

Level	Specific Learning Target
	The student will be able to answer the question: What are economic goals and how does the government try to meet them?
4.0	Student demonstrated knowledge, inferences and/or applications above and beyond the required learning target.
3.5	The Student demonstrated knowledge, inferences and/or applications of required learning target with first best instructional practices.
3.0	No major errors or gaps in the following TARGETED, COMPLEX ideas and processes; Students demonstrate knowledge of all of the following:
	The student will analyze, synthesize & evaluate the concepts of taxation, the budget, government programs and economic goals.
	The Student will be able to make basic applications with the case study on Michigan roads.
	The Student will understand the basic idea behind the consequences that occur with the guns or butter tradeoff.
	The Student will understand the basic principle of the guns or butter tradeoff.
	The Student will understand the basic knowledge of economic costs and the use of economic models to understand economic costs.
	The Student will understand the basic knowledge of economic costs and its relationship to government decisions
	The Student will understand the basic knowledge of expansionary, contractionary and multiplier effects of fiscal policy
	The Student will understand the basic relationship between taxation, the budget, government programs and economic goals.
	The Student will understand how the government implements programs to pursue of economic goals
	The Student will understand the six roles that the government plays in the United States economy
	The Student will understand the six economic goals that all countries strive to achieve.
2.5	The Student has demonstrated knowledge of 9 out of 11 learning targets.
2.0	The Student has demonstrated knowledge of 8 out of 11 learning targets.
1.5	The Student has demonstrated knowledge of 7 out of 11 learning targets.
1	The Student has demonstrated knowledge of less than 6 out of 11 learning targets.

Students will be able to make a standard presentation before or after school (see course description for appointments) to demonstrate that they have achieved proficiency to advance to the next level. If a student is going to demonstrate proficiency they must show that they have a deep understanding of the learning target by analyzing, synthesizing and/or evaluating the learning activities completed in the unit. If the student is able to demonstrate these higher order thinking skills to the satisfaction of the teacher they may be advanced to the next level.