



MAINE
Economics
Secondary Grades
Economics: Today and Tomorrow © 2003

OBJECTIVES	PAGE REFERENCES
B. ECONOMICS SYSTEMS OF THE UNITED STATES Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:	
1. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.	SE: 5-8, 12-16, 207-208, 255, 263-268, 270-275, 280-281, 301, 549, 551, 571-572 <i>Business Week</i> 17, 50, 134, 176, 247, 282, 570 <i>Case Study</i> 28-29, 80-81, 338-339, 448-449 <i>Economic Connection to History</i> 223 <i>Economic Connection to Technology</i> 69 <i>Global Economy</i> 10-11, 48, 99 <i>People & Perspectives</i> 116, 218, 254, 301, 580 TWE: CL 550 EC 80 EJ 51, 283 ES 260 FEA 6 RIE 210
2. Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy).	SE: 73, 74, 101-103, 153, 208-209, 248-253, 429-433, 435-439, 440-443, 451, 458 <i>Business Week</i> 411, 434 <i>Cover Story</i> 72 <i>Economic Connection to History</i> 460 TWE: CL 74, 103, 250, 431 EC 252, 432, 442 EJ 445 RIE 438
3. Explain the positive and the negative impacts of advertising techniques on consumer behavior.	SE: 68-69 <i>Business Week</i> 71 <i>Cover Story</i> 59 <i>Economics Lab</i> 310-311 TWE: CL 61, 69 ECP 57, 261 EJ 255 FEA 62

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<p>4. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity).</p>	<p>SE: 316-319, 328-332 <i>Business Week</i> 50, 282, 456 <i>Cover Story</i> 517 <i>Global Economy</i> 13, 204-205, 324 <i>People & Perspectives</i> 327</p> <p>TWE: AFC 312D CLA 312 EC 10 FEA 326, 331 RIE 318, 325</p>
<p>C. COMPARATIVE SYSTEMS Students will analyze how different economic systems function and change over time. Students will be able to:</p>	
<p>1. Explain the impact of cultural values on economic decisions, using at least two examples.</p>	<p>SE: 33-34, 530 <i>Business Week</i> 295, 320 <i>Cover Story</i> 31 <i>Global Economy</i> 324, 433</p> <p>TWE: AFC 496D</p>
<p>2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.</p>	<p>SE: 31-38, 40-44, 497-501, 503-506, 508-511, 521 <i>Business Week</i> 507, 533 <i>Economic Connection to History</i> 36, 460 <i>Global Economy</i> 433 <i>People & Perspectives</i> 45</p> <p>TWE: AFC 516D CL 33, 499 CLA 496 EJ 513</p>
<p>D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE Students will understand the patterns and results of international trade. Students will be able to:</p>	
<p>1. Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.</p>	<p>SE: 474-477 <i>Business Week</i> 490</p>
<p>2. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).</p>	<p>SE: 474, 486-489, 506, 531 <i>Business Week</i> 490 <i>Cover Story</i> 473 <i>Global Economy</i> 494-495</p> <p>TWE: AFC 472D CL 475 EC 488 EJ 491 ES 470</p>

Codes Used for TWE Pages

AFC	Activity From the Classroom of
CL	Cooperative Learning
CLA	Chapter Launch Activity
EC	Extending the Content
ECP	Extra Credit Project
EJ	Economics Journal
ES	Economic Simulation
FEA	Free Enterprise Activity
RIE	Relevant Issues in Economics