



Gasconade R-2

Objective Course Curriculum Report for: Economics - Eleventh Grade

Generated on 11/23/2015

Name

Economics Objective 1

Unit Objective

09.01 Explain and predict what possible future changes could take place within each type of economic system based on past patterns and events. Discuss this aspect of econ in various objectives.

- A. Imports/Exports in the future
- B. Loss of rainforests and other raw materials on world econ
- C. Interrelated economic effect of recession, depression
 - a. effect of 9/11
 - b. effect of downward spiral or otherwise in one country on other countries
- D. European Union in the future

Created By

System

Creation Date

5/19/2013 7:17:37 PM +00:00

Modified By

System

Modification Date

11/18/2013 11:05:53 PM +00:00

Sequence

1

Assessment Methods

Essential Questions

Course

Economics

Unit

09.01 Future Changes

Objective used to assess students

Formative Assessment Activities

Students will write a 'pretend history' entry in an encyclopedia, based on their idea of what happened over time in a certian area of econ showing their understanding of specific terminology for the specific objective being predicted. Create a Microsoft Publisher compilation of articles demonstrating knowledge and understanding of econ events in the past and possible changes for the future. Summative Assessment. DOK 1,2,3,4

Depth of Knowledge

75

Learning Activity

Students will come up with their own ideas of what possible changes might come to pass in the future based on their gained knowledge and obsrvation of patterns. Create a Microsoft Publisher compilation of articles demonstrating knowledge and understanding of econ events in the past and possible changes for the future.

Research-based Instructional Strategies

Teacher will provide examples of historical changes and possible future changes in econ policies and cycles. Teacher will monitor and assist students as they create a Microsoft Publisher compilation of articles that includes predictions for each major objective druing this course.

Supporting Resources

Text, Internet, dictionary, encyclopedia

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

Schedule computer lab.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Economics Objective 1

Unit Objective

01.01 Define and apply appropriate classroom/course vocabulary during discussions and on all assignments.

Created By

System

Creation Date

5/19/2013 7:17:37 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:52:39 PM +00:00

Sequence

2

Assessment Methods

Essential Questions

Course

Economics

Unit

01.01 Economics Terminology

Objective used to assess students

Formative Assessment Activities

Assessed on every formal assessment and during class discussions.Students will answer oral and written questions to determine comprehension.DOK: 1,2,3

Depth of Knowledge

90

Learning Activity

Students will look up terms and write the definition and memorize their meanings.

Research-based Instructional Strategies

Teacher will observe, assist and monitor students as they define terms.

Supporting Resources

Text, dictionary, exyclopedia, Internet

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Economics Objective 2

Unit Objective

02.01 Explain the concept of Macroeconomics and apply it to economics theory.

A. The Big Picture

B. Composition and Uses of GDP

C. A More Complete Picture of the Macroeconomy

Chapters in current TEXT:

14. Measuring Aggregate Economic Activity

15. The Distribution of Income

16. Unemployment

17. Inflation

18. Money, the Federal Reserve System and Banking

19. Monetary Policy

20. Taxes

21. Fiscal Policy

22. Economic Growth

(Each of the above will be explained through further breakdown of objectives-this objective is an overview.)

Created By

System

Creation Date

5/19/2013 7:17:37 PM +00:00

Modified By

System

Modification Date

11/19/2013 8:18:45 PM +00:00

Sequence

3

Assessment Methods

Essential Questions

Course

Economics

Unit

02.01 Macroeconomics

Objective used to assess students

Formative Assessment Activities

Students will complete a two-level Concept Web and define the terms to show understanding of Macroecon.DOK: 1,2,3

Depth of Knowledge

80

Learning Activity

Students will listen, take notes and read about the concept of Macroeconomics. Students will complete a Concept Web to show they understand which concepts fall under the umbrella of macroeconomics. Students will create a political cartoon of their own making on a Macroecon concept.

Research-based Instructional Strategies

Teacher will lecture on the types of activities that fall under Macroeconomics and monitor students as they read about concepts. Model political cartoons on Macroecon concepts.

Supporting Resources

Text, Internet, dictionary: Ch. 14 in TEXT

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Economics Objective 3

Unit Objective

03.01 Explain the concept of Microeconomics and apply it to economics theory.

- A. Local level
- B. State level
- C. National level
- D. Business level
- E. Individual level

Chapters in current TEXT 6. Demand: Achieving Consumer Satisfaction

7. Supply: Producing Goods and Services

8. Demand: Supply and Prices

9. Business Firms in the Economy

10. Perfect Competition and Monopoly

11. Monopolistic competition and Oligarchy

12. Improving the Market Economy

13. The Labor Market and Determining Personnel Income

(Each topic will be broken down into further objectives-this is an overview.)

Created By

System

Creation Date

5/19/2013 7:17:37 PM +00:00

Modified By

System

Modification Date

11/19/2013 4:05:15 PM +00:00

Sequence

4

Assessment Methods

Essential Questions

Course

Unit

03.01 Microeconomics

Objective used to assess students

Formative Assessment Activities

Students will create a two-level Web Concept Map and define each concept to show their understanding of each area of Microecon.DOK 1,2,3

Depth of Knowledge

80

Learning Activity

Students will listen, take notes, read, and then define the terms involved in Microecon. Students will create a Web Concept Map and include all concepts that fall under the umbrella of Microecon. Students will create their own political cartoon on a Microecon concept.

Research-based Instructional Strategies

Teacher will lecture on the various elements of Microeconomics and monitor students while they read aloud and then define terms involving Microecon. Teacher will model political cartoon on Microecon concept.

Supporting Resources

Text, dictionary, encyclopedia

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Economics Objective 4

Unit Objective

04.01 Explain the difference between the various economics systems and relate them to how they function within the societies that employ(or employed them, historically) them:Chapters in TEXT:

1. The Economic Way of Thinking
2. Making Individual Decisions
3. Making Social Decisions

A. Manoralism B. Mercantilism C. Capitalism D. Communism E. Socialism F. Market G. Command H. Mixed I. Traditional

Created By

System

Creation Date

5/19/2013 7:17:37 PM +00:00

Modified By

System

Modification Date

11/18/2013 10:58:20 PM +00:00

Sequence

5

Assessment Methods

Essential Questions

Course

Economics

Unit

04.01 Economics Systems

Objective used to assess students

Formative Assessment Activities

Students will answer oral and written questions to measure comprehension of Economic Systems concepts. Students will create a two-tiered Web Concept Map, including all types of Economics Systems, and then relate them to the countries that use them and show how it works within each country, showing their understanding of each concept. DOK 1,2,3

Depth of Knowledge

80

Learning Activity

Students will listen, take notes, read, and then create a two-tiered Web Concept Map, including all types of Economics Systems, and then relate them to the countries that use them and show how it works within each country.

Research-based Instructional Strategies

Teacher will lecture on the various economic systems and then monitor students as they read and define the terms involved in Economics Systems.

Supporting Resources

Text, Internet, dictionary, encyclopedia

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
3	Social Studies	Grades: K-12	principles and processes of governance systems	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Economics Objective 5

Unit Objective

05.01 Explain the various government methods of involvement and policies and apply their type of activity to economic situations: Chapters in TEXT:

8. Demand, Supply and Prices

18. Money, the Federal Reserve System and Banking

19. Monetary Policy

20. Taxes

21. Fiscal Policy

22. Economic Growth

A. Market Equilibrium

B. The Market out of Balance

C. Governments Impact Market Equilibrium

a. Monetary Policy: Agencies: Treasury, Federal Reserve, US Banks, World Bank

b. Trade: Foreign and Domestic: import, export, GDP c. Regulation/Deregulation d.

Fiscal Policy: taxes: IRS, spending, deficit e. Unemployment/full employment f .

Inflation/Deflation g. Minimum Wage h. Welfare Society: Social Security, Health

Care i. Dollar Value: gold standard/faith in US dollar

Created By

System

Creation Date

5/19/2013 7:17:37 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:20:09 PM +00:00

Sequence

6

Assessment Methods

Essential Questions

Course

Economics

Unit

05.01 Government Involvement and Policies

Objective used to assess students

Formative Assessment Activities

Students will draw charts or graphs showing changes over time in various concepts, such as trade balance, inflation, deflation, depression, recession, minimum wage and the value of the dollar compared to other countries monetary systems.

Depth of Knowledge

80

Learning Activity

Students will listen, take notes, read, and then create a two-level Web Concept Map to show their understanding of each government policy; Students will draw charts or graphs showing changes over time in various concepts, such as trade balance, inflation, deflation, depression, recession, minimum wage and the value of the dollar compared to other countries monetary systems.

Research-based Instructional Strategies

Teacher will lecture on the role of government in economics, and monitor students as they read and define the terms involved in this aspect of econ, and then chart or graph those ideas.

Supporting Resources

Ch. 8 in Text, dictionary, Internet, encyclopedia

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
5	Social Studies	Grades: K-12	the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.9	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Economics Objective 6

Unit Objective

06.01 Explain how businesses function in a capitalist society of market economy and competition setting, including: Chapters in current TEXT:

4: Private Sector Decisions

5: Public Sector Decisions

A. Supply and Demand:

surplus, shortage, scarcity, over production, limited resources, allocation, unlimited wants and needs B. Producing domestically versus sending products overseas to be made, like to China or

Mexico where labor is cheaper C. Business Cycles: depression, recession, high time, slump, trough, peaks, rise, fall D. Business types: Monopolies, Trusts, Sole

Proprietor, Franchise, Corporation E. Unions: boycotts, strikes, history of violence

F. Effect of Technology: on agriculture and in factories G. Effect on the individual &

business: opportunity cost, opportunity benefit H. Economic System

Created By

System

Creation Date

5/19/2013 7:17:38 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:09:14 PM +00:00

Sequence

7

Assessment Methods

Essential Questions

Course

Unit

06.01 Business

Objective used to assess students

Formative Assessment Activities

Students will create a 'booklet', including a marketing plan, explaining how each Business aspect affects their personal business idea they've chosen to produce and market; Students will define econ terms relating to business aspect of econ. DOK 1,2,3

Depth of Knowledge

80

Learning Activity

Students will listen, take notes, and read, and then create a 'booklet', including a marketing plan, explaining how each Business aspect affects their personal business idea they've chosen to produce and market.

Research-based Instructional Strategies

Teacher will lecture on basic business concepts and monitor students as they read and work on project.

Supporting Resources

Text, Internet, dictionary, encyclopedia

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.9	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Economics Objective 7

Unit Objective

07.01 Explain the effect of economics on the individual, including: Chapters in TEXT
1: The Economic Way of Thinking
2. Making Individual Decisions
3. Making Social Decisions
4: Private Sector Decisions
A. opportunity cost B. Inflation/Deflation C. Minimum Wage D. Wealth Gap: rich versus poor E. Banks: interest rates, savings, loans, credit, price stability F. Property Rights G. Stock Market

Created By

System

Creation Date

5/19/2013 7:17:38 PM +00:00

Modified By

System

Modification Date

11/18/2013 11:03:40 PM +00:00

Sequence

8

Assessment Methods

Essential Questions

Course

Economics

Unit

07.01 Personal/Private Aspect of Econ

Objective used to assess students

Formative Assessment Activities

Students will chart changes in at least one product or company in the stock market and show gains and losses if they had bought that product. Students must decide between two things they really want and explain why they one over the other, showing their understanding of opportunity cost. DOK 1,2,3

Depth of Knowledge

80

Learning Activity

Students will listen, take notes, read, and then create graphs showing the gap between rich and poor and how it changes over time, banks as interest rates lower and raise, and prices as they've grown through history. Students will create a mock portfolio of stocks and graph changes in at least one product or company in the stock market and show gains and losses if they had bought that product. Students must decide between two things they really want and explain why they one over the other, showing their understanding of opportunity cost.

Research-based Instructional Strategies

Teacher will lecture on areas of personal/private economics, and monitor students as they read and discuss and work on mock portfolio.

Supporting Resources

Text, Internet, dictionary, encyclopedia, Wall Street Journal, daily newspaper for stocks.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.9	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Unit Objective

08.01 Explain historical events and put them into cultural perspective, including: Chapters in TEXT:
23: The Global Market Place
24. Economic Development: A Global Economic Issue
A. Stock Market Crash 1929/Great Depression B. New Deal C. WWII: End of Great Depression D. Global Interdependence E. World Bank

Created By

System

Creation Date

5/19/2013 7:17:38 PM +00:00

Modified By

System

Modification Date

11/19/2013 5:03:29 PM +00:00

Sequence

9

Assessment Methods

Essential Questions

Course

Economics

Unit

08.01 Historical Perspective of Economic Events

Objective used to assess students

Formative Assessment Activities

Students will give oral answer during discussion and written answers on written test, and complete chart showing how A-E are different and similar. Students will explain significance of past econ theory and reason why the leadership did certain things, based on primary documents. DOK 1,2,3,4

Depth of Knowledge

80

Learning Activity

Students will listen, take notes, and read, and then complete chart showing how A-E are different and similar. Student will employ primary sources to show their understanding of past idea development by summarizing at least one primary source and explaining how it affected one of the A-E aspects of historical events.

Research-based Instructional Strategies

Teacher will lecture on various historical events in an econ perspective and show how econ affected history and vica versa. Teacher will monitor students reading and creating flow chart showing how each concept is same and different. Teacher will model and describe some primary sources to show past idea development.

Supporting Resources

Text, encyclopedia, Internet, dictionary, some primary sources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement