

**Union County Educational Services Commission
High School Course Syllabus**

Title: Economics

Timeline: Full Year; 5 Credits

Course Description:

This course explores the choices and decisions that people make about how to use the world’s limited resources. The goal of this course is to provide students with knowledge that is strongly established in economic principles so that he or she will be able to differentiate between economic models, understand issues related to global and national economics, gain insight into choices that businesses makes, and learn about the importance of managing personal finances and planning for one’s financial security.

Scope and Sequence:

- I. Economic Ideologies
- II. Business
- III. Personal Economics
- IV. Career Planning

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

NJ Student Learning Standards -

Social Studies: 6.1 US History: American in the World

21st Century Life and Careers: 9.2 Career Awareness, Exploration, and Preparation

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

Union County Educational Services Commission
Curriculum Mapping Format: Economics

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Topic	Economic Ideologies	Business	Personal Economics	Career Planning
Essential Question	What responsibilities does a government have to its people?	Who or what decides what you get?	How do you control your future?	How do you control your future?
Big Idea	Capitalism and Communism	Supply and Demand	Financial Planning	Career Planning
Standards	<p>6.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> <p>6.1.12.C.6.b - Determine how supply and demand influence price and output during the Industrial Revolution</p> <p>6.1.12.C.7.a - Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p> <p>6.1.12.C.7.b - Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.</p> <p>6.1.12.C.8.a - Analyze the push-pull factors that led to the Great Migration.</p> <p>6.1.12.C.8.b - Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p>	<p>9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.6 - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p>9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.2.12.C.8 - Assess the impact of litigation and court decisions on employment laws and practices.</p>	<p>9.2.12.C.9 - Analyze the correlation between personal and financial behavior and employability.</p>	<p>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.2 - Modify Personalized Student Learning plans to support declared career goals.</p> <p>9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.5 - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>

Content	Communism Capitalism Socialism Economic Change throughout History	The Cost of Education Economic Change Supply and Demand Employment Law	Personal Finances Business Finances Financial Planning Budgeting Debt Credit	Career Goals Career Skills Career Opportunities
Skills	<ul style="list-style-type: none"> -Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. -Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. -Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. -Relate current events to the physical and human characteristics of places and regions. -Distinguish valid arguments from false arguments when interpreting current and historical events. -Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. -Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. -Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. 			