

SUGGESTIVE PACING GUIDE
REMOVE PINK HIGHLIGHTS AFTER REPLACING THE INFORMATION FOR XX.



Search for XX and replace with the proper text and no highlight, deleting XX after.

Session XX:

Dates: XX to XX

XX High School/College - Economics with **Dr./Mr./Ms. XX**

Instructor: Dr./Mr./Ms. XX

Required Textbook: *Common Sense Economics* (2024) by J. Gwartney, D. Lee, T. Ferrarini, J. Calhoun, and J. Shaw, St. Martin's Press

Timeline, Dates, and Modules

Modules 00 and 01

DATES: XX to XX

MODULE 00

Start Here

Introductions and getting familiar with the common sense way of learning (read, watch, listen, and do).

START HERE:

DAY ONE Required Activities

- 1. Make an Academic Honor Pledge.**
- 2. Complete the Syllabus Quiz.**
- 3. Provide initial thoughts to four Discussion Board prompts. No prepartion required.**

Welcome!

- Take the Academic Honor Pledge.
- Introduce yourself to your instructor and classmates in the Discussion Board: Introductions.
- Read the syllabus, look over this course schedule, and devise a peronal plan to succeed.
- Before doing anything else, respond to four Discussion Board prompts. Your responses are not graded on accuracy but rather originality and thoughtfulness. You will return to your original posts, expanding and improving them using assigned resources. Then, you will be graded on accuracy.
- Optional: For bonus points, complete the start-line activity: The Survey of Economic Reasoning.

Watch

Watch the course overview and introductory videos. Move onto Module 1.

MODULE 01

PART 1. Twelve Key Elements of Economics

Dates: XX - XX

Concepts

Incentives; Scarcity; Opportunity costs; and Marginalism

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Objectives	<p>CSE 1.1 Incentives matter: Changes in benefits and costs will influence choices in a predictable manner.</p> <p>CSE 1.2 All choices involve costs.</p> <p>CSE 1.3 Decisions are made at the margin.</p> <ul style="list-style-type: none"> Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others. (Standard 1: Scarcity, PDF) Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions. (Standard 2: Decision Making, PDF) People usually respond predictably to positive and negative incentives. (Standard 4: Incentives, PDF)
Economic Standards	
<p>Read, watch, and listen</p> <p>When meeting face-to-face</p> <p>By 11:59 pm, Sunday</p>	<p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 1 - 20, watch videos, and listen to audios.</p> <p>Conduct a learning activity.</p> <p>Complete Quiz 01 and Assignment 01.</p>

MODULE 02 DATES: XX to XX	
Concepts	Comparative advantage; Gains from trade; Transaction costs; Introduction to demand and supply; and Market equilibrium
Objectives	<p>CSE 1.4 Voluntary trade promotes economic progress.</p> <p>CSE 1.5 Transaction costs are an obstacle to trade.</p> <p>CSE 1.6 Prices bring the choices of buyers and sellers into balance.</p> <ul style="list-style-type: none"> Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations. (Standard 5: Trade, PDF) When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase. (Standard 6: Specialization PDF) A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates
Economic Standards	

SUGGESTIVE PACING GUIDE
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<p>Read, watch, and listen When meeting face-to-face By 11:59 pm, Sunday</p>	<p>scarce goods and services. (Standard 7: Markets And Prices, PDF)</p> <ul style="list-style-type: none"> Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives. (Standard 8: Role Of Prices, PDF) <p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 20 - 31, watch videos, and listen to audios.</p> <p>Conduct a learning activity. Complete Quiz 02 and Assignment 02.</p>
<p>MODULE A</p>	
<p>DATES: XX to XX</p>	
<p>Concepts</p>	<p>Demand, Supply, and Equilibrium Price; Demand and supply shifters; Changes in demand versus quantity demanded; Changes in supply versus quantity supplied; and Price controls</p>
<p>Objectives</p>	<p>A.1 A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.</p> <p>A.2 Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.</p>
<p>Economic Standards</p>	<ul style="list-style-type: none"> A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services. (Standard 7: Markets And Prices, PDF) Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives. (Standard 8: Role Of Prices, PDF)
<p>Read, watch, and listen</p>	<p>Reread about Element 1.6 in your CSE textbook and delve into Demand, Supply, and Adjustments to Dynamic Change Plus the Economics of Price Controls (Online). Watch videos, and listen to audio.</p>
<p>When meeting face-to-face By 11:59 pm, Sunday</p>	<p>Conduct a learning activity. Complete Quiz A and Assignment A.</p>
<p>MODULE 03</p>	
<p>DATES: XX to XX</p>	
<p>Concepts</p>	<p>Profit and loss; Market prices and the invisible hand principle; and Secondary effects and unintended consequences</p>

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Objectives	<p>CSE 1.7 Profits direct businesses toward activities that increase the value of resources, while losses direct them away from wasteful activities.</p> <p>CSE 1.8 The “invisible hand” of market prices guides buyers and sellers toward activities promoting the general welfare.</p> <p>CSE 1.9 Mistakes and misconceptions in economic analysis often occur because of failure to consider long-term consequences and secondary effects.</p> <ul style="list-style-type: none"> • A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services. (Standard 7: Markets And Prices, PDF) • Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives. (Standard 8: Role Of Prices, PDF) • There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also have direct or indirect effects on peoples’ incomes. (Standard 16: Role Of Government And Market Failure, PDF)
Economic Standards	
<p>Read, watch, and listen</p> <p>When meeting face-to-face</p> <p>By 11:59 pm, Sunday</p>	<p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 31 - 41, watch videos, and listen to audios.</p> <p>Conduct a learning activity.</p> <p>Complete Quiz 03 and Assignment 03.</p>

<p style="text-align: center;">MODULE 04</p> <p>**LEADS INTO EXAM**</p>		<p>DATES: XX to XX</p>
<p>Concepts</p>	<p>Helping others and receipt of income; Jobs versus the creation of wealth; Sources of economic progress</p> <p>CSE 1.10 People earn income by providing others with what they value.</p> <p>CSE 1.11 Production of goods and services that people value, not just jobs, provides the source of high living standards.</p> <p>CSE 1.12 Economic progress comes primarily through voluntary trade, investment, stable capital markets, better ways of doing things, and sound economic institutions.</p>	
	<p>Objectives</p>	

SUGGESTIVE PACING GUIDE
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<p>Economic Standards</p> <p>Read, watch, and listen</p> <p>When meeting face-to-face</p> <p>By 11:59 pm, Sunday</p>	<ul style="list-style-type: none"> • People earn income by providing others with what they value. (Standard 13: Income, PDF) • Production of goods and services that people value, not just jobs, provides the source of high living standards. (Standard 13: Income, PDF) • Economic progress comes primarily through voluntary trade, investment, stable capital markets, better ways of doing things, and sound economic institutions. (Standard 15: Economic Growth, PDF) <p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 41 - 50, watch videos, and listen to audios.</p> <p>Conduct a learning activity.</p> <p>Complete Quiz 04 and Assignment 04.</p>
<p style="text-align: center;">MODULE 05 ** EXAM WEEK **</p>	<p>DATES: XX TO XX</p> <p>EXAM 01 "TWELVE KEY ELEMENTS OF ECONOMICS," INCLUDING REFLECTION VIDEO</p> <p>PART 2. SEVEN MAJOR SOURCES OF ECONOMIC PROGRESS</p>
<p>By 11:59 pm, Tuesday</p> <p>By 11:59 pm, Friday</p> <p>Concepts</p> <p>Objectives</p> <p>Economic Standards</p>	<ul style="list-style-type: none"> • Complete Exam 1 (Concepts, Elements, and Applications covered Module 1 through Module 4, including Module A). • Post a reflection Econ Minute #1 video on the Discussion and Video Board: Part 1. Reflect on your initial response. Then, create a video that builds on your it by clearly improving the use of economic reasoning, as outlined in the assigned readings. In your video, connect the concepts to your personal experiences or current events, and support your discussion with proper references to the relevant CSE elements and nay other assigned learning resources. <p>Legal system and private ownership; Private property and incentives; Competitive process; Economic growth: record and importance</p> <p>CSE 2.1 Legal system: The foundation for economic progress is a legal system that protects privately owned property and enforces contracts in an evenhanded manner.</p> <p>CSE 2.2 Competitive markets: Competition promotes the efficient use of resources and provides the incentive for innovative improvements.</p> <ul style="list-style-type: none"> • Competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who

SUGGESTIVE PACING GUIDE

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<p>Read, watch, and listen</p> <p>When meeting face-to-face</p> <p>By 11:59, Sunday</p>	<p>are willing and able to pay the most for them. (Standard 9: Competition and Market Structure, PDF)</p> <ul style="list-style-type: none"> Institutions evolve and are created to help individuals and groups accomplish their goals. Banks, labor unions, markets, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy. (Standard 10: Institutions, PDF) <p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 52 - 68, watch videos, and listen to audios.</p> <p>Conduct a learning activity.</p> <p>Complete Quiz 05 and Assignment 05.</p>
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MODULE 06	DATES: XX TO XX
<p>Concepts</p>	<p>Regulation and gains from trade; Capital markets: wealth-creating versus inefficient projects; and Monetary policy and inflation</p> <p>CSE 2.3 Minimal regulation: Regulations that increase market competitiveness or support voluntary exchange spur progress.</p>
<p>Objectives</p>	<p>CSE 2.4 Efficient capital markets: To realize its potential, a nation must have a mechanism that channels capital into wealth-creating projects.</p> <p>CSE 2.5 Monetary stability: A monetary policy that ensures money of stable and predictable value will promote the efficient use of resources.</p> <ul style="list-style-type: none"> Institutions evolve and are created to help individuals and groups accomplish their goals. Banks, labor unions, markets, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy. (Standard 10: Institutions, PDF)
<p>Economic Standards</p>	<ul style="list-style-type: none"> Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. The amount of money in the economy affects the overall price level. Inflation is an increase in the overall price level that reduces the value of money. (Standard 11: Money and Inflation, PDF) Fluctuations in a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households,

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	<p>firms, government agencies, and others in the economy. Recessions occur when overall levels of income and employment decline. (Standard 18: Economic Fluctuations, PDF)</p> <ul style="list-style-type: none"> Investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living. (Standard 15: Economic Growth, PDF) Unemployment imposes costs on individuals and the overall economy. Inflation, both expected and unexpected, also imposes costs on individuals and the overall economy. Unemployment increases during recessions and decreases during recoveries. (Standard 19: Unemployment And Inflation, PDF) Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices. (Standard 20: Fiscal And Monetary Policy, PDF)
<p>Read, watch, and listen</p> <p>When meeting face-to-face</p> <p>By 11:59 pm, Sunday</p>	<p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 69 - 87, watch videos, and listen to audios.</p> <p>Conduct a learning activity.</p> <p>Complete Quiz 06 and Assignment 06.</p>

<p>MODULE 07</p> <p>**LEADS TO EXAM**</p>		<p>DATES: XX TO XX</p>
Concepts	<p>Taxes, incentives, and productive activity; Gains from international trade; Economics, politics, and trade restrictions; and Economic freedom, growth, and income; Technology, Trade, Entrepreneurship, and Remarkable Growth</p>	
Objectives	<p>CSE 2.6 Low tax rates: People produce more when they can keep more of what they earn.</p> <p>CSE 2.7 Free trade: People achieve higher incomes when they are free to trade with individuals in other countries.</p>	
Economic Standards	<ul style="list-style-type: none"> There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also have direct or 	

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<p>Read, watch, and listen When meeting face-to-face By 11:59 pm, Sunday</p>	<p>indirect effects on peoples' incomes. (Standard 16: Role Of Government And Market Failure, PDF)</p> <ul style="list-style-type: none"> • Unemployment imposes costs on individuals and the overall economy. Inflation, both expected and unexpected, also imposes costs on individuals and the overall economy. Unemployment increases during recessions and decreases during recoveries. (Standard 19: Unemployment And Inflation, PDF) • Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued. (Standard 17: Government Failure, PDF) • Fluctuations in a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy. Recessions occur when overall levels of income and employment decline. (Standard 18: Economic Fluctuations, PDF) <p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 87-113, watch videos, and listen to audios.</p> <p>Conduct a learning activity. Complete Quiz 07 and Assignment 07.</p>
<p>MODULE 08 **EXAM WEEK**</p> <p>By 11:59 pm, Tuesday</p> <p>By 11:59 pm, Friday</p>	<p>DATES: XX TO XX EXAM 02, including reflection video Launch PART 03 "TEN KEY ELEMENTS OF THE ECONOMICS OF GOVERNMENT"</p> <ul style="list-style-type: none"> • Complete Exam 2. It is comprehensive. • Post a reflection Econ Minute #2 video on the Discussion and Video Board: Part 2. Reflect on your initial response. Then, create a video that builds on your it by clearly improving the use of economic reasoning, as outlined in the assigned readings. In your video, connect the concepts to your personal experiences or current events, and support your discussion with proper references to the relevant CSE elements and other assigned learning resources.

SUGGESTIVE PACING GUIDE
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By 11:59 pm, Sunday	<ul style="list-style-type: none"> Watch a classmate's video and provide specific, practical feedback on how they can (1) strengthen their economic reasoning and (2) improve the depth of their reflection, checking for a proper textbook citation.
Concepts	Protective and productive roles of government; Market failure: externalities; Market failure: monopoly; Market failure: public goods
Objectives	<p>CSE 3.1 Government promotes economic progress by protecting the rights of individuals and supplying a few goods that are difficult to provide through markets.</p> <p>CSE 3.2 Monopolies and high barriers to entry can prevent markets from achieving ideal efficiency.</p> <p>CSE 3.3 Public goods and externalities create incentives that encourage inefficiency and waste of resources.</p>
Economic Standards	<ul style="list-style-type: none"> There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also have direct or indirect effects on peoples' incomes. (Standard 16: Role of Government and Market Failure, PDF) Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued. (Standard 17: Government Failure, PDF)
Read, watch, and listen	Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 116 - 131, watch videos, and listen to audios.
When meeting face-to-face	Conduct one or two learning activities.
By 11:59 pm, Sunday	Complete Quiz 08 and Assignment 08.

MODULE 09	DATES: XX to XX
Concepts	Government failure; Political versus the market process; Special interest and political allocation; Political incentives and short-sightedness
Objectives	CSE 3.4 Allocation through political voting is fundamentally different than market allocation.

SUGGESTIVE PACING GUIDE
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	<p>CSE 3.5 Unless restrained by constitutional rules, special interest groups will use the democratic political process to obtain government favors at the expense of others.</p> <ul style="list-style-type: none"> Different methods can be used to allocate goods and services. People acting individually or collectively must choose which methods to use to allocate different kinds of goods and services. (Standard 3: Allocation, PDF) People usually respond predictably to positive and negative incentives. (Standard 4: Incentives, PDF) Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued. (Standard 17: Government Failure, PDF)
<p>Economic Standards</p> <p>Read, watch, and listen</p> <p>When meeting face-to-face</p> <p>By 11:59 pm, Sunday</p>	<p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 132 - 143, watch videos, and listen to audios.</p> <p>Conduct a learning activity.</p> <p>Complete Quiz 09 and Assignment 09.</p>
MODULE 10	DATES: XX TO XX
Concepts	Transfers, incentives, and the “welfare” of recipients; Unintended consequences of transfers and subsidies; Central planning, politics, and resource allocation
Objectives	<p>CSE 3.6 Unless restrained by constitutional rules, legislators will run budget deficits and spend excessively.</p> <p>CSE 3.7 When governments become heavily involved in providing favors to some at the expense of others, inefficiency results and improper, unethical relationships develop.</p> <p>CSE 3.8 The net gain of transfer recipients is less, and often substantially less, than the amount they receive.</p>
Economic Standards	<ul style="list-style-type: none"> People usually respond predictably to positive and negative incentives. (Standard 4: Incentives, PDF) Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued. (Standard 17: Government Failure, PDF)

SUGGESTIVE PACING GUIDE
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<p>Read, watch, and listen When meeting face-to-face By 11:59 pm, Sunday</p>	<ul style="list-style-type: none"> Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices. (Standard 20: Fiscal And Monetary Policy, PDF) <p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 143 - 160, watch videos, and listen to audios.</p> <p>Conduct a learning activity. Complete Quiz 10 and Assignment 10.</p>
<p>MODULE 11</p> <p>Concepts</p> <p>Objectives</p> <p>Read, watch, and listen When meeting face-to-face By 11:59 pm, Sunday</p>	<p>DATES: XX TO XX</p> <p>Competition among governments, incentives, and resource allocation; Decentralization; Constitutional rules and sound economics</p> <p>CSE 3.9 The economy is far too complex to be centrally planned and efforts to do so will result in inefficiency and cronyism.</p> <p>CSE 3.10 Decentralization can reduce the threat of the abusive exercise of power by central government leaders, increase competitiveness among levels of government, and improve economic efficiency.</p> <p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 160 - 177 watch videos, and listen to audios.</p> <p>Conduct a learning activity. Complete Quiz 11 and Assignment 11.</p>
<p>MODULE 12 ** EXAM WEEK **</p> <p>By 11:59 pm, Tuesday</p> <p>By 11:59 pm, Friday</p> <p>By 11:59 pm, Sunday</p>	<p>DATES: XX TO XX</p> <p>EXAM 03, including reflection video</p> <p>Launch PART 04 "TWELVE KEY ELEMENTS OF PRACTICAL PERSONAL FINANCE"</p> <ul style="list-style-type: none"> Complete Exam 3. It is comprehensive. Post a reflection Econ Minute #3 video on the Discussion and Video Board: Part 3. Reflect on your initial response. Then, create a video that builds on your it by clearly improving the use of economic reasoning, as outlined in the assigned readings. In your video, connect the concepts to your personal experiences or current events, and support your discussion with proper references to the relevant CSE elements and at least one other assigned learning resources. Watch a classmate's video and provide specific, practical feedback on how they can (1) strengthen their economic reasoning and (2) improve the depth of their reflection, checking for two proper textbook citation.

SUGGESTIVE PACING GUIDE
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Concepts	Comparative advantage and discovery of career opportunities; Entrepreneurship, productivity, and personal success; Attitudes, productivity, and personal success; and Budgeting and getting more out of your income
Objectives	<p>CSE 4.1 Discover your comparative advantage.</p> <p>CSE 4.2 Cultivate skills, attitudes, and entrepreneurship over your lifetime.</p> <p>CSE 4.3 Budget to provide the most value from your income.</p> <ul style="list-style-type: none"> Income for most people is determined by the market value of their labor, paid as wages and salaries. People can increase their income and job opportunities by choosing to acquire more education, work experience, and job skills.
Financial Literacy Standards	<p>The decision to undertake an activity that increases income or job opportunities is affected by the expected benefits and costs of such an activity. Income also is obtained from other sources such as interest, rents, capital gains, dividends, and profits. (Financial Literacy Standard I. Earning Income, PDF)</p> <ul style="list-style-type: none"> People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others. People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting. (Financial Literacy Standard II. Buying Goods and Services, PDF)
Read and watch	Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 180 – 195, and watch videos. Note: The time has arrived to act on your economic knowledge. So activities will replace audios. Plan accordingly.
When meeting face-to-face By 11:59 pm, Sunday	<p>Conduct a learning activity.</p> <p>Complete Quiz 12 and Assignment 12.</p>

MODULE 13	DATES: XX to XX
Concepts	Strategic spending: used versus new; Dangers of debt and credit card use; and Prudent saving: emergency funds
Objectives	<p>CSE 4.4 Manage credit and debt wisely.</p> <p>CSE 4.5 Spend strategically.</p> <p>CSE 4.6 Pay into an emergency fund every month.</p>
Financial Literacy Standards	<ul style="list-style-type: none"> Saving is the part of income that people choose to set aside for future uses. People save for different reasons during the course of their lives. People make different choices about how

SUGGESTIVE PACING GUIDE
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<p>Read and watch</p> <p>When meeting face-to-face</p> <p>By 11:59 pm, Sunday</p>	<p>they save and how much they save. Time, interest rates, and inflation affect the value of savings. (Financial Literacy Standard III. Saving, PDF)</p> <ul style="list-style-type: none"> • Credit allows people to purchase goods and services that they can use today and pay for those goods and services in the future with interest. People choose among different credit options that have different costs. Lenders approve or deny applications for loans based on an evaluation of the borrower's past credit history and expected ability to pay in the future. Higher-risk borrowers are charged higher interest rates; lower-risk borrowers are charged lower interest rates. (Financial Literacy Standard IV. Using Credit, PDF) <p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 195 – 203, and watch videos.</p> <p>Conduct a learning activity.</p> <p>Complete Quiz 13 and two (2) Assignments 13.1 and 13.2. Plan accordingly.</p>
<p>MODULE 14</p>	
<p>DATES: XX TO XX</p>	
<p>Concepts</p>	<p>Power of compound interest; Diversification and reducing investment risk; Risk and return: stocks versus bonds; Random walk theory and stock prices; and Indexed versus managed equity funds</p>
<p>Objectives</p>	<p>CSE 4.7 Put the power of compound interest to work.</p> <p>CSE 4.8 Diversify: Don't put all of your eggs in one basket.</p> <p>CSE 4.9 Indexed equity mutual funds can help you outperform the experts.</p>
<p>Financial Literacy and Economic Standards</p>	<ul style="list-style-type: none"> • Financial investment is the purchase of financial assets to increase income or wealth in the future. Investors must choose among investments that have different risks and expected rates of return. Investments with higher expected rates of return tend to have greater risk. Diversification of investment among a number of choices can lower investment risk. (Financial Literacy Standard V. Financial Investing, PDF) • Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses. (Economics Standard 12: Interest Rates, PDF)
<p>Read and watch</p> <p>When meeting face-to-face</p>	<p>Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 203 – 216, and watch videos.</p> <p>Conduct a learning activity.</p>

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By 11:59 pm, Sunday

Complete Quiz 14 and two (2) Assignments 14.1 and 14.2. Plan accordingly.

SUGGESTIVE PACING GUIDE
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MODULE 15 ** EXAM WEEK **	DATES: XX TO XX EXAM 04 – FINAL EXAM, including reflection video COURSE EVALUATION
Concepts	Portfolio adjustments and phases of life; Risk and insurance; and Risk and investments
Objectives	CSE 4.10 Adjust your asset mix to match the timing of financial goals. CSE 4.11 Reduce risk when making education, housing, and other investment decisions. CSE 4.12 Use insurance to help manage risk.
Financial Literacy Standards	<ul style="list-style-type: none"> People make choices to protect themselves from the financial risk of lost income, assets, health, or identity. They can choose to accept risk, reduce risk, or transfer the risk to others. Insurance allows people to transfer risk by paying a fee now to avoid the possibility of a larger loss later. The price of insurance is influenced by an individual's behavior. (Financial Literacy Standard VI. Protecting and Insuring, PDF)
Read and watch	Read about the elements in your <i>Common Sense Economics</i> (CSE) textbook pages 216 - 234, and watch videos.
When meeting face-to-face	Conduct a learning activity.
By 11 pm on Saturday	Complete Assignment 15.
By 11 pm on Sunday	Complete Quiz 15.
By 11:30 pm on Sunday	Expand on your or a classmate's pre-learning answer in Module 15. Provide page references to your CSE textbook and feel free to bring in personal experiences and external resources to support your work.
By 11:59 pm, Tuesday	Complete Exam 4. It is comprehensive.
By 11:59 pm, Friday	Post a reflection Econ Minute #4 video on the Discussion and Video Board: Part 4. Reflect on your initial response. Then, create a video that builds on your it by clearly improving the use of economic reasoning, as outlined in the assigned readings. In your video, connect the concepts to your personal experiences or current events, and support your discussion with proper references to the relevant CSE elements and at least one other assigned learning resources.
By 11:59 pm, Sunday	Watch a classmate's video and provide specific, practical feedback on how they can (1) strengthen their economic reasoning and (2) improve the depth of their reflection, checking for two proper textbook citation.
By 11:59 pm, Sunday	Complete wrap-up survey of understanding of economics and personal finance.

SUGGESTIVE PACING GUIDE
REMOVE PINK HIGHLIGHTS AFTER REPLACING THE INFORMATION FOR XX.

Module D (Insert after module 7 or offer as bonus work at the end of the course)	
Great Depression and Great Recession	
Concepts	Recession and depression; Economic instability; Monetary policy and Great Depression; Tariffs and trade restrictions; and Taxes, subsidies, and instability
Objectives	<p>A recession occurs when overall levels of income, production, and employment decline for more than two consecutive quarters. A depression is a severe recession.</p> <p>Costs of government policies sometimes exceed benefits.</p>
-	Government sponsored programs, high tax policies, and trade restrictions along with unstable and unsound monetary policy distort incentives and inject uncertainty into markets. During recessions and depressions, they can lengthen the period of economic decline.
Economic Standard	Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices. (Standard 20: Fiscal and Monetary Policy, PDF)
Read	<p>Read The Economic Crisis of 2008: Causes and Lessons for the Future (Online) and Lessons from the Great Depression (Online) by James Gwartney, Richard Stroup, Russell Sobel, and David Macpherson. Used with permission. For more information, visit Macroeconomics: Private and Public Choice, 15th Edition at www.cengage.com/economics/gwartney</p>
Watch	Watch video. There is no audio.
When meeting face-to-face	Conduct a learning activity.
By 11:59 pm on Saturday	Complete Quiz 3 and Assignment D. This is a lengthy assignment. Plan accordingly.