

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**Government & Economics, GP**

Course # 230

Grade(s) 12

Department: Social Studies

Length of Period (mins.) 41

Total Clock Hours: 123

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Type of Offering:  required  elective

Credit: 1.0

Adopted: \_\_\_\_\_

Developed by:  
Sally Hanzlik  
Tom Husser

## Description of Course

### Course Title:

Government & Economics, GP - # 230

### Description:

This is a course designed to stimulate seniors to think critically about the government and economic issues. The course is divided into two major parts: American Government and Economics.

### Goals:

- To understand our nation's government and how it changes
- To understand significant actions of our government
- To understand the meaning of documents through reading and interpreting primary sources
- To understand the democratic ideals which have helped form the American government and way of life
- To understand how people make economic decisions
- To understand how our economy functions independently and collaboratively with other nations
- Report writing

### Requirements:

None.

### Text:

Remy, Patrick, Saffell, and Clayton, Civics Today: Citizenship, Economics, & You, Glencoe/McGraw-Hill, 2005

---

### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Foundations of American Government	1	Students will describe the purposes and functions of government.	L	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 5.1.12 A 5.3.12 K His 8.1.12A
	2	Students will explain the principles upon which the American system of government is based.	A	<ul style="list-style-type: none"> <li>Readings: Magna Carta, English Bill of Rights, John Locke</li> <li>Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of questions concerning readings</li> </ul>	Gov 5.1.12 B 5.1.12 M 5.3.12 K His 8.1.12 D 8.1.12 A 8.3.9 A 8.3.9 B 8.4.9 B
	3	Students will explain the purpose of the Declaration of Independence and describe the basic grievances against England.	R	<ul style="list-style-type: none"> <li>Read Declaration and discuss grievances</li> <li>Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 5.1.12 B 5.1.12 M His 8.1.12 D 8.1.12 B 8.4.9 D 8.3.9 C 8.3.9 D
	4	Students will explain the weakness of the Articles of Confederation and synthesize how the weaknesses led to the writing of the Constitution.	U	<ul style="list-style-type: none"> <li>Discuss Articles of Confederation and compare to needs of citizenry during early United States</li> <li>Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> </ul>	Gov 5.1.12 B 5.1.12 H 5.1.12 M His 8.1.12 D 8.1.12 B 8.1.12 A 8.1.12 C 8.3.9 B 8.3.9 C
	5	Students will describe the compromises that shaped the foundations of the United States Constitution.	L	<ul style="list-style-type: none"> <li>Debate between large and small state representatives and federalist and anti-federalists</li> <li>Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>Utilize debate rubric to evaluate students participation</li> <li>Quiz</li> </ul>	Gov 5.1.12 B 5.1.12 H 5.1.12 M His 8.3.9 C 8.1.12 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
The Constitution	6	Students will describe the organization and principles in the Constitution.	L	<ul style="list-style-type: none"> <li>Analyze the structure of the Constitution</li> <li>Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>Questions on Constitution</li> </ul>	Gov 5.1.12 E 5.1.12 F 5.1.12 M His 8.3.2 B
	7	Students will explain the concepts of federalism, separation of powers, check and balances, and popular sovereignty contained within the Constitution.	L	<ul style="list-style-type: none"> <li>In cooperative learning groups, analyze the Constitution and create examples of each concept</li> <li>Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of group reports</li> </ul>	Gov 5.1.12 L His 8.1.12 C 8.3.9 B
	8	Students will explain how the Constitution is a living document through formal and informal amendments.	L	<ul style="list-style-type: none"> <li>Students will look at each of the 27 amendments and coordinate with societal needs at the time of ratification</li> <li>Chapters 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> </ul>	Gov 5.1.12 F His 8.1.12 C 8.3.9 B
	9	Students will apply the concepts within the Constitution to the changing society in the United States.	U	<ul style="list-style-type: none"> <li>Students will write an amendment that would meet a current societal need</li> <li>Chapter 4</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of amendments</li> </ul>	Gov 5.1.12 C 5.2.12 A 5.1.12 B 5.1.12 F His 8.1.12 C 8.3.9 C 8.3.12 C
	10	Students will identify the constitutional guarantees of civil liberties and rights.	L	<ul style="list-style-type: none"> <li>Choose a Supreme Court case concerning civil liberties/civil rights and argue it before teacher</li> <li>Internet research</li> <li>Chapter 4</li> </ul>	<ul style="list-style-type: none"> <li>Utilize oral presentation rubric to evaluate presentation</li> </ul>	Gov 5.1.12 C 5.1.12 G 5.1.12 J 5.2.12 A 5.3.12 G His 8.1.12 C
Politics of American Democracy	11	Students will identify the major functions of political parties in the United States political system.	R	<ul style="list-style-type: none"> <li>Conduct a mock election</li> <li>Chapter 9</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a rubric for group projects to evaluate group activity</li> </ul>	Gov 5.3.12 E 5.3.12 F
	12	Students will identify the evolution of the two-party system.	L	<ul style="list-style-type: none"> <li>Create a timeline for the historical evaluation of the two-party system</li> <li>Chapter 9</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 5.3.12 E
	13	Students will explain the role of	L	<ul style="list-style-type: none"> <li>Research minor party platforms</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of research</li> </ul>	Gov

Unit	Num	Objective	Level	Content	Evaluation	Standard
		minor parties in American politics.		and compare to the two major parties <ul style="list-style-type: none"> <li>• Internet research</li> <li>• Chapter 9</li> </ul>	<ul style="list-style-type: none"> <li>• position paper</li> <li>• Quiz</li> </ul>	5.3.12 E
	14	Students will describe how elections are conducted and identify voter qualifications.	R	<ul style="list-style-type: none"> <li>• Video on voter participation</li> <li>• Review registration procedure</li> <li>• Chapter 10</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussion</li> </ul>	Gov 5.3.12 E 5.3.12 F 5.2.12 B
	15	Students will explain the impact elections and parties have on governmental policies.	R	<ul style="list-style-type: none"> <li>• Use current periodicals to define how parties affect government</li> <li>• Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of written essay</li> </ul>	Gov 5.3.12 E 5.3.12 F 5.2.12 B
	16	Students will explain factors affecting the behavior of U.S. voters and voter turnout.	R	<ul style="list-style-type: none"> <li>• Graphs depicting voter turnout and compare to other countries</li> <li>• Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussion and notes</li> </ul>	Gov 5.3.12 E 5.3.12 F 5.3.12 J 5.2.12 B Geo 7.3.12 E
	17	Students will describe the role of money and its regulation in American politics.	L	<ul style="list-style-type: none"> <li>• Notes and lecture</li> <li>• Take-home assignment to discuss with voting adults</li> <li>• Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of writing assignment</li> </ul>	Gov 5.3.12 I 5.3.12 J
	18	Students will analyze the role of pressure groups and how they differ from political parties.	U	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	Gov 5.3.12 H
<b>State and Local Government</b>	19	Students will explain the structure and organization of the State legislatures. (Emphasis placed upon the Pennsylvania state legislature.)	L	<ul style="list-style-type: none"> <li>• Research: Pennsylvania General Assembly Manual</li> <li>• Chart</li> <li>• Chapters 12 &amp; 13</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of student notes</li> </ul>	Gov 5.1.12 D 5.1.12 F 5.3.12 A His 8.2.12 A 8.2.12 B
	20	Students will compare and contrast the office of the governor to the historical nature of the office.	L	<ul style="list-style-type: none"> <li>• Comparative chart</li> <li>• Notes and discussion</li> <li>• Chapter 12</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	Gov 5.3.12 A His 8.2.12 A
	21	Students will explain how the surrounding counties' government vary in terms of geographic size, population, governmental	L	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Debate on local issues</li> <li>• Chapter 13</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of debate using qualitative rubric</li> </ul>	Gov 5.3.12 A His 8.2.12 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		framework, and functions.				8.2.12 B Geo 7.3.12 A
	22	Students will differentiate boroughs, townships, and cities, as governmental units.	L	<ul style="list-style-type: none"> <li>• Campaign for local governmental position</li> <li>• Create campaign web page</li> <li>• Chapter 13</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of student campaigns based upon performance rubric</li> </ul>	Gov 5.3.12 A His 8.2.12 B
<b>Structure of the Federal Government</b>	23	Students will evaluate the role of Congress in today's society.	L	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Notes</li> <li>• Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of student notes</li> </ul>	Gov 5.1.12 F 5.3.12 A 5.3.12 B 5.3.12 D His 8.3.12 C
	24	Students will compare the structure of the House of Representatives and the Senate in the following areas: size and composition, election process, terms, and qualification.	A	<ul style="list-style-type: none"> <li>• Chart: Congressional membership and House comparisons</li> <li>• Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of chart</li> </ul>	Gov 5.3.12 A 5.3.12 B 7.3.12 A
	25	Students will describe the committee system in Congress and types of committees.	L	<ul style="list-style-type: none"> <li>• Committee simulation</li> <li>• Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation evaluation</li> </ul>	Gov 5.3.12 A 5.3.12 B
	26	Students will explain the steps of a legislative process in both houses.	R	<ul style="list-style-type: none"> <li>• Video: <u>How A Bill Becomes A Law</u></li> <li>• Transparency on process</li> <li>• Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of process</li> </ul>	Gov 5.2.12 E 5.3.12 A 5.3.12 B 5.3.12 C
	27	Students will analyze and debate the power of Congress.	U	<ul style="list-style-type: none"> <li>• Student led debate on power of Congress</li> <li>• Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	Gov 5.3.12 A 5.3.12 B His 5.4.12 C 5.4.12 D
	28	Students will describe the interrelated roles of the Presidency.	L	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Discussions</li> <li>• Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of roles</li> </ul>	Gov 5.3.12 A 5.3.12 B His 5.4.12 D
	29	Students will evaluate the electoral system and proposed reforms.	U	<ul style="list-style-type: none"> <li>• Compare the results of popular v. electoral votes in elections</li> <li>• Chapter 10</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> </ul>	His 8.3.12 C
	30	Students will list the President's	L	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>	Gov

Unit	Num	Objective	Level	Content	Evaluation	Standard
		executive powers.		<ul style="list-style-type: none"> <li>Notes</li> <li>Chapter 9</li> </ul>		5.2.12 D 5.3.12 B 5.3.12 D 5.4.12 D 9.3.12 E
	31	Students will describe the basic role of the Judiciary in the governmental process.	L	<ul style="list-style-type: none"> <li>Lecture</li> <li>Notes</li> <li>Chapter 8</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of notes</li> </ul>	Gov 5.1.12 I 5.1.12 L 5.3.12 B
	32	Students will describe the role of the Supreme Court in the following areas: historical significance, and judicial review.	L	<ul style="list-style-type: none"> <li>Supreme Court simulation</li> <li>Chapter 8</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of simulation</li> </ul>	Gov 5.1.12 I 5.1.12 L 5.2.12 C 5.2.12 D 5.3.12 B
	33	Students will differentiate the role of State courts v. Federal courts.	L	<ul style="list-style-type: none"> <li>Create a chart to compare Federal vs. State Court system</li> <li>Chapters 8 &amp; 12</li> </ul>	<ul style="list-style-type: none"> <li>Unit test</li> </ul>	Gov 5.1.12 L
<b>Study of Economics</b>	34	Students will describe the fundamental economic concepts – scarcity, opportunity cost, trade-offs, and economic systems.	L	<ul style="list-style-type: none"> <li>Relate concepts to purchasing decisions made by students (real life decision-making activity)</li> <li>Chapter 18</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 6.3.12 A 6.3.12 B 6.3.12 E 6.4.12 A 6.4.12 F 9.3.12 A 9.3.12 D 9.4.12 A Geo 7.3.12 D
	35	Students will analyze and evaluate the degree to which different economic systems solve the basic economic problems.	R	<ul style="list-style-type: none"> <li>Charts comparing economic systems</li> <li>Relate how U.S. handles basic economic decisions to Communism</li> <li>Chapter 19</li> </ul>	<ul style="list-style-type: none"> <li>Quiz on economic systems</li> </ul>	Gov 6.1.12 A 6.1.12 B 6.3.12 A 6.5.12 E 9.4.12 A Geo 7.2.12 D His 8.3.12 C 8.4.12 D
	36	Students will explain the free	R	<ul style="list-style-type: none"> <li>Simulation on buying in Free</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of simulation</li> </ul>	Gov

Unit	Num	Objective	Level	Content	Evaluation	Standard
		enterprise system and how resources are allocated.		<ul style="list-style-type: none"> <li>Enterprise v. Command economy</li> <li>Chapter 19</li> </ul>	based on performance rubric	6.5.12 A 9.3.12 D 10.1.12 A 10.1.12 B 10.3.12 A 10.3.12 C 10.5.12 B Geo 7.3.12 D
<b>Supply &amp; Demand</b>	37	Students will describe the laws of supply and demand.	L	<ul style="list-style-type: none"> <li>Graphs and discussion</li> <li>Chapters 20 &amp; 21</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of graphs</li> </ul>	Gov 6.1.12 D 6.2.12 E 9.3.12 A
	38	Students will explain shifts in supply and demand and its effects on prices.	L	<ul style="list-style-type: none"> <li>Graphs and worksheets for practice</li> <li>Chapters 20 &amp; 21</li> </ul>	<ul style="list-style-type: none"> <li>Quiz on supply/demand shifts</li> </ul>	Gov 6.2.12 E 9.3.12 A 9.4.12 A
	39	Students will explain elasticity and how the concept affects prices.	R	<ul style="list-style-type: none"> <li>Graphs and real world applications</li> <li>Chapter 21</li> </ul>	<ul style="list-style-type: none"> <li>Unit test</li> </ul>	Gov 6.2.12 E 9.4.12 A
<b>Consumer in the Economy</b>	40	Students will explain the role of the consumer in the economy.	U	<ul style="list-style-type: none"> <li>Discussion</li> <li>Note taking</li> <li>Chapter 19</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 5.1.12 C 5.1.12 K 6.3.12 B 6.3.12 F
	41	Students will explain ways of obtaining credit.	U	<ul style="list-style-type: none"> <li>Readings on credit</li> <li>Have students attempt to obtain credit at department stores</li> <li>Chapter 19</li> </ul>	<ul style="list-style-type: none"> <li>Assess written report based upon a writing rubric</li> </ul>	Gov 6.5.12 A
	42	Students will describe the advantages and disadvantages of using credit.	L	<ul style="list-style-type: none"> <li>Discussion</li> <li>Notes</li> <li>Chapter 19</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 6.5.12 H
	43	Students will describe options available for saving money.	L	<ul style="list-style-type: none"> <li>Study the newspaper advertisements for interest rates and choose a bank</li> <li>Chapter 24</li> </ul>	<ul style="list-style-type: none"> <li>Unit test</li> </ul>	Gov 6.5.12G
<b>Role of Business in the Economy</b>	44	Students will explain the differences between sole proprietorship, partnership, and corporations.	L	<ul style="list-style-type: none"> <li>Chart differentiating sole proprietorship, partnership, and corporation</li> <li>Chapter 22</li> </ul>	<ul style="list-style-type: none"> <li>Quiz on business organizations</li> </ul>	Gov 6.2.12 B 6.5.12 A,B 6.5.12 F
	45	Students will differentiate between	L	<ul style="list-style-type: none"> <li>Chart differentiating competition</li> </ul>	<ul style="list-style-type: none"> <li>Unit test</li> </ul>	Gov



Unit	Num	Objective	Level	Content	Evaluation	Standard
		monopoly, oligopoly, and monopolistic competition.		<ul style="list-style-type: none"> <li>Chapter 23</li> </ul>		6.2.12 B 6.2.12 H 6.4.12 B
	46	Students will explain the role of labor in the economy.	L	<ul style="list-style-type: none"> <li>Discussion</li> <li>Notes</li> <li>Chapter 22</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 6.2.12 D 6.5.12 D 9.3.12 E
	47	Students will describe the developments of labor unions and how unions' roles have changed in current society.	L	<ul style="list-style-type: none"> <li>Discussion</li> <li>Notes</li> <li>Chapter 22</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 6.2.12 D 6.5.12 D 9.3.12 E His 8.4.12 D 8.3.12 D Geo 7.3.12 E
	48	Students will explain the collective bargaining process.	L	<ul style="list-style-type: none"> <li>Create mock labor negotiations between labor demands and management needs</li> <li>Chapter 22</li> </ul>	<ul style="list-style-type: none"> <li>Assess involvement using a performance rubric</li> <li>Unit test</li> </ul>	Gov 6.5.12 D
<b>Role of Government in the Economy</b>	49	Students will explain the functions of government in a market economy.	L	<ul style="list-style-type: none"> <li>List ways government affects people's pay</li> <li>Chapter 23</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 6.2.12 A 6.2.12 F 6.2.12 H 6.4.12 B 6.5.12 G
	50	Students will define the Gross Domestic Product and how it explains the strength of an economy.	L	<ul style="list-style-type: none"> <li>Analyze graphs and discussion</li> <li>Chapter 23</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of notes on graphs</li> </ul>	Gov 6.1.12 D
	51	Students will analyze models of business cycles.	U	<ul style="list-style-type: none"> <li>Analyze charts and graphs</li> <li>Chapter 23</li> </ul>	<ul style="list-style-type: none"> <li>Quiz on DGP and business cycles</li> </ul>	Gov 6.1.12 D 6.1.12 E
	52	Students will describe reasons for changes in business.	U	<ul style="list-style-type: none"> <li>Discussion</li> <li>Notes</li> <li>Chapter 23</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	Gov 6.5.12 G
	53	Students will describe types of money.	R	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Chapter 24</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov 6.2.12 C
	54	Students will describe the roles of	L	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of discussion</li> </ul>	Gov

Unit	Num	Objective	Level	Content	Evaluation	Standard
		banks in the economy.		<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Chapter 24</li> </ul>		6.2.12 D His 8.3.9 C
	55	Students will explain the principles of traditional reserve banking and how the banking system creates money.	L	<ul style="list-style-type: none"> <li>• Use interactive video from the federal reserve bank</li> <li>• Chapter 24</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of questions from the video</li> </ul>	Gov 6.2.12 A 6.2.12 C
	56	Students will explain the role the federal reserve system plays in controlling inflation and unemployment.	L	<ul style="list-style-type: none"> <li>• Use interactive video from federal reserve bank concerning decision-making</li> <li>• Chapter 24</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of decision-making questions from the video</li> </ul>	Gov 6.2.12 C 6.2.12 F His 8.3.9 C
	57	Students will differentiate between fiscal and monetary policy.	U	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Notes</li> <li>• Chapters 23 &amp; 24</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	Gov 6.2.12 A 6.2.12 I 6.5.12 I
	58	Students will analyze the federal government’s basic budget and national debt.	U	<ul style="list-style-type: none"> <li>• Budget cutting simulation (how would students balance the budget)</li> <li>• Chapter 25</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of simulation using performance rubric</li> </ul>	Gov 6.2.12 H 6.2.12 J
	59	Students will describe the basic principles of taxation.	L	<ul style="list-style-type: none"> <li>• Discussion and practice filling out tax forms</li> <li>• Chapter 25</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of tax forms</li> </ul>	Gov 6.2.12 F 6.2.12 J
	60	Students will differentiate between progressive, regressive, and proportional tax methods.	L	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Discussion</li> <li>• Chapter 25</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test</li> </ul>	Gov 6.2.12 G 6.2.12 J
<b>Global Economics</b>	61	Students will explain the advantages and disadvantages of world trade.	U	<ul style="list-style-type: none"> <li>• Create a mock world market with tariffs, embargoes, and free trade agreements</li> <li>• Chapter 26</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of simulation using a cooperative learning rubric</li> </ul>	Gov 6.1.12 C 6.4.12 A-E 6.4.12 G 9.1.12 A,B 9.3.12 D,E 9.4.12 B His 5.4.12 A 5.4.12 B 5.4.12 E
	62	Students will explain the role of the United States in a global economy.	U	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Discussions</li> <li>• Chapter 26</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test</li> </ul>	Gov 6.3.12 D 6.4.12 B-E 6.4.12 G

Unit	Num	Objective	Level	Content	Evaluation	Standard
						9.1.12 A 9.3.12 D,E 9.4.12 B 10.1.12 C His 5.4.12 A 5.4.12 B 5.4.12 E