**Inspire NOLA**

**Edna Karr High School**

**Course Name: Civics (Regular and Honors) School Year: 2016-2017**

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| **Unit Name:**  **Foundations of American Government** | | **Description:**  This unit focuses on investigating the principles that influenced and motivated the Founding Fathers of the United States to create a constitutional, federal republic.  \* Beginning with the 2016-17 school year, [Act 469](http://opsb.us7.list-manage2.com/track/click?u=4797ca2fff2db8a4fc329069a&id=ee2deda116&e=e6055d29f2) requires high school Civics teachers or teachers of a course which substitutes for Civics to teach a unit of study that includes civics-related subject matter that a naturalized citizen is required to demonstrate knowledge. Teachers must also administer a test based upon the civics portion of the naturalization test. | | | | **Duration (weeks)**  **4**  **(2 weeks for semester)** |
| Week | Essential Questions | Student Friendly Learning Objectives (**Power Standards**, Mastery Standards, *Honors Standards*) | State or National Content Standards | ACT Standards | Mandatory Resources (*text, labs, projects, problem sets*) | Supplemental Resources (*text, textbook pages, labs, projects, problem sets, digital resources*…) |
| 1-4 | Can students identify the basic purposes of government and describe how various governments accomplish those purposes?  Can students compare and contrast structure and leadership in American government to structure and leadership in governments in other countries?  Can students explain how the British concept of limited government influenced the formation of the United States government?  Can students explain how Enlightenment ideas about government and individual rights are captured in the American founding documents?  Can students explain how compromises reached at the Constitutional Convention represent or incorporate democratic ideals and principles of the United States Constitution?  Can students identify and describe underlying democratic principles and concepts that influenced the creation of the United States Constitution? | Students understand the principles that influenced the Founding Fathers and the creation of our federal republic.  Students demonstrate an understanding of the ideas that shaped the formation of the American republic and identify their source.  Students explain what makes our government different from other governments.  Students will differentiate between the different forms of government from around the world. | **C.1.1 Describe reasons why government is necessary, explaining competing ideas about the role of government in society**  **C.1.2 Compare and contrast the structure and leadership of different forms of government in various nations**  **Constitution C.1.2 Compare and contrast the structure and leadership of different forms of government in various nations**  **C.1.3 Analyze the influence of the Magna Carta, English common law, and the English Bill of Rights in creating a limited form of government in the United States**  **C.1.4 Explain the influence of Enlightenment philosophers, the Great Awakening, and the American Revolution on the American founding documents**  **C.1.5 Explain the issues involved in various compromises or plans leading to the creation of the United States Constitution**  **C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States** | IDT 401. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives  IDT 402.Identify a clear central idea or theme in somewhat challenging passages or their paragraphs  IDT 403.Summarize key supporting ideas and details in somewhat challenging passages  ARG 402.Identify a clear central claim in somewhat challenging passages  WME 401.Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages  WME 402.Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings | Textbook  http://connected.mcgraw-hill.com/connected/login.do | [*We the People*](http://docsteach.org/activities/68/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation&sortBy=title), Docsteach.org  [*The Constitution at Work*](http://docsteach.org/activities/16/detail?mode=browse&menu=closed&era%5B%5D=multiple-eras&sortBy=title), Docsteach.org  *Forms of Government*, Peter Benoit  *Milestones in the Evolution of Government,* LeeAnne Gelletly  [*Government Types*](https://www.cia.gov/library/publications/the-world-factbook/fields/2128.html), Central Intelligence Agency  [*Forms of Government*](http://www.scholastic.com/teachers/article/forms-government), Scholastic  *Democracy*, Diane Bailey  [*Leviathan*](http://www.nlnrac.org/earlymodern/hobbes/primary-source-documents)*,* Thomas Hobbes  [*Foundations of American Government*](http://www.ushistory.org/gov/2.asp)*,* UShistory.org  [*Magna Carta*](http://www.bl.uk/magna-carta), British Library  [*Magna Carta and Its American Legacy*](http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html), U.S. National Archives and Records Administration  [*English Bill of Rights*](http://www.constitution.org/bor/eng_bor.htm), Constitution Society  [*Declaration of Independence*](http://www.gilderlehrman.org/history-by-era/war-for-independence/resources/declaration-independence-1776), Thomas Jefferson  [*Articles of Confederation*](http://www.loc.gov/rr/program/bib/ourdocs/articles.html), Library of Congress  “[Influence of the Enlightenment on Democratic Thought](http://study.com/academy/lesson/influence-of-the-enlightenment-on-democratic-thought.html),” Study.com  [*Two Versions of the Preamble to the Constitution*](http://www.gilderlehrman.org/history-by-era/creating-new-government/resources/two-versions-preamble-constitution-1787), Library of Congress  [*The Constitution of the United States*](http://www.archives.gov/exhibits/charters/constitution_transcript.html), National Archives  https://www.cia.gov/library/publications/the-world-factbook/fields/2128.html |

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| **Unit Name:**  **Structure and Purposes of Government** | | **Description:**  This unit focuses on the structure, roles, and responsibilities of the United States government. | | | | **Duration (weeks)**  **6**  **(3 weeks for semester)** |
| Week  6-11 | Essential Questions | Student Friendly Learning Objectives (**Power Standards**, Mastery Standards, *Honors Standards*) | State or National Content Standards | ACT Standards | Mandatory Resources (*text, labs, projects, problem sets*) | Supplemental Resources (*text, textbook pages, labs, projects, problem sets, digital resources*…) |
|  | Can students explain how the government achieves the purposes of government as defined in the Preamble?  Can students describe the principles of American democracy embodied in the structure, roles, and responsibilities of government?  Can students explain why the Founding Fathers created three branches of government?  Can students describe and evaluate the complexity of the legislative process at the federal level?  Can students distinguish between elected and appointed positions at the federal level?  Can students describe the qualifications for elected federal officials as outlined in the United States Constitution?  Can students explain how the doctrine of judicial review protects the integrity of the Constitution and the rights of Americans?  Can students explain why the Founding Fathers created a federal republic?  Can students describe the procedures for amending the United States Constitution?  Can students explain how regulatory agencies support the purposes of government as defined in the Preamble? | Can students explain how the government achieves the purposes of government as defined in the Preamble?  Can students describe the principles of American democracy embodied in the structure, roles, and responsibilities of government?  Can students explain why the Founding Fathers created three branches of government?  Can students describe and evaluate the complexity of the legislative process at the federal level?  Can students distinguish between elected and appointed positions at the federal level?  Can students describe the qualifications for elected federal officials as outlined in the United States Constitution?  Can students explain how the doctrine of judicial review protects the integrity of the Constitution and the rights of Americans?  Can students explain how regulatory agencies support the purposes of government as defined in the Preamble?  Can students explain why the Founding Fathers created a federal republic?  Can students describe the procedures for amending the United States Constitution?  Create a classroom constitution. | C.1.1 Describe reasons why government is necessary, explaining competing ideas about the role of government in society  C.1.2 Compare and contrast the structure and leadership of different forms of government in various nations  C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution  Structure and Purpose of the Government  C.2.1 Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved.  C.2.2 Describe the structure and functions of the federal government as stated in the United States Constitution.  C.2.3 Explain the distribution of powers, responsibilities, and limits on the United States government.  C.2.4 Cite the qualifications, terms of office, roles, and duties for appointed and elected officials  C.2.5 Explain the processes and strategies of how a bill becomes a law at the federal level  C.2.6 Differentiate between loose and strict constructionist interpretation of the Constitution by examining the meaning and implications of the Bill of Rights and subsequent amendments  C.2.7 Explain the role of regulatory and independent government agencies in American society  C.2.8 Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures | IDT 401. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives  IDT 402.Identify a clear central idea or theme in somewhat challenging passages or their paragraphs  IDT 403.Summarize key supporting ideas and details in somewhat challenging passages  ARG 402.Identify a clear central claim in somewhat challenging passages  WME 401.Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages  WME 402.Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings | Textbook  http://connected.mcgraw-hill.com/connected/login.do | [*The Big Ideas of the U.S. Constitution*](http://docsteach.org/activities/7763/detail?menu=closed&mode=search&sortBy=relevance&q=big+ideas&commit=Go), Docsteach.org  [*Constitution Day Workshop*](http://www.archives.gov/education/lessons/constitution-workshop/index.html)*,* Archives.org  [*Checks and Balances in Action*](http://docsteach.org/activities/7275/detail?mode=browse&menu=closed&era%5B%5D=multiple-eras&sortBy=title), Docsteach.org  [*Congress in Article I of the United States Constitution*](http://docsteach.org/activities/13187/detail?mode=browse&menu=closed&era%5B%5D=multiple-eras&sortBy=title), Docsteach.org  [*Federal Reserve*](https://www.federalreserveeducation.org/resources/classroom/lesson-plans), FederalReserveEducation.org  [*The Nature of Government*](http://www.ushistory.org/gov/1.asp), UShistory.org  [*The Constitution of the United States*](http://www.archives.gov/exhibits/charters/constitution_transcript.html), National Archives  [*Hamilton and the Constitution*](http://www.pbs.org/wgbh/amex/duel/sfeature/hamiltonusconstituion.html), Pbs.org  [*Branches of Government*](http://www.house.gov/content/learn/branches_of_government/), U.S. House of Representatives  [*Federalism*](http://www.ushistory.org/gov/3.asp), UShistory.org  [*The Organization of the Bureaucracy,*](http://www.ushistory.org/gov/8b.asp)Ushistory.org  [*OSHA*](https://www.osha.gov/), United States Department of Labor  [*About the SEC*](http://www.sec.gov/about.shtml), Securities and Exchange Commission  [*About the FTC*](https://www.ftc.gov/about-ftc), Federal Trade Commission  [*What We Do*](https://www.fcc.gov/what-we-do), Federal Communications Commission  [*Find Your Legislator*](https://www.legis.la.gov/legis/FindMyLegislators.aspx), Louisiana State Legislature  [*Ratifying the Thirteenth Amendment*](http://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/resources/ratifying-thirteenth-amendment-1866), Library of Congress  [*Supreme Court Cases*](http://www.oyez.org/issues), U.S. Supreme Court Media  http://www.pbs.org/newshour/extra/lessons\_plans/lesson-plan-constitution-day/ |

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| **Unit Name:**  **Functions of U.S. Government** | | **Description:**  In this unit students explore the various roles of the U.S. government. This sets the stage for the unit to follow where students begin looking at citizenship in the United States. | | | | **Duration (weeks)**  **7**  **(3.5 weeks for semester)** |
| Week  12-18 | Essential Questions | Student Friendly Learning Objectives (**Power Standards**, Mastery Standards, *Honors Standards*) | State or National Content Standards | ACT Standards | Mandatory Resources (*text, labs, projects, problem sets*) | Supplemental Resources (*text, textbook pages, labs, projects, problem sets, digital resources*…) |
|  | What are the five basic goals of United States foreign policy?  What are the differing ideas of our government’s role globally?  How do nations cooperate with international organizations?  How do other nations impact the United States and how does the United States impact other nations?  What are the elements of United States domestic policy? | Students understand the basic goals of the United States foreign policy and how these goals affect the relationship between the United States and other nations.  Students explain the impact of the United States foreign policy in historical and current events.  Students analyze international incidents using primary and secondary sources to understand the role of the United States in the international community.  Students will solve a fictitious international issue utilizing the structures and procedures put into place by the United Nations. | C.3.1 Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation  C.3.2 Examine the ways that nations work to cooperate with international organizations politically and economically  C.3.3 Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations  C.3.4 Describe ways in which ideas, events, and policies of other nations impact the United States  C.4.1 Describe the elements of United States domestic policy | IDT 401. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives  IDT 402.Identify a clear central idea or theme in somewhat challenging passages or their paragraphs  IDT 403.Summarize key supporting ideas and details in somewhat challenging passages  ARG 402.Identify a clear central claim in somewhat challenging passages  WME 401.Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages  WME 402.Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings | Textbook  http://connected.mcgraw-hill.com/connected/login.do | [*Documenting Key Presidential Decisions*](http://docsteach.org/activities/15/detail?mode=browse&menu=closed&era%5B%5D=multiple-eras&sortBy=title), Docsteach.org  [*Foreign Policy: War & Peace and Everything in Between*](http://www.icivics.org/teachers/lesson-plans/foreign-policy-war-peace-and-everything-between), iCivics.org  [*Globalization*](http://www.pbs.org/kqed/chinainside/edlesson1.html), Pbs.org  [*Policy Making: Political Interactions*](http://www.ushistory.org/gov/11.asp), UShistory.org  [*Foreign Policy*](https://foreignpolicy.com/), Foreignpolicy.com  [*What is NATO?*](http://www.nato.int/), North Atlantic Treaty Organization  [*Official Website of the EU*](http://europa.eu/index_en.htm), European Union  [*UN for Students*](http://www.un.org/en/sections/resources/students/index.html), United Nations  [*North American Free Trade Agreement*](http://www.naftanow.org/)*,* Naftanow.org  [*World Trade Organization*](https://www.wto.org/), WTO.org  [*Domestic Policy Council,*](https://www.whitehouse.gov/administration/eop/dpc) Whitehouse.gov  http://www.state.gov/documents/organization/232725.pdf |

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| **Unit Name:**  **U.S. Citizenship** | | **Description:**  In this unit students explore the roles of the citizen in American democracy. This sets the stage for the unit to follow where students begin looking at how government and economics are interconnected. | | | | **Duration (weeks)**  **6**  **(3 weeks for semester)** |
| Week  19-24 | Essential Questions | Student Friendly Learning Objectives (**Power Standards**, Mastery Standards, *Honors Standards*) | State or National Content Standards | ACT Standards | Mandatory Resources (*text, labs, projects, problem sets*) | Supplemental Resources (*text, textbook pages, labs, projects, problem sets, digital resources*…) |
|  | How are the rights, responsibilities, and duties of citizens similar and different?  How does informed citizenship support democratic government?  How have civil rights evolved over time for different groups?  How is government impacted by media and public opinion, political parties, special interest groups, and other groups?  What are the platform positions of the major political parties and how are they impacted by third parties?  What roles do campaigns, third parties, the Electoral College, and the U.S. Census have on the American political system?  What are the differing opinions of the role the government should play in citizens’ everyday lives? | Students understand the various rights and responsibilities of a citizen of the United States.  Students explore the development and the extension of basic rights of citizenship to various groups in the United States (e.g., African Americans, women).  Students distinguish between different types of propaganda and the role propaganda plays in political election campaigns.  Students explain the difference between major political parties and special interest groups.  Create a speech to present to Congress in support for or to prevent a change in legislation for an interest/lobby group of their choice. | C.1.1 Describe reasons why government is necessary, explaining competing ideas about the role of government in society  C.5.1 Distinguish between personal, political, and economic rights of citizenship  C.5.2 Differentiate between civic duties and responsibilities, including various forms of civic participation  C.5.3 Describe how civil rights have evolved over time to include diverse groups of citizens  C.5.4 Evaluate the role of the media and public opinion in American politics, including the use and effects of propaganda techniques  C.5.5 Analyze the effects of campaigns, campaign finance, elections, the Electoral College, and the United States census in the American political system  C.5.6 Describe key platform positions of the major political parties and evaluate the impact of third parties in election outcomes  C.5.7 Explain historical and contemporary roles of special interest groups, lobbyists, and associations in United States politics | IDT 401. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives  IDT 402.Identify a clear central idea or theme in somewhat challenging passages or their paragraphs  IDT 403.Summarize key supporting ideas and details in somewhat challenging passages  ARG 402.Identify a clear central claim in somewhat challenging passages  WME 401.Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages  WME 402.Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings | Textbook  http://connected.mcgraw-hill.com/connected/login.do | [*The First Amendment*](http://docsteach.org/activities/4894/detail?mode=browse&menu=closed&era%5B%5D=multiple-eras&sortBy=title), Docsteach.org  [*Personal and Civic Responsibility*](http://www.classroomlaw.org/files/posts-pages/resources/lesson_plans/civitaslesson2_lesson.pdf), Classroomlaw.org  [*Media and Elections*](http://www.edb.utexas.edu/resources/team/lesson_3.html)*,* Edb.utexas.edu  [*Policy and Platforms*](http://conventions.cps.neu.edu/policy-platforms/lesson-plans/)*,* Northeastern University  [*How do Citizens Connect with their Government?*](http://www.ushistory.org/gov/5.asp), UShistory.org  [*American Political Attitudes and Participation*](http://www.ushistory.org/gov/4.asp), UShistory.org  [*America’s Civil Rights Timeline*](https://www.sitinmovement.org/history/america-civil-rights-timeline.asp), Sitinmovement.org  [*Interest Groups*](http://www.ushistory.org/gov/5c.asp)*,* USHistory.org  [*The Impact of the Media*](http://www.bbc.co.uk/education/clips/zbqxn39)*,* bbc.co.uk  [*Party System*](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/elections/partysys.html), Library of Congress  [*Democratic Platform*](https://www.democrats.org/party-platform), democrats.org  [*Green Party Platform*](http://www.gp.org/committees/platform/2012/)*,* gp.org  [Libertarian Party Platform](http://www.lp.org/platform)*,* lp.org  [*Republican Platform*](https://www.gop.com/platform/), GOP.com  [*Political Party Platforms*](http://www.presidency.ucsb.edu/platforms.php)*,* The American Presidency Project  http://votesmart.org/interest-groups#.VxEaX9QrLIU |

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| **Unit Name:**  **Economic Concepts** | | **Description:**  In this unit students explore economic concepts as they relate to the economic system of the United States. This sets the stage for the unit to follow where students examine their role in the economy through financial literacy. | | | | **Duration (weeks)**  **6**  **(3 weeks for semester)** |
| Week  25-30 | Essential Questions | Student Friendly Learning Objectives (**Power Standards**, Mastery Standards, *Honors Standards*) | State or National Content Standards | ACT Standards | Mandatory Resources (*text, labs, projects, problem sets*) | Supplemental Resources (*text, textbook pages, labs, projects, problem sets, digital resources*…) |
|  | How do factors of production impact the circular flow of goods and services model?  What are the factors that influence productivity and how do standard of living and GDP relate?  How do supply, demand, competition, and scarcity impact decision-making for producers and consumers?  How do the different types of economies allocate resources to meet the needs of their societies?  How are the four market structures similar and different and what would occur if a country changed from one type to another?  How do technology, global economic interdependence, competition, and unemployment impact an economy?  What is the government’s role in facilitating our economic relationships with other nations? | Students understand various ways different economic systems answer the three basic economic questions: What should be produced? How should it be produced? and For whom should it be produced?  Students explain the problems caused by scarcity and the effects on economic decision-making.  Students describe the connection between productivity and standard of living.  Students demonstrate the effects of supply and demand on economic activity in a market economy.  Students understand the types of market structures found in the United States economy and can describe their characteristics.  Students explain the effects of innovation and technology on competition and interdependence in the United States economy.  Students understand the difference between types of unemployment and their effects on the economy.  Students will examine the advantages and disadvantages of different systems in the process of designing an ideal economy. | C.6.1 Explain the basic problem of scarcity and how it drives economic decision making  C.6.2 Describe the role of the factors of production as part of the circular flow of goods and service model  C.6.3 Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP  C.6.4 Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers.  C.6.5 Evaluate how different economic systems allocate resources in terms of their benefit to society.  C.7.1 Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price  C.7.2 Explain how competition affects both producers and consumers  C.7.3 Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system  C.7.4 Explain the effects of technology and innovation on global economic interdependence and competition.  C.7.5 Evaluate how various types of unemployment affect the economy | IDT 401. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives  IDT 402.Identify a clear central idea or theme in somewhat challenging passages or their paragraphs  IDT 403.Summarize key supporting ideas and details in somewhat challenging passages  ARG 402.Identify a clear central claim in somewhat challenging passages  WME 401.Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages  WME 402.Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings | Textbook  http://connected.mcgraw-hill.com/connected/login.do | [*Circular Flows,*](http://ecedweb.unomaha.edu/ve/library/CIRF.PDF)UNO Center for Economic Education  [*How Can Entrepreneurs Control Costs?,*](http://ecedweb.unomaha.edu/lessons/euse1.htm)UNO Center for Economic Education  [*Characteristics of Market Structures*,](http://econworks.org/wp-content/uploads/2013/01/Characteristics-of-Market-Structure.pdf)Econworks.org  [*Resource Center*](http://www.treasury.gov/resource-center/Pages/default.aspx), U.S. Department of the Treasury  [*Types of Markets*](http://financetrain.com/types-of-market-structures/), Financetrain.com  [*Types of Economic Systems*](https://www.youtube.com/watch?v=5xgwYRX19VU), YouTube  [*Globalization and Interdependence*](http://www.un.org/en/development/desa/oesc/globalization.shtml), Un.org  https://www1.umn.edu/humanrts/edumat/sustecon/activities/2-2.htm |

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| **Unit Name:**  **Financial Literacy** | | **Description:**  In this unit students explore how economic decisions shape a person’s financial future. | | | | **Duration (weeks)**  **3**  **(1.5 weeks for semester)** |
| Week  31-33 | Essential Questions | Student Friendly Learning Objectives (**Power Standards**, Mastery Standards, *Honors Standards*) | State or National Content Standards | ACT Standards | Mandatory Resources (*text, labs, projects, problem sets*) | Supplemental Resources (*text, textbook pages, labs, projects, problem sets, digital resources*…) |
|  | What are the main influences of future earning potential?  What would a family budget entail that focused on avoiding negative consequences to obtain financial goals and how would individuals use available tools to help them achieve financial success?  How do various types of credit, savings, and investment compare to one another and what are the risks associated? | Students understand the relationship between high levels of skills and education with higher wages and benefits.  Students demonstrate how to manage household finances by developing personal financial goals, creating a family budget to achieve those goals, and managing a checking and savings account.  Students differentiate between the various financial institutions and services while determining which will best help them achieve their financial goals.  Students understand the benefits and risks associated with credit including the role credit scores play in the lending process.  Students will determine expenses, including those based on choices for housing, transportation, and leisure items.  Students will develop, analyze, and revise a budget based on actual incomes and expenses. | C.8.1 Explain the relationship between education, training, and career options to future earning potential  C.8.2 Create a family budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences  C.8.3 Compare and evaluate types of credit, savings, investment, and insurance services available to the consumer from various institutions  C.8.4 Apply given financial data to real life situations such as reconciling a checking account, reading bank and credit card statements, purchasing major goods, and avoiding consumer fraud  C.8.5 Analyze the benefits and risks of using credit and examine the various uses of credit scores | IDT 401. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives  IDT 402.Identify a clear central idea or theme in somewhat challenging passages or their paragraphs  IDT 403.Summarize key supporting ideas and details in somewhat challenging passages  ARG 402.Identify a clear central claim in somewhat challenging passages  WME 401.Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages  WME 402.Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings | Textbook  http://connected.mcgraw-hill.com/connected/login.do | [*Banking, Bank Accounts, and Earning Interest*](http://www.moneyinstructor.com/banking.asp)*,* MoneyInstructor.com  [*Your Budget Plan,*](http://financeintheclassroom.org/downloads/Budget.pdf)Financeintheclassroom.org  [*Money Smart*](https://www.fdic.gov/consumers/consumer/moneysmart/young.html), FDIC  [*Use Your Credit Cards Wisely*](https://mappingyourfuture.org/money/creditcards.cfm), Mappingyourfuture.org  [*Budget Planner*](http://www.schwabmoneywise.com/public/moneywise/calculators_tools/budgeting_tools/monthly_budget_planner), Schwab Moneywise  [*Save and Invest*](http://www.mymoney.gov/save-invest/Pages/saveandinvest.aspx), mymoney.gov  https://secure.cfwv.com/images/wv/PDFs/RTS/Facilitators\_Guides/Grade\_7-12/G9\_7-12\_MoneyMatters1.pdf |