The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with our balanced assessment plan to scaffold our students in mastery of the Iowa Core State Standards.

**Economics Des Moines Public Schools**

2019-20 Curriculum guide

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| **Economics** |
| **Schools: East, Hoover, Lincoln, North, Roosevelt, Scavo**  1 semester – .5 credit  The study of economics is a study of choices, a matter of decision-making. This course provides students with an opportunity to develop sound decision-making procedures, based on his/her values, and to evaluate alternative solutions to economic problems. Economics will help students understand how our economy works and how economic incentives influence consumers, business owners, investors, and government employees. Many of the important issues of our country and the world – recession, inflation, urban and ecological decline and decay, racial discrimination and poverty – have economic roots. By developing an awareness and perception of economics, as it is interwoven in other areas of existence, students gain insight and understanding of business, government and themselves. This course introduces high school students to economics concepts through a combination of practical problems, analysis, and economic philosophy.  **Link to Course Resources:** [**http://socialstudies.dmschools.org/economics.html**](http://socialstudies.dmschools.org/economics.html) |

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| Unit | Content Standards | Topics Reported in Infinite Campus | Students Will Learn About |
| Unit 1 Economic Decision-Making  *4 Weeks* | Iowa Core Standards:  SS-Econ.9-12.13; SS-Econ.9-12.14; SS-Econ.9-12.15; SS-Econ.9-12.19 | * Economic Decision-Making | * Scarcity * Cost-benefit analysis * Opportunity Cost * Factors of Production * Resources * Economic Systems |
| Unit 2  Exchange and Markets  *4 – 5 Weeks* | Iowa Core Standards:  SS-Econ.9-12.16; SS-Econ.9-12.17; SS-Econ.9-12.18; | * Exchange and Markets | * Supply and Demand * Surplus and Shortage * Market Conditions * Specialization in Trade * Globalization |
| Unit 3  Exchange and Markets  *4 – 5 Weeks* | Iowa Core Standards:  SS-Econ.9-12.21; SS-Econ.9-12.22; SS-Econ.9-12.23; | * Global Economy | * Supply and Demand * Surplus and Shortage * Market Conditions * Specialization in Trade * Globalization |
| Unit 4  Economic Measurement and Policy  *4 Weeks* | Iowa Core Standards:  SS-Econ.9-12.20; | * Economic Measurement and Policy | * Business Cycle * Economic Indicators * Monetary and Fiscal Policy * Budgets * Surplus and Deficits |

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

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| Unit 1: Economic Decision Making | |
| How do choices and incentives influence the behavior of individuals, businesses, and economic institutions? *4* weeks | |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| When most people think about economics, they think of numbers, graphs, and equations. But this is not what economics is all about. Economics involves the study of how people choose to use their resources. When people cannot have everything they want, they must make choices. Some economics argue that economics is mainly about how we make these choices. These economists define economics as the science of decision-making.  The driving question for this unit is, “How do choices and incentives influence the behavior of individuals, businesses, and economic institutions?” In this unit, students explore this question and the fundamentals of economics. | **Text and Activities:**   * **Econ Alive!** (*Each building has a log in provided by the curriculum coordinator at the beginning of the school year. No student texts.*)   + Lesson 1: An Economic Way of Thinking   + Lesson 2: Economic Decision Making   + Lesson 3: Economic Systems   + Lesson 11: Government and the Economy * **Economic: Concepts and Choices** Text (*Buildings have classrooms sets for checkout by teacher.*)   + Unit 1: Economics and Choices (pgs. 2 – 92) |

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| Unit 1: Economic Decision Making |
| |  |  |  |  | | --- | --- | --- | --- | | **Topic** | **4 (ET) – Exceeding Grade Level Learning** | **3 (AT) – Grade Level Learning** | **2 (PT) – Progression Towards Grade Level** | | These are the grading categories in Infinite Campus.  When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided.  \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question to complete this process:**   * *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?* | | **Economics Decision Making** | In addition to meeting the entire learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.  Possible Level 4:    \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond classroom. | **3A:** Evaluate costs and benefits in decision making while integrating the concept of scarcity. (**SS-Econ.9-12.13 &14**)  **3B:** Evaluate the effects of different economic systems on production and distribution of goods and services. (**SS-Econ.9-12.15**)  **3C:** Evaluate the proper roles of institutions and rights of individuals regarding property and the rule of law in a modern mixed economic system. (**SS-Econ.9-12.19**) | **Concepts to be included in learning 3A:**   * Effect of Scarcity on decision making * Effect of costs and benefits on decision making * Effect of Opportunity Cost on decision making   **Concepts to be included in learning 3B:**   * How different economic systems answer the 3 economic questions * Goals of different economic systems * Effects of government involvement in command and market economies   **Concepts to be included in learning 3C:**   * Public vs. Private goods * Eminent Domain * Policies that restrict production and consumption (age restrictions, pollution controls, etc.) | |

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| Unit 2: Exchange and Markets | |
| How do markets interact with individuals, business, and governments?4-5 weeks | |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| In this unit, students examine the economic concepts of demand, supply, and market structures. All of these concepts help us understand why markets work.  Demand and supply are the two forces that make market economics work. Demand reflects what consumers are willing and able to pay at different prices. Supply is an indication of what producers are willing and able to produce at different prices. In the free market, demand and supply automatically move prices to equilibrium, the point at which quantity demanded equals quantity supplied. | **Text and Activities:**   * **Econ Alive!** (*Each building has a log in provided by the curriculum coordinator at the beginning of the school year. No student texts.*)   + Lesson 5: Demand and Supply   + Lesson 6: Markets, Equilibrium, and Prices   + Lesson 7: Market Structures and Market Failures * **Economic: Concepts and Choices** Text (*Buildings have classrooms sets for checkout by teacher.*)   + Unit 2: Market Economies at Work (pgs. 96 – 220) |

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| Unit 2: Exchanges and Markets |
| |  |  |  |  | | --- | --- | --- | --- | | **Topic** | **4 (ET) – Exceeding Grade Level Learning** | **3 (AT) – Grade Level Learning** | **2 (PT) – Progression Towards Grade Level** | | These are the grading categories in Infinite Campus.  When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided.  \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question to complete this process:**   * *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?* | | **Exchange and Markets** | In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.  Students will be able to:  Example: **Propose a solution to** a real-world surplus or shortage that has resulted from government intervention in the economy (rent-controlled apartments, corn production, minimum wage, etc)  \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond classroom. | **3A:** Predict how changes in supply and demand will cause changes to price and quantity of goods and services. **(SS-ECON.9-12.17)**  **3B**: Analyz**e** the effect of governmental policies that alter market outcomes. **(SS-ECON.9-12.18).**  **3C:** Describe how changes in the level of competition can affect price and output levels. **(SS-ECON.9-12.16)** | **Concepts to be included in learning 3A:**   * Effect of the Law of Demand on consumer actions * Effect of Law of Supply on producer actions * Equilibrium * How a change in a determinant will affect the supply or demand of goods and services. * Effect of changes in determinants on price and quantity.   **Concepts to be included in learning 3B:**   * How surpluses and shortages occur * The effects of government interventions (price ceilings and floors)   **Concepts to be included in learning 3C:** | |

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| Unit 3: Global Economy | |
| How does trade affect the lives of people around the world? 4-5 weeks | |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| In this unit, students explore concepts of free trade, imports/exports, protectionism, and balance of trade. The United States plays an active part in the global economy. U.S. trade with other countries has expanded in recent decades and has contributed to economic growth both at home and abroad. Globalization has changed the way we interact and do business. In essence, it is the integration of economies and societies around the world. Critics emphasize its costs, however, while supporters point to its benefits. | **Text and Activities:**   * **Econ Alive!** (*Each building has a log in provided by the curriculum coordinator at the beginning of the school year. No student texts.*)   + Lesson 4: Gains from Trade   + Lesson 15: The United States and the Global Economy   + Lesson 16: The Costs and Benefits of Globalization * **Economic: Concepts and Choices** Text (*Buildings have classrooms sets for checkout by teacher.*)   + Unit 7: The Global Economy (pgs. 508 – 570) |

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| Unit 3: Global Economy Scale |
| |  |  |  |  | | --- | --- | --- | --- | | **Topic** | **4 (ET) – Exceeding Grade Level Learning** | **3 (AT) – Grade Level Learning** | **2 (PT) – Progression Towards Grade Level** | | These are the grading categories in Infinite Campus.  When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided.  \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question to complete this process:**   * *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?* | | **Global Economy** | In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.  Students will be able to:  Example: **Argue** if a nation would be better off if it made everything it consumed.  0r  **Evaluate and/or apply issues** of free trade by analyzing the effects of NAFTA and TPP. | **3A**: Analyze how globalization has affected various aspects of the global economy. **(SS-ECON.9-12.21 &23)**  **3B**: Form conclusions about the role of specialization in trade. **(SS-ECON.9-12.22)**  **3C:** Take a position to promote free trade or restrict trade (**SS-ECON.9-12.24**). | **Concepts to be included in learning 3A:**   * Process of Globalization * Explain how globalization has caused changed to specific aspects of the economy (business, labor, consumers, the environment, and development). * The impact of globalization on societies in MDCs and LDCs.   **Concepts to be included in learning 3B:**   * Describe how comparative advantage affects specialization * Describe how the global division of labor affects productivity (3a or 3b?)   **Concepts to be included in learning 3C:**   * How we are affected by trade in Iowa * Effects of free trade * Reasons to restrict trade * How trade is restricted | |

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| Unit 4: Economic Measurement and Policy | |
| In what ways do we measure and influence a nation’s economic health? 4 Weeks | |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| In this unit, the driving question hooks students into thinking about the role of money in our economy and its implications on economic policy.  Economic policies are often fiercely debated. The government plays a limited, but important, role in the economy. It protects property rights, regulates the marketplace, corrects market failures, and promotes the economic well-being of the American people. Governments and central banks use two broad policies to keep their economies running smoothly. Fiscal policy is based on the government’s power to tax and spend. Monetary policy is based on the power of the Federal reserve over the money supply and interest rates. | **Text and Activities:**   * **Econ Alive!** (*Each building has a log in provided by the curriculum coordinator at the beginning of the school year. No student texts.*)   + Lesson 13: Measuring the Economy   + Lesson 14: Fiscal and Monetary Policy * **Economic: Concepts and Choices** Text (*Buildings have classrooms sets for checkout by teacher.*)   + Unit 5: Measuring and Monitoring Economic Performance (pgs. 348-404)   + Unit 6: The Role of Government in the Economy (pgs. 408 – 504) |

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| Unit 4: Economic Measurement and Policy Scale |
| |  |  |  |  | | --- | --- | --- | --- | | **Topic** | **4 (ET) – Exceeding Grade Level Learning** | **3 (AT) – Grade Level Learning** | **2 (PT) – Progression Towards Grade Level** | | These are the grading categories in Infinite Campus.  When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided.  \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question to complete this process:**   * *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?* | | **Economic Measurement and Policy** | In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.  Students will be able to:  Example: 4: **Develop** a strategy to spur economic growth targeting investment in specific sectors of an economy (Ex: Agriculture, Manufacturing, Service, Publics Services, etc.) and develop a criteria to assess the success of the strategy based on predicted outcomes. | **3A:** Use data to form a conclusion about the health of an economy according to the business cycle. **(SS-ECON.9-12.20)**  **3B:** Make and defend monetary and fiscal policies to produce favorable economic conditions. | **Concepts to be included in learning 3A:**   * What each economic indicator measures (at minimum: GDP, Unemployment, and Inflation) * How the indicators relate to one another * How the indicators are part of the business cycle   **Concepts to be included in learning 3B:**   * Effects of expansionary and contractionary policies on economic indicators * Tools used in fiscal and monetary policy * How fiscal policy is used to fix economic problems of unemployment and inflation * How monetary policy is used to fix economic problems of unemployment and inflation | |