Personal Finance and Economics &
Government and Public Administration: Local & State Issues
Integrated Course Curriculum Map

This curriculum map is designed to provide guidance for teachers who desire to teach both 45.061 Personal Finance and Economics and 29.412 Government Public Administration: Local and State Issues as a single integrated course.

Benefits to the Student and the Teacher:

- Students will save time by taking the embedded course.
- Students will learn about the interconnected roles of governments, agencies, and public administrators in supporting various public services and resources and how those roles are impacted by economic decision-making.
- Students will learn about various career opportunities within the government and public administration career pathway, to include:
  - Governance
  - Finance Administrators/Budget Directors
  - Revenue and taxation
  - Regulation
  - Public management and administration
- Teachers can receive additional support and training for this course through CTAE and the CTAE Resource Network (CTAERN). Contact your district CTAE director for more details.

General Guidelines for This Integrated Course:

- As the content for both courses complement each other, they should be embedded so students are learning the content simultaneously and earning credit for both courses during the same class period.
- Students can earn a full credit for 45.061 Personal Finance and Economics AND will earn a full credit for 29.412 Government Public Administration: State and Local Issues.
- Taking this integrated course will fulfill credit for BOTH a Social Studies elective AND the Government Public Administration: State and Local Issues requirement for the Public Management and Administration Pathway.
- Regarding integration of the standards for the courses described in the curriculum map:
  - GPA-GPAF-1 should be taught as appropriate throughout the course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.
  - Each unit incorporates standards for both courses.
Integrated Course Description
The integration of *Personal Finance and Economics* and *Government Public Administration: Local and State Issues* presents unique insight into the ways economic thinking permeates our lives in multiple layers. Just as individuals and households deal with issues like scarcity, opportunity costs, taxes, regulations, budgets, government oversight, and finances, among others – so do local and state public policy agencies. Students apply guiding economic concepts to public policy at the local and state levels and then to individuals and households through personal finance. Students also practice creating arguments and presenting research, relying on their fundamental background in economics and the CTAE employability skills to make presentations richer in content and more realistic.

At the conclusion of this course, students should be able to see the myriad of ways economics reaches them in their daily lives. Everything from hitting the snooze button on their alarm in the morning and the choices they make for lunch every day to the jobs available to them in their local labor market and the prices they pay for goods and services has economics at its core. Even the personal finance topics in the course are practical applications of economic fundamentals. Students will also recognize how economics has a significant impact on public policy issues at the local and state levels in terms of budgeting, allocating resources, interacting with the government, participating in labor markets, dealing with regulations, and more.

**Connecting Themes/Enduring Understandings in Personal Finance and Economics:**

Students should be able to demonstrate understanding of selected themes using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

**Gain from Trade:** The student will understand that parties trade voluntarily when they expect to gain.

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**Incentives:** The student will understand that parties respond predictably to positive and negative incentives.

**Interdependency:** The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties.

**Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Rule of Law:** The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

**Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.
<table>
<thead>
<tr>
<th>Unit #/Title</th>
<th>Unit 1: The Importance of Decision-Making and Goal-Setting</th>
<th>Unit 2: Budgeting for Success</th>
<th>Unit 3: What is the Role of Government in the Economy?</th>
<th>Unit 4: Fiscal Policy at Work</th>
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<tbody>
<tr>
<td>GSE for American Government/Civics</td>
<td>SSEF1, SSEF2, SSEPF1</td>
<td>SSEPF2</td>
<td>SSEF3, SSEPF9</td>
<td>SSEMA1, SSEMA3, SSEF4, SSEPF5</td>
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<tr>
<td>GPS for Government Public Administration: Local &amp; State Issues</td>
<td>GPA-GPAA-2 (2.1-2.9); GPA-GPAA 3.4; GPA-GPAA 1</td>
<td>GPA-GPAA-3 (3.1-3.2, 3.5); GPA-GPAA-8</td>
<td>GPA-GPAA-3.3; GPA-GPAA-7 (7.1-7.2)</td>
<td>GPA-GPAA-5; GPA-GPAA 7 (7.3, 7.4)</td>
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<tr>
<td><strong>Key Concepts Connections</strong></td>
<td>Understanding that resources are scarce and setting goals to make effective use of those resources is a key component in long term success for individuals, companies, and government agencies.</td>
<td>Just as households need to budget their income, so do agencies. Many of the same issues facing a household budget are present in agency budgets as well (unexpected expenses, balancing a budget, different types of income, etc.) but the practical implementation and purpose of each budget is vastly different.</td>
<td>Government involvement in the economy can come in many forms, it affects individuals, businesses, and government agencies – especially in the broader social and political goals.</td>
<td>This unit focuses on the how and WHY of fiscal policy actions. Specifically, measuring the economy and the ways governments make strategic taxing and spending decisions based on those measurements. Those decisions then have impacts on individuals as well.</td>
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<td>Unit #/Title</td>
<td>Unit 5: Banking and the US Financial System</td>
<td>Unit 6: Labor Markets and Workplace Skills</td>
<td>Unit 7: Protecting against Risk</td>
<td>Unit 8: International Economics</td>
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<td>GSE for Social Studies</td>
<td>SSEPF3, SSEPF4, SSEPF6, SSEMA2</td>
<td>SSEMI1-3, SSEPF8</td>
<td>SSEPF 7, SSEPF 10</td>
<td>SSEIN1-2, SSEF4c</td>
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<tr>
<td>GPS for Government Public Administration: Local &amp; State Issues</td>
<td>GPA-GPAA 1; GPA-GPAA 3.4</td>
<td>GPA-GPAA 4; GPA-GPAA 6</td>
<td>GPA-GPAA 2.4</td>
<td>GPA-GPAA 1, GPA-GPAA 4.1 (as it relates to specialization)</td>
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<td>Key Concepts Connections</td>
<td>How individuals interact with banks and the role the Federal Reserve plays in people's decisions</td>
<td>Understanding how markets generally work and then how the labor market is different and the impact that can have on agencies</td>
<td>The important role of insurance and understanding and minimizing threats of fraud and scams.</td>
<td>How we all benefit from trade, yet still find it sometimes advantageous to limit it.</td>
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