

ECONOMICS - GRADE 12

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: All students will have a basic understanding of economic systems - the ways people and societies organize to determine what should be produced, how much should be produced and for whom.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD E-1 20. Evaluate the strengths and weaknesses of traditional, command and market economies. 21. Compare and contrast the theories of selected classical economists and selected contemporary economists. 22. Evaluate characteristics and distribution of international economic activities. 23. The traditional economic system in developing countries. 24. The command economic system of communist and former	20. Create a graphic organizer displaying the advantages and disadvantages of traditional, command and market systems. 21. Identify selected major economic thinkers and key ideas of each thinker. 22. Define and assess the basic characteristics of the economies of developing nations. 23. Identify and evaluate the basic characteristics of socialist economics. 24. Generate a list of the basic characteristics of market economies and analyze the	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Discussion • Notes • Projects • Rubrics • Self-Assessment/Group Assessment • Graphic Organizers 	<ul style="list-style-type: none"> • Textbook and Textbook Resources • Worksheets • Transparencies • Videotapes • Internet • Teacher Generated Resources • Magazines • Newspapers

<p>communist countries.</p> <p>25. The market economic system of developed countries.</p> <p>26. The transitions between economic systems.</p> <p>27. Assess the strength of the regional, national and/or international economy and compare it to other years based upon economic indicators.</p> <p>28. Analyze the impact of business cycles on personal economic decision-making.</p>	<p>advantages and disadvantages of market systems.</p> <p>25. Determine obstacles faced by countries in moving toward a market economy and formulate strategies for overcoming such obstacles.</p> <p>26. List and interpret the major economic indicators used to analyze economic performance.</p> <p>27. Evaluate the impact of business cycle fluctuations on individuals by producing a list of possible effects and responses to each effect.</p> <p><u>Correctives:</u></p> <ol style="list-style-type: none"> 1. Individual instruction 2. Internet previews, reviews and self-check quizzes 3. Economics skills exercises <p><u>Extensions:</u></p> <ol style="list-style-type: none"> 1. Internet research 2. Class presentations 		<ul style="list-style-type: none"> • Simulations
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: All students will comprehend economic markets and the influence governments have on those markets.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD E-2</p> <p>36. Analyze the circular flow of goods and services in a market economy.</p> <p>37. Evaluate the operation of noncompetitive markets -- monopoly, oligopoly and monopolistic competition.</p> <p>38. Analyze how the Federal Reserve controls the money supply -- open market operations, discount rate and reserve requirement.</p> <p>39. Assess how changes in one market affect other markets.</p> <p>40. Contrast the difference between supply and quantity supplied;</p>	<p>36. Design a chart illustrating the circular flow of goods and services in the economy and produce a modified flow chart based on the student's individual experiences.</p> <p>37. Compare and contrast the operations of monopolies, oligopolies, and monopolistically competitive situations.</p> <p>38. Create a diagram illustrating the basic tools of Federal Reserve control and the impact of each tool on economic activity.</p> <p>39. Analyze case studies illustrating the effects of market changes and the interaction of markets.</p>	<ul style="list-style-type: none"> • Tests • Quizzes • Worksheets • Discussions • Rubrics • Notes • Projects • Self-Assessment/Group Assessment 	<ul style="list-style-type: none"> • Textbook • Textbook Resources • Teacher Generated Resources • Worksheets • Transparencies • Internet • Videotapes • Newspapers • Magazines

<p>demand and quantity demanded.</p> <p>41. Evaluate the impact of a government regulation on prices, income distribution and in correcting market failures.</p> <p>42. Evaluate the impact of types of tax systems -- progressive, proportional and regressive.</p> <p>43. Evaluate the impact of government intervention strategies on economic competition -- anti-trust constraints, price controls, government ownership of monopolies, trade agreements, government influence and duty free zones.</p> <p>44. Analyze how government, fiscal and monetary policies of governments influence the economy.</p> <p>45. Evaluate the social, political and economic changes in tax policy using cost/benefit analysis.</p>	<p>40. Define supply and demand and analyze their interaction in determining prices.</p> <p>41. List ways in which government regulation may affect prices, income distribution, and market fluctuations.</p> <p>42. Create a graphic organizer to illustrate the three (3) forms of taxation and their effect on taxpayers.</p> <p>43. Identify key ways in which government intervention may have an impact on economic competition.</p> <p>44. Analyze examples of the influence of fiscal and/or monetary policy on economic activity.</p> <p>45. Evaluate the social, political, and economic impact of different tax policies.</p> <p><u>Correctives:</u></p> <ol style="list-style-type: none"> 1. Individual instruction 2. Internet previews, reviews, and self-check quizzes 3. Economics skills exercises <p><u>Extensions:</u></p> <ol style="list-style-type: none"> 1. Internet research 2. Class presentations 		<ul style="list-style-type: none"> • Simulations
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: All students will internalize the concepts of scarcity and economic choice.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD E-3</p> <p>24. Analyze actions taken as a result of scarcity issues in the regional, national and international economies.</p> <p>25. Evaluate the economic reasoning behind a choice.</p> <p>26. Evaluate the allocation of resources used to produce goods and services.</p> <p>27. Evaluate a regional, national or international economic decision using marginal cost/marginal benefit analysis.</p> <p>28. Analyze the opportunity cost of decisions by individuals, businesses, communities and nations.</p>	<p>24. Evaluate the impact of scarcity on national communities by reading and interpreting production possibilities graphs.</p> <p>25. List and prioritize the factors that must be considered in making economic choices.</p> <p>26. Identify the four factors of production and ways in which various combinations are used in producing different goods.</p> <p>27. Using marginal cost/marginal benefit analysis, assess the impact of scarcity on national communities.</p> <p>28. Calculate the opportunity cost of pursuing higher education instead of</p>	<ul style="list-style-type: none"> • Tests • Quizzes • Worksheets • Projects • Discussions • Rubrics • Notes 	<ul style="list-style-type: none"> • Textbook • Textbook Resources • Transparencies • Worksheets • Internet • Teacher Generated Resources • Videotapes • Newspapers • Magazines

working after high school.

29. Evaluate in terms of marginal analysis how incentives influence decisions of consumers, producers and policymakers.

29. Analyze ways in which various incentives affect the decision-making of consumers and producers.

30. Analyze the impact of media on decision-making of consumers, producers and policymakers.

30. Describe and evaluate the relationship between marketing and consumer decision-making.

Correctives:

1. Individual instruction
2. Internet previews, reviews, and self-check quizzes
3. Economics skills exercises

Extensions:

1. Internet research
2. Class presentations

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #4: All students will understand the concept of economic interdependence.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD E-4</p> <p>28. Analyze how specialization may increase the standard of living.</p> <p>29. Analyze the relationships between trade, competition, productivity and governmental restrictions on trade.</p> <p>30. Evaluate how a nation might benefit by lowering or removing trade barriers or entering into treaties.</p> <p>31. Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.</p> <p>32. Assess how the impact of an</p>	<p>28. Use the concepts of comparative and absolute advantage to assess the advantages of specialization in promoting a higher standard of living.</p> <p>29. Identify and evaluate the major arguments for and against free trade.</p> <p>30. Identify and appraise the major arguments supporting free trade policies.</p> <p>31. List the major economic characteristics of developing nations and discuss the factors which affect economic development.</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Worksheets • Discussions • Projects • Notes • Rubrics • Graphic Organizers 	<ul style="list-style-type: none"> • Textbook and Textbook Resources • Teacher Generated Resources • Internet • Worksheets • Transparencies • Videotapes • Newspapers • Magazines

<p>international event affects an individual's economic well-being.</p> <p>33. Evaluate how trade is influenced by comparative advantage and opportunity costs.</p> <p>34. Analyze how policies and international events may change the value of currency over time.</p>	<p>32. Select an international event and identify the ways in which it may impact upon individuals.</p> <p>33. Use the concepts of comparative advantage and opportunity costs to analyze the advantages and disadvantages of trade.</p> <p>34. Define exchange rate and determine major factors which affect the relative values of currency.</p> <p><u>Correctives:</u></p> <ol style="list-style-type: none"> 1. Individual instruction 2. Internet previews, reviews and self-check quizzes 3. Economics skills exercises <p><u>Extensions:</u></p> <ol style="list-style-type: none"> 1. Internet research 2. Class presentations 		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #5: All students will comprehend the economic aspect of work and earnings. Concepts relating to profits and losses, income and wealth, and risk and rewards will be addressed.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD E-5</p> <p>33. Analyze the costs and benefits of being a sole proprietor, a partner in a partnership and owning stock in a corporation.</p> <p>34. Analyze how profits and losses allocate resources in a market economy.</p> <p>35. Evaluate how changes in education, incentives, technology and capital investment alter productivity.</p> <p>36. Analyze the factors that influence wages: education/skills, labor markets, value of goods and services produced, labor unions and productivity.</p>	<p>33. Identify and evaluate the advantages and disadvantages of sole proprietorships, partnerships and corporations.</p> <p>34. Define cost-benefit analysis and evaluate the ways in which profit considerations affect the use of resources.</p> <p>35. Determine key factors which affect productivity and weigh the relative importance of each factor.</p> <p>36. List and evaluate the major factors which determine wages in a market economy.</p> <p>37. Compare and contrast developed</p>	<ul style="list-style-type: none"> • Tests and Quizzes • Discussions • Worksheets • Projects • Graphic Organizers • Rubrics • Notes • Case Studies 	<ul style="list-style-type: none"> • Textbook • Textbook Resources • Internet • Teacher Generated Resources • Worksheets • Transparencies • Newspapers • Magazines • Videotapes

<p>37. Contrast and analyze the holdings of value among countries: market economies and command economies; traditional economies and mixed market economies.</p> <p>38. Assess the impact of entrepreneurs on the economy.</p> <p>39. Analyze the impact of an entrepreneur on economic activities in Pennsylvania and the United States.</p> <p>40. Analyze the risks and rewards of investing -- stocks, bonds, mutual funds, savings bonds, retirement savings and savings accounts.</p> <p>41. Analyze policies designed to raise or lower interest rates and the role of the Federal Reserve Board.</p>	<p>and developing nations in terms of national wealth, individual wealth and basic economic characteristics.</p> <p>38. Analyze the role of entrepreneurship in relation to the other factors of production.</p> <p>39. Select a modern American entrepreneur and analyze the ways in which the selected entrepreneur has affected economic activities.</p> <p>40. Evaluate the advantages and disadvantages of the major forms of investment opportunities.</p> <p>41. Identify and assess the operation and impact of the monetary tools used by the Federal Reserve.</p> <p><u>Correctives:</u></p> <ol style="list-style-type: none"> 1. Individual instruction 2. Internet previews, reviews, and self-check quizzes 3. Economics skills exercises <p><u>Extensions:</u></p> <ol style="list-style-type: none"> 1. Internet research 2. Class presentations 		<ul style="list-style-type: none"> • Simulations
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