



1. STUDENT INFORMATION

Name:

DOB:

Current Grade:

2. MMC CREDIT AUDIT - (Check which credits have already been earned & enter date of completion, \_\_\_ credits are required.)

Civics (0.5 credits)

Completed:

Economics (0.5 credits)

Completed:

US History & Geography

Completed:

World History & Geography

Completed:

3. MMC SOCIAL STUDIES CREDIT DESCRIPTION

- \_\_\_ credits must be earned

4. MMC SOCIAL STUDIES CREDIT MODIFICATION OPTIONS

Option # 1:

- Student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

Option # 2:

- Modify content expectations in Social Studies---only available to students eligible for special education with an IEP

5. CREDIT MODIFICATION REQUESTED - (Check & date when modification was completed.)

Economics

Option # 1

Option # 2

Completed:

6. RATIONALE FOR MODIFICATION: \_\_\_\_\_

7. PERSONAL CURRICULUM - Complete only for students with an IEP who require modified content expectations. Below are the High School Content Expectations for this content area, organized under a listing of power standards. The Personal Curriculum allows for the use of a selection of these for students with an IEP, noted by circling the numbered expectations.

#	High School Content Expectations - Economics
	The Market Economy: Individual, Business, and Government Choices - Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.
1.	Understand how scarcity is a permanent factor in the economy that drives economic decision making.
2.	Analyze how individuals make choices and understand how decisions represent economic reasoning
3.	Recognize how the United States' economy rests on voluntary trade and the benefits derived from trade (to be explained in greater depth in E3 <i>International Economy</i> ).
4.	Identify how entrepreneurs organize resources and take risks in the market economy.

Instructional methods and assessments should be matched to learner needs. These essential learning targets will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.



Student: \_\_\_\_\_

Content Area: Economics – (Cont.)

**7. PERSONAL CURRICULUM – Complete only for students with an IEP who require modified content expectations.** Below are the High School Content Expectations for this content area, organized under a listing of power standards. The Personal Curriculum allows for the use of a *selection* of these for students with an IEP, noted by circling the numbered expectations.

#	High School Content Expectations - Economics
	<b>The Market Economy: Competitive Markets – Analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth impact competitive markets.</b>
5.	Discuss the benefits and detriments of corporations, partnerships, and proprietorships.
6.	Understand the role unions play in the economy, including the arguments for and against unions.
7.	Describe the “circular flow diagram” of economic activity between households, businesses, and the government.
8.	Understand how a market price system is free and efficient.
9.	Identify different means of capital deepening in both physical and human capital.
	<b>The Market Economy: Prices, Supply, and Demand – Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.</b>
10.	Describe the difference between a shift in demand and a change in quantity demanded.
11.	Describe the difference between a shift in supply and a change in quantity supplied.
12.	Understand elasticity of demand and supply.
13.	Identify the creating and change of an equilibrium price with the change in supply and demand.
	<b>The Market Economy: Role of the Government in the Market – Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.</b>
14.	Explain how fiscal and monetary policy can affect economic performance and affect individual economic decisions.
15.	Describe how government can create an atmosphere for a successful market economy as well as protecting the rights of consumers.
16.	Explain how governments collect and spend money.
	<b>National Economy: Understanding National Markets – Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.</b>
17.	Describe the circular flow of resources between households, businesses, and government.
18.	Understand the role of the Federal Reserve and the banking system.
19.	Read key economic indicators such as Gross Domestic Product (GDP), the Consumer Price Index (CPI), and the unemployment rate.
	<b>National Economy: Role of Government in the United States Economy – Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.</b>

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Student: \_\_\_\_\_ Content Area: Economics – (Cont.)

7. PERSONAL CURRICULUM – *Complete only for students with an IEP who require modified content expectations.* Below are the High School Content Expectations for this content area, organized under a listing of power standards. The Personal Curriculum allows for the use of a *selection* of these for students with an IEP, noted by circling the numbered expectations.

#	High School Content Expectations - Economics
20.	Identify stable prices, low unemployment, and economic growth as the three macroeconomic goals.
21.	Compare different economic policies intended to meet the three goals.
22.	Analyze the consequences of different tax and spending policies.
23.	Explain how government spends its revenue.
	<b>International Economy: Economic Systems – Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</b>
24.	Provide examples of free market, command, and mixed economic systems from the 20 <sup>th</sup> century and current events.
25.	Define what factors a developing country needs for sustainable economic growth.
26.	Analyze the role of the World Trade Organization, World Bank, and International Monetary Fund in developing economics.
27.	Understand the role that China and India may play in the global economics of the 21 <sup>st</sup> century.
	<b>International Economy: Economic Interdependence through Trade – Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers and government.</b>
28.	Use the concepts of absolute and comparative advantage.
29.	Understand the affect of trade policies, i.e. trade barriers, exchange rates, and interest rates.
30.	Describe recent changes and developments in the global economy.
	<b>Personal Finance: Decision Making – Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.</b>
31.	Apply concepts of scarcity and opportunity costs to personal financial decisions.
32.	Understand how marginal cost and benefit analysis can affect business performance.
33.	Develop a personal financial strategy that includes knowledge of various investment engines and their associated levels of risk.

Instructional methods and assessments should be matched to learner needs. These essential learning targets will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.