

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Social Studies

<p><i>Mission Statement</i></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><i>Social Studies education should:</i></p> <ol style="list-style-type: none"> 1. both utilize and promote a global perspective 2. emphasize democratic values 3. allow students opportunities to interact 4. reflect a consciousness of current world events 5. promote interdisciplinary study 6. incorporate all of the social sciences, but be firmly rooted in history and geography 7. include knowledge and content, democratic ideals and civic values and skill development and social participation
<p><i>Courses</i> (Grades 9-12)</p>	<ul style="list-style-type: none"> • Modern World History • Modern World History Honors • World Studies • American Studies • AP European History • US History • AP US History • Sociology • Contemporary Issues • Economics • Urban History • Psychology I • Psychology II • US Government • AP US Government

Course Framework

Course Title Grade Level Semesters Prerequisites	Economics 11, 12 1 None
Course Description	What causes recession? What is GNP and CPI? What are the “pocketbook” issues in America? These and other questions are examined in this course. Both a comparison of major economic systems and the study of the American free enterprise system are included. DePaul/Tribune stock market experiment is included in this course. Students complete one in-depth research project on an economic problem or an analysis of portfolio management during one semester. The grade in this course is based primarily on quiz and unit-exam performance.
District-approved materials/resources	Robert L. Pennington, <i>Economics</i> . McDougal Littell, 2002.

**Unit Frameworks
ECONOMICS**

<p>Unit of Study: major topics</p>	<p>Introduction Tufts Model of Economics Four Basic Economic Questions Factors of Production Scarcity</p>	<p>Opportunity Costs Production-Possibility Frontiers Consumer Price Index Four Types of Economic Systems Circular Flow Model of Economics</p>
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 14.B.5 Analyze similarities and differences among world political systems (e.g. democracy, socialism, communism). • 15.A.5d Explain the comparative value of the Consumer price Index (e.g. goods and services in one year with earlier or later periods). • 15.B.5b Analyze how inflation and interest rates affect consumer purchasing power. • 15.C.5a Explain how competition is maintained in the United States economy and how the level of competition varies in different market structures. • 15.D.5a Explain how transaction costs affect decisions to produce or consume. • 16.B.5b (US) analyze how United States political history has been influenced by the nation’s economic, social, and environmental history. • 16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II. • 16.C.5a (W) Explain how industrial capitalism became the dominant economic model in the world. 	
<p>Objectives</p>	<ul style="list-style-type: none"> • Create the Tufts Model of Economics • Demonstrate how the essence of Economics is Scarcity. • Summarize and explain the Four Basic Economic Questions. • Identify the five Factors of Production. 	

	<ul style="list-style-type: none"> • Discriminate the fundamental differences among the four types of world economic systems along with their associated political, social and religious systems (e.g. market = capitalism, command= socialism/communism, traditional and mixed). • Illustrate three examples of opportunity costs after understanding what an opportunity cost is. • Explain three situations which relate to production possibility frontiers after comprehending what these frontiers are. • Compare and contrast the economic philosophies of Adam Smith and Karl Marx. • Create the Circular Flow Model of a Market Economic System. • Explain the terms GNP and GDP and justify the use of one or the other in differing circumstances and identify reasons that GDP is more useful today than GNP. • Support the notion of the use of Real GNP/GDP rather than Nominal GNP/GDP. • Understand the concept of CPI and its depiction of inflation and deflation. • Calculate percent changes in index values and prices as the CPI does. • Justify the role of competition as a major force in economic thought and action, particularly with regard to a Market Economic System. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Quiz on Chapter 1. • Unit I Examination. 	

**Unit Frameworks
ECONOMICS**

<p>Unit of Study: major topics</p>	<p>Supply and Demand Law of Demand Law of Supply Definition of Demand Definition of Supply</p>	<p>Elasticity of Demand Elasticity of Supply Effects of Price Changes Interaction of Supply and Demand</p>
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 15.B.5a Analyze the impact of changes in non-price determinants (e.g. changes in consumer income, changes in tastes and preferences) on consumer demand. • 15.B.5c Analyze elasticity as it applies to supply and demand and consumer decisions. • 15.C.5b Explain how changes in non-price determinants of supply (e.g. number of producers) affect producer decisions. • 15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g. minimum wage policies, rent freezes, farm subsidies). • 15.D.5a Explain how transaction costs affect decisions to produce or consume. • 16.E.5a (W) Analyze how technological and scientific developments have affected human productivity, human comfort and the environment. 	
<p>Objectives</p>	<ul style="list-style-type: none"> • Define the Law of Demand and compare it to the Definition of Demand. • Explain Elasticity of Demand and design a graph which illustrates a great deal of elasticity and one which illustrates inelastic demand. • Group three reasons for a change in Quantity Demanded. • Group three reasons for a change in Demand. • Define the Law of Supply and compare it to the Definition of Supply. 	

	<ul style="list-style-type: none"> • Explain Elasticity of Supply and design a graph which illustrates a great deal of elasticity and one which illustrates inelastic supply. • Group three reasons for a change in Quantity Supplied. • Group three reasons for a change in Supply. • Interpret the effects of price change on demand and supply curves. • Manipulate demand and supply curves as they interact in the marketplace. 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • .Unit II Examination. 	

**Unit Frameworks
ECONOMICS**

<p>Unit of Study: major topics</p>	<p>Business Organized by Ownership The Business Cycle Phases/Stages of the Business Cycle Gross National Product</p>	<p>Gross Domestic Product Business Type Based on Competition (Sector/Industry)</p>
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 15.A.5a Explain the impact of various determinants of economic growth (e.g. investments in human/physical capital, research and development, technological change) on the economy. • 15.A.5b Analyze the impact of economic growth. • 15.A.5c Analyze the impact of various determinants on the levels of GDP (e.g. quantity/quality of natural/capital resources, size/skills of the labor force). • 15.C.5a Explain how competition is maintained in the United States economy and how the level of competition varies in different market structures (e.g. monopoly, oligopoly, monopolistic and perfect competition). 	
<p>Objectives</p>	<ul style="list-style-type: none"> • Discriminate differences, including advantages and disadvantages, among the four types of businesses as classified by ownership: sole proprietorship, partnership, corporation, and cooperative. • Differentiate stocks from bonds as investment possibilities. • Calculate yield of stock dividends and calculate capital appreciation and depreciation of stock prices. • Compare common and preferred stocks. • Organize the four phases of the business cycle showing how each phase leads to the next phase. • Explain the three business-cycle indicators and how they are used to determine “turning points” of the business cycle. • Relate fundamental differences between Gross National Product and Gross Domestic Product and which one is used today as a more appropriate indicator of economic activity. 	

	<ul style="list-style-type: none"> • Discriminate differences among the four types of businesses as classified by the competition they face (sector and industry comparisons.) • Interpret information provided by a corporation's annual report. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • .Unit III Examination 	

**Unit Frameworks
ECONOMICS**

<p>Unit of Study: major topics</p>	<p>Labor Movement in the U.S. Collective Bargaining Types of Unions Closed, Union, and Open Shop</p>	<p>Unemployment Types (4) Outlook for the Future</p>
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 16.C.5a (W) Explain how industrial capitalism became the dominant economic model in the world. • 16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II. • 16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history. • 16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history. 	
<p>Objectives</p>	<ul style="list-style-type: none"> • Understand the intent of the labor movement in the United States. • Compare and contrast radical and business unionization. • Explain the similarities and differences among the four national labor organizations in U.S. history: National Labor Union, Knights of Labor, American Federation of Labor, and Congress of Industrial Organizations. • Differentiate characteristics of closed, open, and union shops. • Summarize the process of Collective Bargaining (contract negotiations between labor and management.) • Differentiate traditional collective bargaining and expedited collective bargaining. • Identify the main requests of labor when engaged in collective bargaining: wages, hours, working conditions, and benefits. • Appraise the problem of unemployment in the United States with regard to economic, social, and political reality. 	

	<ul style="list-style-type: none"> • Discriminate between two relatively minor types of unemployment (frictional and seasonal) and two major types of unemployment (cyclical and structural.) • Criticize legislation that raises minimum wages in so far as it worsen unemployment. • Generate objective test items from Chapters 9 and 10. • Compare historical and current wage scales in U.S. with those in other countries. • Appreciate what inelastic demand for labor means in general and what it specifically means for a high school student about to go to college and prepare for his/her vocational life. 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Unit IV Examination based on student-written test items. 	

**Unit Frameworks
ECONOMICS**

<p>Unit of Study: major topics</p>	<p>Fiscal Policy in USA Revenue and Appropriations Deficit, Surplus, and Debt National Budget National Budget Priorities</p>	<p>Types of Taxes Role of Government in Regulating the Economy Keynesian Economic Thought Liberal – Conservative Views</p>
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 14.D.5 Interpret a variety of public policy policies and issues from the perspectives of different individuals and groups. • 15.E.5a Explain how and why the government redistributes income in the economy. • 15.E.5b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption. • 15.E.5c Describe key schools of thought (e.g. classical, Keynesian, monetarist, supply-side) and explain their impact on government policies. • 16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g. political parties’ positions on government intervention in the economy). 	
<p>Objectives</p>	<ul style="list-style-type: none"> • Define and explain a fiscal year. • Compare and contrast legislation designed to raise revenue as opposed to legislation dealing with appropriations. • Generate specific types of taxes within the framework of broad tax categories: progressive, regressive, and proportional. • Describe Fiscal policy and judge the merits of passive versus aggressive fiscal policy. • Examine the process of the creation of the U.S. National Budget. Include the role of the President in his State of the Union Address and subsequent discussion in Congress. 	

	<ul style="list-style-type: none"> • Differentiate among the three types of budgets: deficit, balanced, and surplus. Also, explain what is meant by national debt. • Justify John Maynard Keynes' position on the use of fiscal policy to affect the economy. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • .Unit V Examination 	

Unit Frameworks
ECONOMICS

Unit of Study: major topics	Monetary Policy in USA History of Banking in USA Definition of Money and Types Inflation and Deflation Federal Reserve System	Tools of Federal Reserve System to Control the Money Supply Interest Rates Role of Government in Regulating the Economy
Illinois Learning Standards	<ul style="list-style-type: none"> • 15.B.5b Analyze how inflation and interest rates affect consumer purchasing power. • 15.E.5b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption. 	
Objectives	<ul style="list-style-type: none"> • Define Monetary Policy in the U.S.A. • Summarize the four national banks in U.S. history, concluding with the fourth and current Federal Reserve System. • Produce a visual model indicating the complete structure and organization of the Federal Reserve System. • Contrast inflation and deflation. • Identify the major types of money used historically and currently in the U.S. economy. • Differentiate the three major functions of money. • Support judgment of the best “tool” (of the three) used by the Federal Reserve System to achieve its objectives. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Unit VI Examination 	