier 2 Vocabulary - money, barter, currency, interest, principal, creditor

Tier 3 Vocabulary - medium of exchange, unit of account, store of value, commodity money, representative money, specie, fiat money, bank, national bank, bank run, greenback, gold standard, central bank, member bank, foreclosure, money supply, liquidity, demand deposit, money market mutual fund, fractional reserve banking, default, mortgage, credit card, debit card,

Economics: Quarter 2, Unit 3 - Week 1

Money and the Role of Financial Institutions	
Essential Question(s)	What are the basic functions of money? How is money used as a medium of exchange? How does money store value? How has income inequality grown in the national and global economies? Why is there an increasing disparity of income? How is the money supply composed in the United States? What is the role of banks and other financial institutions in the economy of the United States? What is the function of the Federal Reserve System? Who is the current Federal Reserve chairperson?
Student Outcomes	<p>Students can explain the three basic functions of money (medium of exchange, unit of account, store of value).</p> <p>Students can compare and contrast using money for bartering and trading, and explain how money is used as a medium of exchange.</p> <p>Students can describe how money holds its value, and explain the effect of inflation on money as a store of value.</p> <p>Students can analyze the history of banking and past financial crises, and determine how banks and the Federal Reserve work to minimize or prevent future crises.</p> <p>Students can describe the function of various financial institutions today, such as commercial banks, savings and loan associations, savings banks, credit unions, and finance companies.</p> <p>Students can evaluate the extent of the spread of income inequality, and explain how income inequality affects national and global economies.</p>
Texts	<p>Text Book: <i>Pearson Economics</i>, Chapter 10, and Chapter 13, Section 3</p> <p>Required Texts</p> <ul style="list-style-type: none"> • Introduction to Banking (SCS Q2 Resources) • Income Inequality Article (SCS Q2 Resources) • The Federal Reserve in Plain English (SCS Q2 Resources) (Please download the video in order to ensure proper playback.) • Is the Fed Good for America? (Mini-DBQ Binder) <p>Recommended Protocol(s): Jigsaw, Barometer, Evaluating Arguments, Analyzing Visual Images</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Stirring Up Interest (Textbook, p.262) • Major Components of the Money Supply (Textbook, p.265) • How Should the US Reduce Income Inequality (Mini-DBQ Binder)
Suggested Classroom Strategies	<p>Anticipation Guide (Appendix B, p.16) — What do students know about banks and the money supply?</p> <p>Jigsaw (Appendix B, p.101) — Introduction to Banking (SCS Q2 Resources)</p> <p>Barometer (Appendix B, p.23) — Income Inequality (SCS Q2 Resources)</p> <p>Analyzing Visual Images (Appendix B, p.10) — Stirring up Interest (Textbook, Page 262) and Major Components of the Money Supply (Textbook, p.265)</p> <p>Focus Economics — Lesson 20 Money, Interest, and Monetary Policy (SCS Supplementary Documents, Focus Economics)</p> <p>Close Viewing Protocol (Appendix B, p.52) — The Federal Reserve in Plain English (SCS Q2 Resources)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Extended Response Prompt: How Should the US Reduce Income Inequality (Mini-DBQ Binder)</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt.

	<ul style="list-style-type: none">• Include information and examples from your own knowledge of social studies.• Use evidence from the sources to support your response.
Standards	E.49 Explain the basic functions of money including its role as a medium of exchange, store of value, unit of account. E.50 Describe the growth of income inequality in the United States and worldwide using the Lorenz curve and analyze the reasons for this increasing disparity of income. E.51 Identify the composition of the money supply of the United States. E.52 Explain the role of banks and other financial institutions in the economy of the United States. E.53 Describe the organization and functions of the Federal Reserve System and identify the current Federal Reserve chairperson.

Economics: Quarter 2, Unit 4

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 4 Trade	3 weeks	<i>Prentice Hall Economics</i>	Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	E.54, E.55, E.56, E.57, E.58, E.59, E.60, E.61

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	NAFTA Article				
Standards	E.57				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary Squares — Free Trade Vocabulary				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> • Statement of Standards • Daily Agenda • Essential Question – What are the costs and benefits of trade? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Alphabet Brainstorm — Trade				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Big Paper — NAFTA Article				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine — Here Now, There, Then				

Economics: Quarter 2, Unit 4 Vocabulary

Tier 2 Vocabulary - export, import, tariff, sanctions, embargo, free trade, trade surplus, trade deficit

Tier 3 Vocabulary - absolute advantage, comparative advantage, law of comparative advantage, interdependence, trade barrier, import quota, embargo, trade war, protectionism, infant industry, exchange rate, appreciation, depreciation, foreign exchange market, fixed exchange-rate system, flexible exchange-rate system, balance of trade, balance of payments

Economics: Quarter 2, Unit 4 - Week 1

Trade	
Essential Question(s)	What are the benefits of trade among individuals, regions, and countries? What is absolute advantage? What is comparative advantage? How does most trade occur as a result of comparative advantage of a good or service?
Student Outcomes	The student can explain the benefits of trade among individuals, regions, and countries. The student can explain the potential costs of trade among individuals, regions, and countries. The student can compare and contrast absolute advantage and comparative advantage. The student can explain how comparative advantage of a good or service causes most trade.
Texts	<p>Text Book: <i>Pearson Economics</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Benefits of Free Trade (SCS Q2 Resources) • Who Should Produce What? (SCS Q2 Resources) <p>Recommended Protocol(s): Chunking, Document Analysis Template, Four Corners</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Specialization and Trade Video (SCS Q2 Resources) • Should LeBron James Mow His Own Lawn? (SCS Q2 Resources)
Suggested Classroom Strategies	<p>Alphabet Brainstorm (Appendix B, p.7) - Trade</p> <p>Focus Economics Lesson — Why Nations Trade (SCS Q2 Resources)</p> <p>Close Viewing Protocol — Specialization and Trade Video (SCS Q2 Resources)</p> <p>Evaluating Arguments in a Resource Book (Appendix B, p.63) — Benefits of Free Trade</p> <p>I Used to Think, But Now I Think (SCS Closure Strategies Appendix) — Free Trade</p> <p>Two-Minute Interview (Appendix B, p.161) — Should LeBron James Mow His Own Lawn? (SCS Q2 Resources)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Extended Response Prompt: Analyze the benefits of trade among individuals, regions, and countries? Why do groups trade? How does comparative and absolute advantage contribute to trade?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	E.54 Examine evidence in informational texts to explain the benefits of trade among individuals, regions, and countries. E.55 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.

Economics: Quarter 2, Unit 4 - Week 2

Trade	
Essential Question(s)	What are trade barriers? What are the effects of quotas and tariffs? Why do countries erect trade barriers? What are the consequences of trade barriers and subsidies? What arguments exist in favor of and against free trade?
Student Outcomes	<p>Students can explain different types of trade barriers, such as quotas and tariffs.</p> <p>Students can describe the effects of quotas and tariffs on trade.</p> <p>Students can analyze reasons that countries erect barriers, such as quotas, tariffs, and subsidies.</p> <p>Students can analyze consequences of trade barriers on consumers and producers.</p> <p>Students can cite evidence from informational texts to evaluate arguments for and against free trade.</p>
Texts	<p>Text Book: <i>Pearson Economics</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Average Tariff Rates, 1900-2005 (Textbook, p.455) • NAFTA Pros and Cons (SCS Q2 Resources) <p>Recommended Protocol(s): Analyzing Visual Images, Town Hall Circle</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Trans-Pacific Partnership: Are the Candidates Telling the Whole Story? (SCS Q2 Resources) • Common Sense Economics Excerpt (SCS Q2 Resources) • Trump's TPP Speech Article • Clinton's TPP Speech Clip • West Wing Free Trade Excerpt (SCS Q2 Resources)
Suggested Classroom Strategies	<p>Anticipation Guide (Appendix B, p.16) — What do students know about Free Trade Agreements?</p> <p>Analyzing Visual Images (Appendix B, p.10) — Average Tariff Rates, 1900-2005 (Textbook, p.455)</p> <p>Barometer (Appendix B, p.23) — NAFTA Pros and Cons (SCS Q2 Resources)</p> <p>EconEdLink Lesson — Trans-Pacific Partnership: Are the candidates telling the whole story? (SCS Q2 Resources)</p> <p>Close Viewing Protocol (Appendix B, p.52) — West Wing Free Trade Excerpt (SCS Q2 Resources)</p> <p>SPAR (Appendix B, p.142) — Do trade agreements such as NAFTA and TPP harm or help the US economy? Why do many politicians oppose such agreements?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Extended Response Prompt:</p> <p>Using texts from this week's lesson and your knowledge of economics, analyze the pros and cons of free trade. Who does free trade benefit? Who does free trade harm? How does free trade affect employment and wages? How does free trade impact costs of consumers? Why do many politicians campaign to create barriers to free trade?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies.

	<ul style="list-style-type: none">• Use evidence from the sources to support your response.
Standards	E.56 Define trade barriers, such as quotas and tariffs. E.57 Explain why countries sometimes erect barriers to trade such as quotas and tariffs or through subsidies to domestic producers and the consequences of those trade barriers and subsidies on consumers and producers. E.61 Cite evidence from appropriate informational text to evaluate the arguments for and against free trade.

Economics: Quarter 2, Unit 4 - Week 3

Trade	
Essential Question(s)	What is the difference between balance of trade and balance of payments? How do labor productivity trends in the U.S. compare to these trends in other developed countries? How do exchange rates impact purchasing power?
Student Outcomes	Students can explain the difference between balance of trade and balance of payments. Students can explain how labor productivity trends in the US compared to trends in other developed countries. Students can describe the effects of exchange rates on purchasing power.
Texts	<p>Text Book: <i>Pearson Economics</i></p> <p>Required Texts</p> <ul style="list-style-type: none"> • Trade Political Cartoon (SCS Q2 Resources) • Council for Economic Education Exchange Rates Lesson (SCS Q2 Resources) <p>Recommended Protocol(s): Analyzing Visual Images, Document Analysis Template</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • US. Balance of Trade, 1965-2010 (Textbook, p.469) • Home Currency (Textbook, p.465)
Suggested Classroom Strategies	<p>Two-Minute Interview (Appendix B, p.161) — What is balance of trade? What is balance of payments? What are the differences?</p> <p>Council for Economic Education Lesson — Exchange Rates (SCS Q2 Resources)</p> <p>Document Analysis Template (Appendix B, p.61) — Trade Political Cartoon (SCS Q2 Resources)</p> <p>Analyzing Visual Images (Appendix B, p.10) — U.S. Balance of Trade, 1965-2010 (Textbook, p.465)</p> <p>Close Reading Protocol (Appendix B, p.50) — Home Currency (Textbook, p.469)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Extended Response Prompt: Based on the texts read in class this week and your knowledge of economics, how does currency exchange affect our economy? As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>E.58 Explain the difference between balance of trade and balance of payments.</p> <p>E.59 Compare and contrast labor productivity trends in the United States and other developed countries.</p> <p>E.60 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.</p> <p>E.61 Cite evidence from appropriate informational texts to evaluate arguments for and against free trade.</p>