

GENERAL INFORMATION

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| Course Number: | 2102345 |
| Course Title: | Economics with Financial Literacy Honors |
| Course Abbreviated Title: | ECON FIN LIT HON |
| Course Path: | Section: Grades PreK to 12 Education Courses» Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Social Studies » SubSubject: Economics » |
| Number of Credits: | Half credit (.5) |
| Course Length: | Semester |
| Course Level: | 3 |
| Status: | Draft- Pending State Board Approval |
| Graduation Requirements: | Economics (EC) |
| General Notes: | Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. |

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes:**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

RELATED BENCHMARKS:

| Scheme | Descriptor |
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| LACC.1112.RH.1 | Key Ideas and Details |
| LACC.1112.RH.1.1: | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| LACC.1112.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| LACC.1112.RH.1.3: | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| LACC.1112.RH.2 | Craft and Structure |
| LACC.1112.RH.2.4: | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines faction in Federalist No. 10.) |
| LACC.1112.RH.2.5: | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| LACC.1112.RH.2.6: | Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| LACC.1112.RH.3: | Integration of Knowledge and Ideas |
| LACC.1112.RH.3.7: | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| LACC.1112.RH.3.8: | Evaluate an authors' premises, claims, and evidence, by corroborating or challenging them with other information. |
| LACC.1112.RH.3.9: | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| LACC.1112.RH.4: | Range of Reading and Level of Text Complexity |
| LACC.1112.RH.4.10: | By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. |
| LACC.1112.WHST.1 | Text Types and Purposes |
| LACC.1112.WHST.1.1: | Write arguments focused on discipline-specific content. |
| LACC.1112.WHST.1.1a: | 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 the claim(s), counterclaims, reasons, and evidence. |
| LACC.1112.WHST.1.1b | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LACC.1112.WHST.1.1c | 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. |
| LACC.1112.WHST.1.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

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| LACC.1112.WHST.1.1e | Provide a concluding statement or section that follows from or supports the argument presented. |
| LACC.1112.WHST.1.2: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| LACC.1112.WHST.1.2a | Introduce a topic and 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 when useful to aiding comprehension. |
| LACC.1112.WHST.1.2b | 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. |
| LACC.1112.WHST.1.2c | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LACC.1112.WHST.1.2d | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |
| LACC.1112.WHST.1.2e | Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| LACC.1112.WHST.2: | Production and Distribution of Writing |
| LACC.1112.WHST.2.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LACC.1112.WHST.2.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LACC.1112.WHST.2.6 | 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. |
| LACC.1112.WHST.3: | Research to Build and Present Knowledge |
| LACC.1112.WHST.3.7 | 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. |
| LACC.1112.WHST.3.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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. |
| LACC.1112.WHST.3.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| LACC.1112.WHST.4: | Range of Writing |
| LACC.1112.WHST.4.10: | 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. |
| LACC.1112.SL.1 | Comprehension and Collaboration |
| LACC.1112.SL.1.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. |
| LACC.1112.SL.1.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

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| LACC.1112.SL.1.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| LACC.1112.SL.1.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| LACC.1112.SL.1.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| LACC.1112.SL.1.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| LACC.1112.SL.1.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| LACC.1112.SL.2 | Presentation of Knowledge and Ideas |
| LACC.1112.SL.2.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. |
| MACC.912.N-Q.1 | Reason quantitatively and use units to solve problems |
| MACC.K12.MP | Mathematical Practices |
| MACC.K12.MP.1 | Make sense of problems and persevere in solving them. |
| MACC.K12.MP.3 | Construct viable arguments and critique the reasoning of others. |
| MACC.K12.MP.5 | Use appropriate tools strategically. |
| MACC.K12.MP.6 | Attend to precision. |
| MACC.912.S-ID | Interpreting Categorical and Quantitative Data |
| MACC.912.S-ID.1: | Summarize, represent and interpret data on a single count or measurement variable. |
| MACC.912.S-IC | Making Inferences and Justifying Conclusions |
| MACC.912.S-IC.2: | Make inferences and justify conclusions from sample surveys, experiments, and observational studies. |
| SS.912.E.1.1: | Identify the factors of production and why they are necessary for the production of goods and services. |
| SS.912.E.1.2: | Analyze production possibilities curves to explain choice, scarcity, and opportunity costs. |
| SS.912.E.1.3: | Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce? |
| SS.912.E.1.4: | Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place. |
| SS.912.E.1.5: | Compare different forms of business organizations. |
| SS.912.E.1.6: | Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition). |
| SS.912.E.1.7: | Graph and explain how firms determine price and output through marginal cost analysis. |
| SS.912.E.1.8: | Explain ways firms engage in price and nonprice competition. |
| SS.912.E.1.9: | Describe how the earnings of workers are determined. |
| 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 monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- 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.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.
- MA.912.F.1.1 Explain the difference between simple and compound interest.

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| MA.912.F.3.2 | Analyze credit scores and reports. |
| MA.912.F.3.3 | Calculate the finance charges and total amount due on a credit card bill. |
| MA.912.F.3.4 | Compare the advantages and disadvantages of deferred payments. |
| MA.912.F.3.5 | Calculate deferred payments. |
| MA.912.F.3.6 | Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees. |
| MA.912.F.3.9 | Calculate the total amount to be paid over the life of a fixed rate loan. |
| MA.912.F.3.10 | Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage. |
| MA.912.F.3.11 | Calculate the final pay out amount for a balloon mortgage. |
| MA.912.F.3.12 | Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points. |
| MA.912.F.3.13 | Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest. |
| MA.912.F.3.14 | Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage. |
| MA.912.F.4.1 | Develop personal budgets that fit within various income brackets. |
| MA.912.F.4.2 | Explain cash management strategies including debit accounts, checking accounts, and savings accounts. |
| MA.912.F.4.3 | Calculate net worth. |
| MA.912.F.4.4 | Establish a plan to pay off debt. |
| MA.912.F.4.5 | Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax. |
| MA.912.F.4.6 | Compare different insurance options and fees. |
| MA.912.F.4.7 | Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options. |
| MA.912.F.4.8 | Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals. |
| MA.912.F.4.9 | Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities. |
| MA.912.F.4.10 | Analyze diversification in investments. |
| MA.912.F.4.11 | Purchase stock with a set amount of money, and follow the process through gains, losses, and selling. |
| MA.912.F.4.12 | Compare and contrast income from purchase of common stock, preferred stock, and bonds. |
| MA.912.F.4.13 | Given current exchange rates be able to convert from one form of currency to another. |
| MA.912.F.4.14 | Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud. |
| HE.912.C.2.4 | Evaluate how public health policies and government regulations can influence health promotion and disease prevention. |