

**DESE Model Curriculum: Introduction to Business (CIP Code 52.0101)**

GRADE LEVEL/UNIT TITLE: 11-12/Develop Economic Awareness

| <b>COURSE INTRODUCTION</b>  |                                |            |
|---|--------------------------------|------------|
| <p>This course is designed to introduce students to how business works in today’s society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, government’s role in business, and technology in the business world.</p> <p>Course rationale: An understanding of economic systems and consumerism provides the resources needed for students to explore business careers. The content in this area is vital to the career planning of business students as they develop knowledge of business functions and applicable skill. Personal skills such as banking, taxes, insurance, and others that impact their effectiveness as citizens and consumers are also taught.</p> |                                |            |
| <b>UNIT DESCRIPTION</b>   | <b>SUGGESTED UNIT TIMELINE</b> |            |
| Students will learn about the role of economics in the United States.   | 4 Class Periods                |            |
|   | <b>CLASS PERIOD (min.)</b>     |            |
|   | 50 min.                        |            |
| <b>ESSENTIAL QUESTIONS</b>  |                                |            |
| <ol style="list-style-type: none"> <li>1. What makes an economic powerhouse?</li> <li>2. How and why is the USA considered an economic powerhouse?</li> </ol>   |                                |            |
| <b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>   | <b>NBEA STANDARD</b>           | <b>DOK</b> |
| 1. Distinguish between goods and services   | E1.1.1                         | 3          |
| 2. Identify economic systems  | E2.2.2                         | 1          |
| 3. Classify economic resources  | E1.1.3                         | 2          |
| 4. Understand the basic economic problem  | E2.2.1                         | 1          |
| 5. Describe the relationship between supply, demand, and price  | E4.2.4                         | 3          |
| 6. Explain the effects of inflation and deflation   | E9.1.2                         | 2          |
| 7. Describe the four phases of the business cycle   | E2.3.4.2<br>E9.3.3             | 2          |
| 8. Analyze economic indicators (e.g., CPI, unemployment, GNP, GOP)  | E6.2.3<br>E9.3.9               | 4          |
| 9. Distinguish roles of individuals in the economy  | Global Section                 | 2          |
| 10. Identify the impact of the global economy on consumers  |                                | 1          |
| 11. Explain economic interdependence (e.g., importing, exporting)   | E5.3.4<br>E8.2.1               | 2          |
| 12. Describe the major components of the U.S. Economy   | E4.2.3                         | 2          |

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| <b>ASSESSMENT DESCRIPTIONS</b>  |   |
|---|---|
| 1. Written test(s) including a variety of question types (i.e. True/False, Multiple Choice, Short Answer, etc). (DOK Level 2) |   |
| 2. Comprehensive project over basic economic functions/principles. (DOK Level 4)  |   |
| <b>OBJ. #</b>   | <b>INSTRUCTIONAL STRATEGIES</b>   |
| 4   | 1. Teacher will break class into groups and supervise group discussions and activities of <a href="#">Needs and Wants</a> . Teacher will also lead a discussion on tradeoffs and have students give examples. The teacher will assist students as they complete <a href="#">Economic Decision Making</a> .    |
| 1   | 2. The teacher will supervise the groups of 2 or 3 after explaining the directions for <a href="#">Children’s Economic Book</a> project.  |
| 2, 3  | 3. Teacher will lead a discussion on economic systems and will complete the <a href="#">Economic Systems Graphic Organizers</a> as students complete their own copies.  |
| 9   | 4. Teacher will instruct students to pick a county and research it to answer questions on the <a href="#">Trading Economics</a> Worksheet.  |
| 2, 3  | 5. Teacher will lecture on Scarcity, have students pick a country and complete the <a href="#">Country Task</a> Sheet on Scarcity.  |
| 5   | 6. Teacher will complete the Introduction to <a href="#">Supply and Demand Webquest</a> with students and then supervise their individual work.   |
| 6, 8  | 7. Teacher will open the teacher link on <a href="#">Consumer Price Index and Inflation</a> Project and share the student link with the class. The teacher will use the lesson plan on the teacher link to conduct the lecture while students follow on the student link and complete interactive activities. |
| 10-12   | 8. Teacher will introduce the lesson using the teacher link from the <a href="#">International Trade and the Global Economy</a> and share the student link with the class.  |
| <b>OBJ. #</b>   | <b>INSTRUCTIONAL ACTIVITIES</b>   |
| 4   | 1. Students will participate in activities based on needs and wants. In small groups, student also engage in economic decision making for going camping.  |
| 1   | 2. In small groups, students will create a children’s economic book.  |
| 2, 3  | 3. Students complete graphic organizers on economic systems.  |
| 9   | 4. Students research the answers to the questions on the trading economics worksheet.   |
| 2, 3  | 5. Students pick a country and complete the country task sheet.   |
| 5   | 6. Students complete the supply and demand webquest.  |
| 6, 8  | 7. Students will complete a project on consumer price index and inflation.  |
| 10-12   | 8. Students complete a project about international trade and the global economy.  |
| <b>UNIT RESOURCES</b>   |   |
| 1. Plato Economics  |   |
| 2. <a href="http://www.bls.gov">www.bls.gov</a>   |   |
| 3. <a href="http://www.teachingeconomics.org">www.teachingeconomics.org</a>   |   |
| 4. <a href="http://www.econedlink.org">www.econedlink.org</a>   |   |