

1. **Introduction:** Economics, Social Studies Department, 12th, 1 semesters

2. **Course Description**

Economics is a one-semester course for seniors. This survey course is theory based and provides students with an initial understanding of the basic principles of micro and macroeconomics, and the role government plays in different economic systems. With the district social studies program, this course complements and reinforces the knowledge of economic concepts acquired by students in other social studies classes such as Geography, US and World History and Government. Class activities challenge students to critically analyze information, pose substantive questions, and communicate effectively.

3. **Prerequisite skills** and knowledge suggested for success on the course:

In general the economics course will stress analytical and research skills, collaboration and group work, presentations skills, and communications skill such as active class participation in dyads, table group discussions and whole class seminars.

- To be able to write an essay response to a question with a clear thesis, relevant supporting evidence and coherent analysis, using a variety of credible sources.
- To be able to read, annotate, and comprehend primary and secondary source readings and texts, and to evaluate the ideas and theories therein as they relate to contemporary issues in Economics.
- Technological skills involved include but are not limited to the effective use of multimedia and power point presentation software, retrieval of quality sources from the internet, and the ability to analyze data from tables, charts and graphs in Excel or other similar programs.

4. List of **program goals/learning outcomes** to be met:

Students will understand that:

Econ.1 Economic decisions use a variety of incentives.

Econ.2 The interaction of buyers and sellers affects supply and demand as well as labor.

Econ.3 The economy is measured by traditional and nontraditional means.

- Common Core/Cross-curricular program goals that may be addressed in this course:
 - Economic concepts and understandings can be represented in graphs as well as narrative forms.
 - Solving Problems: Recognize and investigate problems; formulate and propose solutions supported by reason and evidence. Solving problems helps students to recognize that

individual and governmental decisions and actions have consequences—and these consequences affect the way people, groups and nations associate with each other.

- Making Connections: Recognize and apply connections of important information and ideas within and among learning areas. Understanding economics requires an understanding of government, mathematics and psychology. Students must grasp that the connections between the parts of social science and their relations to other academic areas are the key to better understanding how economic systems work.

5. **Proficiency scales** aligned with the program goals listed above:

Goal 1: Economic decisions use a variety of incentives.

Level 2 - Students define and know: scarcity, opportunity cost/benefit, cost-benefit analysis, incentives, externalities, trade-offs, economic goals and economic systems

Level 3 - Students recognize, identify and explain the connections between the basic economic concepts of scarcity, opportunity cost/benefit, cost-benefit analysis, incentives, externalities and trade-offs

Level 4 - Given an economic dilemma, students will analyze the dilemma using basic economic concepts and draw and justify conclusions to the dilemma using these theories and concepts. The economic dilemma can be a real world dilemma or a personal decision making dilemma.

- Students analyze and evaluate how different economic systems solve economic problems.
- Illustrate how the actions of one person can create a direct or indirect cost or benefit to others in the economy.

Goal 2: The interaction of buyers and sellers affects supply and demand as well as labor.

Level 2 –Students will be able to: identify the laws of supply and demand, define price, profit and equilibrium, identify the determinants of supply and demand vs. change in price, and distinguish between shortage & surplus.

Level 3 - Students explain how the interaction of buyers and sellers affects price, supply and demand, and labor in a variety of domestic and global markets. This is done through opportunities to: apply the determinants of supply and demand to a graph, graph price floors and ceilings, graph price and/or wage changes, and graph elasticity

Level 4 - Students will be able to: apply theories and laws of supply and demand to solve real world economic problems (ex: rising price of oil, labor market shortages, using price to correct social problems: ie- obesity and cigarettes), and debate effects of the minimum wage on supply and demand.

Goal 3: The economy is measured by traditional and nontraditional means.

Level 2 - Students define:

Economic measures

- traditional (GDP, unemployment, inflation) nontraditional, i.e. (poverty rate, infant mortality, literacy, underemployment)
- Other methods of measuring economic growth and national well-being

Economic Policies

- How Fiscal & Monetary Policy effects economic growth and other economic indicators

Level 3 - Students explain traditional (GDP, unemployment, inflation) as well as nontraditional (poverty rate, infant mortality, literacy, underemployment) means of measuring economic growth and national well-being.

- Students explain how economic indicators serve as a “dashboard” or gauge for the direction of an economy.
- Students explain how the federal government uses fiscal and monetary policy to achieve its economic objectives such as objectives for GDP growth, employment and inflation.

Level 4 - Students gather and evaluate a series of data indicators, students will identify the state of an economy. Students will draw and justify conclusions about the significance of individual indicators and how they connect/relate to each other to paint a picture of national well-being.

- Evaluate conflict within the growth of certain indicators (ie; GDP and the environment)
- Consider and develop alternative measures of national well- being. i.e. “GDP vs. Gross National Happiness”
- Given a real world macro-economic problem, students apply the tools of fiscal and monetary policy to solve the problem. In devising a solution students will justify their decision by analyzing multiple options and evaluate the economic costs and benefits of each approach.

6. Suggested scope and sequence of Curriculum:

- Unit 1 Fundamentals of Economics
 - Program Goal 1 (content)
 - Description: Economics is the study of how people seek to satisfy their needs and wants. Householders, business leaders, and politicians all impact the economy in a myriad of ways. Because people act individually, in groups and through elected political leaders, economists study each of these groups and the decisions they make. The aim of this unit is to establish an understanding of basic economic concepts such as scarcity, incentives, trade-offs, opportunity cost and benefit, externalities, and other key terms that are crucial building blocks to economic literacy. Economic systems have different methods and goals to address the problem of meeting a society’s needs and wants. Sometimes governments respond to economic problems by shifting policies by way of reforms, regulations, or by expanding or contracting the role of the

public sector in the economy. Occasionally, a revolution overthrows an established economic system and creates a new one. Traditional economic systems rely on customs that reflect values held by the people who make up that society.

- Sample Assessment: Island Game Simulation: Designing an Economic System. Working in small groups, students will design a new economic system that meets the social and economic goals each group is committed to. Students will choose between a market economy, a centrally planned economy, a mixed, or traditional economic system. Students will answer a series of questions that will help determine the viability of the system, and then discuss and respond to a series of “problem solving scenarios that force students to consider a number of economic choices and trade-offs that need to be made in order for the economy to work. The final assessment can be a formal presentation, a visual, or content knowledge can be assessed informally by asking student groups to report out and/or respond to debriefing questions. (see Appendix D)
- Unit 2 How Markets Work: Understanding Supply and Demand
 - Program Goal 2
 - Description: The laws of supply and demand are the two most important tools of economic analysis. This understanding helps us understand how the price of goods and services are affected by underlying changes in the cost of production, cost of labor, and entrepreneurial innovations. Markets are proven ways to address the basic economic questions: what to produce, how to produce it, and who should get what is produced. Markets based solutions aren’t always perfect but they work because they are consistent with human nature in that they rely on incentives. As students learn about competition, economies of scale and equilibrium price under ideal market conditions, they will also learn about some specific problems with imperfect markets such as barriers to entry, monopolies and oligopolies, and externalities.
 - Sample Assessment: Sidewalk Chalk Graphing Activity
Handout Worksheets 6-2 & 6-3, and 10-1 & 10-2 on shifts and changes in supply and demand from, Master Curriculum Guide in Economics (or create your own scenarios). Students will sit in table groups of four and discuss the answers for Handouts 6–2 & 6-3 “Graphing Supply and Demand Shifts”, and worksheets 10-1 and 10-2 (or four similar other scenarios)
All group members need to be prepared to graph, justify and explain the results of changes or shifts to the supply and demand curves from the examples given. Students must come to consensus on four different shift scenarios from the worksheets that represent four different possible shifts or changes in Supply and Demand. Student teams will use colored sidewalk chalk to graph the four scenarios. Each student must be able to explain any one of the graphs that

show a shift in supply or demand. Students can be assessed on both their individual explanation and on how the group performs.

Bonus Graphs (Handout 10-1 and 10-2): Show two different products that have inelastic and elastic demand as related to changes in price.

- Unit 3: Microeconomics : Business, Labor, Money and Investments
 - Program Goal 2
 - Description : One of the chief advantages of the free enterprise system is that it allows people to make a profit and work towards financial security. Profits and losses are an essential part of a free enterprise system. In general, investments promote the development of new industries, infrastructure, and fund research and development. These investments help the economy grow and create new and better products and jobs. Learning about the financial system and its risks and rewards is important for an individual's financial wellbeing. Students will learn about different financial assets including stocks, certificates of deposit, bonds, mutual funds and money market funds. This unit will also study the role the Federal Reserve and the banking system plays in the economy, and analyze the Great Depression and 2008 financial crisis in order to understand the impact that speculation and deregulation can have on the cyclical pattern of the business cycle.
 - Sample Assessment: Stock Market Simulation (There are various realistic simulations available on line such as the one used for this example from the California Stock Market Simulation) Student teams receive \$100,000 in computer money to invest in stocks and mutual funds over a 10 week period. The teams with the largest portfolio values (based on real world prices) receive awards and recognition at the end of the 10 week simulation. Students have additional investment options such as taking short positions and leaving some cash in a money market fund. Learning objectives require students to create an investment strategy, research the companies or funds they are considering buying, and diversify their investment portfolio. Students experience firsthand the risk vs. return potential of their investments as they track the value of their portfolio and make additional trades over the ten week period.
- Unit 4: Macro: Economic Performance and The Role of Government in the Economy
 - Program Goal 3
 - Description: This unit addresses the fundamental question of what role the government plays in enhancing or restricting the productive capacity of the economy. Students are introduced to the different theories of fiscal and monetary policy that are used by governments to moderate the ups and downs of the business cycle. The role of government in a mixed or market economy includes providing for the national defense, addressing environmental concerns,

regulating markets, and protecting consumer and worker rights. Also, students will explore and analyze the impact of government spending, tax policy, and interest rates on income distribution, inequality, and the labor market.

- Sample Assessments: In a formal debate, students will adopt traditional liberal and conservative perspectives regarding the economy (e.g . larger role for public vs. private sector, tax policy, and interest rates). From these viewpoints they will examine the health of the economy using knowledge of economic indicators and current economic issues from the news. Students will use this knowledge to craft and make recommendations for specific fiscal and monetary policies based on their evidence. They will be asked to weigh and discuss both the economic costs and benefits and trade-offs of their proposals. (See appendix A for detailed unit plan)
- Unit 5: International Trade and Globalization
 - Program Goal 3
 - Description: This unit examines global trade and the reasons why nations trade. Building on prior knowledge, students will study how countries use their factors of production to produce particular goods and services due to scarcity, absolute and comparative advantage. Students will review the impact of globalization on the environment, employment, and human rights. Students will learn how international organizations and international agreements (such as NAFTA, IMF, WTO, TTP) shape economic growth and the allocation of resources in both developed and underdeveloped countries.
 - Sample Assessments: (1) Write a letter to a prominent critic or proponent of globalization and challenge their views. (2) Creative essay: Write a narrative essay/fictional story in which you project what the global economy will look like in the year 2020. Although the piece is fiction, it must incorporate concepts, facts, patterns and trends about international economics and globalization, or respond to the following prompt: “Open and free markets are the best way for the United States to build an efficient and prosperous economy. The USA should continue to embrace Globalization despite the fact that the gap between the rich and the poor continues to widen. In the long run, Americans will meaningfully increase their standard of living because Globalization offers the best chance to have an efficient and prosperous economy.”

7. Suggested textbook(s), materials, equipment and resources:

- *Economics*, by Arthur O’Sullivan and Steven M. Sheffrin
2016 Pearson Education, Inc.
- *Economics: Principles in Action* by Arthur O’Sullivan and Steve Sheffrin,

2007 Prentice Hall

- *Naked Economics: Undressing the Dismal Science*, Charles by Charles Wheelan (2010) 2012. Norton & Company, Inc.
- Master Curriculum Guide in Economics: Teaching Strategies for High School Economics Courses, 1985. Joint Council on Economic Education: A Guide for Teachers
- Buck Institute for Education problem based learning projects (see individuals at each site)

Appendix A: Sample Unit: Macroeconomics: Measuring Economic Performance and the Role of Government in the Economy

Government's Role in the Economy

Driving Question: What role does the Government play in my daily life?

Stage 1 Desired Results		
Established Goals History-Social Science Content Standards for California Public Schools State Content Standards <i>12.3 - Students analyze the influence of the federal government on the American economy.</i> 1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights. 2. Identify the factors that may cause the costs of government actions to outweigh the benefits. 3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels. 4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Analyze the various roles the federal government has in the economy, as well as the tools the government has to maintain a stable and healthy economy.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> 1. The federal government is able to manipulate the economy through monetary and fiscal policies. 2. The federal government uses economic indicators – such as unemployment rates, GDP growth, the CPI, and job growth – to determine the overall health of the economy. 3. The Legislative and Executive branches of the federal government control policies regarding government spending, the national debt, and taxes (fiscal policy). 4. The Federal Reserve, the central banking system of the United	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> A. What tools does the federal government have to stabilize or maintain rates of unemployment and inflation? B. How does the government measure the health of the economy? C. How does the federal government know when it is necessary to enact different economic policies? D. Which branches or departments of the federal government are responsible for regulating the economy, and <i>how</i> do they do so? E. How does the federal

<p>Reserve).</p> <p>State Skills</p> <p>1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>2. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p>	<p>States, controls the circulation of money in the American economy, as well as interest rates (monetary policy).</p> <p>5. The federal government provides for the national defense; protects the rights of workers, producers, and consumers; breaks up monopolies; and addresses environmental concerns.</p>	<p>government determine which policies will best suit the needs of the economy?</p> <p>F. Other than stabilizing unemployment and inflation rates, how does the government contribute to overall economic wellbeing?</p>
Acquisition		
<p>3. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</p> <p>Project-Based Learning 21st Century Skills</p> <p>1. Critical Thinking. Students will be able to make thoughtful decisions and exercise reasonable judgment around topics that lend themselves to thoughtful consideration. Students will be provided with the tasks, supports and scaffolds needed to develop critical thinking tools and strategies.</p> <p>2. Creativity. Students will be able to find information in different, sometimes unusual places, and create products that are targeted to a specific audience and have a defined value, originality, and style.</p>	<p><i>Students will know...</i></p> <p>The different economic indicators and how they are reflective of the health and stability of the economy.</p> <p>The effects of different fiscal policies – specifically the raising and lowering of taxes, and changes in government spending – and monetary policies – specifically open market operations, changes in the money supply, and the adjustment of interest rates – on consumer saving and spending, production, unemployment, and prices.</p> <p>The economic rights provided to them by the federal government and how the government protects these rights.</p> <p>How the government regulates industries, addresses negative externalities, and provides public goods and services.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying problems in the economy by examining economic indicators, such as unemployment, inflation, GDP, and interest rates.</p> <p>Explaining how the federal government uses fiscal and monetary policy to achieve its economic objectives of lowering the unemployment rate, keeping a low rate of inflation, and maximizing GDP growth.</p> <p>Applying the tools of fiscal and monetary policy to solve a real world macroeconomic problem. In devising a solution, the student will justify their decision by analyzing multiple options and evaluating the economic costs and benefits of each.</p> <p>Identifying the ways in which the federal government regulates everyday economic activities and analyzing the pros and cons of such regulation.</p>

Stage 2 - Evidence		
Code	Evaluative Criteria	Assessment Evidence
	<p>Clarity, accuracy, and depth of information.</p> <p>Ability to defend an argument.</p> <p>Ability to respond to counter arguments with logic and economically sound reasoning.</p> <p>Ability to connect concepts to current economic events.</p> <p>Quality and depth of oral presentation.</p> <p>Ability to evaluate both positive and negative outcomes of policy decisions.</p> <p>Ability to represent thoughts, ideas, and opinions in a variety of mediums (e.g., debate, illustration, etc.)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of...</i></p> <p>Students will act as members of the Federal Open Market Committee in a simulated FOMC meeting in which they will advocate for different monetary and fiscal policy options given historical economic indicator data to help inform their decision. They will then receive details of actual policy decisions made in such circumstances and be asked to analyze why certain policies were chosen over others. (This will help students develop skill #1.) Formative</p> <p>Students will act as policymakers in an online game (Budget Hero). In the game, they will choose from real proposed budget legislation in order to create a balanced and sustainable budget that successfully meets predetermined economic objectives. Formative</p> <p>Students will act as members of various social groups in a community who are convened at a town hall meeting. They will speak to their peers regarding the recent tax proposals and which they believe would most benefit/least harm their social group. This will encourage students to analyze economic proposals from varying perspectives and consider consequences for different socioeconomic groups. Formative</p> <p>Students will think critically about their opinions regarding government roles in the economy and where the economy falls short or overexerts its control in the crafting of original political cartoons. Summative</p> <p>In a formal debate, students will adopt traditional liberal and conservative perspectives regarding the economy (e.g., big government vs. small government, higher taxes vs. lower taxes, etc.). From these viewpoints they will examine the health of the economy using knowledge of economic indicators and issues in the news. Students will use this knowledge to craft and make recommendations for well-rounded, logical, and specific fiscal and monetary policies. They will be asked to weigh and discuss both the economic costs and benefits of their proposals. Summative</p> <hr/> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will complete a graphic organizer about the different monetary and fiscal policy tools in which they will describe how each is used in expansionary and contractionary fiscal policy, and easy-money and tight-money policies. Formative</p> <p>Students will examine political cartoons that criticize the different ways in which the government interferes in the economy. The student will be asked to identify which role of government the cartoon portrays, analyze</p>

		the artist's viewpoint regarding this interference, and develop an opinion about whether or not they agree or disagree with the artist. Formative
		Unit test. Summative
Stage 3 – Learning Plan		
Code	<i>Pre-assessment</i> Students will take a short multiple choice and short answer pre-assessment.	
	LEARNING EVENTS	Progress Monitoring
	<i>Student success at transfer, meaning, and acquisition depends on...</i>	
1. A	Jigsaw activity – Recent economic issues EU 1, 2, 3, 4; EQ A, B, C, D, E	Feedback from graphic organizer and worksheets associated with political cartoons and economic indicators activities. Teaching of jigsaw information to the rest of the class. Argumentation and reasoning in town hall meeting, FOMC meeting, and final debate activities. Ability to critique government involvement and create a piece of media (political cartoon).
2. A	Federal budgeting, taxes and taxation notes EU 3; EQ B, C, D, E	
3. M/T	Activity – Town hall meeting EU 3; EQ E	
4. M/T	Game – Budget Hero EU 3; EQ B, C, D, E	
5. A	AD-AS model, fiscal and monetary policy notes EU 1, 3, 4; EQ A, C, E	
6. A/M	Graphic organizer – Monetary and fiscal policy tools EU 1, 3, 4; EQ A, C, E	
7. M/T	Activity – Simulated Federal Open Market Committee meeting EU 1, 2, 3, 4; EQ A, B, C, D, E	
8. A	Other roles of government in the economy notes EU 5; EQ D, E, F	
9. M	Activity – Political cartoons about government roles in the economy EU 5; EQ D, E, F	
10. T	Activity – Drawing political cartoons EU 5; EQ D, E, F	
11. T	Research/Debate – Current economic crises EU 1, 2, 3, 4; EQ A, B, C, D, E	

Stage 3 – Learning Activities (annotated)

1. Jigsaw activity – Recent economic issues (A)

This activity is meant to introduce students to the idea of government involvement in the economy by examining very significant and recent economic crises in the United States, such as sequestration, the Fiscal Cliff, the government shutdown, and the debt ceiling. Students will work in small groups to research articles and learn about what happened before teaching it to their classmates. EU 1, 2, 3, 4; EQ A, B, C, D, E

2. Federal budgeting, taxes and taxation notes (A)

These notes will serve to provide foundational knowledge for the following two activities. This is so that students are able to fully participate in the town hall meeting and think critically about their different budgetary decisions while playing Budget Hero. EU 3; EQ B, C, D, E

3. Activity – Town hall meeting (M/T)

This activity is meant to encourage students to take interest in tax policy by having them assume the role of a major social group (e.g., seniors, business executives, etc.) In asking them to examine tax proposals from different perspectives, they will be able to make more meaning of the different types of taxes and be able to infer what choices each group might make. EU 3; EQ E

4. Game – Budget Hero (M)

This activity asks students to select from real, current budget proposals to help create an economy that is not only sustainable in the long run, but also achieves certain economic goals (democratic, republican, environmental, etc.) In making these choices, students can see how budget decisions now have long-term consequences and that policymakers often choose options that are not in the people's best interest. EU 3; EQ B, C, D, E

5. AD-AS model, fiscal and monetary policy notes (A)

These notes will serve to provide foundational knowledge for the following two activities. This is so that students will already have some information about the purpose of fiscal and monetary policies before discovering how they work and what their consequences are (with regards to the AD-AS model) while completing the graphic organizer. It will also allow them to make economically sound decisions regarding monetary and fiscal policy in the Federal Open Market Committee meeting. EU 1, 3, 4; EQ A, C, E

6. Graphic organizer – Monetary and fiscal policy tools (A/M)

Using their textbook and the graphic organizer, this activity allows students to see the numerous tools that Congress, the President, and the Federal Reserve have to affect unemployment and growth in the economy. This graphic organizer helps students draw connections between the tools and their potential outcomes. EU 1, 3, 4; EQ A, C, E

7. Activity – Simulated Federal Open Market Committee meeting (M/T)

In this activity, students will act as members of the Federal Open Market Committee in order to understand how the government agency makes decisions regarding monetary policy. Students will examine actual Greenbooks and Bluebooks from the late 1970s and early 1980s and use their knowledge of monetary and fiscal policies to gauge economic health and make informed policy decisions. They will be able to see the outcome of their decisions after by learning about what actually took place. This also allows students the opportunity to examine past economic decisions and future economic consequences of those decisions and lessons learned. EU 1, 2, 3, 4; EQ A, B, C, D, E

8. Other roles of government in the economy notes (A)

These notes will serve to provide foundational knowledge for the following two activities. This is so that students are able to openly identify ways in which the government intervenes in the economy and recognize portrayals of this in media. It will also allow give them a basis for the creation of their own political cartoons. EU 5; EQ D, E, F

9. Activity – Political cartoons about government roles in the economy (M)

In this activity, students examine different political cartoons that either support or criticize one of the eight key ways in which the government intervenes in the economy. Students use this activity to

identify how others feel about this intervention and to examine their own opinions about whether or not they agree with the artist. EU 5; EQ D, E, F

10. Activity – Drawing political cartoons (T)

This activity is meant to allow students the opportunity to think critically about, evaluate, and critique ways in which the government is involved in the economy. Students will brainstorm and draw their own political cartoons that symbolically criticize these different roles the government has in our everyday lives. This activity will encourage our 21st century skills of creativity and creation. EU 5; EQ D, E, F

11. Research/Debate – Current economic crises (T)

In this formal debate, students will adopt traditional liberal and conservative perspectives regarding the economy (e.g., big government vs. small government, higher taxes vs. lower taxes, etc.). From these viewpoints they will examine the health of the economy using knowledge of economic indicators and issues in the news. Students will use this knowledge to craft and make recommendations for well-rounded, logical, and specific fiscal and monetary policies. They will be asked to weigh both the economic costs and benefits of their proposals. EU 1, 2, 3, 4; EQ A, B, C, D, E

Appendix B: Sample Assessments

- See: file:///C:/Users/lkemp/Downloads/Project_Vending_MBaer.pdf
- **The Candidates on Economic Issues – Posters and Presentations**

In groups of 4, you will research one of the topics listed below that I will assign you. You will be given a brief outline of the candidates' opinions, and your task is to learn more detail.

Budget.....Business.....Employment and LaborHealth Care.....Taxes.....Energy

1. We are going to the library for the first half of class. Bring a notebook and a pen or pencil. Using the Internet and current issues of magazines, find McCain's and Obama's opinions on the topic you are researching. If you find a good quote from one of the candidates that relates to your topic, write that down. You can use it in your debate! Some possible websites are listed below.

<http://www.issues2000.org/default.htm>

<http://www.cnn.com/ELECTION/2004/special/president/issues/>

<http://www.csmonitor.com/2004/0916/p01s03-usec.html>

<http://www.philly.com/mld/philly/entertainment/television/9819607.htm?1c>

2. When we return to class you will begin to put your two part presentation together.

- Part 1 is a **poster** that contains a **slogan** for each candidate on the issue at hand, as well as their main arguments and/or plans. This should look like a T chart. The group members who are not taking part in the debate will create and present the poster. Below is a sample poster on

abortion. Bullet points should be in your **own words** and in **simple terms**. The poster presentation should take **3 - 5 minutes**.

A. Conservative, Libertarian or Republican Candidate	B. Liberal, Progressive or Democratic Candidate
<i>Abortion and Roe have got to go</i> <i>(or other economic related campaign issue)</i>	<i>Hear my voice – I’m pro-choice</i>
<ul style="list-style-type: none"> -- should be illegal unless it’s rape, incest, or the woman’s life is in danger -- opposes the use of federal funds -- in favor of ban on partial birth abortion -- supports “Mexico City Policy” that says family planning clinics in other countries that receive US funds may not perform abortions 	<ul style="list-style-type: none"> -- should be legal -- supports the use of federal funds -- opposed to ban on partial birth abortion -- is opposed to “Mexico City Policy”

- Part 2 is a **debate**. One group member will play Candidate A, one will play Candidate B and one will play the moderator. There should be **3 – 5 questions**, and both candidates must respond. This should take **8 - 10 minutes**.

3. You will present in class on Thursday, 10/28, and possibly Monday 11/1. This is worth 20 points. You will be graded on the following on an individual basis:

- Overall quality of work
- Ability to summarize issues for poster, quality of slogans
- Complexity of questions and responses in debate
- Seriousness with which you take the presentation
- Thoroughness of research (given time constraints)

4. You must **take notes** on each other’s’ presentations. There may be an open note quiz to make sure you learned the information.

Appendix C: **Sample Unit** : *International Economics & Globalization (Unit 5)*

BIG IDEAS: Life isn't fair and how rich or poor you are/will be is shaped by where you live; Economic forces outside the United States affect your life here

STAGE ONE: DESIRED RESULTS

ESTABLISHED GOALS (State and/or National Content Standard (s):

Economics Standard 12.4 – Students analyze the elements of the U.S. labor market in a global setting.

- 12.4.2 – Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition;
- 12.4.3 – Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity
- 12.4.4 – Explain the effects of international mobility of capital and labor on the U.S. economy

Economics Standard 12.6 – Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

- 12.6.1 – Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere
- 12.6.3 – Understand the changing role of international political borders and territorial sovereignty in a global economy
- 12.6.4 – Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining or losing value relative to other currencies.

ENDURING UNDERSTANDINGS:

Students will understand that

- globalization leads to increased interdependence and trading relationships
- globalization exposes the differences between developing countries and developed countries
- international competition affects labor markets in the United States and in other countries
- globalization impacts the

ESSENTIAL QUESTIONS:

- Why are poor countries poor? What makes some countries rich and some countries poor?
- How "free" should free trade be?
- Who creates the rules of trade? Who should write the new rules of the game? Who enforces the rules?
- Can an interdependent world deliver prosperity to everyone?
- Can poverty be eradicated?
- Who runs the game? Corporations,

<p>environment, labor rights, and human rights; globalization forces societies balance between profit and human rights</p> <ul style="list-style-type: none"> ● international organizations and international agreements (NAFTA, IMF, WTO) shape economic growth and the allocation of resources ● globalization leads nations on process of democratization 	<p>governments or individuals?</p> <ul style="list-style-type: none"> ● Is globalization an irreversible trend or are there other viable economic models? ● How does globalization impact the environment, culture, and labor? ● When have you “arrived” as an industrialized country?
<p>KNOWLEDGE:</p> <p><i>Students will know</i></p> <ul style="list-style-type: none"> ● The key institutions of globalization including the IMF, World Bank, WTO ● The origins of increased international trade and the trend towards globalization ● know how poverty is measured ● what institutions exist to address global poverty; their successes ● the role of microfinance in helping to address global poverty ● know the difference between comparative advantage and absolute advantage ● how and why countries decide what to produce ● how free trade agreements facilitate trade ● the arguments for and against protectionism ● the significance of trade deficits and trade surplus ● is there link between globalization and migration/movement of peoples 	<p>SKILLS:</p> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> ● Read, analyze, and critique views of globalization supporters and critics ● Debate pros and cons of globalization ● Explain the origins of international globalization ● respond to questions from public audience ● synthesize various points of view and propose solutions ● present <p>KEY TERMS/CONCEPTS:</p> <ul style="list-style-type: none"> ● Barriers to trade ● Economic Institutions ● Voluntary Trade ● Factor Endowments ● Absolute Advantage, comparative advantage ● Opportunity Cost ● Production Possibilities ● Specialization ● Exports ● Imports ● Human Capital ● productivity

STAGE TWO: ASSESSMENT EVIDENCE

PERFORMANCE TASK (S): (STUDENTS WILL DEMONSTRATE STANDARD BY)

Students will research and represent various countries in a globalization summit. The summit will seek to address income and development gaps, with a focus on the needs of the poorest countries. “Outside” judges representing the views of economists and world leaders will question students on their positions and the viability of their proposals.

ALTERNATE PERFORMANCE TASKS:

1. Take one of the essential questions and answer it in an essay or research paper (Kathleen McCormick)
2. Write a letter to a prominent critic or proponent of globalization and challenge their views (Augusto Andres)
3. Creative essay: Write a narrative essay/fictional story in which you project what the global economy will look like in the year 2020. Although the piece is fiction, it must incorporate concepts, facts, patterns and trends about international economics and globalization.(Augusto Andres)
4. Essay: Does a culture of consumerism create happiness for individuals and countries? (Kathleen McCormick)
5. Essay: Respond to the prompt: “Open and free markets are the best way for the United States to build an efficient and prosperous economy. The USA should continue to embrace Globalization despite the fact that the gap between the rich and the poor continues to widen. In the long run, Americans will meaningfully increase their standard of living because Globalization offers the best chance to have an efficient and prosperous economy.” (Paul Ippolito)

OTHER EVIDENCE: (FORMATIVE)

Quizzes - summative quiz on terms; reading quizzes

[10 mini-debate topics \(snap format – See Ann Tepovich\); use EQs as basis of the debate prompts](#)

Socratic Seminars

KEY CRITERIA (TO MEET THE STANDARD)

[Need to develop rubrics]

**STAGE THREE: LEARNING PLAN
(LESSON SEQUENCE)**

Suggested activities:

Introduction to Globalization: Read intro to Lexus & Olive Tree; view speeches from Thomas Friedman and Naomi Klein, Race to the Bottom

Film clips: Commanding Heights – Why are people so angry?

Poverty day - World mapper

[Film The Last Train Home](#) (or show film trailer)

Sample resources:

http://www.councilforeconed.org/resources/lessons/focus_globalization_lesson3.pdf - General resources

<http://www.econedlink.org/EconEdLink-economic-and-personal-finance-search.php?partner=EconEdLink&q=globalization> – Online lesson plans

<http://www.globalenvision.org/teachers> - General lesson plans

<http://www.pbs.org/kqed/chinainside/edlesson1.html> - Impact of globalization on China (lesson plan accompanies film)

<http://www.imf.org/external/np/exr/center/students/hs/think/lesson1.pdf> - the IMF's role in the global economy

http://www.deliberating.org/Lessons_Globalization_Fair_Trade.pdf - Arguments for and against Free Trade

<http://www.naomiklein.org/articles/all?page=3> – resources from a prominent globalization critic

http://www.democracynow.org/2000/2/3/noam_chomsky_globalization_the_new_face - Challenges the international bodies that make the rules/decisions for global trade

- alternatives to globalization

Books:

The Lexus and the Olive Tree; The World is Flat, Thomas Friedman

The Post-American World, Fareed Zakaria

The Shock Doctrine, Naomi Klein

Naked Economics, Charles Wheelan (Chapters 11 & 12)

Globalization and its Discontents, Making Globalization Work Joseph Stiglitz

Stuff: The Secret Lives of Everyday Things

The Travels of a White T-Shirt

Disney in Haiti

The Case Against the Global Economy

Films/TV programs:

Commanding Heights

The Last Train Home

[PBS Frontline: Is Wal-Mart Good for America?](#)

The Economics of Happiness

American Jobs

60 Minutes: Out of India

YouTube channel: mjmfoodie

Episode 35 – Why do countries restrict trade?

<http://www.youtube.com/watch?v=Y2X3KPiAt0>

Episode 37 – GATT/WTO:

<http://www.youtube.com/watch?v=27J3CByXKow&feature=related>

Appendix D: The Island Game Simulation – Unit 1

From the Center for Economic Conversion and Sustainable Economics Curriculum website.<http://www1.umn.edu/humanrts/edumat/sustecon/activities/2-2.htm>

Objectives

- Analyze the advantages and disadvantages of different economic systems in the process of designing an ideal economy.
- Engage in problem-solving activities with others that focus on questions that are central to the organization of the ideal economy.

Materials

- Student Handouts: [The Island Game/Setting up Your Island Society](#)
- [Problem Solving Cards](#)
- [Evaluation of Your Island Economy](#)

Time: Three to four class periods

Evaluation

Group record sheets can be turned in and group presentations can be evaluated. For a more individual evaluation, students can respond to the questions on the handout, "Evaluation of Your Island Economy." This can be used as a test or assessment covering basic economic concepts.

Vocabulary

natural resources

land, labor and capital

socio-economic goals

trade-offs opportunity costs scarcity

Economic systems: Command, Market, Mixed and Traditional

Suggested Procedure

- 1) Divide students into groups of four.
- 2) Read the Island scenario to the whole class. Have students select roles in their groups.
- 3) Have each group discuss the questions on the handout *Setting up Your Island Economy* and record their answers.
- 4) Then have each group draw one (or more) of the Problem Solving cards from a hat and work out a solution.

5) Ask each group to record their decisions and report back to the whole class how they set up their economy, what their issue was, and how they proposed to deal with it. Use this as a time to facilitate whole class discussion on the questions.

6) Have students prepare for and then individually perform the "Evaluation of Your Island Economy."

The Scenario

Take a good look around, because these are the people with whom you have just been shipwrecked on a distant uncharted island. As far as you know, you are the only survivors of global catastrophe and it is up to you to develop a new society. This society should meet your needs, as you define them, and it should avoid the mistakes of "the old ones", those who died in the recent tragedy. Use the questions provided to guide your discussion of how you will set up this new society. Record your answers on a separate sheet of paper headed by the name you have given to the island. This is a beautiful island. It is tropical (average temperature 80°F), it has many sources of food (fruit trees, fish, land for agriculture), and it has a steady wind from the West of about 15 m.p.h.. Remember, this is not a vacation, you have work to do . . . so get to it !

Roles

Interrogator: Ask questions one at a time. Keep group moving along and on schedule.

Recorder: Record any group response to each question.

Group: Make sure answers do not conflict with one another and that they are Conscience consistent with economic plan. Ask questions to help group develop more specific responses.

Map Specialist: Keep others aware of geography and natural resources of island to help group develop a realistic economy.

HANDOUTS: SETTING UP YOUR ISLAND SOCIETY

Economic Plan (#1)

What will be your economic and/or socioeconomic goals? Choose only most important ones, recognizing trade-offs. Overall, what will be produced? How will it be produced? For whom will it be produced? Who will make those decisions (government, individuals or a mix)? How will your island government be involved in the economy?

Directions: Use answers to "Economic Plan" to determine your group's answers to the following questions. Define your choice of an economic system and make sure your responses are consistent with your overall plan.

Land/Distribution/Location

Will the land be privately owned? If so, who gets it and how?

Should the land be owned by everyone together?

Should you divide it up and distribute it?
If so, should it be divided equally? What constitutes equal?
Where on the island should you live? (Draw this on map.)
Should you consider the needs of the environment? How?
Who has rights to the water? How will these be provided for?

Labor

What work must be done?
List the kinds of jobs required to sustain the lifestyle you desire.
Who should do these jobs?
What about the jobs that nobody likes?
Does each person just have one job or many?

Land

What natural resources will be used to produce goods?
Will there be rules governing use of natural resources? Why or why not? If yes, which?

Capital

What kind of capital (tools, machines, etc.) will be used to produce goods? How will this capital be attained?

Basic Needs

Are there some basic needs that you believe should be guaranteed for all? If so, what are they? Or do you think that individuals should secure their needs by themselves?

Create a name for your team that reflects the type of system you have developed.

PROBLEM SOLVING CARDS (#2)

Population and Consumption: You notice that your natural resources are becoming overused and studies indicate that your society is consuming more than can be sustained in the long term. Do you consider the needs of future generations? How do you deal with a growing population and the over consumptive habits of your society?

Energy: You must come up with an energy policy. Your ship was a nuclear ship and the equipment could be adapted for the production of nuclear power. You also have oil reserves right off your Western coast that you can tap and internal combustion engines from the ship. And you have the capability to build windmills, solar collectors and steam generators. You have your forests and you have a student that has studied energy efficient architecture. What are the pros and cons of each of the sources of energy? For what purposes will you need energy? How will you generate this energy?

International Finance and Debt: Representatives have visited you from another planet. They explain that although they cannot take you to their planet, they can assist you in improving yours. They will lend you the money and machinery to enable you to produce 10 times as much on your fields if in return you will grow and sell the crops needed by their society and if, once you have made enough money, you will repay them at 10% annual interest.

Remember, many of the fields that produce a variety of foods for your people will now get planted with cash crops for export. And these fields, because they are planted with one crop, may

require pesticides and artificial fertilizers. Also, the visitors wish to lend the money to the most well off in your society to protect their investment, so the land holdings of these individuals may grow and force others to sell their land and become workers on the big farms. What are the pros and cons of this offer? Do you accept this offer? Why or why not?

Non-material Economy: Some people want to devote themselves to philosophical thinking, poetry, art and spiritual development. Are these valid ways to make a living in your society? Are they contributing to society? How could such contributions be acknowledged or rewarded? Are there other types of non-material work that should be acknowledged or rewarded? What does it mean to be a healthy and productive citizen?

Welfare: Some of the members of your group had various social problems, e.g. drug addiction and mental illness when you arrived. These people do not work very hard, at least for now, and need special medical care and psychological help. Will the other members of the society provide for these individuals' needs? How and for how long?

Guns and Butter: It is rumored that not far from you is an island of people who are very dangerous. Of all your time and resources, what percentage are you willing to devote to preparing to defend yourselves? What activities, services, luxuries might be cut in order to provide for your defense? Would you want a standing army, armed and ready to fight at any moment? Who would serve in an army were you to need one? What are the pros and cons to having a more "defense based" economy?

Native Peoples: You have just found out that in a remote area of the island (a place with fantastic groves of mango and banana) there exists a tribe of people native to this island. It is also rumored that the ground underneath this tribe is rich in coal deposits. You could use coal as a fuel for your new machines; what should you do?

Will you ask the tribe to join your culture and share the resources? Will you leave them alone? Will you remain separate but establish peaceful relations? Will you ask them to move? Give them another part of the island? How will you deal with these 'new' people and their resources?

Pollution: Water pollution has become a serious problem. The streams that flow on your island are quickly becoming unsafe for swimming and fishing. In fact, 1/3 of the fish population has died off from pollution. The causes of the pollution are many: pesticide and fertilizer run-off from farms; oil and coolant run-off from cars; waste from factories; erosion and manure from overgrazing cattle; and litter. How has water been treated as a free good? Develop a plan to deal with water pollution. What are the trade-offs to your plan? Who should be involved in making this plan?

EVALUATION OF YOUR GROUPS ISLAND ECONOMY (#3)

SHOW YOUR UNDERSTANDING OF KEY ECONOMIC CONCEPTS BY CLEARLY AND SPECIFICALLY ANSWERING THE FOLLOWING:

1. Describe your group's economic plan BRIEFLY by listing the following:

- a. economic and/or socioeconomic goals
 - b. goods and services produced; methods of production and distribution employed
 - c. use of land, labor and capital.
 - d. whether and which basic needs will be guaranteed for all.
 - e. where decision-making authority lies.
 - f. level/degree of government involvement
2. Is your system more capitalist or socialist? What type of economic system(market, mixed or command)? Explain referring to evaluation list (items a f above).
 3. Are there any traditional or sustainable characteristics to your economy?
If yes, explain which characteristics. If no, explain characteristics that could have been included to make it more sustainable. Be specific.
 4. Explain the opportunity cost of pursuing any one of your goals.
 5. How do economics and ecology interact in your island society? Are they in harmony or conflict? Explain using specifics from your island economy, particularly use of natural resources and the concept of scarcity.
 6. Which problem did you have to address in your island economy? How did you respond? How was it consistent or not with your economic system described above in question #2? Be specific.