

Ganado Unified School District

Free Enterprise

PACING Guide SY 2014-2015

| Timeline & Resources | AZ College and Career Readiness - ELA Standards | AZ Social Studies Standards | Learning Goal | Vocabulary |
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| 1 st Q Text, P.P., Library research | Reading Literature: Key Idea and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.RL.1) 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.RL.2) 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., characters where a story is set, how the action is ordered, how the are introduced and developed). (11-12.RL.3) | UNIT I: AZ 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 ANALYSIS | I will be able to explain the factors at the core of Economics | |

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| | | PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs. ANALYSIS | I will be able to analyze opportunity costs and trade-offs | |
| Text to focus on author's points in written text response | Writing: Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in | PO 3. Describe the characteristics of the mixed-market economy of the United States: <ol style="list-style-type: none"> property rights profit motive consumer sovereignty competition role of the government rational self-interest invisible hand COMPREHENSION | I will be able to describe the characteristics of the U.S. economy | |

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| | <p>which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.1)</p> | | | |
| Text, Vocab & puzzles | <p>Reading Informational: Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.RI.1)</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.2)</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.RI.3)</p> | <p>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). EVALUATION</p> | I will be able to evaluate the economic implications of current events from a variety of sources | |
| | <p>Writing: Text Types and Purposes</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia</p> | <p>PO 5. Interpret economic information using charts, tables, graphs, equations, and diagrams. SYNTHESIZE</p> | I will be able to interpret economic information using charts, tables and other information | |

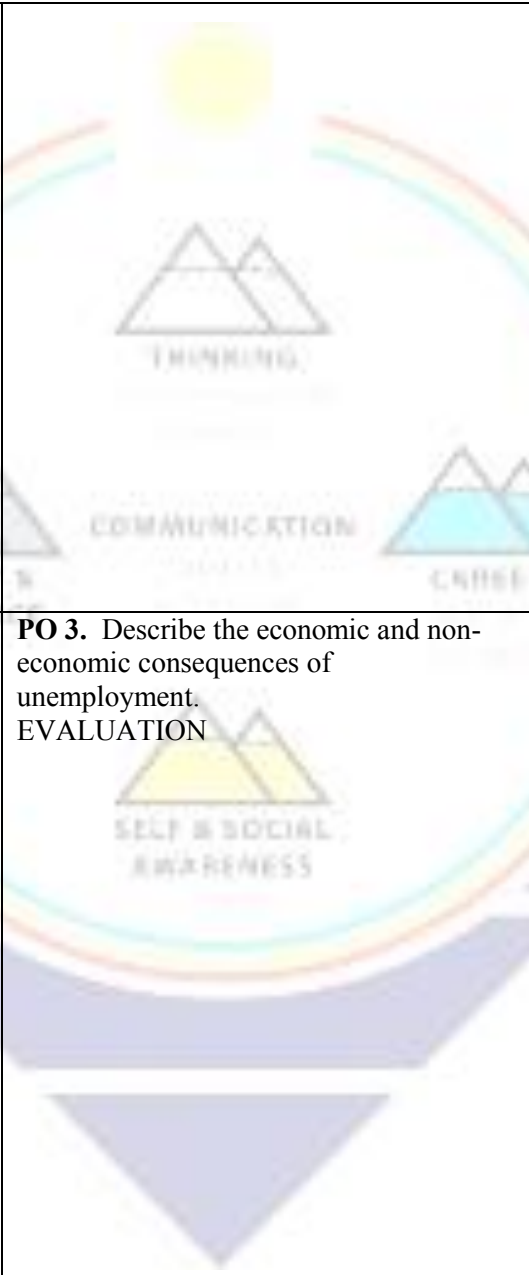
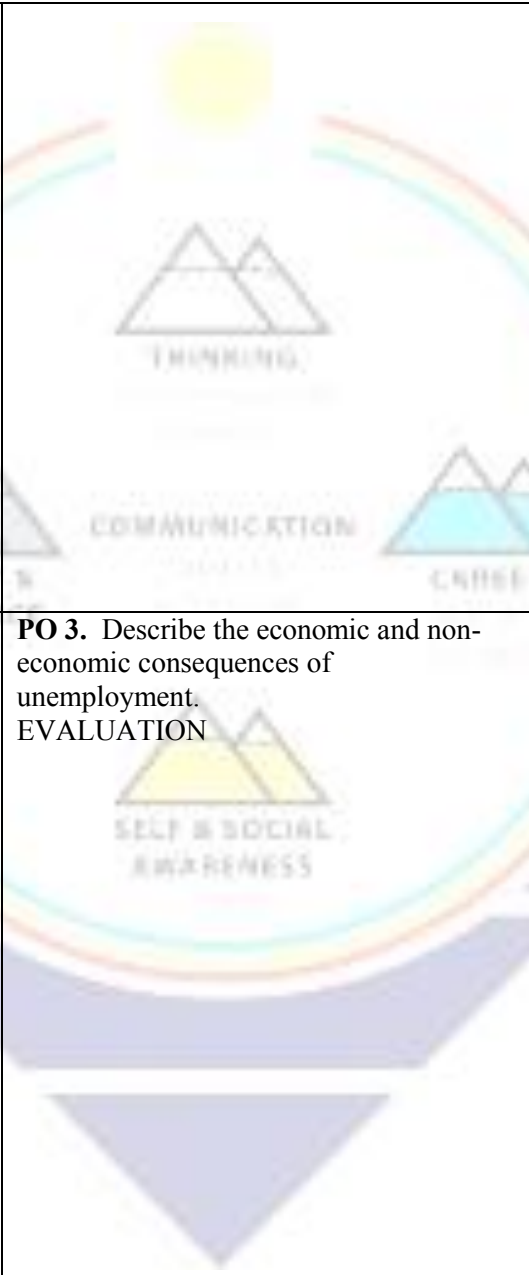
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| | <p>when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11-12.W.2)</p> | | | |
| 1 st Q text, P.P., overhead poster project material | <p>Reading Literature: Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple</p> | <p>UNIT 2 - AZ Concept 2: Micro-Economics</p> <p>PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:</p> <p>a. why voluntary exchange occurs only when all participating parties expect to</p> | I will be able to identify the basic concepts of micro-economics | |

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| | <p>meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (11-12, RL.4)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12, RL.5)</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. (e.g., satire, sarcasm, irony, or understatement). (11-12, RL.6)</p> <p>Reading Informational: Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11-12, RI.4)</p> <p>5. Analyze and evaluate the effectiveness an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. (11-12, RI.5)</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective,</p> | <p>gain from the exchange</p> <p>b. role and interdependence of households, firms, and government in the circular flow model of economic activity</p> <p>c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure</p> <p>d. financial institutions and securities markets</p> <p>e. importance of rule of law in a market economy for enforcement of contracts</p> <p>APPLICATION</p> | | |
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| | analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12, RI.6) | | | |
| Video & dvd writing and art prompts | <p>Writing: Text Types and Purposes</p> <p>3. Write narratives to develop read or imagined experiences using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or | <p>PO 2. Describe how markets function:</p> <ul style="list-style-type: none"> 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 <p>ANALYSIS</p> | I will be able to analyze various factors within the field of micro-economics | |

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| | <p>resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid, picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3)</p> | | | |
| Poster design | <p>Writing: Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (11-12.W.4)</p> | <p>PO 3. Describe how government policies influence the economy:</p> <p>a. need to compare costs and benefits of government policies before taking action</p> <p>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</p> <p>c. effects of progressive, proportional, and regressive taxes on different income groups</p> <p>d. role of self-interest in decisions of voters, elected officials, and public employees</p> <p>SYNTHESIS</p> | <p>I will be able to evaluate how government policies influence the economy</p> | |

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| <p>2nd Q TV/vcr/ video visual writing prompts, text, overheadPP</p> | <p>UNIT 3 AZ Concept 3: Macro- Economics Reading Literature: Integration of Knowledge and Ideas 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.RL.7) 8. (Not applicable to literature.) (11-12.RL.8) 9. Demonstrate knowledge of eighteenth, nineteenth and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11-12. RL.9)</p> | <p>PO 1. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions. EVALUATION</p> | <p>I will be able to evaluate how macro-economic factors are used in policy decisions</p> | |
| <p>Library, text</p> | <p>Writing: Production and Distribution of Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing</p> | <p>P O 2. Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments). EVALUATION</p> | <p>I will be able to evaluate the effects of Inflation and deflation</p> | |

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| | <p>what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12). (11-12.W.5)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.. W. 6)</p> |  | | |
| Text Library overhead | <p>Reading Informational: Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11-2.RI.7)</p> <p>8.. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and</p> | <p>PO 3. Describe the economic and non-economic consequences of unemployment. EVALUATION</p>  | <p>I will be able to evaluate the consequences of unemployment</p> | |

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| | <p>arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (11-12.RI.8)</p> <p>9. Analyze seventeenth, eighteenth and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes and rhetorical features. (11-12.RI.9)</p> | | | |
| | <p>Writing: Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11/12.W.7)</p> <p>8.. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess</p> | <p>PO 4. Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.</p> <p>SYNTHESIS</p> | <p>I will be able to evaluate the impact of fiscal policy on inflation, unemployment and economic growth</p> | |

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| | <p>the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.8)</p> | | | |
| | | <p>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. ANALYSIS</p> | I will be able to analyze the functions of the Federal Reserve System | |
| | | <p>PO 6. Explain the effects of monetary policy on unemployment, inflation, and economic growth. EVALUATION</p> | I will be able to evaluate the impact of monetary policy | |
| | | <p>PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living. EVALUATION</p> | I will be able to evaluate the effect of various kinds of investment on future standards of living | |
| 2nd Q, Text, library, PP | <p>UNIT 4 AZ Concept 4: Global Economics Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.</p> | <p>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 and services</p> | I will be able to analyze the similarities and differences between economic systems | |

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| | <p>Reading informational: Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grade 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.RO.10)</p> <p>a. By the end of grade 11, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.11-12.RI.10)</p> <p>b. By the end of grade 12, read and comprehend literary nonfiction at the high end of the 11-CCR text complexity band independently and proficiently.. (12.RI.10)</p> <p>By the end of grade 12, read and comprehend informational and functional text, including history/social studies, science, and technical texts,, at the high end of The grades 11-CCR text complexity band independently and proficiently.</p> | <p>b. benefits and costs of market and command economies</p> <p>c. characteristics of the mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation</p> <p>d. role of private property in conserving scarce resources and providing incentives in a market economy</p> <p>ANALYSIS</p> | | |
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| | (AZ.11-12.RI.10) | | | |
| 2 nd Q | <p>Concept 4: Global Economics Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.</p> <p>Reading Literature: Range of Reading and Level of Text Complexity By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. (11-12.RL.10)</p> | <p>PO 2. Describe the effects of international trade on the United States and other nations:</p> <ul style="list-style-type: none"> a. how people and nations gain through trade b. how the law of comparative advantage leads to 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) <p>SYNTHESIS</p> | I will be able to synthesize the effects of international trade on the United States and other nations | |
| 2 nd Q text, library, PP for research projects | <p>UNIT 5: AZ Concept 5: Personal Finance Decision making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.</p> | <p>PO 1. Explain how education, career choices, and family obligations affect future income. EVALUATION</p> | I will be able to evaluate how education, career choices and family obligations affect future income | |

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| | | PO 2. Analyze how advertising influences consumer choices. ANALYSIS | I will be able to analyze how advertising influences consumer choices | |
| Library, PP for presentations | Writing: Research to Build and Present Knowledge 9. Draw evidence from informational texts to support analysis, reflection, and research. (11-12. W. 10) | PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing. EVALUATION | I will be able to evaluate short and long-term financial options | |
| | Writing: Range of Writing 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W. 10) | PO 4. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history. SYNTHESIS | I will be able to critique the advantages and disadvantages of forms of credit | |
| | | PO 5. Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles. EVALUATION | I will be able to evaluate factors involved in long-term saving and investment | |
| | | PO 6. Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households. SYNTHESIZE | I will be able to synthesize various investment options available | |