

New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks—SS

High School: Economics Required Course for Seniors

SS.HSECON.1: Culture: The students will examine the impact of culture and cultural diversity. (MCGF)

SS.HSECON.1A-G Benchmarks:

The student will be able to:

A. Demonstrate an understanding of (and examine self for) the traits of an entrepreneur in our culture. (MCGF) (NCDG) (ES)

B. Analyze and explain the ways groups, societies, and cultures address human needs and concerns. (HOTS)

C. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, and values, and behavior patterns. (GE)

D. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups. (MCGF)

E. Construct reasoned judgments about specific cultural understanding. (HOTS)

F. Explain and apply economic ideas, theories, and modes of inquiry drawn from economics in the examination of persistent issues and social problems. (HOTS)

G. Knows the possible consequences on long-term economic trends in social roles, values, and technology on career choices and opportunities. (ES) (TECH)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.2: Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

SS.HSECON.2A-D Benchmarks:

The student will be able to:

A. Understand that geographical, historical, social, and political forces have shaped the economic development of this country. (GE)

B. Analyze current economic activity and trends. (HOTS) (ES) (CE)

C. Connect prior knowledge of previously studied subjects as he/she studies economics. (CE, GE)

D. Identify and describe significant historical periods and patterns of change within and across cultures, the rise of social, economic, and political revolutions. (GE)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.3: People, Places and Environment : The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

SS.HSECON.3A-E Benchmarks:

The student will be able to:

A. Apply economic principles in order to learn to make effective economic decisions. (HOTS) (ES)

B. Engage in conversations to examine economic issues and help make reasoned and in-

formed decisions. (HOTS) (GE)

C. Generate possible alternative resolutions to economic issues and evaluate them using criteria that have been identified. (HOTS) (GE)

D. Understand the principle of comparative and absolute advantage. (LS)

E. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like. (GE) (MCGF)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.4: Individual Development and Identity : The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

SS.HSECON.4A-F Benchmarks:

The student will be able to:

A. Demonstrate care and respect for others. (GE) (CE)

B. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. (GE) (MCGF)

C. Examine the interactions of ethnic, national, or cultural influences in specific situations or events. (MCGF) (HOTS)

D. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. (NCDG) (CE) (ES)

E. Demonstrate the awareness of different cultures, lifestyles, attitudes and abilities. (NCDG) (MCGF)

F. Describe and apply the economic skills required in various workplaces as well as in one's own personal life. (NCDG) (ES) (CE) (LS)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.5: Individuals, Groups, and Institutions : The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.HSECON.5A-D Benchmarks:

The student will be able to:

A. Understand that institutions evolve in market economies to help individuals and groups accomplish their goals. (GE) (CE)

B. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. (HOTS)

C. Describe the various forms institutions take, and explain how they develop and change over time. (CS) (GE)

D. Evaluate the role of institutions in furthering both continuity and change. (HOTS)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.6: Power, Authority, and Governance : The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

SS.HSECON.6A-D Benchmarks:

The student will be able to:

- A. Understand that the government plays both a direct and indirect role as links between consumers and resources. (GE)
- B. Explain the purpose of government and analyze how its powers are acquired, used, and justified, especially when it comes to economics. (CS) (GE)
- C. Analyze and explain ideas and mechanisms to meet needs and wants of citizens. (HOTS) (CS)
- D. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States and identify representative political and economic leaders from selected historical and contemporary settings. (HOTS) (GE)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.7: Production, Distribution, and Consumption: The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.HSECON.7A-M Benchmarks:

The student will be able to:

- A. Understand the concept of scarcity and how it affects the decision-making process of governments, businesses and other economic institutions, and consumers. (GE) (CE) (ES)
- B. Apply the ideas of trade-offs and opportunity cost to make effective decisions for themselves and their families today and in the future. (HOTS) (LS) (ES) (CE)
- C. Consider the costs and benefits of society of allocating goods and services for themselves and their families today and in the future. (HOTS)

- D. Compare the basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of the government, the factors of production, banking and investing. (HOTS) (CE) (ES) (LS)
- E. Demonstrate an understanding of the global economy and how it affects each individual. (NCDG) (GE)
- F. Develop an understanding of key economic and technological forces which have, do, and will shape our world. (TECH) (ES) (CE) (GE)
- G. Analyze the importance of trade as a means to not only exchange products, but also cultural ideas. (GE) (MCGF) (ES) (HOTS)
- H. Convert economic theories into real life, practical solutions so he/she become a smarter consumer and handle money well. (LS) (HOTS) (ES) (CE)
- I. Analyze key economic changes and how they affected societies as well as the individual. (GE) (HOTS)
- J. Compare how values and beliefs influence economic decisions in different societies. (GE) (MCGF)
- K. Distinguish between domestic and global economic systems. (GE)
- L. Understands the degree to which he/she possesses the characteristics of an entrepreneur. (ES) (CE) (HOTS)
- M. Apply the Big Six steps to information problem-solving in economics. (HOTS)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance, Student Presentations

SS.HSCON.8: Science, Technology, and Society: The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

SS.HSECON.8A-C Benchmarks:

The student will be able to:

- A. Understand the role of science and technology in our economy. (TECH, ES)
- B. Describe and analyze the effects of changing technologies, over time, on the global community. (HOTS) (GE) (MCGF)
- C. Understand and explain how investments in human and physical capital, including new technologies, affect standard of living, quality of life, and way of life, especially in the age of the Internet. (GE) (TECH) (ES)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.9: Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS.HSECON.9A-F Benchmarks:

The student will be able to:

- A. Use questioning skills to confirm and refine new learning. (CS) (ES)
- B. Explain the importance of international trade in today's economy. (GE) (CS)
- C. Describe the spectrum of economic systems (socialism, capitalism, communism, etc). (GE) (CS)
- D. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations. (GE)
- E. Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as economic development. (HOTS) (GE)
- F. Analyze the relationships and extensions between national sovereignty and global in-

terests, in such matters as territory, economic development, use of natural resources, and human rights concerns. (HOTS) (GE)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.10: Civic Ideals and Practices: The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS.HSECON.10A-E Benchmarks:

The student will be able to:

A. Use questioning skills to confirm and refine new learning. (CS) (ES)

B. Analyze and evaluate the influence of citizen action on public policy. (HOTS)

C. Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republic form of government. (GE) (HOTS)

D. Demonstrate positive social skills and respect toward class members. (ES) (CS) (MCGF)

E. Understand and practice the Six Pillars of Character Counts in and out of the school setting so as to become a productive, positive citizen. (HOTS) (ES) (LS) (NCDG)

Assessed by: Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

SS.HSECON.11: Habits of the Mind: The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance the learning of eco-

nomics. (HOTS) (ES)

SS.HSECON.11A-F Benchmarks:

The student will be able to:

A. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions. (HOTS) (ES)

B. Utilize self-regulation techniques in their daily lives, including being aware of his/her own thinking, planning, being aware of necessary resources, being sensitive to feedback, evaluating the effectiveness of his/her actions. (HOTS) (NCDG)

C. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, being respectful of the ideas and views of others, restraining impulsivity, taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS) (CS) (ES)

D. Use a planner to develop and improve organizational skills. (HOTS) (ES) (LS)

E. Applies problem-solving and decision-making to real-life economic situations. (ES) (CS) (LS)

F. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS) (ES) (CS)

Assessed by: Planners, Tests, Quizzes, Daily Work, Participation in Class Discussions, Teacher Observation/Student Performance

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources

(List all materials and resources. Be specific.)

Textbook: Economics: Principles and Practices,

Glencoe Publishing Company, 2005

Textbook Supplementary Materials

Periodicals: Current Issues and Topics

Newspapers Waterloo Courier

Des Moines Register

Magazines: Newsweek

Time

US News & World Report

Booklets: Federal Reserve Bank financial skills booklet and activities

Internet Websites:

www.econedlink.org

www.ecedweb.unomaha.edu

www.federalreserve.org

www.whitehouse.gov

www.house.gov

www.senate.gov

Video/DVDs:

“John Stossel Goes to Washington”

“Greed”

“Cashflow” with Robert Kiyosaki

Economic Council: Educational CD-Roms from the National Council for Economics Education

Guest Speakers:

Hamilton Business College representative

Rich Kriener or Ryan Rausch—financial planning

Brown College representative

Various entrepreneurs in the area

Economics Outline (2005-08)

I. Fundamental Economic Concepts

- a. Chapter 1-what economics is**
- b. Chapter 2-economic systems and decision making**
- c. Chapter 3-business organizations and economic institutions**

II. Microeconomics

- a. Chapter 4-demand**
- b. Chapter 5-supply**
- c. Chapter 6-prices and decision making**
- d. Chapter 7-competition, market structures, and the role of government**

III. Macroeconomics: Institutions

- a. Chapter 9-sources of government revenue**

b. Chapter 10-government spending

c. Chapter 12-the Federal Reserve System and monetary policy

IV. Macroeconomics: Policies

a. Chapter 14-gross domestic product

b. Chapter 15-economic growth

c. Chapter 16-unemployment, inflation, and poverty

Economics Outline (starting 2008-09)

I. Fundamental Economic Concepts (review)

a. Chapter 1-what economics is

b. Chapter 2-economic systems and decision making

c. Chapter 3-business organizations and economic institutions

II. Microeconomics (review)

a. Chapter 4-demand

b. Chapter 5-supply

c. Chapter 6-prices and decision making

d. Chapter 7-competition, market structures, and the role of government

III. Macroeconomics: Institutions

- a. Chapter 9-sources of government revenue**
- b. Chapter 10-government spending**
- c. Chapter 12-financial markets, saving, and investing**

IV. Macroeconomics: Policies

- a. Chapter 13-economic performance, gross domestic product, and economic growth**
- b. Chapter 14-economic instability, unemployment, inflation, and poverty**
- c. Chapter 15—the Federal Reserve system and monetary policy**

V. International and Global Economics

- a. Chapter 17-international trade**
- b. Chapter 18-comparative economic systems**
- c. Chapter 20-global economic challenges**

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