

GRADE LEVEL EXPECTATIONS	OBJECTIVES	<b>ECONOMICS</b> Student edition and Annotated Teacher edition Student CD, Teacher CD
<b>2a. Knowledge of continuity and change in the history of Missouri, the United States and the world</b>		
<p>C.</p> <p><b>(3) Economic development in the United States</b></p>	<p>Describe the historical development of the American economy, including:</p> <ul style="list-style-type: none"> <li>• impact of geographic factors</li> <li>• role of the frontier and agriculture</li> <li>• impact of technological change and urbanization on land, resources, society, politics and culture</li> </ul> <p>changing relationships between government and the economy</p>	<p>Ch 1, pgs 5, 8                      Ch 2, pgs 17-18                      Ch 3, pg 31, 36-38                      Ch 4, pgs 54-55                      Ch 5, pgs 67-73                      Ch 7, pgs 111-113                      Ch 10, pgs 159-160                      Ch 11, pgs 170-176, 180-181                      Ch 12, pgs 199-200                      Ch 16, pgs 263-272                      Ch 18, pgs 296-303                      Ch 20, pgs 352-359  <i>Business Week</i>, pg 10, 44, 75, 87, 177, 214, 233, 270  <i>Primary Source</i>, pg 66  <i>Extension</i>, (ATE), pg 104-105  <i>Curriculum Connection</i>, pg 9  <i>Classroom Discussion</i> (ATE) pg 11  <i>Skill Builder</i>: pg 15, 46, 294                      Transparencies 5-6, 13                      Black lines 18,22, 33-34, 36-38, 50, 54, 81-86, 90, 94, 121, 126, 137-142, 153-159</p>
<p>D.</p> <p><b>(4) Foreign and domestic policy developments</b></p>	<p>Analyze and evaluate the evolution of United States domestic and foreign policies including:</p> <ul style="list-style-type: none"> <li>• New Deal</li> <li>• global <b>interdependence</b></li> </ul>	<p>Ch 3, pgs 38, 40-43                      Ch 11, pg 172                      Ch 12, pg 196-200                      Ch 18, pg 295-315                      Ch 19, pg 317-336                      Ch 20, pg 338-359  <i>Business Week</i>, pg 44, 270, 286, 313, 335  <i>NCEE Resources</i>- ATE pgs 76, 167, 182, 219, 292, 315  <i>Appendix</i>, pg 362  <i>Extra Credit Project</i>, (ATE) pg 17  <i>Current Events</i>, (ATE) pg 18  <i>Extension</i>, (ATE), pg 179  <i>Investigative Reporting</i>, pgs 343, 347, 351, 355, 359                      Transparencies 7, 11-12, 16-17                      Black lines 10, 17-18, 21-22, 81, 137-142, 145-151, 153-159</p>
<b>2b. Knowledge of continuity and change in the history of the world (World History)</b>		
<p>F.</p> <p><b>(6) Causes and consequences of economic theories and practices</b></p>	<p>Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, <b>laissez-faire</b> capitalism and socialism. Describe the social and political effects these have had on various societies</p>	<p>Ch 2, pgs 16-26                      Ch 3, pgs 35-41                      Ch 4, pgs 48-52                      Ch 5, pgs 62-70                      Ch 6, pgs 83-86                      Ch 20, pgs 338-359  <i>Business Week</i>, pg 27, 75, 335  <i>Classroom Discussion</i> (ATE) pg 19  <i>Economics and the Curriculum</i>, pg 23, 111  <i>Biography</i>, pg 22  <i>Extension</i>, (ATE), pg 21, 58-59                      Black lines 2, 9, 11-15, 17-19, 22, 26-28, 30, 34-38, 41-46, 153-154                      Transparencies 1, 7, 12-13, 15, 17</p>
<b>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</b>		

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<p><b>A.</b></p> <p><b>(1) Compare and contrast economic systems</b></p>	<p>Compare and contrast economic systems: traditional, market, command and mixed</p>	<p>Ch 2, pg 16-26                      Ch 3, pg 30-46                      Ch 4, pg 49, 53-59                      Ch 5, pg 65-66                      Ch 6, pg 82                      Ch 7, pg 96-104                      Ch 11, pgs 173-175                      Ch 19, pgs 322-334                      Ch 20, pgs 339-343,  <i>Chapter Review</i>, pg 114  <i>Appendix</i> pg 365  <i>Putting it all Together</i>, pg 23  <i>Skill Builder</i>: pg 29  <i>Classroom Discussion</i> (ATE) pg 19  <i>NCEE Resources</i>- ATE pg 337                      Transparencies 1-3, 11-12, 17                      Black lines 13-14, 17, 26-28, 30, 34, 42, 50, 81-82, 145-146</p>
<p><b>B.</b></p> <p><b>(2) Understanding economic concepts</b></p>	<p>Apply major economic concepts, such as:</p> <ul style="list-style-type: none"> <li>• scarcity</li> <li>• opportunity cost</li> <li>• factors of production (human resources, natural resources, and capital resources)</li> <li>• supply and demand (shortages and surpluses)</li> <li>• gross domestic product (GDP)</li> <li>• savings and investment</li> <li>• business cycle</li> <li>• profit</li> <li>• government regulation and deregulation</li> <li>• budgeting</li> <li>• income</li> <li>• unemployment and full employment</li> <li>• inflation and deflation</li> </ul>	<p>Ch 1, pgs 3-14                      Ch 2, pgs 17-19                      Ch 3, pg 31-38, 40, 45                      Ch 4, pgs 48-58                      Ch 5, pg 63-74                      Ch 6, pgs 79-86, 88-93                      Ch 7, pgs 108-109, 111-112                      Ch 9, pgs 137-150                      Ch 10, pg 158-160                      Ch 11, pg 169-181                      Ch 12, pg 184-195                      Ch 13, pgs 215-218                      Ch 16, pg 251-269                      Ch 17, pg 273-285  <i>Business Week</i>, pg 44, 270  <i>Skill Builder</i>: pg 46, 61, 77  <i>NCEE Resources</i>- ATE pgs 15, 45, 61, 76, 94, 203, 255, 271, 292                      Transparencies 1-4, 6-8, 10                      Black lines 5-7, 17-19, 21-22, 25-31, 33-34, 37-39, 41-42, 45-47, 49-50, 54, 65-71, 81-82, 86-87, 89-95, 97, 102, 122, 125-126, 130, 133-135</p>
<p><b>C.</b></p> <p><b>(3) Understanding the roles of people, business, and government in economic system of the United States</b></p>	<p>Explain the roles people, business, and government play in economic systems, such as:</p> <ul style="list-style-type: none"> <li>• monetary policy (why and how the Federal Reserve System influences interest rates and money supply)</li> <li>• fiscal policy (government taxation and spending)</li> <li>• how monopolies affect people's lives and how they are regulated</li> <li>• how boycotts, strikes and embargoes affect trade and people's options</li> <li>• why businesses may choose to build in or move to other regions or countries</li> </ul>	<p>Ch 3, pg 36-38                      Ch 5, pg 67-69, 72-73                      Ch 7, pgs 106-113                      Ch 8, pg 121, 132-133                      Ch 10, pg 163-164                      Ch 11, pgs 170-181                      Ch 13, pgs 204-218                      Ch 15, pgs 236-253                      Ch 16, pg 263-272                      Ch 18, pg 304-308                      Ch 20, pgs 344-347  <i>Business Week</i>, pg 44  <i>Curriculum Connection</i>, pg 107  <i>Extension</i>, (ATE), pg 104-105, 112-113  <i>Putting it all Together</i>, pg 113  <i>NCEE Resources</i>- ATE pgs 115, 219, 255                      Transparencies 1, 3, 7-10                      Black lines 9, 73-74, 81-82, 85, 97-98, 101, 113-119, 121-127, 138</p>

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<p><b>D.</b> <b>(4) Knowledge of economic consequences of decisions</b></p>	<p>Evaluate the economic consequences of personal and public decisions (e. g. use of credit; deficit spending)</p>	<p>Ch 1, pgs 6, 11-13 Ch 8, pgs 119-120, 125-132 Ch 9, pgs 136-150 Ch 11, pgs 173-176 Ch 12, pgs 191-195 Ch 13, pgs 217-218 Ch 14, pgs 224, 228-232 Ch 15, pgs 242-243, 246-247, 253-255 Ch 16, pgs 266-267 Ch 17, pgs 274-279 Ch 19, pgs 330-331 Ch 20, pg 358 <i>Business Week</i>, pg 233, 253 <i>Skill Builder</i>: pg 235, 255 <i>Checklist</i>, pg 228 <i>Classroom Discussion (ATE)</i> pg 6 <i>Chapter Review</i>, pg 151 <i>NCEE Resources- ATE</i> pgs 15, 151, 219, 234, 255, 292 Transparencies 5-12 Black lines 57-63, 65, 81-82, 85-87, 114, 121-122, 126-127, 145-147, 149-151</p>
<p><b>E.</b> <b>(5) Understanding the functions and effects of economic institutions</b></p>	<p>Analyze the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions and financial institutions</p>	<p>Ch 8, pgs 117-133 Ch 9, pgs 136-150 Ch 10, pgs 162-164 Ch 14, pgs 230-231 Ch 15, pgs 237-241 Ch 17, pgs 279 <i>Skill Builder</i>: pg 235 <i>NCEE Resources- ATE</i> pgs 45, 151 <i>Extension, (ATE)</i>, pg 104-105 Transparencies 5, 9 Black lines 57-63, 66, 71, 73-76, 78, 105, 113</p>
<p><b>F.</b> <b>(6) Knowledge of economic institutions</b></p>	<p>Explain the roles of trade, treaties, international organizations and <b>comparative advantage</b> in the global economy</p>	<p>Ch 3, pg 39-43 Ch 15, pgs 252 Ch 18, pg 296-315 Ch 19, pg 317-336 Ch 20, pg 338-359 <i>Investigative Reporting</i>, pgs 347, 351 Transparencies 11-12 Black lines 137-138, 141-143, 153-159</p>
<p><b>G.</b> <b>(7) Understanding the roles of government in a market economy</b></p>	<p>Analyze the roles of government in a <b>market economy</b> (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>	<p>Ch 2, pgs 23-25 Ch 3, pg 32-34 Ch 5, pgs 63, 71-73 Ch 6, pgs 79-87 Ch 7, pgs 96-114 Ch 10, pgs 155-161 Ch 11, pgs 169-181 Ch 12, pg 196-199 Ch 15, pgs 245-247, 253-254 Ch 17, pgs 279, 283-285 <i>Business Week</i>, pg 75 <i>Extension, (ATE)</i>, pg 104-105 <i>Investigative Reporting</i>, pg 359 <i>NCEE Resources- ATE</i> pgs 115, 182, 219 Transparencies 1, 3-4, 6-7, 9 Black lines 9, 13-15, 26, 41-42, 45-47, 50-55, 58, 73-74, 78, 81-84, 86, 114, 129-135</p>
<p><b>5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment</b></p>		

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<p><b>E.</b></p> <p><b>(5) Understanding relationships within places</b></p>	<p>Explain how technology has expanded people's capacity to modify the physical environment</p> <p>Identify how changes in the physical environment may reduce the capacity of the <b>environment</b> to support human activity</p> <p>Identify and evaluate policies and programs related to the use of resources</p>	<p>Ch 1, pgs 3-8 Ch 2, pgs 17-18 Ch 3, pg 31 Ch 4, pgs 48-58 Ch 5, pgs 67-74 Ch 7, pgs 107, 111 Ch 11, pg 174-176, 181 Ch 16, pgs 265-271 Ch 18, pgs 296-303 Ch 20, pgs 340-343, 352-359 <i>NCEE Resources-</i> ATE pgs 15, 76 <i>Current Events,</i> (ATE) pg 80 <i>Classroom Discussion</i> (ATE) pg 6 <i>Business Week,</i> pg 177 <i>Skill Builder:</i> pg 15, 46 <i>Investigative Reporting,</i> pg 355 Transparencies 2-3, 6-12, 16 Black lines 18, 33-34, 41, 50, 121, 137-138</p>
<p><b>F.</b></p> <p><b>(6) Understanding the relationships between and among places</b></p>	<p>Explain the factors that account for patterns in trade and human migration</p> <p>Describe the major effects of changes in patterns of the movement of people, products and ideas</p> <p>Identify issues pertaining to the movement of people, products and ideas, and propose, and evaluate ways to address these issues</p>	<p>Ch 4, pg 54 Ch 16, pgs 261-267 Ch 17, pgs 276-278 Ch 18, pgs 307-308 Ch 19, pgs 316-336 Ch 20, pgs 342-347 <i>Skill Builder:</i> pg 294, 337 <i>Classroom Discussion</i> (ATE) pg 65 <i>Viewpoint,</i> pg 350 <i>Business Week,</i> pgs 59, 214, 286, 313 <i>NCEE Resources-</i> ATE pgs 203, 292 Transparencies 2, 10-12 Black lines 122, 125-127, 129-130, 133-135, 138, 146, 154</p>
<p><b>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions</b></p>		
<p><b>A.</b></p> <p><b>(1) Ideas and beliefs of different cultures</b></p>	<p>Compare and contrast the major ideas and beliefs of different cultures</p>	<p>Ch 2, pgs 20-22, 24-26 Ch 16, pgs 262-264 Ch 17, pg 290 Ch 19, pgs 316-337 Ch 20, pgs 340-347 Appendix, pg 365 <i>Chapter Review,</i> pg 28 <i>Extension,</i> (ATE), pg 90 <i>Skill Builder,</i> pg 29 <i>Investigative Reporting-</i> pg 343 <i>NCEE Resources-</i> ATE pgs 29, 337 Transparencies 11-12</p>
<p><b>B.</b></p> <p><b>(2) Changing of roles of various groups</b></p>	<p>Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects</p>	<p>Ch 10, pgs 164-166 Ch 17, pgs 287-292 Ch 19, pgs 323-334 Ch 20, pgs 342-347 <i>Extension,</i> (ATE), pg 90 <i>Investigative Reporting-</i> pg 347 <i>Business Week,</i> pg 59 <i>Stop and Think,</i> pg 290 <i>Classroom Discussion</i> (ATE) pg 289 <i>NCEE Resources-</i> ATE pg 203, 292, 337 Black lines 41, 121, 130, 137, 145, 150, 153-154 Transparencies 6, 11-12, 15, 17</p>

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<p>C.</p> <p><b>(3) Major social institutions</b></p>	<p>Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs</p>	<p>Ch 1, pgs 4-5 Ch 2, pgs 17-21 Ch 6, pgs 90 Ch 10, pgs 155-157, 165-166 Ch 19, pgs 323-334 Ch 20, pgs 344-347 <i>NCEE Resources</i>- ATE pg 167 <i>Primary Source</i>, pg 92 <i>Investigative Reporting</i>- pg 347; (ATE) pg 347 <i>Chapter Review</i>, pg 167, 336 <i>Economics and You</i>, pg 166 <i>Classroom Discussion</i> (ATE) pg 6, 19 Transparency 17</p>
<p>D.</p> <p><b>(4) Consequences of individual or institutional failure</b></p>	<p>Identify the consequences that can occur when:</p> <ul style="list-style-type: none"> <li>• institutions fail to meet the needs of individuals and groups</li> <li>• individuals fail to carry out their personal responsibilities</li> </ul>	<p>Ch 6, pgs 90 Ch 11, pgs 173-175 Ch 17, pgs 287-292 Ch 19, pgs 317-322 <i>Primary Source</i>, pg 92 <i>Economics and Curriculum</i>, (ATE) pg 62 <i>Business Week</i>, pgs 27, 75 Transparencies 11, 13, 15, 17</p>
<p>E.</p> <p><b>(5) Causes, effects and resolutions of cultural conflict</b></p>	<p>Determine the causes, consequences and possible resolutions of cultural conflicts</p>	<p>Ch 17, pgs 290-292 Ch 19, pgs 326-334 <i>Business Week</i>, pg 59</p>
<p><b>7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)</b></p>		
<p>A.</p> <p><b>(1) Developing a research plan and identifying resources</b></p>	<p>Develop a research plan and identify appropriate resources for investigating social studies topics</p>	<p><i>Make it Relevant</i>, (ATE) pg 321 <i>NCEE Resources</i>, ATE pgs 15, 29, 45, 61, 76, 94, 115, 134, 151, 167, 182, 203, 219, 234, 255, 271, 292, 315, 337 <i>Economics and You</i>, pg 282 <i>Extra Credit Project</i> (ATE) i.e. pgs 17, 122 <i>Investigative Reporting</i>- pgs 342, 347, 351, 355, 359 <i>Student CD: Presentation Builder; Databank &amp; Economics Handbook</i> Black lines 153, 158-159</p>
<p>B.</p> <p><b>(2) Selecting and analyzing primary/secondary sources</b></p>	<p>Distinguish between and analyze <b>primary sources</b> and <b>secondary sources</b></p>	<p>Appendix pgs 360-361 <i>Business Week</i>, pgs 10, 27, 44, 59, 75, 87, 105, 123, 141, 161, 177, 201, 214, 233, 253, 270, 286, 313, 335 <i>Primary Source</i>, pgs 52, 66, 92 Black lines 2, 10, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122, 130, 138, 146</p>
<p>C.</p> <p><b>(3) Understanding fact, opinion, bias and points of view in sources</b></p>	<p>Distinguish between fact and opinion and analyze sources to recognize bias and points of view</p>	<p>Ch 1, pg 11 <i>Focus Your Reading</i>, pg 11 <i>Chapter Review</i>, pg 14 <i>Business Week</i>, pgs 10, 27, 44, 59, 75, 87, 105, 123, 141, 161, 177, 201, 214, 233, 253, 270, 286, 313, 335 <i>Reading for Understanding</i>, pgs 10, 27, 44, 59, 75, 87, 105, 123, 141, 161, 177, 201, 214, 233, 253, 270, 286, 313, 335</p>

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<p><b>D.</b> <b>(4) Interpreting various social-studies resources</b></p>	<p>Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts</p>	<p>Ch 1, pgs 12, 17                      Ch 2, pgs 24-25                      Ch 3, pgs 34, 36-37, 42                      Ch 10, pgs 159, 163-164                      Ch 12, pgs 190, 193-194, 197, 201                      Ch 13, pg 205, 207                      Ch 16, pgs 258-260, 262, 270                      Ch 17, pgs 276, 278, 281, 288, 294                      Ch 19, pg 318                      Appendix, pgs 362-365  <i>Economics and You</i>, pg 166  <i>Skill Builder</i>: pgs 29, 95, 135, 152, 168, 203, 255, 272, 294, 315, 337  <i>Graph Extension</i>, (ATE) i.e. pgs 12, 24  <i>Picturing Economics</i>, (ATE) i.e. pgs 25, 38, 90  <i>Chart Extension</i>, (ATE) i.e. pg 34  <i>Business Week</i>, pg 141  <i>Primary Source</i>, pg 92  <i>NCEE Resources</i>- ATE pg 29                      Black lines 5, 13, 21, 29, 37, 45, 53, 61, 66, 69, 77, 85, 90, 93, 101, 109, 117, 122, 125, 130, 133, 141, 149, 156                      Transparencies 1-17</p>
<p><b>E.</b> <b>(5) Knowledge to create various social-studies' graphics</b></p>	<p>Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies</p>	<p><i>Skill Builder</i>, pg 183  <i>Thinking on Your Own</i>, i.e. pgs 20, 63  <i>Putting It All Together</i>, i.e. pgs 66, 312, 328  <i>Making It Relevant</i>, (ATE) pg 306  <i>Chapter Review</i>, pg 114; (ATE) pg 114                      Transparencies 18-20</p>