

JA HIGH SCHOOL EXPERIENCE

# JA Economics<sup>®</sup>

## ■ Financial Literacy

*JA Economics* is a one-semester course that connects high school students to the economic principles that influence their daily lives as well as their futures. It addresses each of the economics standards identified by the Council for Economic Education as being essential to complete a high school economics course.

This course has received California A-G approval from High School Articulation, Office of Undergraduate Admissions, University of California.

Volunteers engage with students through a variety of activities that includes subject matter guest speaking and coaching or advising for case study and project course work. Volunteer activities help students better understand the relationship between what they learn in school, their future career, and their successful participation in today's global economy.

Through a variety of experiential activities presented by the teacher and volunteer, students better understand the relationship between what they learn in school and their successful participation in today's global economy.

## LEARNING EXPERIENCE OBJECTIVES

- Course components equip students to:
- Learn the necessary concepts applicable to state and national educational standards
- Apply economic reasoning and skills in the world around them
- Synthesize elective concepts through a cumulative, tangible deliverable (optional case studies and/or projects)
- Demonstrate the skills necessary for future financial literacy pathway success
- Integrate College and Career Readiness anchor standards in Reading, Informational Text, Speaking and Listening, and Vocabulary

## COURSE OUTLINE

| Course Theme   | Theme Topics  | Project Topic   | Project  |
|--|---|---|--|
| <b>Elements of the Economy</b><br><i>Why does scarcity matter?</i>             | 1.1 Scarcity and Opportunity Cost<br><i>What choice do I have?</i><br>1.2 Allocation and Decision Making<br><i>Is there a best choice?</i><br>1.3 Business Decisions<br><i>How do businesses make choices?</i><br>1.4 Entrepreneurship and Business Ownership<br><i>How do businesses start, survive, and thrive?</i>   | Students consider a personal example and then a business example of the challenges created by scarcity when a group has to work together to determine how to make the best use of time, talent, and treasure. | Students conduct research about possible future income and expenses to create a working budget and then analyze the economics of the budget.   |
| <b>Markets</b><br><i>Why do consumers and business owners need each other?</i> | 2.1 Consumers Rule<br><i>How do consumers influence what is available in the market?</i><br>2.2 Producers Provide<br><i>How do producers and consumers negotiate price in the market?</i><br>2.3 Foundations of Economic Growth<br><i>What makes economic growth possible?</i><br>2.4 Economic Systems and Structures<br><i>What happens when government expands its influence in market decisions?</i> | Students consider the personal and business consequences of making hasty decisions rather than using critical thinking, based on data and other factual information.  | Students research a "superfood" that has experienced recent dramatic growth in the market. They analyze the factors affecting supply and demand and write a blog post analyzing the economics of their selected product. |

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## COURSE OUTLINE

| Course Theme  | Theme Topics  | Project Topic   | Project  |
|---|---|---|--|
| <p><b>National Economy</b><br/><i>Does government play a role?</i></p>                          | <p>3.1 Government Role in a Flourishing Economy<br/><i>How can limited government help consumers and businesses prosper?</i></p> <p>3.2 The Role of the Federal Government<br/><i>What are the effects of fiscal policies?</i></p> <p>3.3 The Role of Money and Banking<br/><i>What are the effects of monetary policies?</i></p> <p>3.4 National Economic Indicators<br/><i>How do you measure the success of the economy?</i></p> | <p>Students consider personal and business situations that may require government intervention to address a market failure.</p>                 | <p>Students identify the role government plays in unemployment by researching what unemployment insurance is and how it works. They then develop an unemployment survival guide for their future self that offers advice and identifies steps an individual can take to prepare for periods of unemployment.</p> |
| <p><b>Open to Debate: Government or Market Solutions</b><br/><i>Why do countries trade?</i></p> | <p>4.1 International Trade<br/><i>Do the benefits of international trade outweigh the costs?</i></p> <p>4.2 Trade Policies: Beyond Free Trade<br/><i>Do the benefits of trade barriers outweigh the costs?</i></p> <p>4.3 Trade Deficits<br/><i>Do the benefits of the trade deficit outweigh the costs?</i></p> <p>4.4 Social Problems: Government or Market Solutions<br/><i>Can economics solve social problems?</i></p>         | <p>Students use weighted criteria to make a business decision about whether or not to expand their company into a new international market.</p> | <p>Students explore the personal finance ramifications of purchasing products made in the USA compared to those obtained through international trade.</p>  |

For the guiding standards that are presented below, the legend for reference is as follows: **CEE** – Council for Economic Education National Standard; **CCSS ELA** – Common Core State Standards, English Language Arts.

## THEME 1: ELEMENTS OF THE ECONOMY WHY DOES SCARCITY MATTER?

| Session   | Session Description  | Guiding Standards  | Student Text Concepts   |
|---|--|--|---|
| <b>1.1 Scarcity and Opportunity Cost</b><br><i>What choice do I have?</i>   | <p>People and businesses have unlimited wants and needs, but their limited resources incentivize them to make the most beneficial choices. Economic choices have opportunity costs. Because no person or business can produce everything needed or wanted, all people benefit by specializing and trading. We strive to maximize our limited resources of time, talent, and treasure.</p>                                    | <ul style="list-style-type: none"> <li>• CEE Scarcity: 1.1, 1.2</li> <li>• CEE Incentives: 4.1</li> <li>• CEE Specialization: 6.1, 6.4</li> <li>• CEE Competition and Market Structure: 9.1, 9.5</li> <li>• CEE Entrepreneurship: 14.1</li> <li>• CEE Financial Literacy: 2. Buying Goods and Services</li> <li>• CEE Financial Literacy: 3. Saving</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul>   | <ul style="list-style-type: none"> <li>• Core Principles of Economics: scarcity, opportunity costs, incentives, and economic reasoning</li> <li>• Needs and wants, voluntary exchange, and specialization</li> <li>• Self-interest, income, consumption, and savings</li> <li>• Free enterprise, profit and loss, and the four factors of production</li> </ul> |
| <b>1.2 Allocation and Decision Making</b><br><i>Is there a best choice?</i> | <p>Businesses and individuals must evaluate expected costs and benefits to make the best choice. Analyzing how much there is to gain and lose by making a choice helps to allocate resources efficiently. The PACED model and budgets are two tools to help make the best choice.</p>  | <ul style="list-style-type: none"> <li>• CEE Scarcity: 1.1, 1.2</li> <li>• CEE Decision Making: 2.1</li> <li>• CEE Allocation: 3.1, 3.2</li> <li>• CEE Incentives: 4.1, 4.2</li> <li>• CEE Specialization: 6.1</li> <li>• CEE Markets: 7.1</li> <li>• CEE Competition and Market Structure: 9.1</li> <li>• CEE Institutions: 10.1</li> <li>• CEE Role of Government and Market Failure: 16.1, 16.8</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul>                              | <ul style="list-style-type: none"> <li>• Allocation tools: the PACED model and budgeting</li> <li>• Decision making</li> <li>• Comparative advantage</li> <li>• Economic systems: How nations allocate resources</li> </ul>   |
| <b>1.3 Business Decisions</b><br><i>How do businesses make choices?</i>     | <p>Businesses must produce goods and services, set prices for them, provide value to consumers, and invest in ways that will raise profits over time. Competition encourages businesses to innovate to keep profits high. Government actions affect business decisions about price and quantity, and can discourage competition. Businesses and consumers benefit when the economy is as free and efficient as possible.</p> | <ul style="list-style-type: none"> <li>• CEE Decision Making: 2.1</li> <li>• CEE Incentives: 4.1</li> <li>• CEE Specialization: 6.1, 6.4</li> <li>• CEE Role of Prices: 8.1, 8.2, 8.3</li> <li>• CEE Competition and Market Structure: 9.1, 9.5</li> <li>• CEE Income: 13.2, 13.3, 13.4</li> <li>• CEE Entrepreneurship 14.3</li> <li>• CEE Economic Growth: 15.1, 15.3, 15.5</li> <li>• CEE Role of Government and Market Failure: 16.5, 16.6</li> <li>• CEE Economic Fluctuations: 18.1</li> <li>• CEE Unemployment and Inflation: 19.4, 19.5</li> </ul> | <ul style="list-style-type: none"> <li>• Economic reasoning: revenue, profit, and marginal analysis</li> <li>• Price signals</li> <li>• Profit margins and competition</li> <li>• Comparative advantage</li> <li>• Economic goals in a market economy</li> </ul>  |

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## THEME 1: ELEMENTS OF THE ECONOMY WHY DOES SCARCITY MATTER?

| Session  | Session Description  | Guiding Standards  | Student Text Concepts  |
|--|--|--|--|
| <b>1.4 Entrepreneurship and Business Ownership</b><br><i>How do businesses start, survive, and thrive?</i> | <p>Successful businesses supply a good or service that provides value for consumers by solving a problem or meeting a need or want. They use data to make decisions on how to grow and improve. They decide when and if they need to change and must constantly innovate to stay competitive. Innovation benefits other businesses and consumers in the long run but can be disruptive in the short run.</p> | <ul style="list-style-type: none"> <li>• CEE Financial Literacy: 1, 5</li> <li>• CEE Role of Prices: 8.1, 8.2, 8.3</li> <li>• CEE Competition and Market Structure: 9.1, 9.2, 9.5</li> <li>• CEE Institutions: 10.2</li> <li>• CEE Entrepreneurship: 14.1, 14.3</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul> | <ul style="list-style-type: none"> <li>• Business start-ups and innovation</li> <li>• Entrepreneurial factors of success</li> <li>• Persevere or pivot?</li> <li>• Business life cycle</li> <li>• Creative destruction</li> <li>• Business organization</li> <li>• Financial markets: individual and business investments</li> </ul> |

## THEME 2: MARKETS WHY DO CONSUMERS AND BUSINESS OWNERS NEED EACH OTHER?

| Session   | Session Description  | Guiding Standards  | Student Text Concepts   |
|---|--|--|---|
| <b>2.1 Consumers Rule</b><br><i>How do consumers influence what is available in the market?</i> | <p>Consumers demand a certain quantity of goods at specific prices. Producers have an incentive to supply goods and services if there is sufficient demand to make a reasonable profit. Consumers predictably increase their demand for goods and services as the price declines. If a price increases, consumers are likely to look for substitutes. Factors other than price changes can also affect demand.</p> | <ul style="list-style-type: none"> <li>• CEE Incentives: 4.1</li> <li>• CEE Role of Prices: 8.1, 8.2, 8.3</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul> | <ul style="list-style-type: none"> <li>• Price allocation system</li> <li>• Law of demand</li> <li>• The demand curve</li> <li>• Consumer demand changes</li> </ul> |

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## THEME 2: MARKETS

### WHY DO CONSUMERS AND BUSINESS OWNERS NEED EACH OTHER?

| Session  | Session Description   | Guiding Standards  | Student Text Concepts   |
|--|---|--|---|
| <b>2.2 Producers Provide</b><br><i>How do producers and consumers negotiate price in the market?</i>                         | <p>In a free market economy, consumers and producers negotiate price through price signals. These signals, and other factors, act as incentives to producers to make decisions about how much of a good or service to supply to the market. By using price as a negotiating tool, producers and consumers can reach an equilibrium where producers supply exactly what consumers demand at a specific price. The structure of a particular market can affect or interfere with the negotiation between consumer and supplier.</p> | <ul style="list-style-type: none"> <li>• CEE Markets and Prices: 7.1, 7.2, 7.3, 7.4</li> <li>• CEE Role of Prices: 8.4</li> <li>• CEE Competition and Market Structure: 9.1, 9.2, 9.3, 9.4, 9.5</li> <li>• CEE Role of Government and Market Failure: 16.5</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul>  | <ul style="list-style-type: none"> <li>• Law of supply</li> <li>• Supply curves</li> <li>• Supply shifters</li> <li>• Market-clearing price</li> <li>• Competition and market structures</li> <li>• Government influence on the market</li> </ul>   |
| <b>2.3 Foundations of Economic Growth</b><br><i>What makes economic growth possible?</i>                                     | <p>Free market economies can only function when consumers and producers can reasonably expect that their property rights will be protected. Producers use physical and human capital in ways that provide value to consumers. Technological innovation also fuels prosperity, as it frees up resources for other endeavors and improves productivity. The government helps create an environment where businesses have the protection and structure necessary to engage in productive activity.</p>                               | <ul style="list-style-type: none"> <li>• CEE Trade: 5.2</li> <li>• CEE Institutions: 10.1</li> <li>• CEE Income: 13.1</li> <li>• CEE Entrepreneurship: 14.3</li> <li>• CEE Economic Growth: 15.1, 15.3, 15.5</li> <li>• CEE Role of Government and Market Failure: 16.1, 16.2, 16.3, 16.6, 16.8, 16.10</li> <li>• CEE Fiscal and Monetary Policy: 20.1, 20.5</li> </ul>  | <ul style="list-style-type: none"> <li>• Fair courts, rule of law, and property rights</li> <li>• Competition and free trade</li> <li>• Physical and human capital, and financial markets</li> <li>• Technological advancement through entrepreneurship and productivity</li> <li>• Limited government</li> </ul> |
| <b>2.4 Economic Systems and Structures</b><br><i>What happens when government expands its influence in market decisions?</i> | <p>There are four main types of economic structures: traditional, market, mixed, and command. Most countries have mixed economies, which have various degrees of government intervention. Government decision making involves key players who have different incentives that influence the policy decisions made by government. The amount of economic freedom found in a nation's economy has a direct impact on the quality of life for its people.</p>   | <ul style="list-style-type: none"> <li>• CEE Scarcity: 1.1, 1.2</li> <li>• CEE Allocation: 3.1</li> <li>• CEE Incentives: 4.1</li> <li>• CEE Trade: 5.2</li> <li>• CEE Markets and Prices: 7.1</li> <li>• CEE Role of Prices: 8.4</li> <li>• CEE Competition and Market Structure: 9.1</li> <li>• CEE Institutions: 10.1</li> <li>• CEE Role of Government and Market Failure: 16.2, 16.3, 16.9</li> <li>• CEE Government Failure: 17.2</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul> | <ul style="list-style-type: none"> <li>• Command, free market, and mixed economic systems</li> <li>• Factors that drive market decisions</li> <li>• Economic freedom</li> </ul>   |

**THEME 3: NATIONAL ECONOMY**  
**DOES GOVERNMENT PLAY A ROLE?**

| Session  | Session Description   | Guiding Standards   | Student Text Concepts   |
|--|---|---|---|
| <p><b>3.1 Government Role in a Flourishing Economy</b><br/> <i>How can limited government help consumers and businesses prosper?</i></p> | <p>There are situations when the market needs the government to intervene. At the minimum, a government must define and protect property rights, supply a limited number of public goods, and promote competition and efficiency by addressing market failures. Sometimes governments fail by enacting monetary, fiscal, or trade policies that have unintended future costs or concentrate benefits on a particular group.</p>                 | <ul style="list-style-type: none"> <li>• CEE Financial Literacy: 3</li> <li>• CEE Money and Inflation: 11.1, 11.3</li> <li>• CEE Economic Growth: 15.3, 15.5</li> <li>• CEE Role of Government and Market Failure: 16.1, 16.2, 16.3, 16.4, 16.8, 16.11</li> <li>• CEE Government Failure: 17.1, 17.2, 17.3, 17.4</li> <li>• CEE Fiscal and Monetary Policy: 20.1, 20.7</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul> | <ul style="list-style-type: none"> <li>• Government protections and interventions in financial markets</li> <li>• Business loans</li> <li>• Fractional reserve banking system</li> <li>• Economics of government failures</li> <li>• Government's three sets of policy tools</li> </ul>                                     |
| <p><b>3.2 The Role of the Federal Government</b><br/> <i>What are the effects of fiscal policies?</i></p>                                | <p>The complexity of markets in the United States sometimes results in businesses and consumers calling on the government to provide solutions for economic issues. To make sure its policies are effective, the government tracks data related to a variety of economic indicators. The government can't prevent business cycles from occurring, but it can use taxing and spending policies to try to stimulate or slow down the economy.</p> | <ul style="list-style-type: none"> <li>• CEE Economic Fluctuations: 18.1, 18.2, 18.3, 18.4</li> <li>• CEE Unemployment and Inflation: 19.1, 19.2, 19.3, 19.4, 19.5</li> <li>• CEE Fiscal and Monetary Policy: 20.1, 20.2, 20.4, 20.5, 20.6</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul>   | <ul style="list-style-type: none"> <li>• Macroeconomics</li> <li>• Governmental intervention processes</li> <li>• Calculating GDP</li> <li>• Business cycles and unemployment</li> <li>• Fiscal policies</li> <li>• Taxes, spending, debts, and deficits</li> </ul>   |
| <p><b>3.3 The Role of Money and Banking</b><br/> <i>What are the effects of monetary policies?</i></p>                                   | <p>The Federal Reserve System is responsible for managing the nation's money supply as well as enacting policies that promote full employment and stable prices. The Fed has a variety of tools it can use to respond to recessionary or inflationary economic environments. These tools have a direct impact on interest rates and inflation.</p>  | <ul style="list-style-type: none"> <li>• CEE Financial Literacy: 3</li> <li>• CEE Money and Inflation: 11.2, 11.4, 11.5</li> <li>• CEE Interest Rates: 12.1, 12.2, 12.3, 12.5</li> <li>• CEE Unemployment and Inflation: 19.6</li> <li>• CEE Fiscal and Monetary Policy: 20.7, 20.8, 20.9, 20.10</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas</li> </ul>   | <ul style="list-style-type: none"> <li>• Money in the modern world</li> <li>• Federal Reserve Banking system (the Fed): its history, mission, and structure</li> <li>• Monetary policy tools</li> <li>• Inflation: its effects on households and macroeconomics</li> <li>• Monetary policies to manage inflation</li> </ul> |

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## THEME 3: NATIONAL ECONOMY DOES GOVERNMENT PLAY A ROLE?

| Session  | Session Description  | Guiding Standards   | Student Text Concepts   |
|--|--|---|---|
| <b>3.4 National Economic Indicators</b><br><i>How do you measure the success of the economy?</i> | <p>Economic indicators that measure the overall health of the national economy are monitored closely by policymakers, businesses, and economists. Data on unemployment rates, productivity rates, inflation, and economic growth are just a few of the indicators that help these groups make decisions. Individuals can take an active part in the economy by understanding what indicators are predicting and communicating with elected officials. Some days, the best policy choice may be no action at all.</p> | <ul style="list-style-type: none"> <li>• CEE Money and Inflation: 11.3</li> <li>• CEE Economic Growth: 15.1, 15.2, 15.3, 15.5</li> <li>• CEE Role of Government and Market Failure: 16.2</li> <li>• CEE Economic Fluctuations: 18.1, 18.2, 18.3, 18.4, 18.5</li> <li>• CEE Unemployment and Inflation: 19.5</li> <li>• CEE Fiscal and Monetary Policy: 20.1, 20.8, 20.9, 20.10</li> <li>• CCSS.ELA RH. Key Ideas and Details 1, 2</li> <li>• CCSS.ELA RH. Integration of Knowledge and Ideas 9</li> </ul> | <ul style="list-style-type: none"> <li>• Key economic indicators</li> <li>• Key price indexes</li> <li>• Fiscal and monetary policies: how they are used in response to a recession or inflation</li> <li>• Measures of well-being</li> </ul> |

## THEME 4: OPEN TO DEBATE: GOVERNMENT OR MARKET SOLUTIONS WHY DO COUNTRIES TRADE?

| Session   | Session Description  | Guiding Standards   | Student Text Concepts   |
|---|--|---|---|
| <b>4.1 International Trade</b><br><i>Do the benefits of international trade outweigh the costs?</i> | <p>Most countries today engage in international trade. To determine the balance between the market and government roles in international trade, this theme is framed as a debate between extremes—closed and open economies. Those who advocate closed economies want to protect domestic workers and industries, while open economy advocates desire lower costs, wider selections, innovation, and improved quality of life internationally.</p> | <ul style="list-style-type: none"> <li>• CEE Scarcity: 1.2</li> <li>• CEE Allocation: 3.1, 3.2</li> <li>• CEE Specialization: 6.2, 6.4</li> <li>• CEE Markets and Prices: 7.1</li> <li>• CEE Competition and Market Structure: 9.5</li> <li>• CCSS.ELA RH Integration of Knowledge and Ideas 8, 9</li> <li>• CCSS.ELA WHST. Text Types and Purposes 1.A, 1.B</li> <li>• CCSS.ELA SL. Comprehension and Collaboration 1.A</li> <li>• CCSS.ELA SL. Presentation of Knowledge and Ideas 4</li> </ul> | <ul style="list-style-type: none"> <li>• International trade</li> <li>• Closed and open economies</li> <li>• Government policy changes: intended and unintended consequences</li> </ul> |

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## THEME 4: OPEN TO DEBATE: GOVERNMENT OR MARKET SOLUTIONS WHY DO COUNTRIES TRADE?

| Session  | Session Description  | Guiding Standards   | Student Text Concepts   |
|--|--|---|---|
| <b>4.2 Trade Policies: Beyond Free Trade</b><br><i>Do the benefits of trade barriers outweigh the costs?</i> | <p>When countries trade, one or more of the trading partners may identify some aspect of the trade that they feel is unfair to them, so they add a restriction or some sort of trade barrier. While it may be ideal for a limited government to remain as “hands-off” of trade as possible, the complexities of trading internationally cause situations in which it might be preferable for the government to intervene. This trade policy, generally, consists of two tools: trade agreements and trade organizations.</p> | <ul style="list-style-type: none"> <li>• CEE Allocation: 3.1</li> <li>• CEE Incentives: 4.3</li> <li>• CEE Trade: 5.2</li> <li>• CEE Specialization: 6.2, 6.3</li> <li>• CEE Markets and Prices: 7.1</li> <li>• CEE Income: 13.1</li> <li>• CEE Role of Government and Market Failure: 16.1</li> <li>• CCSS.ELA.RH.11-12.6, 11-12.7</li> <li>• CEE Government Failure: 17.1, 17.2, 17.3</li> <li>• CCSS.ELA.WHST. Text Types and Purposes 1.A, 1.B</li> </ul>   | <ul style="list-style-type: none"> <li>• Trade policy tools</li> <li>• Free trade</li> <li>• Trade agreements and organizations</li> <li>• Trade barriers</li> </ul>  |
| <b>4.3 Trade Deficits</b><br><i>Do the benefits of the trade deficit outweigh the costs?</i>                 | <p>Globalization has changed the world, reducing poverty across the globe. Globalization leads to specialization, based on comparative advantage. When the United States imports from another country more than it exports to them, it is called a trade deficit. If it exports more than it imports, it is called a trade surplus. Every export or import has to be paid for, or the trade would never take place. Whether the benefits of a trade deficit outweigh the costs is the topic of this theme’s debate.</p>      | <ul style="list-style-type: none"> <li>• CEE Allocation: 3.1</li> <li>• CEE Trade: 5.1</li> <li>• CEE Specialization: 6.2</li> <li>• CEE Markets and Prices: 7.1</li> <li>• CEE Competition and Market Structure: 9.1, 9.5</li> <li>• CEE Government Failure: 17.1, 17.3</li> <li>• CCSS.ELA.RH.11-12.7, 11-12.8, 11-12.9</li> <li>• CCSS.ELA.WHST. Text Types and Purposes 1.A, 1.B</li> <li>• CCSS.ELA. SL. Comprehension and Collaboration .1.A-D, 3</li> <li>• CCSS.ELA. SL. Presentation of Knowledge and Ideas 4</li> </ul>   | <ul style="list-style-type: none"> <li>• Globalization and the world economy</li> <li>• Comparative advantage</li> <li>• Specialization</li> <li>• Balance of payments and balance of trade</li> <li>• National productivity</li> </ul> |
| <b>4.4 Social Problems: Government or Market Solutions</b><br><i>Can economics solve social problems?</i>    | <p>Social issues connect people with things that they care about very deeply and, ultimately, affect international trade. Because they differ from economic issues in that they affect a specific group within a society and require a moral judgement in addressing them, they often are controversial and difficult to address. Whether solutions should depend more on government or market influence is up for debate in this theme.</p>   | <ul style="list-style-type: none"> <li>• CEE Allocation: 3.1</li> <li>• CEE Incentives: 4.1</li> <li>• CEE Specialization: 6.2</li> <li>• CEE Competition and Market Structure: 9.1</li> <li>• CEE Economic Growth: 15.1, 15.2</li> <li>• CEE Role of Government and Market Failure: 16.9, 16.11</li> <li>• CEE Government Failure: 17.1</li> <li>• CCSS.ELA.RH.11-12.6, 11-12.7, 11-12.8, 11-12.9</li> <li>• CCSS.ELA.WHST. Text Types and Purposes 1.A, 1.B</li> <li>• CCSS.ELA. SL. Comprehension and Collaboration.1.A-D, 3</li> <li>• CCSS.ELA. SL. Presentation of Knowledge and Ideas 4</li> </ul> | <ul style="list-style-type: none"> <li>• Social and economic issues</li> <li>• Income and population growth</li> <li>• Positive and normative perspectives on economics</li> <li>• Tools for addressing social issues</li> </ul>        |