

## **Please Note:**

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher. In general, teachers should remain within 1-2 weeks of the suggested pacing. Pacing is also dependent on the conduction of the Financial Literacy Unit and Reality Fair.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

## **Publisher Resource:**

“Economics Principles and Practices” – Glencoe-McGraw-Hill

## **Other Course Supplemental Resources**

[EconEdLink](#)

[Everfi](#)

[Federal Reserve Bank Atlanta](#)

[Florida Council on Economic Education](#)

[Foundation for Teaching Economics](#)

[Gen i Revolution Personal Finance Game](#)

[National Center on Education and the Economy](#)

[Orley Amos Economics World](#)

[The Digital Economist](#)

Reality Fair

	Week	Major Concepts / Topics	Possible Resources
Quarter 1	1 - 2	<b>Introduction to Economics</b> <ul style="list-style-type: none"> <li><a href="#">SS.912.E.1.1</a>, <a href="#">SS.912.E.1.2</a>, <a href="#">SS.912.E.1.3</a>, <a href="#">SS.912.E.2.12</a>, <a href="#">SS.912.G.3.3</a></li> </ul>	<a href="#">Story of Bottled Water</a>  <a href="#">Constitution Day and Celebrate Freedom Week Resources</a>  <a href="#">Econ Data</a> <a href="#">Econ Magic</a>
	3-5	<b>Supply, Demand, and Labor</b> <ul style="list-style-type: none"> <li><a href="#">SS.912.E.1.4</a>, <a href="#">SS.912.FL.2.1</a>, <a href="#">SS.912.E.1.7</a>, <a href="#">SS.912.E.1.9</a>, <a href="#">SS.912.FL.1.5</a>, <a href="#">SS.912.E.2.4</a>, <a href="#">HE.912.C.2.4</a></li> </ul>	
	6-7	<b>Market Structure, Businesses, and Institutions</b> <ul style="list-style-type: none"> <li><b>Constitution Day and Celebrate Freedom Week</b></li> <li><a href="#">SS.912.E.1.5</a>, <a href="#">SS.912.E.1.6</a>, <a href="#">SS.912.E.1.8</a>, <a href="#">SS.912.E.2.6</a>,</li> </ul>	
	8-9	<b>Macroeconomic Measures</b> <ul style="list-style-type: none"> <li><a href="#">SS.912.E.1.12</a>, <a href="#">SS.912.E.2.1</a>, <a href="#">SS.912.E.2.12</a>, , <a href="#">SS.912.E.2.5</a>, <a href="#">SS.912.E.2.7</a></li> </ul>	

	Week	Major Concepts / Topics	Possible Resources
Quarter 2	1 - 3	<b>Monetary and Fiscal Policy</b> <ul style="list-style-type: none"> <li><a href="#">SS.912.E.1.10</a>, <a href="#">SS.912.FL.1.4</a>, <a href="#">SS.912.E.1.11</a>, <a href="#">SS.912.E.1.13</a>, <a href="#">SS.912.E.1.14</a>, <a href="#">SS.912.E.1.15</a>, <a href="#">SS.912.E.2.2</a>, <a href="#">SS.912.E.2.4</a>, <a href="#">SS.912.E.2.8</a>, <a href="#">SS.912.FL.1.7</a>, <a href="#">SS.912.E.2.9</a>, <a href="#">SS.912.E.2.10</a>, <a href="#">SS.912.E.3.6</a></li> </ul>	<a href="#">The Battle for the World Economy</a>  <a href="#">CIA World Factbook</a>  Reality Fair at School
	4-5	<b>International Business</b> <ul style="list-style-type: none"> <li><a href="#">SS.912.E.2.3</a>, <a href="#">SS.912.E.2.11</a>, <a href="#">SS.912.FL.2.2</a>, <a href="#">SS.912.E.3.1</a>, <a href="#">SS.912.E.3.2</a>, <a href="#">SS.912.E.3.3</a>, <a href="#">SS.912.E.3.4</a>, <a href="#">SS.912.E.3.5</a>, <a href="#">SS.912.G.3.3</a></li> </ul>	
	6-8	<b>Financial Literacy Standards</b> <ul style="list-style-type: none"> <li>Standard 1 – Earning Income</li> <li>Standard 2 – Buying Goods &amp; Services</li> <li>Standard 3 – Saving</li> <li>Standard 4 – Using Credit</li> <li>Standard 5 – Financial Investing</li> <li>Standard 6 – Protecting &amp; Insuring</li> </ul>	

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.