

Pacing Guide Course Outline
Economics

Course Description: Economics students engage in micro and macro analysis of issues that impact a nation, firm production, consumption, to internet trends and best practices.

Prerequisites: To maximize the potential successes of our students, it is strongly recommended that all persons enrolled in this course possess the following BJC passes or equivalent: Math (C), English (C) and have a minimum of a 2.50 GPA at the end of Grade 9.

Exit Competencies: Economics BGCSE Examination
City and Guilds Business Studies Level I-III

In an effort to keep our students on target and permit you to follow their progress and expected outcomes, this document outlines the expected areas of focus for the academic year of 2022-2023. Please visit the Ministry of Education's website at ministryofeducationbahamas.com for ongoing updates. Together, we will experience academic growth.

A = Advanced **F** = Fundamental **I** = Intermediate

NATIONAL PACING GUIDE

CURRICULUM: *Economics*

GRADE LEVEL: 10

TERM: I

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
1-2	<p>Introduction to Economics</p> <ul style="list-style-type: none"> Local vs. global economics Theories compared (Keynesian, Classical) Micro vs. Macro Economics 	<ul style="list-style-type: none"> Define economics based on the allocation of resources to satisfy needs and wants. Discover how limited resources force individuals and firms to make choices (scarcity). Create comparative list of needs/wants. Assess the relationship between tradeoffs and opportunity costs. Explain the 3 economic questions which every society must address: <ul style="list-style-type: none"> ✓ What will be produced? ✓ For whom will it be produced? ✓ How will it be produced? Evaluate basic economic concepts (needs/wants, scarcity/opportunity cost, opportunity benefit, income/wealth). Interpret, illustrate and analyze the production possibilities curve 	<p>“Starting Economics” by G. F Stanlake</p> <p>“Essential Principles of Business for CSEC” – 3rd edition by Dr. Alan Whitcomb</p> <ul style="list-style-type: none"> YouTube Videos Live Chats Economics Nuggets Quizlet - https://quizlet.com/ Kahoot - https://kahoot.com/ Explee - https://explee.com/ Flipgrid - https://info.flipgrid.com/ <p>Mircosoft Teams</p>	6 hours	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Create a concept map in class to represent an understanding of the varying aspects of a topic. Submit a sentence summary identifying the main point of each sub-topic. <p>Summative Assessment:</p> <ul style="list-style-type: none"> Unit test Key Terms quiz (oral/written)/ Individual hierarchy PowerPoint presentations.

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
3-5	<p>Economic Systems</p> <ul style="list-style-type: none"> • Types of Economic Systems • Advantages and Disadvantages 	<ul style="list-style-type: none"> • Identify and explain the basic economic systems (Subsistence/Traditional, Planned/Command, Free Market/Laissez Faire, Mixed). • Examine the circular flow of income in a market economy and in a mixed economy with illustrations. • Distinguish between factor market vs product market. • Create a list of the characteristics fundamental to basic economic systems. • Assess the decisions required when a country is seeking to determine its production area of focus. • Compare & contrast the advantages & disadvantages associated with each of the major economic system structures. • Justify associated characteristics of economic systems. • Analyze the economic composition of The Bahamas in comparison to regional neighbors. 	<p>“Starting Economics” by G. F Stanlake</p> <p>“Essential Principles of Business for CSEC” – 3rd edition by Dr. Alan Whitcomb</p> <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ <p>Mircosoft Teams</p>	9 hours	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Have students submit a short essay on the economic system which they would want to live in and explain why. • Prepare a letter to the principal, using correct form (as taught in English Language), justifying why the concept of economic structures should be taught to the entire school population. Highlight the associated advantages & disadvantages. <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Unit/Key Terms quiz (oral/written)/Debate arguing for/against specific structures.

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6	Economic Resources (Factors of Production) <ul style="list-style-type: none"> The factors of production Land Labour Capital Entrepreneur 	<ul style="list-style-type: none"> Identify & evaluate the factors of production. Assess the rewards/benefits/remuneration of the factors. Create a model of the factors of production, evaluating the implications of the individual factor on the factors collectively. Evaluate the supply of resources, in comparison to the efficiency of labour 	“Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> YouTube Videos Live Chats Economics Nuggets Quizlet - https://quizlet.com/ Kahoot - https://kahoot.com/ Explee - https://explee.com/ Flipgrid - https://info.flipgrid.com/ Microsoft Teams	3 hours	Formative Assessment: <ul style="list-style-type: none"> Provide a paragraph summary of each resource of the economic resources, including interchangeable names. Summative Assessment: <ul style="list-style-type: none"> Unit /Key Terms quiz (oral/written)/ Individual presentations/ Peer Assignment/Group Video Project
7-8	Production & Productivity <ul style="list-style-type: none"> Definition Formulas/Calculations Branches /Stages 	<ul style="list-style-type: none"> Define Productivity. Distinguish between production and productivity. Calculate productivity and discuss major factors for the rise and fall in productivity. 	Microsoft Teams	6 hours	Formative Assessment: <ul style="list-style-type: none"> Identify an indigenous product that you would like to manufacture and create a budget including the various costs to produce and launch the product in the market.

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
7-8	Production & Productivity <ul style="list-style-type: none"> • Definition • Formulas/Calculations • Branches /Stages • Relationship to Profits • Marginal Cost vs. Marginal Benefit 	<ul style="list-style-type: none"> • Evaluate the process of dividing labor. • Distinguish between and assess fixed and variable factors of production. • Differentiate between the types of cost. • Define cost of production. • Differentiate between and calculate total production, average and marginal production. • Differentiate between marginal cost and marginal benefits • Plot various costs on a line graph to determine the break-even point. • Complete simple statistical calculations. • Plot average production on a bar graph. • Distinguish between increasing and decreasing productivity (Diminishing Returns). • Discuss cost revenue and break-even point. • Plot various costs on a line graph. Calculate various costs.	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Mircosoft Teams	6 hours	Summative Assessment: <ul style="list-style-type: none"> • Unit test/Structured questions/Product Creation & launch.

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9-10	The Characteristics of the Consumer <ul style="list-style-type: none"> • Characteristics • Rights • Responsibilities 	<ul style="list-style-type: none"> • Define the terms consumer, consumerism • Examine the three types of consumers: consumers of goods, service and credit. • Analyze the general characteristics common to the average consumer. • Create consumer profiles given specific environments. • Evaluate the rights and responsibilities of consumers. • Create a campaign to inform and educate consumers on basic rights and responsibilities. Examine the role of the Bureau of Standards and the Credit Bureau. • Assess the effectiveness of consumer protection legislation. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Microsoft Teams	6 hours	Formative Assessment: <ul style="list-style-type: none"> • Create and recite two original rhyming poems on the role, rights and responsibilities of a consumer. Summative Assessment: <ul style="list-style-type: none"> • Unit/Key Terms quiz (oral/written)/Customer Service recommendation report

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TERM: II

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
1-3	<p>Public vs. Private Sector Business Units Ownership / Control & Profits</p> <ul style="list-style-type: none"> • Public Corporations • Ministries • Local Government • Sole Trader • Partnerships • Limited Companies • Franchises • Local Government/Municipal Enterprises • Multinationals • Holding companies • Quasi-Government 	<ul style="list-style-type: none"> • Identify and explain types of Business Units. <ul style="list-style-type: none"> ✓ Sole Trader / Entrepreneurship ✓ Partnership ✓ Limited Companies ✓ Cooperatives ✓ Public Corporations ✓ Local Government ✓ Franchises • Create a PowerPoint presentation demonstrating through a comparative analysis, the characteristics of the varied Business Units. • Assess the advantages / disadvantages of the respective business units. • Evaluate the significance of satisfying prerequisites / regulations for establishing a new business, parallel to Bahamian law. Critically discuss the necessity of multiple forms of Business Units in an economy. 	<p>Starting Economics” by G. F Stanlake</p> <p>“Essential Principles of Business for CSEC” – 3rd edition by Dr. Alan Whitcomb</p> <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ <p>Mircosoft Teams</p>	9 hours	<p>Formative Assessment: Write a formal letter to the Minister responsible for the establishment of new businesses with three suggestions for consideration, to encourage increased entrepreneurial activity in an effort to create jobs for potential graduates.</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Unit / key terms quiz (oral / written) / Individual Letter presentations / Report on business unit analysis gathered during the physical visits.

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TERM: II

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
4-5	Role of Firms in an Economy <ul style="list-style-type: none"> • Competition • Competitive Firms • Monopolistic Firms 	<ul style="list-style-type: none"> • Define competition & monopoly. • Identify & assess local examples of competitive and monopolistic firms. • Compare/contrast the characteristics and advantages/disadvantages. • Evaluate & assess the roles of competitive and monopolistic firms in a Bahamian economy. • Determine barriers/restrictive policies that permit or deny entry into such markets. • Differentiate between price competition and non-price competition. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ 	6 hours	Formative Assessment: <ul style="list-style-type: none"> • Create a brochure on companies that sell the latest trends in a product (e.g. school shoes), and highlight at least one distinct reason why consumers choose their store of preference, over the competition. (Use advertising techniques to assist in presentation). Summative Assessment: <ul style="list-style-type: none"> • Unit test/Structured questions/Report on visits to local competitive and monopolistic firms.
6-7	Firms <ul style="list-style-type: none"> • Size of Firms • Formation • Growth • Protection • Survival • Economies of Scale • Diseconomies of scale 	<ul style="list-style-type: none"> • Identify the role of small firms in an economy. • Discuss why and how firms grow. • Assess factors that contribute to the survival of small firms. • Compare / contrast the growth pattern of a firm presenting the advantages of a firm increasing in size. 	Microsoft Teams	6 hours	Formative Assessment: <ul style="list-style-type: none"> • Prepare a multimedia presentation demonstrating the classification of business firms and explain the structure of each, to be used as a teaching tool for a new group of students on this topic.

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
8-9	Firms <ul style="list-style-type: none"> • Size of Firms • Formation • Growth • Protection • Survival • Economies of Scale • Diseconomies of scale 	<ul style="list-style-type: none"> • Distinguish between short run and long run. • Differentiate between economies of scale, diseconomies of scale and optimum size of a firm. • Draw and label the optimum size chart. • Calculate changes in the size/scale of production in the long run. • Analyze the importance of multinational firms & globalization. • Discuss protectionism and protection agencies e.g. Environmental Protection Agency. • Evaluate current protection agencies / legislature and the implication for the survival of businesses. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Mircosoft Teams	6 hours	Summative Assessment: <ul style="list-style-type: none"> • Unit test/Multimedia Presentation/Oral report on observed businesses.

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TERM: I

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
1-3	Supply and Demand <ul style="list-style-type: none"> • Definition • Laws • Influencing Factors • Market price • Contractions/Extensions • Marginal utility • Vertical Supply Curve 	<ul style="list-style-type: none"> • Interpret the demand for goods and services in an economy. • Identify & explain the laws of supply, demand and elasticity. • Evaluate factors that influence increasing supply and demand. • Determine market prices based on supply & demand. • Explain and calculate elasticity. • Evaluate factors that influence elasticity of supply and demand. • Recognize & illustrate contractions/ extensions (expansions). • Assess/calculate/recognize/plot equilibrium. • Interpret data & graphically represent. • Examine the vertical supply curve and its impact on demand. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Microsoft Teams	12 hours	Formative Assessment: <ul style="list-style-type: none"> • Practice examination type questions electronically using software that permits 24 hours posting and assessment. • Interpret data, plot curves and complete calculations. Summative Assessment: Unit /Key Terms quiz (oral/written)/ Calculations worksheet/ Plotting activity /Electronic activity submission.

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TERM: I

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
4-5	Population <ul style="list-style-type: none"> • Census • Characteristics • Growth Patterns • Distribution • Structure of the population • Dependent population • Ageing population • Age-sex pyramid 	<ul style="list-style-type: none"> • Evaluate how population effects the economy. • Identify & explain terminology relative to the increase/decrease in the size of the population. • Interpret terms related to population size, growth, distribution. • Assess population distribution. • Evaluate growth patterns in the Bahamian society. • Illustrate changes in population size. • Analyze the Bahamian population in terms of growth, density and distribution. • Conduct population comparisons relative to regional and international neighbors. • Compare the local, regional and global population trends and statistics. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Mircosoft Teams	6 hours	Formative Assessment: Create graphs and charts in Excel reflecting the population structure of The Bahamas over a five- year period, providing an analysis of factors that influence the increase or decrease, of the population at varying times. Summative Assessment: <ul style="list-style-type: none"> • Unit/Key Terms quiz (oral/ written)/ Report on family survey as a representation of the population. • Individual presentations / Peer Assignment/ Group Video Project/Debate for/against strategies to increase and decrease population.

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
6-7	Employment <ul style="list-style-type: none"> • Definition • Categories • Implications • Full employment • Department of Labour • National Training Agency (NTA) 	<ul style="list-style-type: none"> • Define employment. • Qualify the term ‘unemployment’. • Measure and categorize employment vs. unemployment. • Assess the implications of employment/unemployment for an economy. • Create a list of pre-interview requirements for employment. • Demonstrate an understanding of the effective interview process. • Participate in a live interview demonstrating skills learnt. • Evaluate the role of unions in the employment process. • Discuss full employment • Define the labour force • Calculate the labour force, the working population and the unemployment rate. • Assess the role of the Department of labour • Discuss the role of the National Training Agency (NTA). • Calculate the labour force, the working population and the unemployment rate. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Microsoft Teams	6 hours	Formative Assessment: <ul style="list-style-type: none"> • Create graphs and charts in excel reflecting the employment structure of The Bahamas over a five year period, providing an analysis of factors that influence the increase or decrease, of the employment at varying times. • Report on interview with the unemployed. Summative Assessment: <ul style="list-style-type: none"> • Unit/ Key Terms quiz (oral/ written)/ Multimedia report on interview with recommendations to correct findings / Debate for/against strategies to increase employment rates while decreasing the unemployment rate

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
8-9	Labour <ul style="list-style-type: none"> • Wage differentials • Geographical mobility and Geographical immobility • Individual Supply Curve • Demand & Supply for Labour • Equilibrium Wage 	<ul style="list-style-type: none"> • Classify categories of labour/associated types of income and compensation packages. • Identify / evaluate & illustrate factors that influence the supply of labour. • Interpret the role and function of trade unions and legislation governing labor. • Evaluate the influence of trade unions on labour supply. • Recognize & evaluate the aims/benefits and functions of various types of unions. • Evaluate the impact of collective bargaining on the supply of labour and the general economy. • Assess types of industrial action. • Analyze and demonstrate through dialogue, an understanding of the implications of foreign labor on the supply of labour available in the local economy. • Define the term wage differentials. • Categorize jobs into four skill levels. • Explain and illustrate the differences in wage rates. • Differentiate between geographical mobility vs geographical immobility. • Determine the effects on real wages in an individual supply curve. • Analyze the relationship between supply and demand in the labour market by illustrating the equilibrium wage rate on a graph using a labour demand curve and a labour supply curve. • Evaluate how the minimum wage affects wages price floors 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Mircosoft Teams	6 hours	Formative Assessment: <ul style="list-style-type: none"> • Discuss newspaper articles reflecting union activity with students promoting the support and/or defense of a perspective. • Speak to union membership to ascertain opinions on union leadership and the processes of negotiating. • Conduct a peaceful protest at your school as would be conducted by a union Ensure that the appropriate permission is secured from school authorities, similar to the requirements that would have to be carried out by a union. Summative Assessment: <ul style="list-style-type: none"> • Unit/Key Terms quiz (oral/written) / Individual presentations defending an issue in compliance with required union protocols.

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
10	Inflation and Trends <ul style="list-style-type: none"> • Inflationary Patterns • Economic Trends • Consumer Price Index (CPI) • Household Expenditure Survey 	<ul style="list-style-type: none"> • Define inflation/deflation. • Measure inflation. • Conduct a comparative analysis of inflation & deflation and the impact on the stability of an economy. • Evaluate & illustrate causes of inflation taking into account theories on inflation. • Assess government policies to manage inflation. • Define the Consumer Price Index (CPI) indicating the types and its limitation. • Construct a CPI to determine the rate of inflation. • Analyze the significance of the Household Expenditure Survey of The Bahamas 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Microsoft Teams	3 hours	Formative Assessment: <ul style="list-style-type: none"> • Conduct an interview with an older member of your family and compare the prices of at least 15 items in your home. • Based on your interviews conduct an online search to compare the prices of the same items within the past four years. Record your findings and prepare a multimedia presentation for class discussion. Summative Assessment: Unit test/Inflation Report findings/Inflation calculation activity worksheet.

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TERM: II

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
1-2	Banking <ul style="list-style-type: none"> • Commercial Banks / Central Bank • Roles • Functions • Services 	<ul style="list-style-type: none"> • Discuss the evolution of money as a replacement for barter. • Define, identify & explain the characteristics / types of money. • Define the terms Central Bank, Commercial Banks & other local financial institutions. • Evaluate & explain: <ul style="list-style-type: none"> ✓ The role & functions of the Central Bank ✓ The role and functions of Commercial Banks. • Define savings and propose a list of factors that promote a culture of saving. • Open a savings account and make deposits. • List and explain the role and functions of other local financial institutions. • Demonstrate the process involved in various banking services. • Classify the various types of money in money supply: M0, M1 and M2 • Evaluate and explain the objectives, role and functions of commercial banks • Demonstrate the process involved with Electronic banking/online banking: debit cards, credit cards; electronic currency Bitcoin. 	"Starting Economics" by G. F Stanlake "Essential Principles of Business for CSEC" – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Mircosoft Teams	12 hours	Formative Assessment: <ul style="list-style-type: none"> • Design posters in a desktop publishing software comparing interest rates offered by commercial banks on various loans. • Create brochure recommending a bank for a specific service, with justification. Summative Assessment: <ul style="list-style-type: none"> • Unit test/Key Terms quiz(oral/written) /Individual presentation/Peer Assignment. • Create a comparative table of the services provided by commercial banks and defend which should be recommended to consumers.

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
3	Stock Exchange • Shares, prices, dividends and yields	<ul style="list-style-type: none"> • Define a typical stock exchange, accounting for the nature of daily activities. • Evaluate types of securities and the process of making them available via the exchanges. • Identify/calculate types of securities. • Evaluate the role of the stock exchange in an economy. • Compare & contrast local vs. international exchanges. • Make informed decisions relative to ownership/sale of securities. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Mircosoft Teams	6 hours	Formative Assessment: Collect stock trading report locally and internationally to analyze and discuss with a view to assess terminology recognition, comprehension and usage. Summative Assessment: Unit test/Evaluate stock report to make informed trading recommendations.

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
4	International Trade <ul style="list-style-type: none"> • Specialisation • Why countries gain from trade • Trade Restrictions 	<ul style="list-style-type: none"> • Define international trade. • Assess factors that promote trading. • Evaluate barriers to trade. • Calculate a country's balance of payments, interpreting the implications of balances. • Evaluate the importance of international trade on The Bahamian Economy. • Evaluate / calculate exchange rates. • Discuss current trade agreements. • Analyze the implications of multinational companies on the international trade process. • Assess the implications of supply and demand on international trading activities. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ Microsoft Teams	6 hours	Formative Assessment: Discussions of the implications of trading agreements to which The Bahamas has signed, with justification for and against. Summative Assessment: Unit test/Evaluation of Trade Agreements/Group discussion/Evaluation of student prepared multimedia presentation.
5	E-Commerce	<ul style="list-style-type: none"> • Demonstrate an understanding of the term E-Commerce. • Understand terminologies relevant in the electronic environment. • Evaluate the importance of E-Commerce on the economic stability of a country. • Examine online trading practices using electronic stores to transact business. 	<ul style="list-style-type: none"> • Flipgrid - https://info.flipgrid.com/ Microsoft Teams	6 hours	Formative Assessment: Online research on the importance of E-Commerce for small businesses. Summative Assessment: Unit test/Group discussion/Environment assessment.

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Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
6-7	Coursework	<ul style="list-style-type: none"> Review sample projects of varying quality to make comparisons relative to quality and content. Identify topic and establish research guidelines. Review two or three topics of interest with a view to prioritizing in order of interest and availability of data. Define survey criteria to assist with gathering data. Establish data collection guide. Review sample reference criteria required for the collection data. Begin collecting general data related to the topics of interest. 	<p>Starting Economics” by G. F Stanlake</p> <p>“Essential Principles of Business for CSEC” – 3rd edition by Dr. Alan Whitcomb</p> <ul style="list-style-type: none"> YouTube Videos Live Chats Economics Nuggets Quizlet - https://quizlet.com/ Kahoot - https://kahoot.com/ Explee - https://explee.com/ Flipgrid - https://info.flipgrid.com/ <p>Mircosoft Teams</p>	12 hours	<p>Formative Assessment: Oral presentation justifying topic selection and proposed course of study.</p> <p>Summative Assessment: Completed Title page, Table of Contents, Acknowledgements and Introduction.</p>

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TERM: I

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
1-2	Coursework Preparation	<ul style="list-style-type: none"> Refine topic presentation. Review coursework grading process. Collect, evaluate and categorize data collected. Complete acknowledgements, Table of Content. Complete and submit draft one of the final coursework including the segments referenced, Introduction & data appropriate to be included in chapter one. 	<p>Starting Economics” by G. F Stanlake</p> <p>“Essential Principles of Business for CSEC” – 3rd edition by Dr. Alan Whitcomb</p> <ul style="list-style-type: none"> YouTube Videos Live Chats Economics Nuggets 	12 hours	<p>Formative Assessment: Oral presentation justifying topic selection and proposed course of study.</p> <p>Summative Assessment: Completed Title page, Table of Contents, Acknowledgements and Introduction</p>
3-4	Government Sources of revenue and expenditure	<ul style="list-style-type: none"> Identify and evaluate sources of government revenue and expenditure. Identify and explain types of taxes and the reasons for taxation. Distinguish between direct and indirect taxes. Discuss the various direct and indirect taxes for example: Value added tax, customs duties, real property tax, motor vehicles tax, corporate tax, departure tax and stamp duties. Calculate value added tax on goods sold. Evaluate sources of government revenue and reasons for expenditure. Evaluate monetary & fiscal policies and the national debt. Defend a budget deficit and surplus. 	<ul style="list-style-type: none"> Quizlet - https://quizlet.com/ Kahoot - https://kahoot.com/ Explee - https://explee.com/ Flipgrid - https://info.flipgrid.com/ <p>Microsoft Teams</p>	12 hours	<p>Formative Assessment: Provide a two-line summary of types of taxes.</p> <p>Summative Assessment: Unit test/Quiz (oral/written)/Oral report on recommendations/Mock parliamentary debate.</p>

NATIONAL PACING GUIDE

CURRICULUM: *Economics*

GRADE LEVEL: 12

TERM: I

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
1-2	Economic Growth & Development	<ul style="list-style-type: none"> Define & evaluate economic growth. Assess advantages & disadvantages associated with economic growth. Evaluate the importance of economic growth and critique Government policies promoting growth. Distinguish between expansionary & contractionary policies, capital intensive and labour intensive growth. Identify features of emerging economies, transitional economies, developed economies, and OECD countries. 	<p>Starting Economics” by G. F Stanlake</p> <p>“Essential Principles of Business for CSEC” – 3rd edition by Dr. Alan Whitcomb</p> <ul style="list-style-type: none"> YouTube Videos Live Chats Economics Nuggets Quizlet - https://quizlet.com/ Kahoot - https://kahoot.com/ Explee - https://explee.com/ Flipgrid - https://info.flipgrid.com/ <p>Microsoft Teams</p>	12 hours	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Prepare a comparative report on the economic growth of New Providence and Grand Bahama. Prepare a comparative report on the economic growth of two major islands and two smaller islands in similar proximity, within The Bahamas. <p>Summative Assessment: Unit test/Structured questions/ Presentation of findings.</p>
3-4	Business Cycles/Trade Cycles	<ul style="list-style-type: none"> Describe the phases of the Business Cycle and Trade Cycle Construct a Business Cycle diagram Examine the suggested causes of Business Cycle fluctuations. Discuss the means by which the government uses fiscal policy to combat the harmful effects of the Business Cycle. 		12 hours	

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TERM: I

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
5	National Income	<ul style="list-style-type: none"> Define national income. Assess the measurement of national income. Compare & contrast methods used to measure national income. Calculate and analyze Gross Domestic Product, Gross National Product and Net National Product. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb	12 hours	Formative Assessment: <ul style="list-style-type: none"> Prepare a comparative report on the economic growth of New Providence and Grand Bahama. Prepare a comparative report on the economic growth of two major islands and two smaller islands in similar proximity, within The Bahamas. Summative Assessment: Unit test/Structured questions/ Presentation of findings.
6	Circular Flow of Income	<ul style="list-style-type: none"> Examine the circular flow of income Label the circular flow of income diagram showing injections and leakages.. 	<ul style="list-style-type: none"> YouTube Videos Live Chats Economics Nuggets Quizlet - https://quizlet.com/ Kahoot - https://kahoot.com/ Explee - https://explee.com/ Flipgrid - https://info.flipgrid.com/ Microsoft Teams 	12 hours	

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TERM: II

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
1	Coursework Finalize coursework	<ul style="list-style-type: none"> Secure standardized submission materials e.g. clear cover, three hole paper folders. Ensure that pages are numbered; the parts of the report are included (cover page, table of contents, introduction, body (minimum of 3 chapters), bibliography, appendices) and that document is neatly completed and legible. Submit Final Coursework Piece. 	Starting Economics” by G. F Stanlake “Essential Principles of Business for CSEC” – 3 rd edition by Dr. Alan Whitcomb	6 hours	Formative Assessment: Periodic submission in accordance with established deadlines for review and guidance.
2	Interview Techniques a. Understand Interview techniques b. Appreciate personal marketability	<ul style="list-style-type: none"> Be able to engage members of the financial services community in discussions about current economic issues, in a formal interview. Prepare multimedia presentations on topics discussed during the interview. Discuss personal branding as fundamental to the interview process and personal marketability. Simulate the employment interview process. 	<ul style="list-style-type: none"> YouTube Videos Live Chats Economics Nuggets Quizlet - https://quizlet.com/ Kahoot - https://kahoot.com/ Explee - https://explee.com/ Flipgrid - https://info.flipgrid.com/ Microsoft Teams 	12 hours	Summative Assessment: Submitted final draft one in accordance with established guidelines.

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TERM: II

Week	TOPIC	OBJECTIVES	CURRICULUM LINK	TIME SPAN	ASSESSMENT
3--6	Content Review	<ul style="list-style-type: none"> • Review all notes and reread content of subject information covered from grade 10 to present. • Practice question structure from past BGCSE topics. • Reflect and discuss current events of the past three years to heighten understanding and ability to discuss and justify positions. 	<p>Starting Economics” by G. F Stanlake</p> <p>“Essential Principles of Business for CSEC” – 3rd edition by Dr. Alan Whitcomb</p> <ul style="list-style-type: none"> • YouTube Videos • Live Chats • Economics Nuggets • Quizlet - https://quizlet.com/ • Kahoot - https://kahoot.com/ • Explee - https://explee.com/ • Flipgrid - https://info.flipgrid.com/ <p>Microsoft Teams</p>	6 hours	<ul style="list-style-type: none"> • Reiterate established BGCSE coursework standards for submission. • Correct final coursework pieces. • Gather data and footage for interviews and prepare multimedia presentations. • Simulate employment interview process. • Review questions based on BGCSE standards in preparation for the National Exam.