

Ganado Unified School District

Economics

Pacing Guide SY 2021-2022

Timeline	Economics Standards	AZ Social Studies Standards	Learning Goal	Disciplinary Skills and Processes
Q1	E1: A financially literate individual understands how to manage income, spending, and investment.	HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.	Students will learn what money is, how we use it, and how people plan for their future.	SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
		HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.	Students will learn how to budget, what discretionary spending is, and what to look for when spending.	SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about

				<p>that event since there are multiple points of view about events and issues.</p> <p>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p>
		<p>HS.E1.3 Evaluate the cost and benefits of using credit.</p>	<p>Students will learn what credit is, how to earn it, and why it will be important in their futures.</p>	<p>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p>
		<p>HS.E1.4 Compare the cost and benefits of several types of investments.</p>	<p>Students will learn about the ways to invest their money, how to invest their money, and why they</p>	<p>SP2: Thinking within the discipline involves the ability to identify, compare,</p>

			should be investing their money.	and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
		HS.E1.5 Evaluate the ways insurance may minimize personal financial risk.	Students will learn what types of insurance exist, reasons to have them, and why they matter for their future lives.	SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
Q1	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.	Students will understand what scarcity is, how it impacts their lives, how it impacts our economy, and how it	SP4: Thinking within the discipline involves the ability to analyze relationships among causes and

				effects and to create and support arguments using relevant evidence.
		HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.	Students will understand what qualifies as an incentive in economic choices for themselves, businesses, and the world's economy.	SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
		HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.	Students will analyze the cost-benefit of items from news and their lives to determine economic impacts of things.	SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple

				points of view about events and issues.
Q1-Q2	E3: Individuals and institutions are interdependent within market systems. G	HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.	Students will understand what buyers and sellers are, what the kinds of economies exist, and how all of that interacts in the market.	SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.
		HS.E3.2 Evaluate how numerous factors and conditions influence market prices.	Students will analyze what effects various things such as employment and inflation have on prices.	SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.
		HS.E3.3 Evaluate the role of government in regulating market places.	Students will analyze what impact governments have on the market, especially with price floors and ceilings.	SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer

				historical, economic, geographical, and political questions and communicate their conclusions.
		HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.	Students will analyze the 4 parts of the economy and learn how it affects the markets.	SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.
Q2	E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	HS.E4.1 Use economic data to analyze the health of a national economy.	Students will analyze factors that determine the financial health of a country, such as GDP, inflation, unemployment rate, etc.	SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

		HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses.	Students will analyze what fiscal and monetary policy is and will determine their impact on their lives and in the market.	SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.
		HS.E4.3 Explain the roles of institutions in a market economy.	Students will learn what things make up our market.	SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.
		HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.	Students will analyze what standard of living is and how the advancement of technology has improved it.	SP1: Chronological reasoning requires understanding processes of change and continuity over time, which

				means assessing similarities and differences between historical periods and between the past and present.
Q2	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	HS.E5.1 Evaluate the advantages and disadvantages of global trade.	Students will analyze the pros and cons of global trade, especially free global trade.	
		HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies.	Students will analyze the way various aspects of our market structure depend on each other.	SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
		HS.E5.3 Explain why nations chose to trade and how it is regulated.	Students will analyze the reasons to trade and how countries manage it.	SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer



				historical, economic, geographical, and political questions and communicate their conclusions.
		HS.E5.4 Explain how national economies influence trade.	Students will analyze how the size of economies impacts trade.	SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.