

**Economics**

**Social Studies  
Curriculum Framework**

**Revised 2014**

Course Title: Economics  
 Course/Unit Credit: 0.5  
 Course Number: 474300  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12

Economics

**Course Focus and Content**

In Grades K-8, students receive a strong foundation in economics. One-semester Economics for Grades 9-12 emphasizes economic decision making. Students will explore the interrelationships among consumers, producers, resources, and labor as well as the interrelationships between national and global economies. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earning potential.

**Skills and Application**

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources, data, and other graphic evidence and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. Economics is required by the Standards for Accreditation and does not need Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
<b>Engage in disciplinary thinking across the social sciences in Grades K-12</b>		

Strand	Content Standard
Economic Decision Making	
	1. Students will make decisions after considering the marginal costs and marginal benefits of alternatives.
Exchange and Markets	
	2. Students will evaluate different allocation methods.
	3. Students will investigate the role of producers, consumers, and government in a market economy.
	4. Students will evaluate the degree of competition among buyers and among sellers in markets.
National Economy	
	5. Students will analyze the current and future state of the economy using economic indicators.
	6. Students will analyze monetary and fiscal policies for a variety of economic conditions.
Global Economy	
	7. Students will analyze ways in which trade leads to increased economic interdependence.
Personal Financial Management	
	8. Students will analyze factors affecting income, wealth, and financial risk.
	9. Students will analyze the role of credit in personal finance.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Common Core State Standards (CCSS ELA-Literacy alignment) key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History.1st K-12 Pathway.Grades 9-12
5. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
6. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: Economic Decision Making

Content Standard 1: Students will make decisions after considering the marginal costs and marginal benefits of alternatives.

		CCSS ELA- Literacy Alignment	C3 Alignment
EDM.1.E.1	Evaluate the roles of <i>scarcity</i> , incentives, trade-offs, and <i>opportunity cost</i> in decision making (e.g., <i>PACED decision making model, cost/benefit analysis</i> )	CCRA.R.1, 2, 3, 4 CCRA.W.2 CCRA.SL.1, 4 CCRA.L.6	D1.1.9-12 D2.Eco.1.9-12 D3.1.9-12
EDM.1.E.2	Justify various economic solutions to problems affecting an individual or society using <i>marginal costs</i> and <i>marginal benefit</i> analysis	CCRA.R.1, 2, 3, 10 CCRA.W.1, 8, 9 CCRA.SL.1, 4 CCRA.L.6	D1.5.9-12 D2.Eco.2.9-12 D3.3.9-12

Strand: Exchange and Markets

Content Standard 2: Students will evaluate different allocation methods.

		CCSS ELA- Literacy Alignment	C3 Alignment
EM.2.E.1	Identify various <i>allocation methods</i> used in different circumstances, countries, and economies (e.g., price, auction, lottery, <i>fiat</i> )	CCRA.R.1, 2, 3, 4, 10 CCRA.W.8, 9 CCRA.SL.1, 4 CCRA.L.6	D1.2.9-12 D2.Eco.3.9-12 D3.1.9-12
EM.2.E.2	Demonstrate changes in supply and demand (e.g., shifts, shortages, surpluses, availability) that influence equilibrium price and quantity using a supply and demand model	CCRA.R.2, 3 CCRA.SL.1, 2, 4, 5 CCRA.L.6	D1.2, 3.9-12 D2.Eco.6.9-12 D3.2, 4.9-12

Strand: Exchange and Markets

Content Standard 3: Students will investigate the role of producers, consumers, and government in a market economy.

		CCSS ELA- Literacy Alignment	C3 Alignment
EM.3.E.1	Analyze the role of consumers in a market economy	CCRA.R.1, 2, 3, 6, 8 CCRA.W.2 CCRA.SL.1, 4	D1.2.9-12 D2.Eco.4.9-12 D3.1, 3.9-12
EM.3.E.2	Compare and contrast major forms of business organizations (e.g., sole proprietorships, partnerships, corporations, non-profits, franchises)	CCRA.R.1, 2, 3, 4, 5, 10 CCRA.W.2 CCRA.SL.1, 4 CCRA.L.6	D1.2.9-12 D2.Eco.4.9-12 D3.1, 3, 4.9-12
EM.3.E.3	Evaluate intended and unintended consequences of government policies created to improve market outcomes (e.g., regulatory, participatory, supervisory)	CCRA.R.1, 2, 3, 6, 7, 8, 9, 10 CCRA.W.8, 9 CCRA.SL.1, 4 CCRA.L.6	D1.3.9-12 D2.Eco.7, 8, 9.9-12 D3.1, 3, 4.9-12

Strand: Exchange and Markets

Content Standard 4: Students will evaluate the degree of competition among buyers and among sellers in markets.

		CCSS ELA- Literacy Alignment	C3 Alignment
EM.4.E.1	Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly)	CCRA.R.1, 2, 3, 8, 9, 10 CCRA.W.2 CCRA.SL.1, 2, 4, 5 CCRA.L.6	D1.1.9-12 D2.Eco.4, 5.9-12 D3.1, 3.9-12
EM.4.E.2	Explain how differences in the extent of competition in various markets can affect price, quantity, and variety	CCRA.R.1, 2, 3, 10 CCRA.W.2 CCRA.SL.1, 4	D1.1.9-12 D2.Eco.4, 5.9-12 D3.1, 3.9-12

Strand: National Economy

Content Standard 5: Students will analyze the current and future state of the economy using economic indicators.

		CCSS ELA- Literacy Alignment	C3 Alignment
NE.5.E.1	Analyze economic indicators used to measure economic performance (e.g., <i>Gross Domestic Product, unemployment, Consumer Price Index [CPI]</i> )	CCRA.R.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CCRA.W.2, 8, 9 CCRA.SL.1, 2, 4, 5 CCRA.L.6	D1.2, 3, 4.9- 12 D2.Eco.10, 11.9-12 D3.1, 2, 3, 4.9-12
NE.5.E.2	Evaluate the impact of advancements in technology, investments in capital goods, and investments in human capital on economic growth and standards of living	CCRA.R.1, 2, 3, 7, 8, 9, 10 CCRA.W.1, 8, 9 CCRA.SL.1, 2, 4	D1.3.9-12 D2.Eco.13.9- 12 D3.1, 2, 3, 4.9-12

Strand: National Economy

Content Standard 6: Students will analyze monetary and fiscal policies for a variety of economic conditions.

		CCSS ELA- Literacy Alignment	C3 Alignment
NE.6.E.1	Compare and contrast the roles and functions of financial institutions in the United States	CCRA.R.1, 2, 3, 4, 8, 9, 10 CCRA.W.2 CCRA.SL.1, 4	D1.2.9-12 D2.Eco.12.9-12 D3.1, 3.9-12
NE.6.E.2	Examine <i>monetary policy</i> tools used by the Federal Reserve System (e.g., open market operations, discount rate, reserve requirement, interest on reserves)	CCRA.R.1, 2, 3, 7, 8, 10 CCRA.W.2, 7 CCRA.SL.1, 4, 5 CCRA.L.6	D1.2, 3.9-12 D2.Eco.12.9-12 D3.1, 3.9-12
NE.6.E.3	Examine <i>fiscal policy</i> tools used by the executive and legislative branches of the government (e.g., taxation, spending)	CCRA.R.1, 2, 3, 7, 8, 9, 10 CCRA.W.2, 7 CCRA.SL.1, 4, 5 CCRA.L.6	D1.2, 3.9-12 D2.Eco.12.9-12 D3.1, 3.9-12
NE.6.E.4	Determine the relationship between the <i>national debt</i> and the federal budget (e.g., balanced, surplus, deficit)	CCRA.R.1, 2, 3, 9, 10 CCRA.W.2, 9 CCRA.SL.1, 4, 5	D1.2, 3.9-12 D2.Eco.12.9-12 D3.1, 3.9-12

Strand: Global Economy

Content Standard 7: Students will analyze ways in which trade leads to increased economic interdependence.

		CCSS ELA- Literacy Alignment	C3 Alignment
GE.7.E.1	Analyze the role of <i>comparative advantage</i> in trade and global markets using available data and a variety of sources	CCRA.R.1, 2, 3, 7, 8, 9, 10 CCRA.W.2, 8 CCRA.SL.1, 2, 4, 5	D1.2, 3.9-12 D2.Eco.14.9-12 D3.1.9-12
GE.7.E.2	Explain ways in which current trends in <i>globalization</i> affect economic growth, labor markets, rights of individuals, the environment, technological advancement, and resource and income distribution in different nations	CCRA.R.1, 2, 3, 7, 8, 9, 10 CCRA.W.2, 7 CCRA.SL.1, 4, 5 CCRA.L.6	D1.1, 2, 3.9-12 D2.Eco.14, 15.9-12 D3.1.9-12
GE.7.E.3	Research the impact of international and national economic and political policies on global trade using a variety of sources from multiple perspectives	CCRA.R.1, 2, 3, 7, 8, 9, 10 CCRA.W.2, 7, 9 CCRA.SL.1, 4 CCRA.L.6	D1.2.9-12 D2.Eco.15.9-12 D3.1.9-12

Strand: Personal Financial Management

Content Standard 8: Students will analyze factors affecting income, wealth, and financial risk.

		CCSS ELA- Literacy Alignment	C3 Alignment
PFM.8.E.1	Analyze the impact of education, training, and other factors on productivity and income potential (e.g., interpersonal skills, workforce readiness skills, ethics)	CCRA.R.1, 2, 3, 6, 8, 9, 10 CCRA.W.2, 8 CCRA.SL.1, 2, 4	D1.1, 2.9-12 D3.1.9-12
PFM.8.E.2	Evaluate a variety of strategies for making personal financial goals to build short-term and long-term wealth	CCRA.R.1, 2, 3, 7, 8, 9, 10 CCRA.W.2, 9 CCRA.SL.1, 3, 4	D1.1, 2.9-12 D3.1.9-12
PFM.8.E.3	Analyze insurance as a risk management strategy to protect against financial loss (e.g., auto, health, life, homeowners, renters, disability, liability)	CCRA.R.1, 2, 3, 7, 8, 9, 10 CCRA.W.2, 8 CCRA.SL.1, 3, 4 CCRA.L.6	D1.1, 2.9-12 D3.1.9-12

Strand: Personal Financial Management

Content Standard 9: Students will analyze the role of credit in personal finance.

		CCSS ELA- Literacy Alignment	C3 Alignment
PFM.9.E.1	Evaluate costs and benefits of using various types of credit (e.g., interest rates, fees, penalties, rewards)	CCRA.R.1, 2, 3, 7, 8, 9 CCRA.W.2, 7 CCRA.SL.1, 2, 4 CCRA.L.6	D1.1, 2, 3.9- 12 D2.Eco.2.9-12 D3.1, 2, 3.9- 12
PFM.9.E.2	Analyze factors that affect credit worthiness (e.g., credit history, capacity, <i>collateral</i> )	CCRA.R.1, 2, 3, 7, 8, 9 CCRA.W.2, 9 CCRA.SL.1, 4 CCRA.L.6	D1.1, 2.9-12 D3.1, 2, 3.9- 12
PFM.9.E.3	Evaluate various strategies to correct and avoid credit issues (e.g., credit counseling, identity protection, debt consolidation, bankruptcy)	CCRA.R.1, 2, 3, 7, 8, 9, 10 CCRA.W.2, 8, 9 CCRA.SL.1, 4 CCRA.L.6	D1.2.9-12 D3.1, 2, 3.9- 12

## Glossary for Economics

Allocation method	Method by which goods or services are distributed in an economy
Collateral	Something of value offered as security for a loan
Comparative advantage	Ability to produce an item at a lower opportunity cost than another producer
Consumer Price Index (CPI)	Measure of changes in the prices of market basket items, specific goods, and services commonly purchased by a typical family
Cost/benefit analysis	Tool used to evaluate the alternatives in economic decision making
Fiat	Allocation method in which an authority figure decides how resources will be distributed
Fiscal policy	Use of taxation and government spending to influence the economy
Globalization	Increasing interconnectedness of different parts of the world resulting from common worldwide cultural, economic, and political activities, and the impact of technological advances in communication and transportation
Gross Domestic Product (GDP)	Market value of final goods and services produced within a country during a year
Marginal benefit	Additional satisfaction or utility gained from consuming an additional unit of a good or service
Marginal cost	Additional satisfaction or utility lost from consuming an additional unit of a good or service
Monetary policy	Central bank's actions for regulating a nation's money supply and the availability of credit in order to accomplish certain economic goals such as price stability and full employment
National debt	Total amount of money the government owes; the accumulation of budget deficits and interest over time
Opportunity cost	Highest value alternative that must be given up when scarce resources are used for one purpose instead of another
PACED decision making model	Five-step process for making economic choices: (1) state the problem, (2) list the alternatives, (3) state the criteria, (4) evaluate the criteria, (5) make a decision
Scarcity	Result of an inability to satisfy unlimited wants with limited resources
Unemployment	Number of people 16 years of age or older who are without jobs and actively seeking employment

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