Kansas Standards
For
History
Government
And
Social Studies

Adopted April 16, 2013
This course is to introduce economics as a key strand of History, Government, and Social Studies, and to develop a critical understanding of the assumptions underpinning economics. Economics is a unique way of thinking that offers insights into human behavior in a world of different values, resources, and cultures. Students who think in an economic way will understand concepts better and how each concept relates to the others. The integrated nature of economics utilizes mathematics, statistics, and the interpretation of primary source data to examine important issues. This course establishes a framework of basic economic theory which can be extended and applied to future learning. Instruction should facilitate an appreciation of economic forces in shaping the world in which we live. This course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students’ ability to integrate content as part of their understanding of the Standards and Benchmarks. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of economics rather than simple acquisition of content knowledge.

- Foundational Economic Concepts
- Economic Systems
- Economic Measurement Concepts and Methods
- Macroeconomics
- Microeconomics
- International Economics
- Personal Economics/Personal Finance

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

**Connecting with Best Practices and Literacy Expectations**

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of economics rather than simple acquisition of content knowledge.

As they prepare to teach the economics course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

**Connecting with Past Learning**

Depending upon when the course is taught in high school, students should come to the course with knowledge of the story of how the United States came into being and developed a government based on the principles laid out in the Declaration of Independence. The basic structure of the government, including the three branches, separation of powers, and checks and balances should already be part of their background knowledge from previous learning of American history. In world history they should have learned about the Enlightenment’s influence on both the structure and principles of the American government. Students should possess a general understanding of Kansas and its geography, symbols, industry, and culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the U.S. and the world. They should have experience with the “Best Practices and Literary Expectations” of the Kansas standards and should be aware of the discipline’s ways of thinking or *habits of mind*.

**Connecting with Future Learning**

While a small percentage of students will pursue the formal study of economics at the university level, most will cease their formal economics education in high school. Most of them, it is to be hoped, will participate in society as informed, thoughtful, engaged citizens, as well as producers and consumers. What they have learned in this economics course and throughout their education should give them the ability to better understand the complex personal, domestic, and international economic issues which
will directly and indirectly impact their lives and assist them in making decisions as individuals and citizens. Students should be able to link learning in this class to future learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

**Instructional Narrative and Content Outline**

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of economics would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in 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. *The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about free trade without also learning about the North American Free Trade Agreement (NAFTA), so it doesn’t appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline’s scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

**Foundational Economic Concepts**

The first unit is to provide students with a self-contained opportunity to attain a deeper understanding and working knowledge of a short list of economics concepts. Students should apply concepts to decisions like those they will make at home and at work, and use them to interpret national and international economic news and policy. Most students take only one economics course. Students learn that they can use economics ideas to gain important insights into interesting and relevant issues.

**Ideas**

- scarcity, cost benefit analysis, incentives, opportunity cost, productivity, trade and exchange, demand and supply, money, productive resources, specialization, division of labor, property and property rights

**Economic Systems**

This unit focuses on the organized way in which a community, state or nation allocates its resources and apportions goods and services in that community. Students should recognize and evaluate the various systems, drawing conclusions about their benefits and deficits, recognizing the significance of economic choices made at every level.

**Ideas**

- economic philosophies, market systems, planned systems, mixed systems, unique systems (unique economic arrangements between groups of people)
People/Roles

Adam Smith, Karl Marx, John Maynard Keynes, Milton Friedman, Thomas Malthus

Sample Compelling Questions

- How are economic decisions made within the various economic systems? (Standard 1)
- What are economic rights? (Standard 2)
- To what degree do economic and political systems affect each other? (Standard 3)
- How do economic systems change or adapt? (Standard 4)
- How do the various systems deal with the supply and demand relationship? (Standard 5)

Economic Measurement Concepts and Methods

This unit focuses on the concept and methods of measuring various aspects of given economies. The unit lends itself to the integration of math content. Students will need to perform complex calculations, use graphs, charts, and other concepts not common in most social studies classrooms. This unit may be integrated within other units to provide context for discussions on measurement and methods.

Ideas

- tables, charts, graphs, rates of change, ratios, percentages, real and nominal values, averages, distributions around averages, indexes

Sample Compelling Questions

- How do economic measurements and presentations affect consumer choice? (Standard 1)
- What are the responsibilities of economists? (Standard 2)
- How might the economic philosophy of economists affect their evaluation of data? (Standard 3)
- What factors could best be used to determine economic growth over time? (Standard 4)
- What is the relationship for a business between profit and production? (Standard 5)

Macroeconomics

This unit is focused on economics on a national or regional scale. The concentration should be on the factors affecting the performance and management of national and regional economies. Special attention should be given to the interconnected nature of these factors and with consideration as to how they affect personal or microeconomic circumstances.

Ideas

- aggregate supply and demand, public debt, budget deficits, business cycles/economic instability, employment, unemployment, barter, money, inflation, deflation, economic growth, fiscal policy, gross domestic product (GDP), monetary policy

People/Roles

Federal Reserve Chairman, Secretary of the Treasury, President of the U.S.

Places/Institutions

Federal Reserve, financial markets, World Bank

Events

depression, recession, laws, regulation
Sample Compelling Questions

- How might a prediction of an impending recession affect consumer choices? (Standard 1)
- What are the responsibilities of government in regulating an economy? (Standard 2)
- In what ways do diverse economic needs promote growth? (Standard 3)
- In what ways are business cycles and economic instability the norm? (Standard 4)
- What are the relationships between budget deficits and public debt? (Standard 5)

Microeconomics

This unit concentrates on individual and/or small group economic behavior. The students should investigate decisions to save, invest, produce, and consume at the individual and business levels. The students should understand the critical factors that lead to business and personal economic success and failure.

**Ideas**
- market structures, prices and competition, market failure, demand and supply, price ceilings and floors, profit, external costs and benefits

**People/ Roles**
- consumers, producers, entrepreneurs

**Places/Institutions**
- firms, Wall Street, Federal Reserve, banks

Sample Compelling Questions

- In what ways do quality and price determine consumer choices? (Standard 1)
- What effects might raising the minimum wage have on the underemployed? (Standard 2)
- How might beliefs about government affect economic policy? (Standard 3)
- How has the government’s role in the economy changed over time? (Standard 4)
- What impact do government subsidies have on market economies? (Standard 5)

International Economics

This unit focuses on the integration and interaction of a myriad of economic systems. Trade, economic growth and development will be the key themes. The processes of international business, trade, competition and cooperation should lead student to the understanding of the interconnectedness of the world.

**Ideas**
- balance of trade and payments, barriers to trade, tariffs, free trade, comparative advantage, specialization, economic development, currency markets, trade agreements

**Places/Institutions**
- World Trade Organization (WTO), International Corporations, International Monetary Fund (IMF)

Sample Compelling Questions

- What factors need to be considered when deciding issues of international trade? (Standard 1)
What are the obligations of business to workers, communities, and/or nations? (Standard 2)
What beliefs and ideas have proven to be obstacles to free trade? (Standard 3)
How has international trade affected developed and developing economies? (Standard 4)
In what ways do the cost of goods and services impact the balance of trade? (Standard 5)

Personal Economics

This unit is about personal financial management. The student should investigate the processes involved in economic life. Students should understand income, spending, saving, credit, interest, banking, insurance and other important economic applications in their lives. The development of human capital and the wise application of the knowledge of economics should be the focus of this unit.

Idea: interest (compound and simple), credit and borrowing, financial markets, banking, human capital, income, disposable/discretionary income, money management and budgeting, insurance, saving, spending, investing

People/Roles: bankers, financial planners, brokers,

Sample Compelling Questions

What factors should be considered when making choices about personal finance? (Standard 1)
Should the government be able to mandate personal spending (i.e., Auto and health insurance)? (Standard 2)
In what ways is managing risk and return a function of diversity? (Standard 3)
In what ways do circumstances change personal financial priorities? (Standard 4)
What role do personal values and relationships have on financial planning? (Standard 5)