



# Whiteriver Unified School District Essential Standards

What is it we expect students to learn?					
<b>Grade: 12</b>	<b>Subject: ECONOMICS</b>		Team Member: RYAN PARRENO		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessments	Extension Standards
<i>What is the essential standard to be learned? Describe in student-friendly vocabulary</i>	<i>What does proficient student work look like? Provide an example and/or description.</i>  (Descriptions were taken from AZ Merit Portal –Item Specifications –Task Demand)	<i>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</i>	<i>When will this standard be taught?</i>	<i>What assessment(s) will be used to measure student mastery?</i>	<i>What will we do when students have already learned this standard?</i>
<b>E1.1 Evaluate how and why people make choices to improve their economic well-being.</b>	Students will analyze various case studies of individuals or families making economic decisions (e.g., budgeting, investing, pursuing higher education) to improve their financial situations. They will present their findings in a report that evaluates the effectiveness of these choices and the factors influencing them, such as income, education, and economic conditions.	Students should have a basic understanding of economic concepts, including supply and demand, budgeting, and the role of education in economic opportunities.	This standard will be taught during units focused on personal finance, economics, and decision-making processes, particularly when discussing career choices and financial literacy	Students will complete a research paper or project that evaluates a specific economic choice made by an individual or group, assessed based on clarity, depth of analysis, and use of evidence.	Students can develop a personal financial plan that outlines their choices and strategies for improving their own economic well-being, incorporating lessons learned from their analyses.

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<p>E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</p>	<p>Students will create a detailed analysis of a household budget, examining the various factors that influence budgeting and saving decisions, such as income levels, fixed expenses, lifestyle choices, and economic conditions. They will present their findings through a visual infographic that highlights key factors and potential strategies for effective budgeting and saving.</p>	<p>Students should have prior knowledge of basic budgeting concepts, including income, expenses, savings, and the importance of financial planning.</p>	<p>This standard will be taught during units focused on personal finance, particularly when discussing budgeting methods, savings plans, and financial decision-making.</p>	<p>Students will be assessed through a budgeting project where they create a sample budget based on a hypothetical income scenario, evaluating their choices and justifying their savings strategies, with assessments based on clarity, accuracy, and rationale.</p>	<p>Students can explore real-world budgeting tools and apps, creating a personal budgeting plan that reflects their own financial goals and demonstrating how to adjust their choices based on changing circumstances.</p>

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<p>E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies</p>	<p>Students will analyze a case study that illustrates a real-world example of scarcity (e.g., water shortages, food supply issues) and how it influences economic decisions at various levels. They will create a presentation that evaluates the consequences of these decisions on individuals, institutions, and society as a whole, highlighting both short-term and long-term impacts.</p>	<p>Students should have a foundational understanding of basic economic concepts, including supply and demand, opportunity cost, and the definition of scarcity</p>	<p>This standard will be taught during units focused on economic principles, particularly when discussing resource allocation, supply chain issues, and the role of scarcity in decision-making.</p>	<p>Students will complete a research paper or project that examines a specific instance of scarcity and its economic implications, assessed on clarity, depth of analysis, and understanding of economic impacts.</p>	<p>Students can engage in a simulation or role-playing activity where they must make economic decisions based on limited resources, reflecting on how scarcity affects their choices and the broader impacts on society.</p>

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<p>E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.</p>	<p>Students will conduct a comparative analysis of different types of incentives (e.g., financial, moral, social) and how they affect economic choices across various contexts, such as consumer behavior, corporate decision-making, and government policies. They will create a case study report that includes real-world examples demonstrating the impact of incentives on decision-making processes.</p>	<p>Students should have a basic understanding of economic concepts, including the definition of incentives, decision-making processes, and the factors influencing economic behavior.</p>	<p>This standard will be taught during units focused on microeconomics and decision-making, particularly when discussing market behavior, consumer choices, and policy implications.</p>	<p>Students will be assessed through a project or presentation analyzing a specific incentive program (e.g., tax breaks for businesses, subsidies for renewable energy) and its effectiveness in influencing behavior, evaluated based on clarity, depth of analysis, and use of evidence.</p>	<p>Students can explore a current event where incentives have shifted behavior (such as changes in tax policy or environmental regulations) and engage in a debate or discussion on the effectiveness and ethical implications of these incentives.</p>

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E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.	Students will select a real-world economic issue (e.g., the decision to implement a new public transportation system, the impact of a minimum wage increase, or environmental regulations) and conduct a cost-benefit analysis to evaluate the potential outcomes. They will present their findings in a detailed report that includes calculations, visual aids, and a summary of their recommendations based on their analysis.	Students should have a foundational understanding of basic economic principles, including costs, benefits, and the concept of marginal analysis, along with skills in quantitative reasoning and data interpretation.	This standard will be taught during units focused on economic decision-making, public policy evaluation, and resource allocation, particularly when discussing how to assess the viability of economic proposals.	Students will be assessed through a written analysis or presentation that evaluates a specific economic issue using cost-benefit and/or marginal analysis, with assessments based on clarity, depth of analysis, accuracy of calculations, and logical reasoning.	Students can engage in a simulation or role-play activity where they must make economic decisions based on varying costs and benefits, allowing them to apply their analytical skills in a dynamic context.

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E3.1 Explain how buyers and sellers interact to create markets and market structures.	Students will analyze a specific market (e.g., the housing market, technology market, or agricultural market) to illustrate how buyers and sellers interact to establish prices and market structures. They will create a visual representation, such as a graph or diagram, that shows supply and demand curves and describe how these interactions affect market equilibrium.	Students should have a basic understanding of supply and demand principles, price mechanisms, and the characteristics of different market structures (e.g., perfect competition, monopoly, oligopoly).	Students should have a basic understanding of supply and demand principles, price mechanisms, and the characteristics of different market structures (e.g., perfect competition, monopoly, oligopoly).	Students will complete a project or presentation that explains the interactions between buyers and sellers in a chosen market, evaluated based on clarity, depth of analysis, and the ability to connect theory to real-world examples	Students can engage in a market simulation activity where they assume the roles of buyers and sellers, allowing them to experience firsthand how market interactions influence prices and market structures.

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<p>E4.1 Use economic data to analyze the health of a national economy.</p>	<p>Students will conduct a comprehensive analysis of a national economy by examining key economic indicators such as Gross Domestic Product (GDP), unemployment rates, inflation rates, and consumer spending. They will create a detailed report that includes visual representations of data (such as graphs and charts) and a written evaluation of how these indicators reflect the overall health of the economy.</p>	<p>Students should have a foundational understanding of economic concepts, including key economic indicators, data interpretation skills, and the ability to analyze trends in economic performance.</p>	<p>This standard will be taught during units focused on macroeconomics, particularly when discussing the measurement of economic performance and the implications of economic data on policy decisions.</p>	<p>Students will be assessed through a data analysis project where they select a national economy, gather relevant economic data, and write an analytical report evaluating the health of that economy. The assessment will be based on the accuracy of data interpretation, clarity of presentation, and depth of analysis.</p>	<p>Students can engage in a project where they track economic data over time and present their findings to the class, discussing the potential impacts of economic events or policies on the economy. They may also explore the relationship between economic health and social indicators such as poverty rates and education levels.</p>

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E5.1 Evaluate the advantages and disadvantages of global trade.	Students will conduct a critical analysis of global trade by researching a specific trade agreement (e.g., NAFTA, WTO agreements) and evaluating its advantages and disadvantages for participating countries. They will present their findings in a debate format, arguing for or against the trade agreement based on economic, social, and environmental impacts.	Students should have a foundational understanding of global trade concepts, including trade agreements, comparative advantage, and the impact of tariffs and quotas on international trade.	This standard will be taught during units focused on international economics, particularly when discussing the dynamics of global trade, trade policies, and their implications for economies and societies.	Students will be evaluated through a research paper or presentation that outlines the advantages and disadvantages of a specific trade agreement or global trade practice, assessed based on clarity, depth of analysis, and the use of evidence.	Students can engage in a simulation where they represent different countries and negotiate trade agreements, allowing them to experience the complexities of global trade and the negotiation process firsthand. They may also analyze current events related to global trade issues, such as trade wars or tariffs, and discuss their implications.



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<p>G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p>	<p>Students will conduct a comparative analysis of a specific region or country, examining historical political and economic decisions (e.g., colonization, trade agreements, environmental policies) and their impact on cultural practices and environmental conditions. They will create a presentation or report that includes visual aids (such as maps and graphs) to illustrate these influences over time.</p>	<p>Students should have an understanding of basic geographic concepts, as well as knowledge of historical events and their implications on culture and the environment</p>	<p>This standard will be taught during units focused on world history and geography, particularly when discussing the interplay between human decisions, cultural development, and environmental changes.</p>	<p>Students will be assessed through a research project or presentation that evaluates the influence of specific political and economic decisions on the cultural and environmental characteristics of their chosen region, with assessments based on accuracy, clarity, and depth of analysis.</p>	<p>Students can engage in a field study or community project that connects historical decisions to current cultural and environmental issues in their local area, encouraging them to analyze how past decisions continue to shape present realities.</p>

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<p>G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p>	<p>Students will analyze a specific urban, suburban, or rural region to evaluate how economic activities (such as industry, agriculture, and services) and political decisions (like zoning laws, transportation policies, and urban planning) have shaped spatial patterns. They will create a detailed report or presentation that includes maps, data visualizations, and case studies to illustrate these patterns and their implications.</p>	<p>Students should have a basic understanding of geographic concepts, economic activities, and the role of political decisions in shaping land use and community development.</p>	<p>This standard will be taught during units focused on human geography, urban studies, and regional planning, particularly when discussing the relationship between economic activities, political decisions, and spatial organization.</p>	<p>Students will complete a project or presentation that assesses the impact of specific economic activities and political decisions on the spatial patterns within their chosen region, evaluated based on clarity, d</p>	<p>Students can engage in a local community project where they assess current economic activities and political decisions affecting their area, proposing solutions or improvements based on their analysis of spatial patterns</p>

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<p>G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.</p>	<p>Students will investigate a specific human-made (e.g., industrial accidents, wars) or natural catastrophe (e.g., earthquakes, hurricanes) and analyze its consequences on global trade, political dynamics, and patterns of human migration. They will create a comprehensive report or presentation that outlines these impacts and includes case studies, maps, and relevant data.</p>	<p>Students should have a foundational understanding of global geography, trade networks, political systems, and the basics of human migration patterns.</p>	<p>This standard will be taught during units focused on environmental studies, global issues, and human geography, particularly when discussing the impacts of disasters on societies and economies.</p>	<p>Students will be assessed through a research project or presentation that evaluates the consequences of a selected catastrophe, utilizing data and case studies to support their analysis. Their work will be evaluated based on clarity, depth of analysis, and the integration of multiple perspectives.</p>	<p>Students can engage in a service-learning project that addresses the ongoing impacts of a recent catastrophe, exploring how communities respond and adapt, and proposing strategies for resilience and recovery.</p>

