

Notes:

MODULE LEARNING GOALS

The following is a summary of the learning goals for *The Wealth of Nations*. The academic standards and core skills referenced are directly taught and assessed in this module. The table provides a number and/or letter designation for each skill and standard that corresponds to the full text of the standards and skills, available on the [Ford PAS Web site](#).



Activity	Learning Goals	National Academic Standards	Core Skills	How Assessed
1	1.1 Identify factors that contribute to the wealth of different countries.	NRC: F3 NCEE: 15 NBEA: ECON 9 and IB 2	B5: Understand Complex Systems	Module Test
	1.2 Identify the opportunity costs involved in economic choices made at the personal and national levels.	NCSS: 7a NCEE: 1, 2, and 3 NBEA: ECON 1, ENTP 3, and IB 2	B1: Use Math to Solve Problems and Communicate	Module Quiz 1
	1.3 Apply the concept of comparative advantage of skills or resources in an analysis of individuals and nations.	NCSS: 7e NCEE: 6 NBEA: ECON 6 and 8, and IB 2	B1: Use Math to Solve Problems and Communicate	Module Quiz 1
2	2.1 Explain the relationships between GDP, inflation, real GDP, and unemployment.	NCTM: 2.3, 2.4, 5.1, 5.2, and 9.1 NCEE: 18 NBEA: COMP 5, ECON 9, and IB 2	B1: Use Math to Solve Problems and Communicate B5: Understand Complex Systems	Module Quiz 1
	2.2 Identify the strengths and weaknesses of economic indicators used to describe the well-being of a country's economy.	NCTM: 5.3 NCEE: 19 NBEA: COMP 5, ECON 9, and IB 2	B5: Understand Complex Systems	Module Test
	2.3 Calculate the price of goods at a future date, based on the rate of inflation.	NCTM: 1.3, 2.2, 2.3, 2.4, 6.1, 6.2, 6.3, 8.2, and 9.1 NBEA: COMP 1, 2, and 3	B1: Use Math to Solve Problems and Communicate	Module Quiz 1
	2.4 Use economic indicators to forecast the economic well-being of a country.	NCTM: 5.3, 10.1, and 10.3 NCEE: 19 NBEA: COMP 5 and 6, ECON 9, ENTP 3, and IB 2	A2: Convey Ideas in Writing	Product Assessment

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Activity	Learning Goals	National Academic Standards	Core Skills	How Assessed
3	3.1 Analyze standard of living indicators in order to predict the presence of a skilled workforce.	NCTM: 5.1, 5.2, 5.3, and 9.1 NCSS: 2e, 2f, and 9d NCEE: 15 NBEA: COMP 5 and ECON 6 ISTE: 1d, 3b, and 4c	A2: Convey Ideas in Writing A6: Observe Critically	Product Assessment
	3.2 Explain how skill development relates to standard of living and productivity.	NCTM: 10.1 NCEE: 1 and 13 NBEA: ECON 6	A2: Convey Ideas in Writing	Module Quiz 2
	3.3 Use demographic data to explain the effect of population trends on the workforce.	NCTM: 5.1, 5.2, 5.3, and 9.1 NCSS: 3i and 9d NCHS: 3C and 5B ISTE: 1d	A4: Speak So Others Can Understand B3: Use Logical Reasoning	Peer Assessment
4	4.1 Analyze a sustainable development proposal to predict its effect on different stakeholders.	NCSS: 7j and 9d NCEE: 2 NBEA: ECON 1 and IB 4	B2: Solve Problems and Make Decisions	Product Assessment
	4.2 Apply an alternative indicator to predict the economic well-being of a country.	NCTM: 9.1 NCSS: 2f	B1: Use Math to Solve Problems and Communicate B2: Solve Problems and Make Decisions B3: Use Logical Reasoning	Module Quiz 2, Product Assessment
5	5.1 Analyze a government policy or political event to determine its effect on a country's economy.	NCSS: 2f NCEE: 15	A1: Read with Understanding A2: Convey Ideas in Writing	Product Assessment
	5.2 Design an indicator that measures a country's well-being based on a number of economic, environmental, political, and social factors.	NCTM: 4.2, 5.1, and 6.2 NBEA: ECON 9	B1: Use Math to Solve Problems and Communicate B4: Think Creatively B5: Understand Complex Systems	Product Assessment

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Activity	Learning Goals	National Academic Standards	Core Skills	How Assessed
6	6.1 Identify economic and cultural factors that contributed to a business's successes and failures.	NCEE: 14 NBEA: IB 2	A1: Read with Understanding	Module Test
	6.2 Analyze various economic, environmental, political, and social factors to make recommendations about a country's feasibility as a site for a successful business expansion.	NCTE/IRA: 7 and 8 NBEA: ECON 9 ISTE: 1d, 3b, and 4c	B5: Understand Complex Systems C2: Advocate and Influence D3: Learn Through Research	Product Assessment
	6.3 Design and deliver an effective presentation that provides a detailed analysis of a country's economic well-being.	NCTE/IRA: 4, 7, and 8 NCTE/Pitt: 3c ISTE: 2b	A4: Speak So Others Can Understand	Product Assessment, Peer Assessment

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CORRELATION WITH ACADEMIC STANDARDS AND CORE SKILLS

The following standards and core skills include those that are directly taught and assessed in *The Wealth of Nations* (and appear in the Learning Goals) as well as those that students apply in the course of their work in the module—work that helps students achieve the standards and master the skills. The list provides a brief description of each standard and skill, along with the number and/or letter designation that corresponds to the full text of the standards and skills, available on the **Ford PAS Web site**. Note: As national standards are revised periodically, check the **Ford PAS Web site** to obtain the most up-to-date list for *The Wealth of Nations*.

English Language Arts: Standards for the English Language Arts

National Council of Teachers of English (NCTE) and the International Reading Association (IRA)

- 4. Adjust spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
- 7. Gather, evaluate, and synthesize data from a variety of sources to communicate a particular purpose or to a particular audience.
- 8. Gather and synthesize information and create and communicate knowledge, using a variety of technological and information resources.
- 12. Use spoken, written, and visual language to accomplish own purposes.

English Language Arts: New Standards Performance Standards, English Language Arts

National Council on Education and the Economy (NCEE) and the University of Pittsburgh (Pitt)

1. Reading

1c: Read and comprehend informational materials and produce written or oral work that summarizes information.

2. Writing

2a: Write a report appropriate for a purpose, audience, and context, with an organizing structure, appropriate facts and details, and a sense of closure.

2e: Write a persuasive essay that includes appropriate information and arguments and uses a range of strategies to elaborate and persuade.

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New Standards Performance Standards: English Language Arts (continued)

3. Speaking, Listening, and Viewing

3b: Participate actively in group meetings, displaying appropriate turn-taking behaviors, offering and soliciting comments or opinions, responding appropriately, giving reasons, and expanding on responses when asked.

3c: Prepare and deliver a presentation that shapes information to achieve a particular purpose and to appeal to the interests and knowledge of audience members.

3e: Listen to and analyze a public speaking performance, taking notes on salient information and accurately summarizing the speaker's remarks.

4. Conventions, Grammar, and Usage of the English Language

4a: Habitually understand the rules of the English language in written and oral work, selecting appropriate structures and features of language and demonstrating control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

Mathematics: Principles and Standards for School Mathematics

National Council of Teachers of Mathematics (NCTM)

1. Number and Operations

1.3: Compute fluently and make reasonable estimates.

2. Algebra

2.2: Represent and analyze mathematical situations and structures, using algebraic symbols.

2.3: Use mathematical models to represent and understand quantitative relationships.

2.4: Analyze change in various contexts.

4. Measurement

4.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.

4.2: Apply appropriate techniques, tools, and formulas to determine measurements.

5. Data Analysis and Probability

5.1: Formulate questions that can be addressed with data, and collect, organize, and display relevant data to answer them.

5.2: Select and use appropriate statistical methods to analyze data.

5.3: Develop and evaluate inferences and predictions that are based on data.

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Principles and Standards for School Mathematics (continued)

6. Problem-Solving

6.1: Build new mathematical knowledge through problem-solving.

6.2: Solve problems that arise in mathematics and in other contexts.

6.3: Apply and adapt a variety of appropriate strategies to solve problems.

8. Communication

8.2: Communicate mathematical thinking coherently and clearly to peers, teachers, and others.

9. Connections

9.1: Recognize and apply mathematics in contexts outside of mathematics.

10. Representation

10.1: Create and use representations to organize, record, and communicate mathematical ideas.

10.3: Use representations to model and interpret physical, social, and mathematical phenomena.

Science: National Science Education Standards

National Research Council (NRC)

F. Science in Personal and Social Perspectives

F3: Understand natural resources.

F5: Understand natural and human-induced hazards.

F6: Understand science and technology in local, national, and global challenges.

Social Studies: Curriculum Standards for Social Studies

National Council for the Social Studies (NCSS)

2. Time, Continuity, and Change

2e: Analyze multiple historical and present-day viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

2f: Apply ideas and theories to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy issues.

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Curriculum Standards for Social Studies (continued)

3. People, Places, and Environments

3i: Assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors.

4. Individual Development and Identity

4b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

4e: Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

4h: Work independently and cooperatively to accomplish goals.

5. Individuals, Groups, and Institutions

5b: Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

5g: Analyze how groups and institutions meet individual needs and promote the common good.

7. Production, Distribution, and Consumption

7a: Explain how scarcity of productive resources requires economic systems.

7e: Analyze the role of specialization and exchange in economics.

7f: Compare how values and beliefs influence economic decisions in different societies.

7h: Apply economic concepts to evaluate historical and social developments and issues.

7i: Distinguish between domestic and global economic systems.

7j: Devise economic plans for dealing with public issues.

8. Science, Technology, and Society

8a: Describe the interaction and interdependence of science, technology, and society.

8f: Formulate strategies and policies for influencing the public on technology-society issues.

9. Global Connections

9c: Analyze effects of changing technologies on the global community.

9d: Analyze persistent, contemporary, and emerging global issues.

9e: Analyze the relationship between national sovereignty and global interests.

9h: Illustrate how individual behaviors and decisions connect with global systems.

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Economics: Voluntary National Content Standards in Economics

National Council on Economic Education (NCEE)

1. Understand that productive resources are limited.
2. Understand that effective decision-making requires comparing the additional costs of alternatives with the additional benefits.
3. Understand that people, acting individually or collectively through government, choose different methods of allocating goods and services.
6. Understand that 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.
13. Understand that income for most people is determined by the market value of what they produce and how productive they are.
14. Understand that entrepreneurs take the risks of organizing productive resources to make goods and services and that profit is an important incentive that leads entrepreneurs to accept the risks of business failure.
15. Understand that investment in infrastructure, technology, and the health, education, and training of people can raise future standards of living.
18. Understand that a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production made by households, firms, government agencies, and others in the economy.
19. Understand that unemployment imposes costs on individuals and nations: Unexpected inflation imposes costs on many, benefits others because it arbitrarily redistributes purchasing power, and can reduce the rate of growth of national living standards, because individuals and organizations need to protect themselves against the uncertainty of future prices.

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History: National Standards for History, Historical Thinking Standards (Grades 5–12)

National Center for History in the Schools (NCHS)

3. Historical Analysis and Interpretation

3A: Compare and contrast differing ideas, values, personalities, behaviors, and institutions.

3B: Consider multiple perspectives.

3C: Analyze cause-and-effect relationships and the role of chance.

5. Historical Issues—Analysis and Decision-Making

5A: Identify issues and problems in the past.

5B: Marshal evidence of circumstances contributing to problems and alternative courses of action.

5D: Evaluate alternative courses of action.

5E: Formulate a position or course of action on an issue.

5F: Evaluate the implementation of a decision.

History: National Standards for History, United States History Standards (Grades 5–12)

National Center for History in the Schools (NCHS)

Era 10: Contemporary United States (1968 to the present)

2: Understand economic, social, and cultural developments in contemporary United States.

Business Education: National Standards for Business Education

National Business Education Association (NBEA)

Communication

COMM 1: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

COMM 2: Apply basic social communication skills in both personal and professional settings.

COMM 3: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

COMM 4: Use technology to enhance the effectiveness of communication.

Computation

COMP 1: Apply basic mathematical operations to solve problems.

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National Standards for Business Education (continued)

COMP 2: Solve problems involving whole numbers, decimals, fractions, percents, ratios, and proportions.

COMP 3: Use algebraic operations to solve problems.

COMP 4: Use common international standards of measurement when solving problems.

COMP 5: Analyze and interpret data using common statistical procedures.

COMP 6: Use mathematical procedures to analyze and solve business problems.

Economics

ECON 1: Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

ECON 3: Analyze the role of core economic institutions and incentives in the U.S. economy.

ECON 6: Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

ECON 8: Examine the role of trade, protectionism, and monetary markets in the global economy.

ECON 9: Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.

Entrepreneurship

ENTP 3: Apply economic concepts when making decisions for an entrepreneurial venture.

ENTP 7: Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

International Business

IB1: Explain the role of international business; analyze how it impacts business at all levels, including the local, state, national, and international levels.

IB 2: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment.

IB 4: Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.

Management

MGT 12: Examine the issues of corporate culture and managing in the global environment.

Marketing

MKT 3: Analyze the influence of external factors on marketing.

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Educational Technology: National Educational Technology Standards

International Society for Technology in Education (ISTE)

1. Creativity and Innovation

1b: Create original works as a means of personal or group expression.

1d: Identify trends and forecast possibilities.

2. Communication and Collaboration

2a: Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

2b: Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2d: Contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

3b: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

3d: Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem-Solving, and Decision Making

4b: Plan and manage activities to develop a solution or complete a project.

4c: Collect and analyze data to identify solutions and/or make informed decisions.

5. Digital Citizenship

5a: Advocate and practice safe, legal, and responsible use of information and technology.

5c: Demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

6b: Select and use applications effectively and productively.

Technological Literacy: Standards for Technological Literacy

International Technology Education Association (ITEA)

1. Understand the characteristics and scope of technology.

4. Understand the cultural, social, economic, and political effects of technology.

6. Understand the role of society in the development and use of technology.

17. Understand and be able to select and use information and communication technologies.

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Core Skills

Based on Equipped for the Future (EFF); National Institute for Literacy (NIFL); SCANS 2000 (The Secretary's Commission on Achieving Necessary Skills), U.S. Department of Labor; and Linking Leadership to Instruction, Leadership for the 21st Century, Virginia Board of Education

A–Communication Skills

A1–Read with Understanding: Determine reading purpose, select and adjust strategies, analyze and reflect on content, and integrate information with prior knowledge.

A2–Convey Ideas in Writing: Determine writing purpose, organize and present information with appropriate usage and spelling, seek feedback, and revise to enhance effectiveness.

A3–Interpret and Convey Ideas Visually: Interpret and construct visual representations,

A4–Speak So Others Can Understand: Determine communication purpose; organize and relay information, paying attention to proper usage, pace, and gesture; and monitor comprehension.

A5–Listen Actively: Attend to oral communication, clarify purpose, use listening strategies, monitor comprehension, and integrate information with prior knowledge.

A6–Observe Critically: Determine purpose; use appropriate strategies for attending to different types of media and monitoring comprehension; analyze accuracy, bias, and usefulness of information; and integrate information with prior knowledge.

B–Thinking and Decision-Making Skills

B1–Use Math to Solve Problems and Communicate: Understand and communicate using mathematical representations; solve problems using mathematical concepts and quantitative, algebraic, or geometric procedures; and verify reasonableness of results.

B2–Solve Problems and Make Decisions: Identify problems, understand root causes, generate and evaluate consequences of alternative solutions, and establish criteria for evaluating effectiveness.

B3–Use Logical Reasoning: Discover rules or principles underlying relationships among objects or situations, draw conclusions, apply to new situations, and evaluate correctness of conclusions.

B4–Think Creatively: Use imagination, combine ideas or information in new ways, reshape goals to reveal new possibilities, and make connections between seemingly unrelated ideas.

B5–Understand Complex Systems: Understand how social, organizational, and technological systems work; monitor and correct performance; suggest modifications; and develop alternative systems.

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Core Skills (continued)

B6–Plan: Set and prioritize goals; develop an organized approach; prepare budgets, schedules, and work plans; track and monitor progress; and evaluate effectiveness.

B7–Make Ethical Decisions: Recognize decisions that may break with commonly held values or legal and ethical codes of behavior, understand the consequences of such decisions, and choose an ethical course of action.

C–Interpersonal Skills

C1–Cooperate with Others: Interact with respect for others' ideas and contributions, seek and offer clear input, and adjust actions in order to jointly accomplish a task.

C2–Advocate and Influence: Define objectives, gather facts to build a case, assess and take into account others' interests and resources, present a clear case, and revise it in response to feedback.

C3–Resolve Conflict and Negotiate: Acknowledge conflict, identify areas of agreement and disagreement, generate “win-win” options, and evaluate and revise approaches.

C4–Guide Others: Assess needs, knowledge, and skills of colleagues; arrange opportunities for learning that take into account the learner's strengths, skills, and learning styles; evaluate performance and provide feedback; seek feedback; and revise learning strategies.

D–Lifelong Learning Skills

D1–Take Responsibility for Learning: Establish one's own learning goals based on current and future needs, strengths, and learning style, become familiar with a range of learning strategies and opportunities, monitor progress, and apply learning in new situations.

D2–Reflect and Evaluate: Take stock of present situation and one's own knowledge, and make inferences, predictions, and judgments based on reflection.

D3–Learn Through Research: Pose questions to be answered, use multiple approaches to find information, and organize, evaluate, analyze, interpret, and report on findings.

D4–Use Information and Communications Technology: Use computers, the Internet, and other technology tools to acquire, process, and manage information, and learn and practice skills.

E–Leadership Skills

E4–Practice Leadership Skills and Practices: Working with various people, motivate others, take initiative, communicate effectively, make decisions, and manage resources.