

Vermont Standards- Economics	Dream of a Nation Chapter(s)											
	1. A People Centered and Accountable Government	2. Citizen Stewardship	3. Creating a Stable and Equitable Economy	4. A New Media That Informs and Empowers	5. Aiming for the Best in Education	6. Re-Powering America	7. Improving Health and Avoiding Alarming Trends	8. Ending Poverty and Building Common Wealth	9. Re-Imaging Business	10. Strengthening Communities	11. Waging Peace	12. A Nation That Shines
<p>H&SS9-12:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • Explaining patterns and networks of economic interdependence that exist nationally and globally (e.g., currency, stock market, world trade). i • Examining how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services and comparing and contrasting the findings (e.g., compare the use of the labor supply in different countries). i • Drawing conclusions about how choices within various economic systems affect the environment in the state, nation, and/or world (e.g., mixed, command, and market economies). i 	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>H&SS9-12:19 Students show understanding of the interconnectedness between government and the economy by...</p> <ul style="list-style-type: none"> • Identifying and comparing goods and services provided by local, state, national, and international governmental and/or nongovernmental organizations (e.g., researching and debating socialized medicine vs. private healthcare; investigating the role of the 	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

<p>International Monetary Fund). i</p> <ul style="list-style-type: none"> • Evaluating and debating the ideological underpinnings of government and economic programs (e.g., how much welfare should governments provide, and on what bases do various governments make these decisions?). i • Explaining the global relationship between taxation and governmental goods and services (e.g., exploring the benefits and tradeoffs of foreign aid). • Recognizing that regional economic unions around the world create their own currency for use as money (e.g., the switch from multiple currencies to the Euro). • Recognizing that world events and the strength of currencies affects services and prices (e.g., September 11, 2001 and its effect on the stock market). 	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>H&SS9-12:20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> • Using economic terms to analyze and interpret global economic issues and problems (e.g., Should there be debt relief for economically unstable countries?). i • Examining the causes and long term effects of people's needs and/or wants exceeding their available resources, and proposing possible solutions (e.g., distribution and use of fresh water). • Developing strategies for earning and spending utilizing a system of accounting (e.g., creating a budget). • Analyzing the impact of media, time, and place on buying and saving (e.g., advertising, current events). • Demonstrating understanding of patterns and interdependence locally, nationally, and globally that are involved in the production of a product or service (e.g., supply and demand). 	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖