

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	1
<b>Grade/Level</b>	12 <sup>th</sup> /Economics	<b>Weeks:</b>	1-2
<b>Unit Name/Title</b>			
Basic economic concepts			
<b>Overview</b>			
Scarcity forces nations to choose an economic system. The US uses a free enterprise economic system.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><i>(1) <b>Citizenship.</b> The student understands the rights and responsibilities of consumers in the U.S. free enterprise system. The student is expected to:</i></p>	<p>(A) analyze the economic rights and responsibilities of individuals as consumers;</p>	<ul style="list-style-type: none"> <li>• Right to                             <ul style="list-style-type: none"> <li>○ economic freedom - what job to have or to start a business</li> <li>○ voluntary exchange – consumers can decide what they want to do with their money (save it or spend it); if they purchase a product; can also sell their resources if they choose or keep them</li> <li>○ private property- consumers can own and control their possessions; gives people incentive to work save and invest</li> <li>○ profit motive – people can risk their savings in a business venture</li> </ul> </li> <li>• Responsibility to pay taxes and be participatory citizens</li> </ul>	
<p><i>(1) <b>Citizenship.</b> The student understands the rights and responsibilities of consumers in the U.S. free enterprise system. The student is expected to:</i></p>	<p>(B) analyze the consequences of an economic decision made by an individual consumer;</p>	<ul style="list-style-type: none"> <li>• Sends message to producer that the product is desirable</li> <li>• Consumers use marginal analysis (cost-benefit analysis)to determine whether to purchase a product or not</li> <li>• The decision to sell a resource or purchase a good is demonstrated on the circular flow chart</li> <li>• Demonstrate trade-offs and opportunity costs that result from economic decisions made by the</li> </ul>	

## Wylie ISD Curriculum

		<p>consumer</p> <ul style="list-style-type: none"> <li>• Economic decision to purchase or not a product creates changes in demand in a market for a product</li> <li>• Saving by households impacts the amount of money available to lend to businesses and consumers</li> </ul>
<p><b>(2) <i>Citizenship.</i></b> <i>The student understands the rights and responsibilities of businesses in the U.S. free enterprise system. The student is expected to:</i></p>	<p>(A) analyze the economic rights and responsibilities of businesses;</p>	<ul style="list-style-type: none"> <li>• Right to             <ul style="list-style-type: none"> <li>○ Economic freedom – free to hire the best workers, produce goods and services they feel will be most profitable and whenever and wherever they want at any price</li> <li>○ Voluntary exchange – firms able to offer a good for sale at what they believe is a fair price or else they would not sell to begin with</li> <li>○ profit motive – people can risk their savings in a business venture</li> </ul> </li> <li>• Responsibility to pay taxes and to provide goods to that public that will not harm them without their knowledge</li> </ul>
<p><b>(2) <i>Citizenship.</i></b> <i>The student understands the rights and responsibilities of businesses in the U.S. free enterprise system. The student is expected to:</i></p>	<p>(C) analyze the ethics policy of a selected business; and</p>	<p>Including accounting practices, compliance with government regulations and marketing practices</p>
<p><b>(3) <i>Citizenship.</i></b> <i>The student understands the right to own, use, and dispose of private property. The student is expected to:</i></p>	<p>(A) analyze an example of the responsible purchase, use, or disposal of personal and business property; and</p>	<ul style="list-style-type: none"> <li>• Responsible purchasing of private property involves gathering information and comparison shopping. An example of a responsible purchase, use or disposal of a car would be:             <ul style="list-style-type: none"> <li>○ Purchase: research car prices, gas mileage,</li> </ul> </li> </ul>

## Wylie ISD Curriculum

		<p>warranty information, consumer satisfaction, etc.</p> <ul style="list-style-type: none"> <li>○ Responsible use: the day-to-day maintenance of the car like checking the tires, changing the oil.</li> <li>○ Disposal: selling it vs. using it as a trade-in, research on current car values (Blue Book), transferring the title, donation (tax incentive)</li> </ul>
<p><b>(4) Economics.</b> <i>The student understands the basic principles of the U.S. free enterprise system. The student is expected to:</i></p>	<p>(A) explain the basic principles of the U.S. free enterprise system <b>including profit motive, voluntary exchange, private property rights, and competition</b></p>	<ul style="list-style-type: none"> <li>● Economic Freedom – freedom to choose occupation, start a business, sell what you want when you want</li> <li>● Voluntary Exchange – buyers and sellers freely and willingly engage in market transactions and both are better off as a result of the exchange</li> <li>● Private Property Rights – privilege that entitles people to own and control their possessions as they wish</li> <li>● Profit motive – people are free to risk their savings to wealth in a business venture in hopes of receiving financial gain</li> <li>● Competition – struggle among buyers and sellers to attract consumers while lowering costs</li> </ul>
<p><b>(4) Economics.</b> <i>The student understands the basic principles of the U.S. free enterprise system. The student is expected to:</i></p>	<p>(B) explain the benefits of the U.S. free enterprise system <b>including individual freedom of consumers and producers, variety of goods, responsive prices, and investment opportunities.</b></p>	<ul style="list-style-type: none"> <li>● Economic Freedom – freedom to choose occupation, start a business, sell what you want when you want</li> <li>● Variety of goods – is the result of the profit motive</li> <li>● Responsive prices - a result of competition resulting in the lowest possible prices for consumers while suppliers still make a profit</li> <li>● Investment opportunities – when consumers decide to save they have a variety of savings instruments available to them</li> </ul>

## Wylie ISD Curriculum

<p><b>(5) Economics.</b> <i>The student understands the concepts of scarcity and opportunity costs. The student is expected to:</i></p>	<p>(A) explain why scarcity and choice are basic problems of economics; and</p>	<ul style="list-style-type: none"> <li>• Scarcity-Condition of not being able to have all of the goods and services one wants, because wants exceed what can be made from all available resources (factors of production: land, labor capital and entrepreneurship) at any given time; causes product prices to rise.</li> <li>• Scarcity forces choice: what products will be produced, how will they be produced (with which resources) and how will the products be distributed. How the decisions are made determines a society’s economic system.</li> </ul>
<p><b>(5) Economics.</b> <i>The student understands the concepts of scarcity and opportunity costs. The student is expected to:</i></p>	<p>(B) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity.</p>	<ul style="list-style-type: none"> <li>• Production-Possibilities Curve - Graph showing the maximum combinations of goods and services that can be produced from a fixed amount of resources in a given period of time; illustrates the opportunity cost of increasing the production of one of the products</li> <li>• Opportunity Costs-Value of the next best alternative given up for the alternative that was chosen</li> <li>• Scarcity- Condition of not being able to have all of the goods and services one wants, because wants exceed what can be made from all available resources at any given time: Problem – Price of product rises</li> </ul>
<p><b>(6) Economics.</b> The student understands the circular-flow model of the economy. The student is expected to:</p>	<p>(A) interpret a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and</p>	<p><i>Interpret a Circular-Flow Model of the Economy – Economic model that pictures income as flowing continuously between business and household/consumer sectors in the product and resource/factor markets.</i></p> <ul style="list-style-type: none"> <li>• Businesses pay for use of resources (wages, interest, rents, profits) to individuals who use the income to spend on goods and services</li> <li>• Individuals sale or national income/rent resources (land, labor, capital, entrepreneurship) to businesses which use the income to produce goods and services</li> </ul>

## Wylie ISD Curriculum

		which consumers buy
<p><b>(6) Economics.</b> The student understands the circular-flow model of the economy. The student is expected to:</p>	<p>(B) explain how government actions affect the circular-flow model.</p>	<ul style="list-style-type: none"> <li>• Government provides public goods and services and collects taxes from businesses and households/consumers.</li> <li>• Government purchases goods and services from businesses in the product market and purchases the factors of production in exchange for national income in the resource market.</li> <li>• Some public goods and services are provided by the government to assist those who participate in the economic process such as the old and the young</li> </ul>
<p><b>(10) Economics.</b> The student understands traditional, command, and market economic systems. The student is expected to:</p>	<p>(A) explain the characteristics and give examples of traditional, command, and market economic systems; and</p>	<ul style="list-style-type: none"> <li>• In a <i>traditional economy</i> major economic decisions are determined by ritual, habit and custom. Examples include the Inuits of the 1800's and the African Mbuti.</li> <li>• In a <i>command economy</i>, the major economic decisions are made by a central authority, like the government. Examples include the former Soviet Union and North Korea.</li> <li>• In a <i>market economy</i> the major economic decisions are made by people and businesses acting in their own best interest to earn a profit. Examples include the U.S., Japan and Canada.</li> </ul>
<p><b>(10) Economics.</b> The student understands traditional, command, and market economic systems. The student is expected to:</p>	<p>(B) compare the U.S. free enterprise system with other economic systems.</p>	<ul style="list-style-type: none"> <li>• Understand the difference between the pure economic systems (command, traditional and market) versus comparative/mixed economic systems (communism, socialism, capitalism) <ul style="list-style-type: none"> <li>○ United States – A market economic system where individuals own the factors of production with some legal restrictions from the government.</li> </ul> </li> </ul>

## Wylie ISD Curriculum

		<ul style="list-style-type: none"> <li>○ China – A command economic system that is moving to a mixed economy. The state still owns large parts of the economy, especially urban industries.</li> <li>○ Sweden – Sweden is a welfare state which is a blend of capitalism and socialism. It combines private ownership of the means of production and competitive allocation of resources with the goal of social equality for its citizens.</li> <li>● Illustrate the pure and mixed systems on an economic spectrum</li> </ul>
<p><b>(15) Government.</b> <i>The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:</i></p>	<p>(A) describe the role of government in the U.S. free enterprise system; and</p>	<p>The government is involved in our economy to:</p> <ul style="list-style-type: none"> <li>● Promote and encourage competition for the benefit of the society</li> <li>● Prevent monopolies and reduce the costs of imperfect competition wherever possible</li> <li>● Regulate industries in the best interest of the society</li> <li>● Fulfill the need for public goods</li> </ul>
<p><b>(15) Government.</b> <i>The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:</i></p>	<p>(B) evaluate government rules and regulations in the U.S. free enterprise system</p>	<ul style="list-style-type: none"> <li>● New bankruptcy laws</li> <li>● Public disclosure laws to prevent market failure due to inadequate information</li> <li>● Antitrust laws to prevent market failure due to inadequate competition</li> </ul>
<p><b>(16) Government.</b> <i>The student understands the goals of economic growth, stability, full employment, freedom, security, equity, and efficiency</i></p>	<p>(A) describe the goals of U.S. economic policy; and</p>	<ul style="list-style-type: none"> <li>● Economic growth – the production of more goods, better incomes. Growth is needed so that people can have more goods and services to increase their standard of living.</li> </ul>

## Wylie ISD Curriculum

<p><i>as they apply to U.S. economic policy. The student is expected to:</i></p>		<ul style="list-style-type: none"> <li>• Stability – the government will strive for stable prices. It has policies to deal with inflation, high interest rates and recession.</li> <li>• Full employment – the government strives to provide jobs for those who desire one.</li> <li>• Economic freedom – people have the freedom to choose their own occupations and use their money as they choose. Businesses have the freedom to choose where, how and what they produce.</li> <li>• Security – protection from illness and layoffs. The government has set up funds (Social Security, unemployment compensation) for those who lose their jobs.</li> <li>• Equity – The government strives for equity for its citizens, therefore it is illegal to discriminate on the basis of age, religion, race, sex or disability for employment purposes. Laws have also been passed to protect consumers.</li> <li>• Efficiency – the careful use of scarce resources.</li> </ul>
<p><b>(21) Culture.</b> <i>The student understands how societal values affect a nation's economy. The student is expected to:</i></p>	<p>(A) analyze the societal values that determine how a country answers the basic economic questions; and</p>	<ul style="list-style-type: none"> <li>• Level of education</li> <li>• Cultural traditions</li> <li>• Religion</li> <li>• Status in society</li> <li>• Desire to improve their well-being</li> <li>• Technological concerns</li> <li>• Politics</li> <li>• Attitudes and beliefs</li> </ul>
<p><b>(21) Culture.</b> <i>The student understands</i></p>	<p>(B) describe the societal values that</p>	<ul style="list-style-type: none"> <li>• Answer the basic questions faced by every economic</li> </ul>

## Wylie ISD Curriculum

<p><i>how societal values affect a nation's economy. The student is expected to:</i></p>	<p>influence traditional, command, and market economies.</p>	<p>system: What goods and services will be produced? How will they be produced? Who will produce them? For whom will they be produced?</p> <ul style="list-style-type: none"> <li>• Command – the government, or an agency appointed by the government, answers the three basic economic questions and takes care of the need of the citizens</li> <li>• Market – the people make the decisions based on self-interest and that the government does not interfere with those decisions</li> <li>• Traditional – ritual, habit or custom dictate how the three basic economic questions are answered</li> </ul>
<p><b>(26) Science, technology, and society.</b> <i>The student understands the effects of science and technology on an economy. The student is expected to:</i></p>	<p>(A) analyze the effect of technology on productivity;</p>	<ul style="list-style-type: none"> <li>• Examples: computers and the internet increase worker productivity</li> <li>• Shifts the PPC outwards</li> <li>• Shifts supply curve outwards</li> </ul>
<p><b>(26) Science, technology, and society.</b> <i>The student understands the effects of science and technology on an economy. The student is expected to:</i></p>	<p>(B) analyze the economic effects of the development of communication and transportation systems in the United States;</p>	<ul style="list-style-type: none"> <li>• Internet has made most remote areas accessible.</li> <li>• Shipping service (UPS, Fed Ex) deliver faster than USPS</li> <li>• Efficiency increases shifting PPC outwards and demand curve to the right (as a result of increased market size)</li> </ul>

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	2
<b>Grade/Level</b>	12 <sup>th</sup> /Economics	<b>Weeks:</b>	3-4
<b>Unit Name/Title</b>			
Personal finance			
<b>Overview</b>			
Consumers use various forms, and savings and borrowing instruments to aid the growth of businesses in the US economy.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<i>(2) <b>Citizenship.</b> The student understands the rights and responsibilities of businesses in the U.S. free enterprise system. The student is expected to:</i>	(B) analyze the consequences of an economic decision made by a business;	<ul style="list-style-type: none"> <li>• Consequences of vertical, horizontal and conglomerate mergers on consumers</li> </ul>	
<i>(2) <b>Citizenship.</b> The student understands the rights and responsibilities of businesses in the U.S. free enterprise system. The student is expected to:</i>	(D) identify and evaluate ordinances and regulations that apply to the establishment of various types of businesses.	<ul style="list-style-type: none"> <li>• Sole Proprietorship – may apply for licenses and pay fees</li> <li>• Partnerships must submit legal papers called articles of partnership to define relationship between the partners</li> <li>• Corporations must                             <ul style="list-style-type: none"> <li>○ file for permission with the federal govt or state where the business will have its headquarters</li> <li>○ charter is granted when corporation is approved – specifies how many shares of stock will initially be sold</li> <li>○ must pay corporate income taxes</li> </ul> </li> </ul>	
<i>(8) <b>Economics.</b> The student understands the role of financial institutions in saving, investing, and borrowing. The student is expected to:</i>	(A) explain the functions of financial institutions and how the role of financial institutions has changed over time; and	<ul style="list-style-type: none"> <li>• Allow consumers and businesses to save money for later use and borrow money</li> <li>• Financial institutions have changed over time by increasing the cost of banking but at the same time providing more services and different types of</li> </ul>	

## Wylie ISD Curriculum

		<p>financial packages.</p> <ul style="list-style-type: none"> <li>• Over time, fewer differences in the various forms of financial institutions.</li> </ul>
<p><b>(8) Economics.</b> <i>The student understands the role of financial institutions in saving, investing, and borrowing. The student is expected to:</i></p>	<p>(B) analyze how financial institutions affect households and businesses.</p>	<ul style="list-style-type: none"> <li>• Allow businesses and households to borrow money in the form of a loan, but interest must be paid</li> <li>• Set up household and business accounts for saving and spending money</li> </ul>
<p><b>(9) Economics.</b> <i>The student understands types of business ownership and types of market structures. The student is expected to:</i></p>	<p>(A) explain the characteristics of sole proprietorships, partnerships, and corporations;</p>	<ul style="list-style-type: none"> <li>• <i>A sole proprietorship</i> is a business owned and operated by one person. The sole proprietor enjoys the rights to all profits and bears the responsibility for all debts and liability. It is the most common form of business in the U.S. and is the easiest to start up.</li> <li>• <i>A partnership</i> is a business owned and operated by two or more people. The owners have unlimited liability for all debts and obligations of the firm. It is relatively easy to start up and manage if the partners cooperate. The partnership ceases to exist if one of the partners leaves the firm.</li> <li>• <i>A corporation</i> is a business that is a separate legal entity that has all the rights of an individual, like the right to enter into contracts and the right to sue or be sued. It is easy to raise financial capital by selling stocks and bonds. Corporations are expensive to start up and the owners have little control of the operations of the business beyond the election of a board of directors. They are subject to government regulations. Owners have limited liability in the debts and obligations of the corporation.</li> </ul>
<p><b>(9) Economics.</b> <i>The student understands types of business ownership and types of market structures. The student is expected</i></p>	<p>(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations; and</p>	<p>Sole Proprietorship</p> <ul style="list-style-type: none"> <li>• Advantages <ul style="list-style-type: none"> <li>○ Easy to start up and manage.</li> </ul> </li> </ul>

## Wylie ISD Curriculum

<p>to:</p>		<ul style="list-style-type: none"><li>○ Enjoys the rights to all profits.</li><li>○ Lack of special taxes.</li><li>● Disadvantages<ul style="list-style-type: none"><li>○ Unlimited liability for all debts and obligations.</li><li>○ Difficult to raise financial capital.</li><li>○ Difficult to attract qualified employees.</li></ul></li></ul> <p>Partnership</p> <ul style="list-style-type: none"><li>● Advantages<ul style="list-style-type: none"><li>○ Easy to start up.</li><li>○ Lack of special taxes.</li><li>○ Easier to attract financial capital and qualified workers because of its larger size.</li></ul></li><li>● Disadvantages<ul style="list-style-type: none"><li>○ Limited life of the partnership.</li><li>○ Unlimited liability for all debts and obligations.</li><li>○ Potential for conflict among partners.</li></ul></li></ul> <p>Corporation</p> <ul style="list-style-type: none"><li>● Advantages<ul style="list-style-type: none"><li>○ Easy to attract financial capital by selling stocks and bonds.</li><li>○ Limited liability for debts and responsibilities of the firm.</li><li>○ Can hire professionals to run the firm.</li><li>○ Unlimited life of the firm.</li></ul></li></ul>
------------	--	--

## Wylie ISD Curriculum

		<ul style="list-style-type: none"> <li>• Disadvantages               <ul style="list-style-type: none"> <li>○ Expensive to obtain the charter necessary to incorporate.</li> <li>○ Owners and stockholders have little control over the operations of the business.</li> <li>○ Double taxation of corporate profits.                   <ul style="list-style-type: none"> <li>○ Subject to government regulation.</li> </ul> </li> </ul> </li> </ul>
<p><i>(11) Economics. The student understands the basic concepts of consumer economics. The student is expected to:</i></p>	<p>(A) analyze the factors involved in the process of acquiring consumer goods and services including credit, interest, and insurance</p>	<ul style="list-style-type: none"> <li>• <i>Credit</i> is the receiving of funds directly or indirectly to buy goods and services with the promise to pay for them in the future. A lender will look at several factors to determine a person’s credit rating. Factors that affect credit rating are capacity to pay, character, collateral, secured loans and unsecured loans.</li> <li>• <i>Interest</i> is the amount the borrower must pay to use someone else’s money. Sometimes the consumer can shop around for the best interest rate, but often the interest rate a consumer is charged is based on his/her credit rating.</li> <li>• <i>Insurance</i> is a service that a consumer purchases that will compensate the consumer in case of a loss. Some insurance is mandatory and is required when the consumer purchases a car or a house. Other insurances are optional such as life or health insurance.</li> <li>• Explain the positive and negative consequences of using credit cards</li> </ul>
<p><i>(11) Economics. The student understands the basic concepts of consumer economics. The student is expected to:</i></p>	<p>(B) compare different means by which savings can be invested and the risks and rewards each poses to the consumer; and</p>	<p>The relationship between risk and return (reward) is an inverse relationship. The higher the return, the riskier the investment.</p> <ul style="list-style-type: none"> <li>○ Demand deposit – risk: none, return: none</li> </ul>

## Wylie ISD Curriculum

		<ul style="list-style-type: none"> <li>○ Regular savings – risk: none. Return: small</li> <li>○ Money Market Mutual Fund – risk: moderate, return: moderate</li> <li>○ Junk Bond – risk: high, return: high</li> </ul>
<p><b>(11) Economics.</b> <i>The student understands the basic concepts of consumer economics. The student is expected to:</i></p>	<p>(C) analyze the economic impact of investing in the stock and bond markets.</p>	<ul style="list-style-type: none"> <li>● A stock is a certificate of ownership in a corporation. If the firm is profitable, stockholders are paid dividends (difference between common and preferred stock).</li> <li>● A bond is a formal contract to repay borrowed money and interest on borrowed money at regular future intervals.</li> <li>● Stocks and bonds are two ways businesses raise financial capital in addition to internally generated revenue.</li> </ul>
<p><b>(27) Science, technology, and society.</b> <i>The student understands the economic effects of scientific discoveries and technological innovations on households, businesses, and government. The student is expected to:</i></p>	<p>(A) give examples of types of economic information available as a result of technological innovations; and</p>	<ul style="list-style-type: none"> <li>● Computer trading of stocks and bonds</li> <li>● Online banking, loans and purchasing</li> <li>● Consumer comparison shopping online</li> </ul>

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	3
<b>Grade/Level</b>	12 <sup>th</sup> /Economics	<b>Weeks:</b>	5-6
<b>Unit Name/Title</b>			
Supply and Demand			
<b>Overview</b>			
When the price of a product changes, a change in quantity supply and quantity demand occurs. Various factors in a market economy create changes in demand and supply even when price of the product remains the same.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><i>(7) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:</i></p>	<p>(A) identify the determinants that create changes in supply, demand, and price; and</p>	<ul style="list-style-type: none"> <li>• Determinants of a change in supply                             <ul style="list-style-type: none"> <li>○ Technology – intended affect is always to increase supply</li> <li>○ Expectations – expectation of higher prices in the future will decrease supply now</li> <li>○ Change in taxation on businesses</li> <li>○ Change in government subsidies given to businesses</li> <li>○ Changes in government regulation</li> <li>○ Price of inputs (factors of production) – If price falls, a producer can supply more at a lower production cost</li> <li>○ Number of firms in an industry – More firms, greater quantities are supplied at every price</li> <li>○ Productivity– impacts output per worker</li> </ul> </li> <li>• Determinants of change in demand                             <ul style="list-style-type: none"> <li>○ Consumer tastes – popular products will cause an increase in the demand for the product</li> <li>○ Consumer income – changes in disposable income will impact demand for elastic products in the market</li> </ul> </li> </ul>	

## Wylie ISD Curriculum

		<ul style="list-style-type: none"> <li>○ Market size – the number of households a product is available to will change demand.</li> <li>○ Expectations – consumer expectations for the future will change current spending habits</li> <li>○ Related goods – the price of a substitute good will change how much is purchased of the similar product (butter and margarine); the price of a good will have a direct relationship on its complement product (salad and lettuce)</li> </ul>
<p><i>(7) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:</i></p>	<p>(B) interpret a supply-and-demand graph using supply-and-demand schedules.</p>	<ul style="list-style-type: none"> <li>● Use a demand schedule to understand the inverse relationship between price and quantity in table form and plot the data on a graph to illustrate the relationship.</li> <li>● Use a supply schedule to understand the direct relationship between price and quantity in table form and plot the data on a graph to illustrate the relationship.</li> <li>● Understand the graphical difference between a             <ul style="list-style-type: none"> <li>○ Change in quantity demand caused by a change in the price of the product graphed</li> <li>○ Change in demand resulting from a change of a non-price determinant of demand</li> </ul> </li> <li>● Understand the graphical difference between a             <ul style="list-style-type: none"> <li>○ Change in quantity supply resulting from a change in the price of the product graphed</li> <li>○ Change in supply resulting from a change of a non-price determinant</li> </ul> </li> <li>● Law of Demand – Economic rule stating that the quantity demanded and price move in opposite</li> </ul>

## Wylie ISD Curriculum

		<p>direction</p> <ul style="list-style-type: none"> <li>• Law of Supply – as the price rises for a good, the quantity supplied generally rises. As the price falls, the quantity supplied also falls</li> </ul>
<p><b><i>(26) Science, technology, and society.</i></b>  <i>The student understands the effects of science and technology on an economy.</i>  <i>The student is expected to:</i></p>	<p>(D) analyze how technological innovations change the way goods are manufactured, marketed, and distributed.</p>	<p><i>Manufactured</i> – Assembly lines have made productivity faster</p> <p><i>Marketed</i> – Media and computer advertisement has made the market more global and created new markets</p> <p><i>Distribution</i> – Aviation, automobiles and better tracking systems has made distribution faster and more efficient</p>

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	4
<b>Grade/Level</b>	12 <sup>th</sup> /Economics	<b>Weeks:</b>	7-8
<b>Unit Name/Title</b>			
Markets and Market structure			
<b>Overview</b>			
When the market equilibrium is not in effect, shortages or surpluses exist. Government sometimes intervenes in the market by implementing price controls which creates permanent shortages or surpluses. Market structures generalize competition between businesses in an industry.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<i>(2) <b>Citizenship.</b> The student understands the rights and responsibilities of businesses in the U.S. free enterprise system. The student is expected to:</i>	(B) analyze the consequences of an economic decision made by a business;	<ul style="list-style-type: none"> <li>• Consequence of changing supply of a product on a consumer</li> </ul>	
<i>(3) <b>Citizenship.</b> The student understands the right to own, use, and dispose of private property. The student is expected to:</i>	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.	<ul style="list-style-type: none"> <li>• Restrictions on monopolies (antitrust legislation) and oversight of natural monopolies</li> <li>• Price ceilings and floors</li> </ul>	
<i>(7) <b>Economics.</b> The student understands the interaction of supply, demand, and price. The student is expected to:</i>	(A) identify the determinants that create changes in supply, demand, and price; and	<ul style="list-style-type: none"> <li>• Analyze how changes in supply and demand in a market cause changes in equilibrium price and equilibrium quantity.</li> </ul>	
<i>(7) <b>Economics.</b> The student understands the interaction of supply, demand, and price. The student is expected to:</i>	(B) interpret a supply-and-demand graph using supply-and-demand schedules.	<ul style="list-style-type: none"> <li>• Understand how to illustrate a                             <ul style="list-style-type: none"> <li>○ Surplus – caused by market price being set above the equilibrium price</li> <li>○ Shortage – caused by market price being set below the equilibrium price</li> </ul> </li> <li>• Explain when government would use the following and how to illustrate it on a supply/demand graph                             <ul style="list-style-type: none"> <li>○ Price ceiling – government sets the price below equilibrium resulting in a permanent shortage</li> </ul> </li> </ul>	

## Wylie ISD Curriculum

		<ul style="list-style-type: none"> <li>○ Price floor – government sets price above equilibrium resulting in a permanent surplus</li> <li>● Analyze how changes in supply and demand in a market cause changes in equilibrium price and equilibrium quantity.</li> </ul>
<p><b>(9) Economics.</b> <i>The student understands types of business ownership and types of market structures. The student is expected to:</i></p>	<p>(C) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly</p>	<ul style="list-style-type: none"> <li>● <i>Pure or perfect competition</i> is characterized by five conditions which are also used to compare the other three market structures. The conditions are: 1) large number of buyers and sellers, 2) identical products, 3) buyers and sellers are well-informed, 4) buyers and sellers act independently to insure competition and 5) buyers and sellers are free to enter, conduct or get out of business. This market structure rarely exists. Vegetable or truck farming comes closest to this. Sellers in this market have no influence over price since price is a result of competition.</li> <li>● <i>Monopolistic competition</i> is the closest to pure competition. It differs only in the area of identical products. Competitors in this structure use product differentiation and non-price competition to make their product a little bit different in order to monopolize their portion of the market. The market for bubble gum is an example of this type of market structure. Sellers in this market have little influence over price.</li> <li>● An <i>oligopoly</i> is a market structure in which a few very large sellers dominate the industry. Firms in this market structure have interdependent behavior, usually if one firm acts, the others will follow. Examples are Coke and Pepsi that dominate the soft drink industry. They tend to have more control over prices than monopolistic competition.</li> <li>● A <i>monopoly</i> is at the opposite end of the spectrum</li> </ul>

## Wylie ISD Curriculum

		<p>from pure competition. It is a market structure with only one seller of a <i>g/s</i>. Few pure monopolies exist because traditionally Americans have disliked and distrusted them. Also new technologies often introduce products that compete with existing monopolies. (Phones: land lines, digital phone service, cell phones, satellite phones). There are four types of monopolies: 1) natural monopoly – a market situation where the costs of production are minimized by having a single firm produce the product, 2) geographic monopoly – based on the absence of sellers in a geographic region, 3) technological monopoly – based on ownership or control of a manufacturing method, process or other scientific advance and 4) government monopoly – a monopoly that the government owns and controls.</p>
<p><b>(26) Science, technology, and society.</b>  <i>The student understands the effects of science and technology on an economy. The student is expected to:</i></p>	<p>(A) analyze the effect of technology on productivity;</p>	<ul style="list-style-type: none"> <li>• Examples: computers and the internet increase worker productivity             <ul style="list-style-type: none"> <li>○ Shifts supply curve outwards</li> </ul> </li> </ul>
<p><b>(26) Science, technology, and society.</b>  <i>The student understands the effects of science and technology on an economy. The student is expected to:</i></p>	<p>(B) analyze the economic effects of the development of communication and transportation systems in the United States;</p>	<ul style="list-style-type: none"> <li>• Internet has made most remote areas accessible.</li> <li>• Shipping service (UPS, Fed Ex) deliver faster than USPS</li> <li>• Efficiency increases shifting PPC outwards and demand curve to the right (as a result of increased market size)</li> </ul>
<p><b>(27) Science, technology, and society.</b>  <i>The student understands the economic effects of scientific discoveries and technological innovations on households, businesses, and government. The student is expected to:</i></p>	<p>(B) explain how scientific discoveries and technological innovations create the need for rules and regulations to protect individuals and businesses.</p>	<p>Patents and copyrights are government-endorsed monopolies on the affected products</p>

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	5
<b>Grade/Level</b>	12 <sup>th</sup> /Economics	<b>Weeks:</b>	9-10
<b>Unit Name/Title</b>			
Economic performance			
<b>Overview</b>			
Data derived from various economic indicators determines which phase of the business cycle a nation is in.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>(16) Government.</b> <i>The student understands the goals of economic growth, stability, full employment, freedom, security, equity, and efficiency as they apply to U.S. economic policy. The student is expected to:</i></p>	<p>(B) analyze how economic growth, stability, and full employment are measured.</p>	<ul style="list-style-type: none"> <li>• Economists use real Gross Domestic Product (real GDP) to measure the nation’s total output. It is the single best measure of the overall health of our nation.</li> <li>• Identify goods and services that are included (ex. new, produced in current year) and not included (ex. used goods, imports, illegal production) in the calculation of real GDP.</li> <li>• Demonstrate how a price index is used to calculate the inflation rate, a measure of economic stability.</li> <li>• The unemployment rate is found by taking the number of unemployed individuals divided by the total number of persons in the civilian labor force.</li> <li>• Unemployment can be divided into five types: frictional, technological, cyclical, seasonal and structural.</li> <li>• Consider the effects of hidden unemployment and the underemployed on the unemployment rate.</li> </ul>	
<p><b>(26) Science, technology, and society.</b> <i>The student understands the effects of science and technology on an economy. The student is expected to:</i></p>	<p>(C) analyze the economic impact of obsolescence created by technological innovations; and</p>	<ul style="list-style-type: none"> <li>• Forces the consumer to change purchasing habits to keep up with current technologies (VHS is out and DVDs are in)</li> <li>• Creates technological unemployment</li> </ul>	

For use by faculty and staff of Wylie Independent School District, Wylie, TX

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	6
<b>Grade/Level</b>	12 <sup>th</sup> /Economics	<b>Weeks:</b>	11-12
<b>Unit Name/Title</b>			
Government budgets and fiscal policy			
<b>Overview</b>			
The federal government uses taxing and spending to fulfill the functions of government and to stabilize the economy. Economic indicators assist Congress in determining appropriate fiscal policy which has an impact on the nation's budget.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><i>(17) Government. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:</i></p>	<p>(A) identify types of taxes at the local, state, and national levels and the economic importance of each;</p>	<ul style="list-style-type: none"> <li>• Major sources of federal revenue: individual income tax, FICA (SS and Medicare), corporate income taxes</li> <li>• Sources of state and local revenue: sales, property, inheritance, excise, estate, and income taxes and intergovernmental revenue</li> <li>• The allocation of tax revenues by state governments, intergovernmental revenues (e.g., property taxes used to fund schools)</li> <li>• Types of taxes are progressive, regressive and proportional</li> </ul>	
<p><i>(17) Government. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:</i></p>	<p>(B) analyze the categories of revenues and expenditures in the U.S. federal budget; and</p>	<ul style="list-style-type: none"> <li>• Consider the importance of a balanced governmental budget (orally or in writing) versus a surplus or deficit budget</li> <li>• Analyze the impact of the federal deficit on the US economy</li> <li>• The government provides for the public well-being through income redistribution: public assistance (e.g., Supplemental Security Income) and social insurance (e.g., Social Security)</li> <li>• Consider the impact of changes in the major spending areas of the U.S. government (e.g., Social Security, defense, interest on the deficit)</li> </ul>	

## Wylie ISD Curriculum

<p><i>(17) <b>Government.</b> The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:</i></p>	<p>(C) analyze the impact of fiscal policy decisions on the economy.</p>	<ul style="list-style-type: none"><li>• Fiscal policy is the use of government spending and revenue collection to influence the economy</li><li>• Know the tools of fiscal policy (government spending and changes in)</li><li>• Analyze data to determine when Congress would use the Demand-side fiscal policy (expansionary and contractionary) and the intended impact of the policy on the economy using aggregate supply and demand graphs</li><li>• Analyze data to determine when supply side fiscal policy should be used and its intended impact on the economy using aggregate supply and demand graphs</li><li>• Identify the strengths and weaknesses of fiscal policy</li></ul>
--	--	---

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	7
<b>Grade/Level</b>	12 <sup>th</sup> /Economics	<b>Weeks:</b>	13-14
<b>Unit Name/Title</b>			
Federal Reserve and Monetary Policy			
<b>Overview</b>			
The Federal Reserve use the tools of monetary policy to stabilize the economy. The Federal Reserve was created to help stabilize the economy and the financial system.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><i>(18) Government. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:</i></p>	<p>(A) explain the structure of the Federal Reserve System; and</p>	<ul style="list-style-type: none"> <li>• Explain the purpose of its creation and how it functions today</li> <li>• Explain the types and functions of money</li> <li>• Some responsibilities: supplies paper currency, holds banks' reserves, provides check clearing services, controls the money supply and supervises member banks</li> </ul>	
<p><i>(18) Government. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:</i></p>	<p>(B) analyze the three basic tools used to implement U.S. monetary policy.</p>	<ul style="list-style-type: none"> <li>• The major role of the Fed is to control the money supply. It has three tools to help it implement a tight money (contractionary) policy or an easy money (expansionary) policy:                             <ul style="list-style-type: none"> <li>○ Reserve requirement – include the impact of the money multiplier</li> <li>○ Open Market Operations</li> <li>○ Discount rate</li> </ul> </li> <li>• Explain how the tools influence the money supply and change aggregate supply and demand to stabilize the economy</li> <li>• Discuss the strengths and weaknesses of monetary policy</li> </ul>	

## Wylie ISD Curriculum

<p><b>(19) History.</b> <i>The student understands economic ideas and decisions from the past that have influenced the present and those of today that will affect the future. The student is expected to:</i></p>	<p>(A) analyze the importance of various economic philosophers <del>such as</del> <b>including John Maynard Keynes, Karl Marx, and Adam Smith</b> and their impact on the U.S. free enterprise system</p>	<p><i>Maynard Keynes-</i> originated the school of economic thought called Keynesian economics which supports the use of government spending and taxing to help the economy.</p>
--	---	--

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	8
<b>Grade/Level</b>	12 <sup>th</sup> /Economics	<b>Weeks:</b>	15-16
<b>Unit Name/Title</b>			
International trade			
<b>Overview</b>			
Comparative advantage determines what products a nation will produce and export. Free trade is generally considered to be the most advantageous to help a nation economically develop.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<i>(12) Geography. The student understands the geographic significance of the economic factors of production. The student is expected to:</i>	(A) describe the effects of the unequal distribution of economic factors of production and	<ul style="list-style-type: none"> <li>• A nation’s resources most often determines the production within that nation and is the basis for international trade                             <ul style="list-style-type: none"> <li>○ Japan has highly skilled labor so produces electronics;</li> <li>○ Mexico has unskilled labor so agricultural and factory workers</li> </ul> </li> </ul>	
<i>(12) Geography. The student understands the geographic significance of the economic factors of production. The student is expected to:</i>	(B) analyze the locations of resources used in the production of an economic good and evaluate the significance of the locations.	<ul style="list-style-type: none"> <li>• Examples                             <ul style="list-style-type: none"> <li>○ Oil and Natural Gas in the Middle East – Forces U.S. government to create a relationship with these countries</li> <li>○ Skilled labor in Japan – import raw materials and make high tech products</li> <li>○ Timber in the Western U.S. – Easy access to all levels of production</li> </ul> </li> </ul>	
<i>(13) Geography. The student understands the reasons for international trade and its importance to the United States. The student is expected to:</i>	(A) explain the concepts of absolute and comparative advantages;	<ul style="list-style-type: none"> <li>• Absolute Advantage – Ability of one country to produce a product more efficiently i.e. with greater output per unit of input, than can another country</li> <li>• Comparative Advantage – Ability of a country to produce a product at a lower opportunity cost than another country</li> </ul>	

## Wylie ISD Curriculum

<p><b>(13) Geography.</b> <i>The student understands the reasons for international trade and its importance to the United States. The student is expected to:</i></p>	<p>(B) apply the concept of comparative advantage to explain why and how countries trade;</p>	<ul style="list-style-type: none"> <li>• Specialization – a nation will produce the product in which they have the comparative advantage and import those that they don't have the comparative advantage</li> <li>• Use ratios to determine which nation has the comparative advantage in the production of a product</li> </ul>
<p><b>(13) Geography.</b> <i>The student understands the reasons for international trade and its importance to the United States. The student is expected to:</i></p>	<p>(C) analyze the impact of U.S. imports and exports on the United States and its trading partners; and</p>	<ul style="list-style-type: none"> <li>• Balance of trade – difference between the value of nation's exports minus the value of the nation's imports</li> <li>• Trade surplus – value of exports is greater than the value of imports</li> <li>• Trade deficit – value of exports is less than the value of imports</li> <li>• Imbalance of trade causes the value of a nation's currency to change</li> <li>• Some major trade partners – Canada, Mexico, China, Japan (see current almanac for latest data)</li> </ul>
<p><b>(13) Geography.</b> <i>The student understands the reasons for international trade and its importance to the United States. The student is expected to:</i></p>	<p>(D) analyze changes in exchange rates of world currencies and the effects on the balance of trade.</p>	<ul style="list-style-type: none"> <li>• Rate of exchange is based on the amount of foreign currency in circulation.</li> <li>• If the American dollar appreciates against a foreign currency, the dollar gains purchasing power making foreign goods less expensive at home and American goods more expensive overseas. The number of imports would increase.</li> <li>• If the American dollar depreciates against a foreign currency, the dollar loses purchasing power making foreign goods more expensive at home and American goods less expensive overseas. The number of exports would increase.</li> </ul>

## Wylie ISD Curriculum

<p><b>(14) Geography.</b> <i>The student understands the issues of free trade and the effects of trade barriers. The student is expected to:</i></p>	<p>(A) compare the effects of free trade and trade barriers on economic activities; and</p>	<ul style="list-style-type: none"> <li>• Free Trade – Few restrictions between countries to trade – Increased trade, new or different problems culturally, politically, or economically</li> <li>• Trade Barriers – Restrictions between countries to trade – quotas, tariffs, regulations, embargoes, relationship between countries</li> <li>• Trade barriers result in retaliation by affected nations preventing the US from exporting as much to those nations</li> </ul>
<p><b>(14) Geography.</b> <i>The student understands the issues of free trade and the effects of trade barriers. The student is expected to:</i></p>	<p>(B) evaluate the benefits and costs of participation in international free-trade agreements.</p>	<ul style="list-style-type: none"> <li>• NAFTA             <ul style="list-style-type: none"> <li>○ Benefits – Trade has increased</li> <li>○ Costs – Immigration problems</li> </ul> </li> <li>• EUROPEAN UNION             <ul style="list-style-type: none"> <li>○ Benefits – Common currency, lifting of trade restrictions</li> <li>○ Costs – Growth of nationalistic feelings, immigration problems</li> </ul> </li> <li>• WORLD TRADE ORGANIZATION             <ul style="list-style-type: none"> <li>○ Benefits – Monitor trade on the environment, monitoring different types of political systems, enforce sanctions</li> <li>○ Costs – Disagreement between so many countries, cost of complying</li> </ul> </li> </ul>
<p><b>(22) Culture.</b> <i>The student understands the impact of a nation's culture on its level of economic development. The student is expected to:</i></p>	<p>(A) describe the level of economic development of selected nations; and</p>	<ul style="list-style-type: none"> <li>• African Mbuti – traditional economic system, subsistence living, low standard of living</li> <li>• Peru - government does not support private property rights, so people have little economic development</li> <li>• Southeast Asian nations such as Malaysia, Indonesia experiencing significant economic development</li> <li>• Japan’s economy post WWII</li> </ul>

## Wylie ISD Curriculum

<p><i>(22) <b>Culture.</b> The student understands the impact of a nation's culture on its level of economic development. The student is expected to:</i></p>	<p>(B) analyze how societal values affect the economic development of nations.</p>	<ul style="list-style-type: none"><li>• Traditional economies place little emphasis on innovation so experience little development</li><li>• Economies that value private property and smaller amounts of government intervention will experience faster economic development</li></ul>
---	--	---

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	9
<b>Grade/Level</b>	12 <sup>th</sup> /Economics		<b>Weeks:</b>	17-18
<b>Unit Name/Title</b>				
Economics in US History				
<b>Overview</b>				
The US labor movement impacted how businesses developed and operated. The boom and bust of business cycles in US History led to the development and use of monetary and fiscal policies. The Constitution served as the foundation of the US free enterprise economy.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
<i>(19) History. The student understands economic ideas and decisions from the past that have influenced the present and those of today that will affect the future. The student is expected to:</i>	(B) trace the history of the labor movement in the United States;	Early 19 <sup>th</sup> Century – Labor Unions formed but no use of negotiations or strikes 1820s – Changed working day from 12 hours to 10 hours 1869 - Formation of the Knights of Labor 1886-Formation of the American Federation of Labor (AFL) 1886 - The Haymarket riots 1894 - The Pullman strike 1935 - Formation of the National Labor Relations (Wagner) Act 1938 - Formation of the Congress of Industrial Organizations (CIO) 1947 - The Taft-Hartley Act 1981 - The Air Traffic Controllers’ strike		
<i>(19) History. The student understands economic ideas and decisions from the past that have influenced the present and those of today that will affect the future. The student is expected to:</i>	(C) analyze the impact of business cycles on U.S. history; and	<ul style="list-style-type: none"> <li>• Business Cycle – Irregular changes in the level of total output measured by real GDP</li> <li>• Impact on US. History – Have students analyze the peak, boom, contraction, recession, depression, trough, expansion and recovery of these events</li> <li>• The Great Depression</li> <li>• The post-war boom of the 1950s</li> <li>• Recession of the 1970s</li> <li>• 1991-2001 longest US expansion in history</li> </ul>		
<i>(19) History. The student understands economic ideas and decisions from the past that have influenced the present and those of today that will affect the future.</i>	(D) identify the contributions of entrepreneurs, past and present, such as including Mary Kay Ash, Andrew Carnegie and Bill Gates.			

For use by faculty and staff of Wylie Independent School District, Wylie, TX

## Wylie ISD Curriculum

<p><i>The student is expected to:</i></p>		
<p><b>(20) History.</b> <i>The student understands economic concepts embodied in historical documents including the U.S. Constitution. The student is expected to:</i></p>	<p>(A) identify economic concepts in the U.S. Constitution including property rights and taxation; and</p>	<ul style="list-style-type: none"> <li>• Property rights – Rights given to citizens to protect themselves from the government and other citizens</li> <li>• Taxation – Used by the government to pay for government services</li> </ul>
<p><b>(20) History.</b> <i>The student understands economic concepts embodied in historical documents including the U.S. Constitution. The student is expected to:</i></p>	<p>(B) analyze the impact of economic concepts in the U.S. Constitution on contemporary issues and policies.</p>	<ul style="list-style-type: none"> <li>• The federal bail-out of savings and loans in 1989–1990</li> <li>• Antitrust legislation and regulatory agencies</li> <li>• Ronald W. Reagan’s supply-side economic program</li> </ul>