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| **Economics**  **Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| *Students will be able to independently use their learning to make economic choices which impact self and others in personal, local, state, national and international governments. These choices impact how students:*   1. Form a more perfect union 2. Establish justice 3. Insure domestic tranquility 4. Provide for the common defense 5. Promote the general welfare 6. Secure the blessings of liberty for future generations   “History records that the money changers have used every form of abuse, intrigue, deceit, and violent means possible to maintain their control over governments by controlling money and it's issuance.” ― [**James Madison**](https://www.goodreads.com/author/show/63859.James_Madison) | |
| **Big Ideas** | **Essential Questions** |
| A government’s influence in economic performance impacts the balance of freedom and liberty. | How do governments use economic tools to control freedom and liberty? |
| The tools of economic markets and the functions of government control the full exercise of freedom and liberty**.** | How does a government’s influence on economic performance impact the balance of freedom and liberty? |
| Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty. | How does unlimited wants with limited resources impact government? |
| The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty. | How does interdependence among nations affect the balance of freedom and liberty in its citizens? |
| The work and earnings in various markets impact the balance of freedom and liberty. | How does the distribution of wealth reflect the control of freedom and liberty? |

Economics

| **Economics Curriculum Framework** | | | | | |
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| **Economics**  **Standard Category** | **Big Idea** | **Concept** | **Essential Question** | **Competencies** | **Vocabulary** |
| **6.1 Economic systems** | A government’s influence in economic performance impacts the balance of freedom and liberty. | Governments organize to protect or determine what goods and services should be produced, exchanged and consumed. | How do governments use economic tools to control freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Economics  Freedom  Goods  Liberty  Services |
| **6.2 Markets and Functions of Governments** | The tools of economic markets and the functions of government control the full exercise of freedom and liberty**.** | The fluctuations of supply and demand influence the liberty and freedom of individuals and governments. | How does a government’s influence on economic performance impact the balance of freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Demand  Economic institutions  Flow of goods  Freedom  Liberty  Market  Price  Supply  Transaction |
| **6.3 Scarcity and Choice** | Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty. | Scarcity and choice affect the allocation of resources. | How does unlimited wants with limited resources impact government? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Choice  Costs  Distribution  Opportunity cost  Scarcity |
| **6.4 Economic Interdependence** | The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty. | Trading Ideas, goods, and services affect decisions and events in many areas. | How does interdependence among nations affect the balance of freedom and liberty in its citizens? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Capital  Distribution resources  Interdependence  Labor |
| **6.5 Work and Earnings** | The work and earnings in various markets impact the balance of freedom and liberty. | There are costs and benefits from all choices in society. | How does the distribution of wealth reflect the control of freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Benefits  Costs  Goods  Productivity  Services  Wealth |