Bemidji Area Schools

9-12 Academic Standards in

Social Studies

2013

Tables of Standards

Social Studies II – Senior Economics

Grades 9-12

Students in high school (grades 9-12) pursue in-depth study of social studies content that equips them with the knowledge and skills required for success in postsecondary education (i.e., freshman level courses), the skilled workplace and civic life. The amount of content in the standards for each discipline corresponds to the course credit graduation requirements identified in Minn. Stat. § 120B.024 which are as follows:

- 3.5 social studies credits encompassing at least United States history, geography, government and citizenship, world history, and economics- OR-
- 3.0 social studies credits encompassing at least United States history, geography, government and citizenship, and world history, and .5 credit of economics taught in a school's social studies, agriculture education, or business department.

Approximately one year (or two semesters) of content is provided for a survey of United States history, a year for a survey of world history, and a half-year (or one semester) each for geography, government and citizenship, and economics. Although the standards are organized by discipline, they may be delivered in an interdisciplinary context.

Social Studies Standards Grades 9 through 12				
Strand 1: Citizenship & Government	Strand 2: Economics	Strand 3: Geography	Strand 4: History ■ U. S. History	Strand 4: History ■ World History
0.5 credit recommended	0.5 credit recommended	0.5 credit recommended	1 credit recommended	1 credit recommended

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	2. Economics	1. Economic Reasoning Skills	1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	9.2.1.1.1	Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices. *For example:* Decision-making techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision) , benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	2. Economics	3. Fundamental Concepts	3. Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.	9.2.3.3.1	Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended). *For example:* An opportunity cost of choosing to spend more than your income, be it an individual or government, is less financial security and ability to spend later.
			4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.	9.2.3.4.1	Explain how the availability of productive resources and technology limits the production of goods and services. *For example:* Productive resources—human, capital, natural, and entrepreneurial; production possibilities curve and shifts of this curve; effects of technological change.
9 10 11 12	2. Economics	3. Fundamental Concepts	4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.	9.2.3.4.2	Compare and contrast the characteristics of traditional, command (planned), market-based (capitalistic) and mixed economic systems. *For example:* Characteristics—ownership of resources, consumer sovereignty, amount of government involvement, underlying incentives, compatibility with democratic principles. How does each system answer these questions: What to produce? How to produce? For whom to produce?

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9 10 11 12	2. Economics	3. Fundamental Concepts	4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.	9.2.3.4.3	Define broad economic goals and describe the trade-offs that exist between them; evaluate how different economic systems achieve these goals in theory and in practice. *For example:* Economic goals—efficiency, equity, security, stability, freedom, growth. Trade-offs—a market-based economy may achieve the goals of efficiency and freedom, but sometimes at the expense of security and equity; a command economy is more equitable in theory than in practice.
9 10 11 12	2. Economics	4. Microeconomic Concepts	5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	9.2.4.5.1	Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy. *For example:* Circular flow model—households sell resources to earn income to buy goods and services; businesses buy resources to produce goods and services they sell for revenue; governments impose taxes and buy goods and services.
				9.2.4.5.2	Describe the role of markets in the movement of resources, goods and services, and money in an economy. *For example:* Product markets (exchange of goods and services), resource markets (households are sellers and businesses are buyers).

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9 10 11 12	2. Economics	4. Microeconomic Concepts	5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	9.2.4.5.3	Explain that market demand is based on each buyer's willingness and ability to pay and the number of buyers in the market; analyze the effect of factors that can change demand. *For example:* Factors—income/wealth, prices of other goods, consumer tastes and preferences, expectations. An increase in the price of sugar leads to an increase in the demand for corn syrup, a substitute.
				9.2.4.5.4	Explain that market supply is based on each seller's cost and the number of sellers in the market; analyze the effect of factors that can change supply. *For example:* Factors—productivity of resources, price of resources, government taxes and subsidies, profit expectations; a fall in the price of leather leads to an increase in the supply of baseball gloves due to the lower cost of production.

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9 10 11 12	2. Economics	4. Microeconomic Concepts	5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	9.2.4.5.5	Use demand and supply curves to explain how the equilibrium price and quantity in a market is determined as buyers and sellers adjust their offers in response to shortages or surpluses. *For example:* If the price of houses is such that the quantity offered by sellers exceeds the quantity demanded by buyers, a housing surplus would exist which would lead sellers to offer lower prices.
				9.2.4.5.6	Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity; explain how these shifts can lead to changes in prices and quantities in other markets. *For example:* An increase in the price of oil increases the cost of producing gasoline. This reduces ("leftward shifts") the supply of gasoline, leading to an increase in the price of gasoline and a reduction in the quantity of gasoline sold.
9 10 11 12	2. Economics	4. Microeconomic Concepts	7. Resource markets and financial markets determine wages, interest rates and commodity prices.	9.2.4.7.2	Explain the role of financial institutions and credit markets in the acquisition of capital. *For example:* Financial institutions (intermediaries between savers and investors)—commercial banks, investment banks, credit unions, stock exchanges. Credit markets (interaction between borrowers and lenders) determine interest rates which affect capital purchases (or investment spending).

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9 10 11 12	2. Economics	4. Microeconomic Concepts	7. Resource markets and financial markets determine wages, interest rates and commodity prices.	9.2.4.7.3	Describe commodities as natural resources necessary to produce goods and services; explain how world events and market speculation can affect commodity and other prices. *For example:* Commodities—grains, minerals, oil, fruits, natural gas, wood. Effects—unrest in oil-producing nations raises the price of oil which raises the cost of energy of producing many goods and services.
9 10 11 12	2. Economics	4. Microeconomic Concepts	8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.	9.2.4.8.3	Identify measures of income distribution, wealth distribution and poverty and explain how these affect, and are affected by, the economy; evaluate the effectiveness of, and incentives created by, government income redistribution programs. *For example:* Measures—Gini coefficient, poverty line, wealth of richest twenty percent divided by wealth of poorest twenty percent. Effects—a different income or wealth distribution would result in a different allocation of resources. Government programs—Social Security, basic welfare, unemployment compensation.
9 10 11 12	2. Economics	5. Macroeconomic Concepts	9. Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.	9.2.5.9.1	Measure economic growth in terms of percentage changes in real Gross Domestic Product over time; analyze past and recent data to identify factors that promote or impair long-run economic growth and its sustainability. *For example:* Factors—productivity, amount of resources, level of saving, investments, technological advances, research and development, education and training, natural resource availability.

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9 10 11 12	2. Economics	5. Macroeconomic Concepts	9. Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.	9.2.5.9.2	Measure inflation in terms of a percentage change in a price index; analyze past and recent data to explain how the money supply is related to long-run inflation with the equation of exchange. *For example:* Price indexes—consumer price index, producer price index, gross domestic product deflator. Equation of exchange—MV=PQ, given V (the velocity of money) constant and Q (output) at full employment, a percentage change in M (the money supply) will result in the same percentage change in P (the price level).
				9.2.5.9.3	Measure full employment in terms of the unemployment rate and various types of unemployment; analyze past and recent data to describe factors that impact the long-run growth of jobs in an economy. *For example:* Types of unemployment—frictional, structural, cyclical, seasonal; Factors—demographics, immigration, growth of output.

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9 10 11 12	2. Economics	5. Macroeconomic Concepts	10. The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.	9.2.5.10.1	Describe factors that can lead to changes in short-run total spending (by households, businesses, governments and foreigners) and changes in short-run output. *For example:* Total spending factors—household wealth, foreign incomes, interest rates, factory utilization rate, expectations. Output factors—resource prices, resource productivity, government regulations.
				9.2.5.10.2	Use a short-run aggregate demand and aggregate supply model to describe changes in output, employment and the price level. *For example:* A decrease in aggregate demand (due to a loss of household wealth) leads to a decrease in the price level, real gross domestic product (GDP), employment.
			11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.	9.2.5.11.1	Explain how various government fiscal policies are likely to impact overall output, employment and the price level. *For example:* Fiscal policies—changes in spending levels or composition, tax rates, tax base, tax structure, budget decisions, debt, regulations; increases in government spending tend to increase output, employment, and the price level; crowding-out effect.
				9.2.5.11.2	Describe how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment, and the price level. *For example:* Monetary policies—changes in the rate of growth of the money supply, interest rates, the availability of credit, financial regulations; decreases in interest rates tends to increase output, employment, and the price level.

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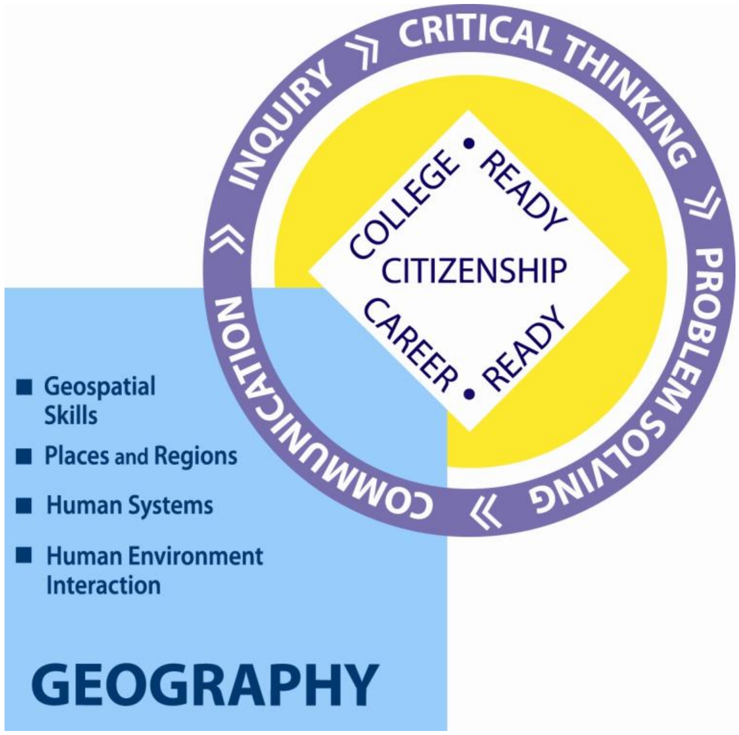
9 10 11 12	2. Economics	5. Macroeconomic Concepts	11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.	9.2.5.11.3	Explain fiscal and monetary policies from various perspectives; provide arguments from one's own perspective, supported by analysis, for a policy change that should be adopted. *For example:* Various perspectives—How do liberals and conservatives view the economic desirability of increasing tax rates on the wealthy?
			12. International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world.	9.2.5.12.1	Apply the principles of absolute and comparative advantage to explain the increase in world production due to specialization and trade; identify the groups that benefit and lose with free-trade treaties, trading blocs and trade barriers. *For example:* Dropping United States restrictions on the importation of sugar would benefit sugar consumers through lower prices, but hurt sugar beet farmers; however, the net economic benefit for the United States would be positive. Role of the World Trade Organization.
				9.2.5.12.2	Explain how the demand and supply of currencies determines exchange rates and, in turn, affects trade. *For example:* A rise in the demand for United States exports and assets leads to rise in the demand for United States dollars and an appreciation in the value of the United States dollar relative to other currencies.



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9 10 11 12	3. Geography	1. Geospatial Skills	1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	9.3.1.1.1	Create tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems. *For example:* Maps showing changing political boundaries and tables showing the distribution of refugees from areas affected by natural disasters.
		2. Places and Regions	4. People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity.	9.3.2.4.1	Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.
				9.3.2.4.3	Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Bourlaug, have impacted regional patterns of crop and livestock production.