

:: ECONOMICS

Teacher's Guide

Author

Kristina M. Swann

PCI2126

Executive Editors

Leslie Buteyn

Janie Haugen-McLane

Managing Editor

Karen Ellis

Editors

Shawna McAllister

Lyn M. Pfordresher

Lisa A. Bastian

Content Editor

Dr. Thomas Clarkin

Professor of History

San Antonio College

Creative Director

Deborah Kubecka

Art Director

Vanessa Langton

Cover Illustrator

Clemente Botello

© 2006 PCI Educational Publishing, San Antonio, Texas.



Permission to Reproduce

Permission is granted for the user to reproduce the designated blackline masters.

Reproducible pages are indicated by the symbol on the left side of the bottom margin.

The reproduction of any part of this program for commercial use or for an entire school system, hospital system, or institutional system is strictly prohibited.

1-800-594-4263

www.pcieducation.com

ISBN 1-58804-518-8

This product is available through PCI Education at 1-800-594-4263

:: Introduction

It is important that all students have a general understanding of the U.S. free enterprise system. Economics expands students' knowledge of the country in which they live by fostering familiarity with the economic system of the United States.

This unique program was designed for high school students who need help learning the fundamental concepts covered in basic economics courses. In order to help struggling readers understand the complex nature of economics, the Student Workbook as well as the worksheets, quizzes, review, and test in this Teacher's Guide are written at a 3.0–4.5 reading level.

The Economics Student Workbook and Teacher's Guide are effective teaching tools for students with learning differences, attention or behavior problems, and limited reading skills. This program is also helpful for at-risk and ESL students.

The Economics program features an 84-page, full-color Student Workbook and a 165-page, reproducible Teacher's Guide. The Student Workbook was developed as an abbreviated version of a traditional textbook. The Student Workbook covers information that all students should know, and the worksheets in the Teacher's Guide reinforce that information. Provide each student with a Student Workbook, and reproduce the accompanying worksheets from the Teacher's Guide to reinforce the information in the Student Workbook.

The seven chapters in the Student Workbook are divided into short sections. Each section features a list of vocabulary words; full-color visual aids, such as maps and charts; and full-color photographs. A Section Review exercise is included at the end of each section, and a Chapter Checkup at the end of each chapter gives students an opportunity to further review the information covered in the chapter. Informative "Did You Know?" boxes include fun facts for students' enjoyment.

The Section Reviews and Chapter Checkups in the Student Workbook as well as the corresponding worksheets in the Teacher's Guide allow students to review and reinforce the information learned in the Student Workbook. Students practice reading-comprehension skills while answering content-area recall questions; interpreting maps and charts; researching significant people, places, issues, and events; and expressing opinions through writing. The worksheets include a variety of activities, such as matching, fill-in-the-blank, multiple-choice, choose-the-answer, and true/false activities; crossword puzzles; and word searches.

For assessment purposes, each of the seven chapters has a corresponding quiz. Once students have read a chapter and have completed the accompanying worksheets, you can test their knowledge of the information in the chapter by having them complete the two-page quiz. Quizzes include matching, fill-in-the-blank, multiple-choice, and short-answer activities. After students complete the entire

:: Introduction

program, distribute the review worksheets. The students can then use the review worksheets to prepare for the test.

The Economics Student Workbook and Teacher’s Guide focus on the free enterprise system of the United States. Students will become familiar with the basics of the production and consumption of goods and services; supply and demand; types of businesses and market structures; and the role of financial institutions.

Objectives

After completing this program, the student will be able to:

- define “scarcity.”
- list the factors of production.
- explain the differences between traditional, command, and market economies and give examples of each.
- explain the principles of the U.S. free enterprise system, including voluntary exchange, private property rights, profit motive, and competition.
- describe the role of the government in the U.S. free enterprise system.
- understand the interaction of demand, supply, and prices.
- interpret a demand schedule and a supply schedule.
- describe the characteristics of sole proprietorships, partnerships, and corporations.
- describe the characteristics and give examples of perfect competition, monopoly, monopolistic competition, and oligopoly.
- explain the advantages and disadvantages of sole proprietorships, partnerships, and corporations.
- summarize the effects of the Great Depression.
- define “labor union,” “collective bargaining,” and “strike.”
- describe the phases of the business cycle.
- describe the stock market and how it works.
- define “income tax” and “FICA tax.”

:: Introduction

- analyze the categories of income and spending in the U.S. federal budget.
- understand the concept of fiscal policy and the economic impact of fiscal policy decisions on the economy.
- understand what the national debt is and why it has grown.
- explain the structure of the Federal Reserve System.
- explain the basic concepts of world trade.
- analyze how economic growth and stability are measured.
- list the stages of economic development.
- list examples of countries and regions in different stages of development.
- create a budget.
- understand the benefits and risks of borrowing money.

How to Use

Student Workbook

Provide each student with a copy of the Student Workbook. Depending on the type of classroom setting and the comfort level of the students, the Student Workbook can be read aloud in class or read silently by individual students. Students should read a section of the Student Workbook and then answer the Section Review questions at the end of the section. Then, students should complete the worksheets in the Teacher's Guide that correspond to that section. When students finish reading a chapter, they should complete the Chapter Checkup exercise located in the Student Workbook at the end of each chapter.

Worksheets

Each set of worksheets in this reproducible Teacher's Guide corresponds to a section in the Student Workbook. Students can refer to the Student Workbook while completing the worksheets. Each set of worksheets lists the pages in the Student Workbook to which students can refer. Remind students that some of the activities review material from previous sections. Many activities on the worksheets allow students to demonstrate reading-comprehension and recall skills. Some activities provide students with an opportunity to practice reading maps and charts. Other activities require students to do research and to think critically. Students can work on the worksheets individually, in pairs, or in small groups.

:: Introduction

Quizzes

Each quiz in this reproducible binder corresponds to a chapter in the Student Workbook. Once students have finished reading a chapter and have completed the corresponding worksheets and the Chapter Checkup, have them take the quiz for that chapter. The quizzes include matching, fill-in-the-blank, multiple-choice, and short-answer activities. As a modification for students with special needs, you might wish to have the students refer to the Student Workbook or the completed worksheets as they take the quiz.

Review

A set of review worksheets is provided to help students study for the test. Allow the students to use the Student Workbook when they answer the review questions. The completed review worksheets should be taken home and studied before the test.

Test

The test assesses the most important information covered in the Student Workbook. The test determines whether students have mastered each objective.

Answer Key

For your convenience, an answer key for the section reviews, chapter checkups, worksheets, quizzes, review, and test is included at the end of the Teacher's Guide. Answers for the extension questions are not included. Because answers to these questions are based on individual students' research or opinions, they will vary.

:: Research and Standards

Once a subject that was not required for graduation in many states, the teaching of economics and personal finance has become increasingly important in recent years. Dr. Robert F. Duvall, president and chief executive officer of the National Council on Economic Education (NCEE), addressed the House Committee on Financial Services in 2005 about the growing need for financial literacy. Duvall stated, “We must prepare our students with the basics of economic and financial literacy so that they can succeed in life...It is essential for all our elementary and secondary schools to integrate standards-based economic education into their curricula” (2005).

Economics was written to provide students with a basic overview of economic concepts. The program meets both state and national standards, including standards set by the NCEE. As students read the Student Workbook and complete the worksheets, quizzes, review, and test in the Teacher’s Guide, they will meet many of the requirements of the NCEE standards, including:

Standard 1: Scarcity

Standard 5: Gain From Trade

Standard 6: Specialization and Trade

Standard 7: Markets: Price and Quality Determination

Standard 8: Role of Price in Market System

Standard 9: Role of Competition

Standard 10: Role of Economic Institutions

Standard 11: Role of Money

Standard 13: Role of Resources in Determining Income

Standard 14: Profit and the Entrepreneur

Standard 16: Role of the Government

Standard 20: Monetary and Fiscal Policy

Economics also meets the following strands from Expectations of Excellence: Curriculum Standards for Social Studies developed by the National Council for the Social Studies (NCSS):

Strand VII: Production, Distribution, and Consumption

Strand IX: Global Connections

:: Research and Standards

Research on teaching content to students with special needs and reading difficulties has shown that modified instructional strategies are critical to improving comprehension. David Sousa notes that teachers should “break the assignment into shorter tasks, adjust the reading level of the classroom material, relate the new learning to students’ experiences, reduce the number of concepts presented at one time,...and provide practice test questions for study” (2001). Karen Waldron states, “Students with learning differences often have short attention spans and are so easily distracted that concentration is eroded. They simply cannot handle the same amount of information as students with longer attention spans. For these students, briefer assignments with frequent breaks work best to sustain their on-task behaviors” (1992).

Each of these research-based strategies has been integrated into Economics. The content is broken into small, manageable sections that allow students to easily understand the material. Students will find the short sections of the Workbook easy to understand due to the controlled 3.0–4.5 reading level. Extension questions for each section include personal-connection questions that relate the new material to the students’ experiences.

Duvall, R.F. (2005). National Council on Economic Education. Retrieved October 7, 2005, from http://www.ncee.net/news/story.php?story_id=70.

Sousa, D.A. (2001). *How the Special Needs Brain Learns*. Thousand Oaks, CA: Corwin Press, Inc.

Waldron, K.A. (1992). *Teaching Students With Learning Disabilities*. San Diego, CA: Singular Publishing Group, Inc.

Introduction and Chapter 1: What Is Economics?

:: Factors of Production

Section 1

Use pages 3–5 of the Student Workbook to complete the worksheet.

Matching

Match each word to its definition, and write the letter in the blank.

- _____ 1. resources needed to produce goods and services
- _____ 2. the work people are paid to do to produce goods and services
- _____ 3. all of the natural resources that are used to produce goods
- _____ 4. anything that is used to produce goods and services
- _____ 5. a person who decides how to combine resources to create new goods and services

- A. capital
- B. entrepreneur
- C. factors of production
- D. labor
- E. land

Fill in the Blank

Use the words in the word bank to complete the sentences.

Word Bank

goods labor force want
need services

- 6. _____ are physical items, like clothing.
- 7. _____ are actions one person does for another person.
- 8. The _____ is made up of all the people who work for money.
- 9. A _____ is something a person would like to have that is not necessary for survival.
- 10. A _____ is something a person cannot live without.

Introduction and Chapter 1: What Is Economics?

:: Factors of Production

Section 1

Use pages 3–5 of the Student Workbook to complete the worksheet.

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The state of having a limited number of resources to produce the things that people need and want is called _____.
- A. economics
 - B. scarcity
 - C. labor
 - D. business

2. _____ includes crops, mineral deposits, and water.
- A. Land
 - B. Labor
 - C. Capital
 - D. Money

3. _____ are examples of capital.
- A. Tools
 - B. Machines
 - C. Factories
 - D. All of the above

4. _____ come up with new ideas for goods and services.
- A. Members of the labor force
 - B. Entrepreneurs
 - C. Doctors
 - D. People who build cars

5. _____ is the study of how people figure out ways to get the things they need and want by making choices.
- A. Entrepreneur
 - B. Scarcity
 - C. Economics
 - D. Survival

Introduction and Chapter 1: What Is Economics?

:: Factors of Production

Section 1

Use pages 3–5 of the Student Workbook to complete the worksheet.

Fill in the Blank: The Factors of Production

The words and phrases in the word bank refer to things or people that belong in the following categories: land, labor, capital, and entrepreneurs. Write the words and phrases in the appropriate boxes.

Word Bank

car factory	tractor	sugar cane	cows
lawyer	worker on an assembly line	printing press	creator of an Internet business
owner of an ice cream shop	owner of a hair salon	oil	salesperson

Land

Labor

Capital

Entrepreneurs

