Directions: This template must be used for all other content areas taught and for each course required for graduation, excluding language arts, math and science content areas and courses. For each other content area or course, complete the document below to include all appropriate Strands and Concepts for the course.

Curriculum Planning Document – Social Studies			
Content Area/Grade Level: Economics (Semester A and B) / High School			
Course Description: This courses leverages diverse resources from the National Council on Economic Education in partnership with the National Association of Economic Educators, and the Foundation for Teaching Economics. It begins with providing a basic understanding of the U.S. economy and its relationship to the world economy. It then covers macro issues such as government and the economy and micro issues such as entrepreneurship and consumer issues.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 5: Economics			
Concept 1: Foundations of Economics **PO 1.** Analyze the implications of scarcity: a. limited resources and unlimited human wants influence choice at individual, national, and international levels b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology) c. marginal analysis by producers, consumers, savers, and investors **PO 2.** Analyze production possibilities curves to describe opportunity costs and trade-offs. **PO 3**. Describe the characteristics of the mixed-market economy of the United States:	The Edmentum LMS (PLATO Courseware) as detailed in the narrative, includes a diverse set of instructional methodologies integrated into each course. These instructional methods include: computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities. The common design elements and activities combined with a thorough initial orientation video lecture support a student's quick understanding of the delivery	Mastery for each course will be based on the student meeting the prescribed Performance, Participation, and Progress requirements. The program is designed to foster high expectations for staff and students. The goal for all students is to meet 100% of the expected progress and 100% of the expected weekly participation. The desired performance goal for all students is to attain a score of 100% on all	Continues Throughout Course

a. property rights b. profit motive c. consumer sovereignty d. competition e. role of the government f. rational self-interest g. invisible hand **PO 4.** Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites). **PO 5**. Interpret economic information using charts, tables, graphs, equations, and diagrams.	system. This immediate understanding enables a student to focus on the content right from the beginning of the first lesson. Each course utilizes a variety of methods and has the flexibility to allow teachers to modify the program to suit individual student learning needs. The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles. The primary delivery method for the proposed Fifth Arrow online program content, is web-based online delivery. Based on	assignments. The minimum that will be accepted on each assignment and assessment is 70%. ***Assessment and Testing*** Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. **Formative and Summative Assessments** contained in the web-delivered content, which include authentic learning and objective assessments are used to show mastery: • Unit pretests (typically designed for credit recovery use)	

	needs identified by teacher monitoring, formative and summative assessment, or student request, the delivery method can be modified in numerous ways. **<u>Flexible deliverability</u>** **All online materials are printable.** The interface and font of the content can be adjusted to minimize the amount of ink used in printing. **eNotes**: In lieu of paper notes, the students have the option to take eNotes while listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student. **Secure internal messaging system:** provides the option for synchronous or asynchronous support of student learning. **Teacher online office hours:** Teachers provide four hours of	• Mastery tests • Lesson Activities • Unit Activities • Online Threaded Discussions • Unit Post-Tests • End-of-Semester Exam **<u>Authentic Learning Assessments</u>**: Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills and operations: Lesson activities, unit activities, and discussions. These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical	

	online synchronous office hours. Additional synchronous time can be requested by students as needed. **Phone communication as required.** Teachers will have access to phone numbers and refer students and parents to a phone conference as required. **Supplemental assignments:** The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by the administration and delivered electronically to the student. **Supplemental resource links:** Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource links as the need arises. All links will be submitted for approval by the administrator.	practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. • **Lesson Activities** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. All Lesson Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by creating a drop box activity in	

	Practice exercises: The teacher may assign practice exercises in addition to the online content. The teacher would have the opportunity to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change. **Universal access:** The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those that seek help from someone that may not have a computer or Internet may print the material and seek help while working on the paper version. **Learning Aids:** Learning aids within the courseware that are designed to assist students include: • eNotes • Resource Folder	the course learning path. • **Unit Activities** are similar to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. Unit activities are teacher graded and submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to both the student and the teacher for this purpose. A minimum score	

	• Dictionary • Text to Speech (content reader) • Translator (16 languages) • Scientific Calculator • Math tools (graphing tool, histogram, scatter plot, stem &leaf) Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.	of 70% is required. • **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion topic. Instructors can customize the course, however, to include	

		additional discussion topics. Online discussions may use whatever rubric the instructor sets. A minimum score of 70% is required. **<u>Objective Assessments.</u>** There is a specific learning objective associated with each lesson, which is assessed through objective assessments at multiple points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester. Additionally, there are optional unit pretests. • **Unit pretests** are optional multiple-choice assessments, typically designed for	

		credit recovery use. If a student shows mastery of a lesson's objective (70% proficiency), the student will be automatically exempted from that module in the upcoming unit. • **Mastery tests** at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online and contain randomly generated questions. A minimum score	

		of 70% is required and a student may retake the mastery tests as many times as needed to demonstrate at least a 70% proficiency. • **Unit posttests** help instructors track how well students have mastered the unit's content. The tests are multiple-choice and are provided online. A minimum score of 70% is required. • **End-of-semester tests** assess the major objectives covered in the course. The End-of-	

		Semester Test will be proctored (required) and a minimum score of 70% is required. Remediation assignment will be provided if a student does not meet the 70% requirement, and then a new End-of-Semester test will be administered. By combining the unit pretest (if applicable) and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice (randomly generated questions) and are provided online.	

		Remediation: Students that attain less than 70% on assignments will be required to complete a remediation assignment and make corrections to the assignments and eNotes. Teachers will work with the student to assist and reteach as needed. **Instructional Feedback:** Teachers will provide instructional feedback in teacher-graded assignments. Students will email the teacher with confirmation that the teacher's comments and instructional was read and understood. **A midterm project** is required. Examples include: • Virtual field trip • Group or individual service learning activities	

		• Video presentation
		• Web portfolio
		• Book Report
		• Research Project
		
		A final research paper is required. It relates to or enriches course content
		  • Students will have multiple topic options
		  • Students may request an alternate subject (in a timely manner & appropriately)
		  • MLA format is required
		  • Six traits rubric used
		
		<u>Scoring Rubric will vary based on type of activities in each course. Example:</u>
		• Participation and Progress = 10%
		• Discussions = 10%
		• Drop Box (Unit/ Lesson Activities) = 20%	

		• Post Unit Tests = 20% • Midterm Project = 10% • End-of-Semester Test = 20% • Final Research Paper = 10% Total=100% **<u>Curriculum Reports:</u>** Edmentum LMS (PLATO Courseware) provides a wide array of reports that provide useable data concerning mastery of each lesson and assignment. Reports include: • Learner Progress Report by Learner • Learner Progress Report by Class • Learner Daily Usage by Learner • Learner Daily Usage by Class and Assignment • Curriculum	

		Items Response Report • Curriculum Strengths and Needs by Class	
Concept 2: Microeconomics **PO 1**. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking: a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange b. role and interdependence of households, firms, and government in the circular flow model of economic activity c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure d. financial institutions and	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

securities markets e. importance of rule of law in a market economy for enforcement of contracts **PO 2.** Describe how markets function: a. laws of supply and demand b. how a market price is determined c. graphs that demonstrate changes in supply and demand d. how price ceilings and floors cause shortages or surpluses e. comparison of monopolistic and competitive behaviors f. theory of production and the role of cost **PO 3**. Describe how government policies influence the economy: a. need to compare costs and benefits of government policies before taking action			

b. use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods and services c. effects of progressive, proportional, and regressive taxes on different income groups d. role of self-interest in decisions of voters, elected officials, and public employees			
Concept 3: Macroeconomics **PO 1**. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions. **PO 2**. Explain the effects of inflation and deflation on different groups (e.g., borrowers v.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

lenders, fixed income/cost of living adjustments). **PO 3.** Describe the economic and non-economic consequences of unemployment. **PO 4**. Analyze fiscal policy and its effects on inflation, unemployment, and economic growth. **PO 5**. Describe the functions of the Federal Reserve System (e.g., banking regulation and supervision, financial services, monetary policy) and their influences on the economy. **PO 6.** Explain the effects of monetary policy on unemployment, inflation, and economic growth. **PO 7.** Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.	**required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		
Concept 4: Global Economics **PO 1.** Analyze the similarities and differences among economic systems: a. characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

and services benefits and costs of market and command economies b. characteristics of the mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation c. role of private property in conserving scarce resources and providing incentives in a market economy **PO 2.** Describe the effects of international trade on the United States and other nations: a. how people and nations gain through trade b. how the law of comparative advantage leads to	**provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		

specialization and trade c. effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living d. how exchange rates work and how they affect international trade e. how the concepts of balance of trade and balance of payments are used to measure international trade f. factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries g. economic connections among different regions, including changing alignments in world trade partners h. identify the effects of			

trade agreements (e.g., North American Free Trade Agreement)			
Concept 5: Personal Finance **PO 1**. Explain how education, career choices, and family obligations affect future income. **PO 2.** Analyze how advertising influences consumer choices. **PO 3.** Determine short- and long-term financial goals and plans, including income, spending, saving, and investing. **PO 4**. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history. **PO 5.** Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles. **PO 6.** Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course