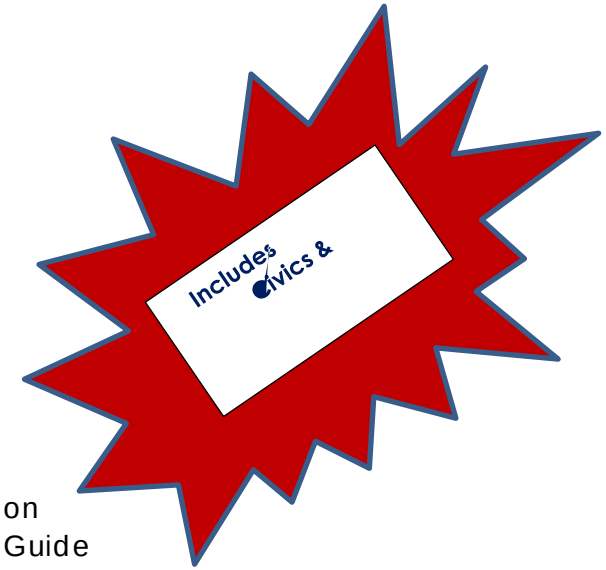
Curriculum Map and Pacing Guide

Economics with Financial Literacy Honors – #2102345



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Florida's Academic Standards, Social Studies 2023

Revised ~ June 2023

Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.

Economics with Financial Literacy – Course Code: 2102335
Economics with Financial Literacy Honors – Course Code: 2102345

Student Critical Concept: Unit 1: Introduction to Economics		Econ w/ Fin Lit
Standards and Benchmarks included: SS.912.E.1.1, SS.912.E.1.2, SS.912.E.1.3, SS.912.E.2.12, SS.912.E.2.2, SS.912.E.3.2, SS.912.E.3.3, & SS.912.E.3.6		4 Weeks
4.0	I can: Debate the merits of free market economies vs. command economies. Design a decision-making grid applying the concept of marginal analysis.	
3.5	In addition, to score 3.0 performance, partial success at score 4.0 content. I can: Identify the factors of production and why they are necessary for the production of goods and services.	

3.0

I can:

- Create a T-chart to differentiate between wants and needs.
- Prepare a diagram, chart, or foldable to define and explain economics, scarcity, choice, and opportunity cost.
- Analyze the production possibilities curve and explain

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2.0

Student Critical Concept: Unit 2: Markets at Work: Supply and Demand

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Student Critical Concept: Unit 3 - Market Structure and Business Organizations	Econ w/ Fin Lit
Standards and Benchmarks included: SS.912.E.1.5, SS.912.E.1.6, SS.912.E.1.15, SS.912.E.2.3, & SS.912.E.2.6	3 Weeks

I can:

4.0 Compose a research paper on a famous entrepreneur and their lasting impact on the United States.

[illegible]

	Identify why the government allows natural monopolies and why these require regulation.	pure competition sole proprietorship stocks unlimited liability
	1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
	0.5	With help, partial success at score 2.0 content but not at score 3.0 content.
0.0	Even with help, no success.	

Critical Concepts & Pacing Guide

		unemployed
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

Student

Prepare a Flow map to describe how the federal budget is created.

Build a single-sided Multi-Flow map to identify the impact of

Student Critical Concept: Unit 6 - Financial Institutions and Monetary Policy		Econ w/ Fin Lit
Standards and Benchmarks included: SS.912.E.1.11, SS.912.E.1.12, SS.912.E.1.13, 7SS.912.E.1.14, SS.912.E.1.15, SS.912.E.2.1., SS.912.E.2.5., SS.912.E.2.7, SS.912.E.2.9, & SS.912.E.2.10		2 weeks
4.0	I can: Research the history of the Federal Reserve and the impact it has on the US economy Compare and contrast the performance of FED during the Great Depression and the Great Recession.	
3.5	In addition, to score 3.0 performance, partial success at score 4.0 content.	

3.0

2.0

I can:

- Make a list to identify and explain broad economic goals.
- Create a Circle map to define money and describe the composition of the money supply in the United States.
- Calculate the time value of money based on current interest rates.
- Explain the role of banks and how they act as a financial mediator.
- Generate a Venn diagram to compare credit, savings, and investment services available to the consumer from financial institutions.
- Explain how banks create money.
- Diagram the structure of the Federal Reserve.
- Describe monetary policy and how it is used by the Fed to correct economic fluctuations of the business cycle.

I can recognize or recall specific vocabulary:

- banks
- barter
- credit
- credit unions
- discount rate
- Federal Funds Rate
- Federal Reserve
- full employment
- government securities
- Interest paid on reserves

Economics with Financial Literacy Honors (#2102345) 2022 - 2024

SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of m

SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

SS.912.FL.2.2 (archived):	Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.
SS.912.FL.2.3 (archived):	Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.
SS.912.FL.2.4 (archived):	Describe ways that consumers may be influenced by how the price of a good is expressed.
SS.912.FL.2.5 (archived):	Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.
SS.912.FL.2.6 (archived):	Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.
SS.912.FL.2.7 (archived):	Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.
SS.912.FL.3.1 (archived):	Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.
SS.912.FL.3.2 (archived):	Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.
SS.912.FL.3.3 (archived):	Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.
SS.912.FL.3.4 (archived):	Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.
SS.912.FL.3.5 (archived):	Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.
SS.912.FL.3.6 (archived):	Describe government policies that create incentives and disincentives for people to save.
SS.912.FL.3.7 (archived):	Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.

SS.912.FL.4.1 (archived):	Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial

SS.912.FL.6.1 (archived):	Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.
SS.912.FL.6.10 (archived):	Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.
SS.912.FL.6.2 (archived):	Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.
[redacted]	[redacted]ased on their willingness to accept [redacted] price of insurance.
SS.912.FL.6.4 (archived):	Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.
SS.912.FL.6.5	

SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
MA.K12.MTR.1.1:	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	**Complete tasks with mathematical fluency.** Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods.

	• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solvommunic1.76 Tm[C)-3 (17 (a)-6 (t)7 qTd( )Tj/341/MCID 37 >>BD

MA.K12.MTR.4.1:

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** Teachers who encourage students to use patterns and structure to he12 0 0 129-6 (g)10 (e)4 ( )-10 (s)-1 (802 Tw n)-10 (c)4 t

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For .re.32 275g/TID 6