



Alignment Document

State of Michigan And Aventa Learning Economics

Economics

2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
I	Historical Perspective		
I.1	All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).		
I.1.1	Construct and interpret timelines of people and events in the history of Michigan and the United States since the era of Reconstruction.		



I.1.2	Describe major factors that characterize the following eras in United States history: The Development of the Industrial United States (1870-1900), The Emergence of Modern America (1890-1930), The Great Depression and World War II (1929-1945), Post War United States (1945-1970) and Contemporary United States (1968-present).		
I.1.3	Identify some of the major eras in world history and describe their defining characteristics.		
I.2	All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.		
I.2.1	Draw upon narratives and graphic data to explain significant events that shaped the development of Michigan as a state and the United States as a nation during the eras since Reconstruction.		
I.2.2	Identify and explain how individuals in history demonstrated good character and personal virtue.		
I.2.3	Select events and individuals from the past that have had global impact on the modern world and describe their impact.		
I.3	All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.		
I.3.1	Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation since the era of Reconstruction.		
I.3.2	Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.		
I.3.3	Select contemporary problems in the world and compose historical narratives that explain their antecedents.		



I.4	All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.		
I.4.1	Identify major decisions in the history of Michigan and the United States since the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action.		
I.4.2	Evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.		
I.4.3	Analyze key decisions by drawing appropriate historical analogies.	Role of Incentives	The Boycott
I.4.4	Select pivotal decisions in United States history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.	Role of Incentives	The Boycott
II	Geographic Perspective		
II.1	All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.		
II.1.1	Describe how major world issues and events affect various people, societies, places, and cultures in different ways.	Specialization and Trade	Money is What Money Does
II.1.2	Explain how culture might affect women's and men's perceptions.		
II.2	All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.		
II.2.1	Describe the environmental consequences of major world processes and events.	Interdependence	Dry as a Bone
II.2.2	Assess the relationship between property ownership and the management of natural resources.		



II.3	All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.		
II.3.1	Describe major world patterns of economic activity and explain the reasons for the patterns.		
II.3.2	Explain how events have causes and consequences in different parts of the world.		
II.4	All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.		
II.4.1	Explain how major world processes affect different world regions.	Interdependence	Dry as a Bone
II.4.2	Explain how major world regions are changing.		
II.4.3	Explain how processes like population growth, economic development, urbanization resource use, international trade, global communication, and environmental impact are affecting different world regions.	Specialization and Trade	Is Globalization a dirty word?
		Specialization and Trade	Store of value
		Specialization and Trade	Globalization
		Interdependence	Model “draught” project
		Gain from Trade	Limited liquidity
II.4.4	Describe major patterns of economic development and political systems and explain some of the factors causing them.	Marginal Decisions	Historical Background
II.5	All students will describe and explain the causes, consequences, and geographic context of major global issues and events.		
II.5.1	Explain how geography and major world processes influence major world events.	Specialization and Trade	Is Globalization a dirty word?



II.5.2	Explain the causes and importance of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, conflict and cooperation, and explain how they may affect the future.	Specialization and Trade	Store of value
		Specialization and Trade	Globalization
		Interdependence	Model “draught” project
		Gain from Trade	Limited liquidity
III	Civic Perspective		
III.1	All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.		
III.1.1	Explain the advantages and disadvantages of a federal system of government.		
III.1.2	Evaluate how effectively the federal government is serving the purposes for which it was created.		
III.1.3	Evaluate the relative merits of the American presidential system and parliamentary systems.		
III.2	All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.		
III.2.1	Identify benefits and challenges of diversity in American life.		
III.2.2	Use the ideas in the Declaration of Independence to evaluate the conduct of citizens, political behavior, and the practices of government.		
III.3	All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.		
III.3.1	Using actual cases, evaluate the effectiveness of civil and criminal courts in the United States.		



III.3.2	Explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations.		
III.3.3	Evaluate possible amendments to the Constitution.		
III.4	All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.		
III.4.1	Evaluate proposals for reform of the political system.		
III.4.2	Analyze causes of tension between the branches of government.		
III.5	All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena.		
III.5.1	Describe the influence of the American concept of democracy and individual rights in the world.		
III.5.2	Evaluate foreign policy positions in light of national interests and American values.		
III.5.3	Decide what the relationship should be between the United States and international organizations.		
IV	Economic Perspective		
IV.1	All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.		
IV.1.1	Design a strategy for earning, spending, saving, and investing their resources.	National Budget	National Budget Simulation
IV.1.2	Evaluate the impact on households of alternative solutions to societal problems such as health care, housing, or energy use.	National Budget	National Budget Simulation



IV.1.3	Analyze ways individuals can select suppliers of goods and services and protect themselves from deception in the marketplace.	Role of Incentives	Be an Energy Saver
IV.2	All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.		
IV.2.1	Outline the decision making process a business goes through when deciding whether to export to a foreign market.	National Budget	National Budget Simulation
IV.2.2	Evaluate ways to resolve conflicts resulting from differences between business interests and community values.		
IV.3	All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.		
IV.3.1	Describe the use of economic indicators and assess their accuracy.	The CPI	
IV.3.2	Distinguish between monetary and fiscal policy and explain how each might be applied to problems such as unemployment and inflation.	The CPI	
IV.3.3	Compare governmental approaches to economic growth in developing countries.		
IV.3.4	Evaluate a government spending program on the basis of its intended and unintended results.	National Budget	National Budget Simulation
IV.3.5	Select criteria to use in evaluating tax policy.		
IV.4	All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.		
IV.4.1	Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in a competitive world market.	Role of Incentives	The boycott
		Role of Incentives	Government Incentives
		Scarcity	Demand
		Marginal Decisions	Economic incentives



IV.4.2	Describe relationships between a domestic economy and the international economic system.	Specialization and Trade	Globalization
		Specialization and Trade	Store of value
		Interdependence	Model “draught” project
		Gain from Trade	Limited liquidity
IV.4.3	Evaluate the United States and other economic systems on their ability to achieve broad social goals such as freedom, efficiency, equity, security, development, and stability.	Scarcity	Key points in the study of economics
IV.4.4	Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, and labor unions.		
IV.4.5	Compare and contrast a free market economic system with other economic systems.		
IV.5	All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.		
IV.5.1	Evaluate the benefits and problems of an economic system built on voluntary exchange.		
IV.5.2	Trace the historical development of international trading ties.	Gain from Trade	Limited liquidity
		Specialization and Trade	Globalization
		Specialization and Trade	Store of value
		Interdependence	Model “draught” project
IV.5.3	Explain how specialization, interdependence and economic development are related.	Interdependence	Dry as a Bone
IV.5.4	Describe the effect of currency exchange, tariffs, quotas, and product standards on world trade and domestic economic activity.	Specialization and Trade	Store of value
		Specialization and Trade	Globalization
		Interdependence	Model “draught” project
		Gain from Trade	Limited liquidity



AVENTA LEARNING

V	Inquiry		
V.1	All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.		
V.1.1	Locate information pertaining to a specific social science topic in-depth using a variety of sources and electronic technologies.		
V.1.2	Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.		
V.1.3	Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources.		
V.2	All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.		
V.2.1	Conduct an investigation prompted by a social science question and compare alternative interpretations of their findings.		
V.2.2	Report the results of their investigation including procedures followed and a rationale for their conclusions.		
VI	Public Discourse and Decision Making		
VI.1	All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.		
VI.1.1	Generate possible alternative resolutions to public issues and evaluate them using criteria that have been identified.		



AVENTA LEARNING

VI.2	All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.		
VI.2.1	Engage each other in elaborated conversations that deeply examine public policy issues and help make reasoned and informed decisions.		
VI.3	All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.		
VI.3.1	Compose extensively elaborated essays expressing and justifying decisions on public policy issues.		
VII	Citizen Involvement		
VII.1	All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.		
VII.1.1	Act out of respect for the rule of law and hold others accountable to the same standard.		
VII.1.2	Plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts and evaluate their effectiveness.		