

**E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.**

### Enduring Understanding

- ▶ People make decisions about how to use resources to maximize their well-being. They do this by assessing their available resources; considering the wants and needs of individuals and communities; and weighing the costs and benefits of various decisions.

### Components

By the end of 9/10th grade, students will:

E1.9-10.1 Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present.

E1.9-10.2 Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access.

By the end of 11th/12th grade, students will:

E1.11-12.1 Analyze how economic incentives influence choices that may result in policies with a range of costs and benefits for different groups in the United States.

E1.11-12.2 Assess the optimal level of a public service with the marginal costs and benefits of providing a service in the United States.

E1.11-12.3 Analyze how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.

E1.11-12.4 Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

### Sample Questions

- How does the availability of resources impact a country's ability to make choices?
- How do economic incentives affect choices the United States has made over time?
- How should the United States government decide what public services to provide?
- How should individuals' wants and needs balance with national and global interests?
- How do we know when an economic decision is beneficial?
- How can we balance the traditional values of tribes and other cultural groups within a changing economy?
- Do costs and benefits of economic choices vary between groups?

### Since Time Immemorial Connections

#### High School Curriculum

E1.9-10.1-2 and E1.11-12.1-4: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

E1.11-12.1-4: U.S. History—11th Grade: Units 1, 2, and 6

E1.11-12.1-4: Contemporary World Problems—12th Grade: Units 2, 3, and 4

**E2: Understands how economic systems function.****Enduring Understanding**

- ▶ People exchange goods and service when both parties expect to gain from the trade. Within each type of economic system, resources, income, technology, government policies, and the interaction between buyers and sellers are analyzed to determine what the best decision is for each country.

**Components**

By the end of 9/10th grade, students will:

- E2.9-10.1 Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.
- E2.9-10.2 Describe the effects of specialization, availability of resources, and technology on a variety of economies.
- E2.9-10.3 Analyze how and why countries have specialized in the production of particular goods and services in the past or present.
- E2.9-10.4 Analyze the relationship between the distribution of income and the allocation of resources in a variety of economies.

By the end of 11th/12th grade, students will:

- E2.11-12.1 Analyze how comparative advantage has affected the United States' imports and exports in the past or present.
- E2.11-12.2 Describe how imports are paid for by exports, savings, or borrowing in the United States.
- E2.11-12.3 Describe how market outcomes, surpluses, and shortages are determined by buyers' incomes and preferences, sellers' production and price, and government policies in the United States.
- E2.11-12.4 Evaluate the advantages, disadvantages, and stability of different economic systems for countries and groups of people, both short and long term.
- E2.11-12.5 Evaluate the effects of specialization, availability of resources, and technology on a variety of economies.

**Sample Questions**

- How does specialization, availability of resources, and technology affect economic systems?
- Should the United States trade with countries if it will experience an economic loss?
- How efficient is the United States' mixed market system?
- Can a country change the type of economic system it uses?
- Is global competition beneficial?
- How have economic systems (traditional, market, command) changed over time?
- How does immigrant labor affect the United States' economy?

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**Components**

E2.11-12.6 Evaluate the level of competition based on the introduction of new products, production methods, entry into the market, and the consumers' knowledge of goods or services in a variety of economies.

E2.11-12.7 Evaluate the relationship between the distribution of income and the allocation of resources in a variety of economies.

**Sample Questions**

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*Since Time Immemorial Connections*

## High School Curriculum

E2.9-10.1-4 and E2.11-12.1-7: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

E2.11-12.1-7: U.S. History—11th Grade: Units 1, 2, and 6

E2.11-12.1-7: Contemporary World Problems—12th Grade: Units 2, 3, and 4

**E3: Understands the government’s role in the economy.****Enduring Understanding**

- ▶ Governmental fiscal and monetary policies affect a country’s economy and how it trades globally. Governments have to make decisions in order to try to control economic fluctuations to maintain or increase the standard of living for their people.

**Components**

By the end of 9/10th grade, students will:

E3.9-10.1 Analyze the costs and benefits of government trade policies from around the world in the past and present.

E3.9-10.2 Explain the role of government in advancing technology and investing in capital goods and human capital to increase economic growth and standards of living.

By the end of 11th/12th grade, students will:

E3.11-12.1 Evaluate the role of the United States government in regulating a market economy in the past or present.

E3.11-12.2 Use data to explain the government’s influence on spending, production, and the money supply when economic conditions change.

E3.11-12.3 Describe how the United States government has established rules in which markets operate.

E3.11-12.4 Evaluate the selection of governmental fiscal and monetary policies by weighing the costs and benefits in a variety of economic conditions.

E3.11-12.5 Analyze the role of government in defining and enforcing property rights of a good or service.

**Sample Questions**

- How can one government’s trade policies affect another country’s economy?
- In the United States, what kind of government regulations should be made in order to avoid recessions, depressions, or inflation?
- What are the most effective economic indicators to determine the economic health of a country?
- What are the forces that lead to regulation or privatization of a public good, and what are the consequences?
- What do tribes, as sovereign nations, do to meet the economic and cultural needs of their communities?

**Since Time Immemorial Connections****High School Curriculum**

E3.9-10.1-2 and E3.11-12.1-5: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

E3.11-12.1-5: U.S. History—11th Grade: Units 1, 2, and 6

E3.11-12.1-5: Contemporary World Problems—12th Grade: Units 2, 3, and 4

## E4: Understands the economic issues and problems that all societies face.

### Enduring Understanding

- ▶ Economic globalization happens when people separated by borders and boundaries trade goods and services. Economic interdependence has a variety of costs and benefits that influence what goods and services are produced and traded.

### Components

By the end of 9th/10th grade, students will:

- E4.9-10.1 Evaluate how people across the world have addressed issues involved with the distribution of resources and sustainability.
- E4.9-10.2 Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.

By the end of 11th/12th grade, students will:

- E4.11-12.1 Evaluate how people in the United States have addressed issues involved with the distribution of resources and sustainability.
- E4.11-12.2 Evaluate how the standard of living changes when incentives, entitlement programs, or entrepreneurship is increased.
- E4.11-12.3 Evaluate how individuals and different groups affect and are affected by the distribution of resources and sustainability.
- E4.11-12.4 Analyze the role of comparative advantage in international trade of goods and services.
- E4.11-12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
- E4.11-12.6 Use economic indicators to analyze the current and future state of an economy.

### Sample Questions

- How does the use of natural resources cause conflict?
- Why has market specialization benefited the global economy?
- What have nations done to help the economically disadvantaged?
- How do well-developed countries influence the sustainability of available resources?
- How does globalization affect different countries?
- How can state and national governments honor economic treaty rights?

### *Since Time Immemorial Connections*

#### High School Curriculum

- E4.9-10.1-2 and E4.11-12.1-6: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*
- E4.11-12.1-6: U.S. History—11th Grade: Units 1, 2, and 6
- E4.11-12.1-6: Contemporary World Problems—12th Grade: Units 2, 3, 4