

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> <li>1. Describe the characteristics of the three basic economic system; i.e., traditional, command, market. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.6)</li> <li>2. Locate world regions and identify the predominant economic system in each region. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.6)</li> <li>3. Cite examples of ways in which geography and economics are interrelated. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.6)</li> </ol> <ol style="list-style-type: none"> <li>1. Apply economic principles to identify and resolve private and public issues. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.6)</li> <li>2. Define scarcity as the basic economic problem of unlimited wants and limited resources. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.6)</li> <li>3. Cite examples of ways in which economics and environment are interrelated. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.6)</li> </ol>	<ol style="list-style-type: none"> <li>A. After studying economic regions, the students will: <ol style="list-style-type: none"> <li>a. Discuss the importance (past, present, and future) of selected economic regions.</li> <li>b. Describe selected economic regions, according to economic factors e.g., available resources, manufactured products, income level.</li> <li>c. Create an illustration such as a map, poster, or collage characterizing the economic regions within the United States and/or world. (SS.A.1.4.2)</li> </ol> </li> <li>B. After studying the relationship between economics and environmental issues, the students will: <ol style="list-style-type: none"> <li>a. Describe the economic considerations related to a selected environmental concern.</li> <li>b. Debate a solution to an environmental problem that impacts the economy.</li> <li>c. Write a story, play, news script, or newspaper article describing life in the future if a selected environmental problem is not solved. (SS.A.1.4.3)</li> </ol> </li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Historical Awareness</p>	<p>4. Organize and present information and ideas, orally and in writing. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.6)</p> <p>5. Define, clarify, and offer solutions to problems. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.6)</p> <p>6. Judge information related to a problem. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.6)</p> <p>7. Build skills in decision-making and critical thinking. (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.6)</p> <p>1. Describe the economic theories of Adam Smith and Karl Marx, noting their importance to capitalism and communism. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.2.4.1) (SS.D.2.4.3)</p> <p>2. Describe the impact of selected economic theorists on contemporary events. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>3. Cite the contributions of selected economic philosophers to the present economic system in the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.2.4.1) (SS.D.2.4.3)</p>	<p>A. After studying economic philosophers, the students will:</p> <p>a. Write short summaries of the theories of selected economic philosophers; e.g., Adam Smith, Karl Marx, Thomas Malthus, John Maynard Keynes, Milton Friedman, John Kenneth Galbraith.</p> <p>b. Identify the primary economic philosophers associated with each of the three major economic systems.</p> <p>c. Debate/defend the economic theories of selected economic philosophers.</p> <p>d. Write an essay, poem, story, or song that describes how economic philosophers have shaped world events. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>4. Define capitalism, communism, and socialism and relate each to the three basic economic systems; i.e., traditional, command, market. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.2.4.1) (SS.D.2.4.3)</p> <p>1. Explain the advantages and disadvantages of unionization. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4)</p> <p>2. Explain how wages are determined and why wage differentials exist. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4)</p> <p>3. Identify the major problems confronting organized labor. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4)</p> <p>4. Explain the role of unions in the labor market. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4)</p> <p>5. Access non-adversarial forms of management. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4)</p>	<p>B. After studying labor-management relations in the United States, the students will:</p> <p>a. Discuss examples of labor-management conflicts in United States history.</p> <p>b. Debate an issue related to labor-management relations; e.g., binding arbitration, foreign competition, laborers replaced by machinery, closing factories.</p> <p>c. Research labor-management relations in another country and compare/contrast the findings to United States labor management relations; e.g., U.S. and Japan.</p> <p>d. Write an editorial or letter to the editor expressing their views on an issue/conflict related to labor-management relations. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<ol style="list-style-type: none"> <li>1. Promote involvement in civic participation and community service. (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</li> <li>2. Understand the basic national economic goals and the influence that a citizen has on them. (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</li> <li>3. Understand how United States citizens can participate in political and economic processes and decision making. (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3)</li> <li>4. Identify ways to expand minority and female participation in the establishment of economic goals. (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</li> </ol> <ol style="list-style-type: none"> <li>1. Explain the government's role in antrust actions. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</li> <li>2. Describe the monetary and fiscal policy tools the government may use to regulate the economy. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. After studying the goals of the United States economic system and learning how American citizens can influence the selection and implementation of these goals, the students will:             <ol style="list-style-type: none"> <li>a. Determine, through class discussion, what the top six economic goals of the United States should be.</li> <li>b. Compare/contrast the six economic goals determined by the class to the six actual goals of the United States economy; i.e., economic freedom, economic efficiency, economic equity, economic security, economic stability, economic growth.</li> <li>c. Discuss the ways that United States citizens are able to influence economic goals; e.g., volunteering time to work for political candidates and charitable organizations, lobbying political office holders, writing letters to the editors of newspapers and magazines, funding special interest groups, boycotts.</li> <li>d. Identify groups that traditionally feel that they are left out of economic decision-making and propose strategies that these groups could use to gain more influence.</li> </ol> </li>   <li>B. After studying the role of government in the economy of the United States, the students will:             <ol style="list-style-type: none"> <li>a. Describe how the government uses monetary and fiscal policy to regulate the economy; e.g., open market operations, reserve requirements, discount rate, taxation, government spending.</li> </ol> </li> </ol>

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<p>IV Economic Understanding</p>	<p>3. Understand supply-side economics. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>4. Describe government regulation of economic activities and institutions. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>5. Utilize the appropriate vocabulary, reference/study, critical thinking, and decision-making skills. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>1. Define economics and explain how it contributes to personal understanding as well as to the understanding of social issues and social problems; e.g., economic consequences of substance abuse. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>2. Define opportunity cost. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>3. Distinguish between economic needs and economic wants. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>4. Define scarcity and realize that is the basic economic problem facing all societies and that it requires economic choices to be made. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>5. Identify the three basic economic questions that all societies must answer. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>6. Define the term economic market. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p>	<p>b. Create a current events bulletin board that provides examples of the government's involvement in the economy.</p> <p>c. Research a specific example of governmental involvement in the economy and debate its desirability.</p> <p>d. Create a political cartoon or other visual representation that reflects their personal opinion about a specific instance of governmental involvement in the economy.</p> <p>e. Write an opinion paper about what the government's role should be in relation to the economy. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.4.4.5)</p> <p>A. After studying fundamental economic concepts, the students will:</p> <p>a. Explain fundamental economic concepts; e.g., wants and needs, opportunity cost, supply and demand, scarcity.</p> <p>b. Collect and discuss newspaper and magazine articles that illustrate how families, businesses, and governments make decisions based on fundamental economic concepts.</p> <p>c. Prepare a personal budget that incorporates fundamental economic concepts.</p>

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	<p>7. Explain the laws of supply and demand and describe their role in economic activities. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>8. Describe the role of supply and demand in economic activities. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>9. Explain equilibrium price and relate it to price ceilings and price floors. (SS.A.1.4.4) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>1. Compare the advantages and disadvantages of the three types of business organizations; i.e., sole proprietorship, partnerships, corporations. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>2. Identify and describe the four market structures; i.e., pure competition, pure monopoly, monopolistic competition, oligopoly. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>3. Identify the functions of financial institutions, including the relationship between savings and investment. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>4. Interpret the relationships described by line graphs, circle graphs, or tables. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>5. Describe the four factors of production; i.e., land, labor, capital, entrepreneurship. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p>	<p>B. After studying the types of business organizations, the students will:</p> <p>a. Prepare a chart identifying the advantages and disadvantages of the three types of business organizations; i.e., sole proprietorships, partnerships, corporations.</p> <p>b. Interpret data related to the types of business organizations; e.g., stock market listing, production levels, employment statistics.</p> <p>c. Develop a marketing strategy to promote a product or a service; e.g., an advertisement, theme for a national campaign.</p> <p>d. Assess and prepare a report on the national, state, and/or local impact of a specific type of business organization; e.g., a multinational corporation in South Florida, small business in the Miami area.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>6. Identify the advantages and disadvantages of multinational corporations. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>7. Distinguish between consumer goods and producer goods. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.2)</p> <p>8. List factors that influence and determine price. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>9. Evaluate the positive and negative aspects of advertising; e.g., advertising by tobacco and alcohol related companies, advertising by fitness companies. (SS.A.1.4.4) (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2)</p> <p>1. Define economic growth and describe how it impacts society. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</p> <p>2. Identify the phases of the business cycle. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</p> <p>3. Identify the causes of economic instability. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</p> <p>4. Identify factors which are necessary for economic growth. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</p> <p>5. Define economic stability relative to price stability and full employment. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</p> <p>6. Explain the relationship between production and technology (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</p>	<p>C. After studying the concept of economic productivity, the students will:</p> <p>a. Explain, orally or in writing, how economic performance is measured; e.g., Consumer Price Index (CPI), Gross National Product (GNP), Gross Domestic Product (GDP), Per Capita Income (PCI).</p> <p>b. Interpret graphs and tables that illustrate economic performance.</p> <p>c. Research and discuss the economic performance of the United States economy during different historical periods.</p> <p>d. Propose, through team or small group discussion, ideas to enhance the performance of the United States economy.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> <li>7. Differentiate between gross national product (GNP) and gross domestic product (GDP). (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</li> <li>8. Describe how per capita gross national product (GNP) is used to indicate standard of living. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</li> <li>9. Explain how the consumer price index (CPI) differs from the producer price index (PPI). (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</li> <li>10. Identify types of unemployment and explain how unemployment is measured. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</li> <li>11. Determine relationships described by line graphs, circle graphs, and tables. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</li> <li>12. Distinguish between fact and opinion. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</li> <li>13. Explain various measures of economic productivity. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</li> <li>14. Understand the relationship between inflation and the value of money. (SS.A.3.4.10) (SS.B.2.4.1) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.4) (SS.D.2.4.5)</li> </ol>	<p>e. Read, review, and critique magazine and newspaper articles that assess the current performance of the United States economy. (SS.D.2.4.4)</p>



COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<ol style="list-style-type: none"> <li>1. Identify the purposes of taxes and describe the criterion for a fair tax. (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</li> <li>2. Classify taxes as regressive, progressive, or proportional. (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</li> <li>3. Describe how taxation can impact resource allocation and income distribution. (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</li> <li>4. Distinguish between private goods and public goods. (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</li> </ol> <ol style="list-style-type: none"> <li>1. Understand how immigrants have impacted the economy and society of the United States. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3)</li> <li>2. Recognize the pluralistic and multicultural nature of United States society. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3)</li> <li>3. Describe the status of minorities and women during different periods in United States history. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>D. After studying the purposes and the principles of taxation, the students will:             <ol style="list-style-type: none"> <li>a. Explain the purposes of taxation and how taxes are classified; e.g., progressive, regressive, proportional.</li> <li>b. Interpret current tax forms; e.g., income tax, F.I.C.A., property tax.</li> <li>c. Interview family members and/or members of the community about their views on the fairness and the efficiency of the various types of taxes.</li> <li>d. Evaluate, based on the ability-to-pay and benefits received principles, the fairness of various types of taxes; e.g., income, property, sales.</li> </ol> </li> <li>A. After studying the participation of immigrants, minorities, and women in the United States economy, the students will:             <ol style="list-style-type: none"> <li>a. Research and discuss the contributions made by immigrants, minorities, and women to the United States economy.</li> <li>b. Propose methods that business and government could use to promote increased economic participation by minorities and women.</li> <li>c. Describe economic issues that are especially significant to minority groups and/or women.</li> <li>d. Analyze why a specific economic issue is especially significant to minority groups and/or women; e.g., pay for comparable work, quota systems for hiring, discrimination and/or sexual harassment.</li> </ol> </li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Global Perspective</p>	<p>4. Use appropriate resources and skills to gather information. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3)</p> <p>5. Define and clarify problems, judge information related to a problem, solve problems, and draw conclusions. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3)</p> <p>6. Build skills in decision-making and critical thinking. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.2) (SS.A.5.4.7) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.D.2.4.3)</p> <p>1. Define the terms: free trade, international trade, trade barriers, balance of trade, absolute and comparative advantage, protectionism. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>2. Explain how the rate of exchange between countries is established, noting its importance to international trade. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>3. Analyze the major reasons for international trade. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p>	<p>e. Research and evaluate current laws that protect and/or promote women and minorities in the work place. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.5.4.8)</p> <p>A. After studying national and international trade, the students will:</p> <p>a. Explain the need for and the effects of international trade on selected nations and their people.</p> <p>b. Cite examples of the internationalization of the world's economy; e.g., flows of goods/services/capital, labor mobility, cultural/intellectual/technological exchanges.</p> <p>c. Describe the consequences of a selected trade agreement; e.g., North American Free Trade Agreement (NAFTA), European Union, Association of Southeast Asian Nations (ASEAN).</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>4. Explain how international trade impacts the political, economic, and cultural relations among nations. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>5. Identify the rationales for and the economic costs of barriers to international trade. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>6. Assess the interdependence of the global economy; e.g., flow of resources, products, expenditures. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>1. Describe the three basic economic systems; i.e., traditional, command, market. (SS.A.1.4.4) (SS.A.1.4.7) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>2. Compare and contrast the methods of economic decision making in the three types of economic systems. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>3. Describe the operation of transnational corporations and their effects on domestic and international labor markets. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p>	<p>d. Write a letter to the editor or an editorial about the impact of international trade on a selected regional, national, or local economic issue; e.g., tariffs, unemployment, rising expectations of citizens in developing nations, most favored nation trading status. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.1.4.4)</p> <p>B. After studying international business activity, the students will:</p> <p>a. Research the business activities of selected transnational corporations ; e.g., Nestle, IBM, McDonalds, Honda, Shell Oil.</p> <p>b. Interview a foreign business person or a person who has transacted business in another nation to determine various culture-specific ways of conducting business.</p> <p>c. Create a chart that compares and contrasts business activity in traditional, command, and market economies.</p> <p>d. Prepare, from the perspective of a personnel manager, a list of required attitudes and skills for employment in a 21<sup>st</sup> century transnational corporation.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>4. Discuss the importance of cross-cultural understanding in conducting international business. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>5. Examine the positive and negative aspects of international business activities; e.g., environmental concerns, quality of life. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>6. Discuss the knowledge, skills, and attitudes that will be needed to function effectively in the world of work in the 21<sup>st</sup> century. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>7. Explain how the internationalization of the economy has blended elements of various economic systems. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p>	