

**SEMESTER ONE**

GRADE: 10

PERIOD: I

TOPIC: NATURE AND SCOPE OF ECONOMICS

<b>LEARNING OUTCOMES</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS/RESOURCES</b>	<b>COMPETENCIES/ASSESSMENT</b>
<p>Learners are able to explain the meaning and fundamental concepts of Economics.</p> <p>Learners are able to distinguish the branches of Economics and analyze basic economic problems</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Define and explain the origin of Economics</li> <li>2. List and discuss the fundamental concepts in Economics</li> <li>3. Relate the basic concepts of Economics to day-to-day experiences</li> <li>4. Identify and discuss the basic problems in Economics, and</li> </ol>	<ol style="list-style-type: none"> <li>6. <b><u>What is Economics</u></b> Definitions and origin of Economics</li> <li>7. <b><u>Fundamental Concepts of Economics:</u></b> <ul style="list-style-type: none"> <li>• Scarcity</li> <li>• Choice</li> <li>• Scale of preference,</li> <li>• Opportunity cost,</li> <li>• Wants &amp; Needs</li> </ul> </li> <li>8. <b><u>Basic Economic Problems:</u></b> <ul style="list-style-type: none"> <li>• What to produce</li> <li>• How to produce</li> <li>• For whom to produce</li> </ul> </li> <li>9. <b><u>Branches of Economics</u></b> – Micro &amp; Macro</li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p><b>Individual seat works or work in mixed groups according to gender, abilities, and learning styles</b></p> <ol style="list-style-type: none"> <li>a. Give the origin and definitions of Economics</li> <li>b. Exploration of basic Economics concepts - scarcity, choice, scale of preference, needs and wants and opportunity cost</li> <li>c. Assign learners to research basic problems in Economics and</li> </ol>	<p><b>A. <u>Primary Text:</u></b> Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. <u>Secondary Text:</u></b></p> <ul style="list-style-type: none"> <li>• Essential Economics for Senior Secondary Schools (Cole Esan Aude); 5<sup>th</sup> Edition, 2017</li> <li>• <u>Comprehensive Economics for Senior Secondary School</u> (Johnson U. Anyaele, 1977)</li> </ul>	<p><b>EXPECTED COMPETENCIES:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies (Select relevant option)</b></p> <ol style="list-style-type: none"> <li>1. Presentation             <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. group</li> </ol> </li> <li>2. Written Assignment             <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> </ol> </li> </ol>

	<p>5. Categorize and explain the branches &amp; types of Economic Systems</p>	<p>Economics</p> <p>10. <b><u>Economic System:</u></b></p> <ul style="list-style-type: none"> <li>• Capitalism/Free Enterprise</li> <li>• Socialism</li> <li>• Mixed economy</li> </ul>	<p>types of Economic systems</p> <p>d. Ask learners to debate the advantages and disadvantages of the different types of Economic systems.</p> <p>e. Discuss which system of Economics is practiced in Liberia</p>		<p>3. Quiz</p> <ul style="list-style-type: none"> <li>a. Individual</li> <li>b. Presentation</li> </ul>
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SEMESTER ONE

GRADE: 10  
 PERIOD: II  
 TOPIC: THE CONCEPTS OF DEMAND AND SUPPLY

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RE SOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to analyze the behaviors of consumers (demand side) and producers (supply side) in the market place and make rational decision that relate their consumption and production of goods and services.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of demand and supply</li> <li>2. Draw the demand and supply schedules</li> <li>3. Derive the market demand and supply curves and establish the equilibrium or market price of a community</li> <li>4. Identify and explain the factors affecting demand and supply of a community</li> <li>5. Demonstrate the movement and shift of demand and supply curves</li> <li>6. List and discuss the types of demand and supply for a community</li> </ol>	<ol style="list-style-type: none"> <li>7. <b>Definitions:</b> <ul style="list-style-type: none"> <li>• Demand and Supply laws</li> <li>• Demand and Supply schedules</li> </ul> </li> <li>8. Kinds of demand and supply</li> <li>9. Different graphs of demand and supply curves</li> <li>10. Determination of equilibrium price and quantity</li> <li>11. Determination of market clearing price</li> <li>12. Movements and shift of demand and supply curves</li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p><b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b></p> <ol style="list-style-type: none"> <li>a. Lead learners to <b>discuss</b> the laws of demand and supply and how they can apply the concept to consumption and production of goods and services.</li> <li>b. Group learners to <b>analyze</b> supply and demand based on factors and types</li> <li>c. Assign learners to <b>derive</b> hypothetical supply and demand schedules to determine equilibrium price and quantity, changes in price at each level of demand and supply</li> </ol>	<p><b>A. <u>Primary Text:</u></b>                  Stanlake's Economics                  By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. <u>Secondary Text:</u></b>                  Essential Economics for Senior Secondary Schools (Cole Esan Ande); 5<sup>th</sup> Edition, 2017</p> <p><u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></p>	<p><b>EXPECTED COMPETENCIES:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES to be used to check competencies ( Select relevant option):</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Presentation</b> <ol style="list-style-type: none"> <li>c. Individual</li> <li>d. group</li> </ol> </li> <li>2. <b>Written Assignment</b> <ol style="list-style-type: none"> <li>c. Individual</li> <li>d. Group</li> </ol> </li> <li>3. <b>Quiz</b> <ol style="list-style-type: none"> <li>c. Individual</li> <li>d. Presentation</li> </ol> </li> </ol>

**SEMESTER ONE**

GRADE: 10  
 PERIOD: III  
 TOPIC: THE FACTORS OF PRODUCTION

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
Learners are able to describe production and its types and the roles of each factors of production, examine the impact technological change can have in the production of goods and services and economic growth	Upon completion of this topic, learners will be able to: 1. Define Production and its types 2. Describe the factors of production 3. Derive the production possibility curve 4. Explain the relationship between	1. Definition and types of production 2. Factors of production (land, labor, capital, entrepreneurs hip and technology) 3. Production Possibility Curve/ Frontier 4. Concept of division of labor, specialization and law of diminishing returns	<p><b><u>Inclusive &amp; Differentiated Learning</u></b>  <b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b></p> <p>a. Lead <b>discussion</b> to brainstorm on the meaning of production and its types</p> <p>b. Facilitate the <b>discussion</b> that will lead learners to <b>identify</b> the factors of production and their importance and corresponding remunerations                      Land – rent                      Labor-wages/salary                      Capital –Interest                      Entrepreneurship -profit</p> <p>c. Ask learners to <b>research</b> production, specialization and the law of diminishing</p>	<p><b><u>Primary Text:</u></b>                      Stanlake’s Economics                      By S.J. Grant 8<sup>th</sup> edition</p> <p><b><u>Secondary Text:</u></b>                      Essential Economics for Senior Secondary Schools(Cole Esan Ande); 5<sup>th</sup> Edition, 2017</p> <p><b><u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></b></p>	<p><b>EXPECTED COMPETENCIES:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies ( Select relevant option):</b></p> <p style="text-align: center;"><b>1. Presentation</b></p> <p>e. Individual f. group</p> <p style="text-align: center;"><b>2. Written Assignment</b></p> <p>e. Individual f. Group</p> <p style="text-align: center;"><b>3. Quiz</b></p> <p>e. Individual</p>

	<p>technology change and economic growth</p> <p>5. Discuss division of labor, the concept of specialization and the law of diminishing returns</p>		<p>returns</p> <p>d. Assign learners to <b>derive</b> the production possibility curve of a hypothetical firm producing two goods to determine the following;</p> <ul style="list-style-type: none"> <li>- Attainable region</li> <li>- Unattainable region</li> <li>- Full employment</li> <li>- Underutilization of resources</li> </ul>		<p>f. Presentation</p> <p><b>4. Written Test</b> Test</p>
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## SEMESTER TWO

GRADE: 10

PERIOD: IV

TOPIC: THE THEORY OF CONSUMER BEHAVIOR

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
Learners are able analyze	Upon completion of this topic, learners will:	<b>7. The concept of utility</b>	<b><u>Inclusive &amp; Differentiated</u></b>	<b>A. <u>Primary Text:</u></b> Stanlake's Economics	<b>EXPECTED COMPETENCIES:</b>

<p>and appreciate the concept of consumer behavior and demonstrate how utility works according to the laws of supply and demand.</p> <p>Learners are able to demonstrate the ability to explain the indifferent curve, budget line and consumer surplus</p>	<ol style="list-style-type: none"> <li>1. Explain the Concepts of Utility</li> <li>2. Discuss the Laws of Diminishing Marginal Utility (DMU)</li> <li>3. Demonstrate the relationship between Total Utility &amp; Marginal Utility</li> <li>4. Cite examples to demonstrate the Marginal Utility Theory</li> <li>5. Draw and discuss the graphs of indifferent curve and consumer budget line</li> <li>6. Illustrate the concept of consumer surplus</li> </ol>	<ul style="list-style-type: none"> <li>• Total and marginal utility</li> <li>• Utility maximization</li> <li>• The laws of diminishing utility</li> </ul> <ol style="list-style-type: none"> <li>8. The relationship between Total and Marginal Utility</li> <li>9. Application of marginal Utility theory</li> <li>10. Indifference curve and marginal rate substitution</li> <li>11. Characteristics of the indifference curve and budget line</li> <li>12. The concept of consumer surplus</li> </ol>	<p><b><u>Learning</u></b>  <b>Individual seat works or work in mixed groups according to gender, abilities and learning styles</b></p> <ol style="list-style-type: none"> <li>a. Lead learners to <b>discuss</b> definition and concept of utility, utility maximization, total and marginal utility</li> <li>b. Form groups to <b>discuss</b> the importance of consumer</li> </ol>	<p>By S.J. Grant  8<sup>th</sup> edition</p> <p><b>B. <u>Secondary Text:</u></b>  Essential Economics for Senior Secondary Schools(Cole Esan Ande); <u>5<sup>th</sup> Edition, 2017</u></p> <p>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</p>	<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies ( Select relevant option):</b></p> <ol style="list-style-type: none"> <li><b>1. Presentation</b> <ol style="list-style-type: none"> <li>g. Individual</li> <li>h. group</li> </ol> </li> <li><b>2. Written Assignment</b> <ol style="list-style-type: none"> <li>g. Individual</li> <li>h. Group</li> </ol> </li> <li><b>3. Quiz</b> <ol style="list-style-type: none"> <li>d. Individual</li> <li>e. Presentation</li> </ol> </li> </ol>
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			<p>behavior relative to the consumer budget line and the indifference curve.</p> <p>c. Assign learners to <b>use</b> the hypothetical firm utility schedule to demonstrate the concept of total and marginal utility, Consumer budget line and Consumer surplus</p>		<p><b>4. Written test</b> Individual</p>
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SEMESTER TWO

GRADE: 10

PERIOD: V

TOPIC: BASIC TOOLS OF ECONOMIC ANALYSIS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RE SOURCES	COMPETENCIES/ ASSESSMENT
<p>1. Learners are able to demonstrate the skills of collecting, interpreting and analyzing economic data through percentage, ratios, tables, charts and graphical presentations</p> <p>2. Learners are able to interpret social data</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Define basic economics tools and state their use and importance</li> <li>2. Construct a frequency Distribution Table</li> <li>3. Measurement of Central Tenancy -Mean, Median and Mode of any given set of data</li> <li>4.</li> </ol>	<p><b>5. Definition of basic economics tools</b> Tables, charts and graphs</p> <p><b>6. Frequency distribution</b> Line graph, histograms, bar charts, pie-charts, component bar charts, pictograms</p> <p><b>7. Measurement of Central Tenancy</b> Calculation of Mean</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b> <b>Individual seat works or work in mixed groups according to gender, abilities and learning styles</b></p> <p>a. Ask learners to <b>determine</b> the usages and importance of the basic tools of economic analysis</p> <p>b. Assume that you have interviewed a total of 100 teenage girls and boys in your community about contraceptive use; 25 girls reported that they have knowledge, used contraceptives consistently, not pregnant and in school. 10 have no knowledge, got pregnant and drop from school While 15 Have knowledge, got pregnant and in school.</p>	<p><b>A. <u>Primary Text:</u></b> Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. <u>Secondary Text:</u></b> Essential Economics for Senior Secondary Schools(Cole Esan Ande); 5<sup>th</sup> Edition, 2017</p> <p><u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></p>	<p><b>EXPECTED COMPETENCIES:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies (Select relevant option)</b></p> <ol style="list-style-type: none"> <li><b>1. Presentation</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. group</li> </ol> </li> <li><b>2. Written Assignment</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> </ol> </li> <li><b>3. Quiz</b></li> </ol>



		<p>Median and Mode</p>	<p>For the boys, 36 reported to have knowledge of contraceptives use and have not impregnated any girl. While 24 have no knowledge of the use of contraceptives and its implications, and therefore have impregnated girls. Present your findings using pie chart/graph, and process information to show implication of data.</p> <p>Ask learners to present the ages of learners in class (data); calculate the mean, median and mode.</p> <p>Lead the process to show the implication of the data.</p>		<p>a. Individual b. Presentation</p> <p><b>4. Written Test</b></p> <p>Individual learner</p>
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SEMESTER TWO

GRADE: 10

PERIOD: VI

TOPIC: TYPES OF BUSINESS ORGANIZATIONS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
Learners are able to demonstrate understanding of how businesses are established and operated	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Define Sole-proprietorship, Partnership and Corporation</li> <li>2. State the main features of Sole-proprietorship, Partnership and Corporation</li> <li>3. Explain the advantages and disadvantages of Sole-proprietorship, Partnership and Corporation</li> <li>4. Explain the sources of capitals for Sole-proprietorship, Partnership and Corporation</li> <li>5.</li> </ol>	<p><b>6. Definition of:</b> Sole-proprietorship, partnership &amp; corporation</p> <p><b>7. Main features of :</b> Sole-proprietorship, Partnership &amp; Corporation</p> <p><b>8. Advantages &amp; Disadvantages of:</b> Sole-proprietorship, Partnership &amp; Corporation</p> <p><b>9. Sources of funding:</b> Sole-proprietorship, Partnership &amp; Corporation</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b> <b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b></p> <ol style="list-style-type: none"> <li>a. Lead class discussion on the various types of businesses</li> <li>b. Group learners to do presentations on the advantages &amp; disadvantages of the types of business organizations.</li> <li>c. Assign tasks to individual learners to research the various sources of funding for sole-proprietorship, partnership &amp; corporation</li> </ol>	<p><b>A. <u>Primary Text:</u></b> Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. <u>Secondary Text:</u></b> Essential Economics for Senior Secondary Schools(Cole Esan Ande); <u>5<sup>th</sup> Edition, 2017</u> <u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></p>	<p><b>EXPECTED COMPETENCIES:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies (Select relevant option)</b></p> <ol style="list-style-type: none"> <li><b>1. Presentation</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. group</li> </ol> </li> <li><b>2. Written Assignment</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> </ol> </li> <li><b>3. Quiz</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Presentation</li> </ol> </li> <li><b>4. Written Test</b></li> </ol>

SEMESTER ONE

GRADE: 11

PERIOD: 1

TOPIC: PRICE DETERMINATION

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
<p>Learners are able to demonstrate understanding of the concept of price elasticity of demand and supply, and determine how changes in price will effect total revenue.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Analyze the definitions of elasticity of demand and supply</li> <li>2. Examine the price elasticity of demand and determine whether demand is elastic or inelastic.</li> <li>3. Calculate the price elasticity of demand using information from a demand curve.</li> <li>4. Analyze how changes in the price of a good affect total</li> </ol>	<p><b>8. Definition of:</b> Price elasticity of demand and supply Income elasticity and Inelasticity Cross price-elasticity</p> <p><b>9. Calculation of :</b> Price elasticity of demand and supply; Income elasticity of demand and cross – elasticity</p> <p><b>10. Calculation of:</b> Price elasticity of demand and total revenue</p> <p><b>11.</b> Price elasticity of supply and total revenue</p> <p><b>12.</b> Determinants of price elasticity of demand and supply</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p><b><u>Individual seat works or work in mixed group according to gender, abilities and learning styles</u></b></p> <ol style="list-style-type: none"> <li>a. Group learners to identify the following terms and point out how each is different from the other: <ul style="list-style-type: none"> <li>• price elasticity of demand and supply</li> <li>• Income elasticity Inelasticity</li> <li>• Cross price-elasticity</li> </ul> </li> <li>b. Pair learners to derive the formula for elasticity and use available data to calculate the following and present to the</li> </ol>	<p><b>A. Primary Text:</b> Stanlake’s Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. Secondary Text:</b> Essential Economics for Senior Secondary Schools(Cole Esan Ande); <u>5<sup>th</sup> Edition, 2017</u> <u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></p>	<p><b>EXPECTED COMPETENCIES:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies (<u>Select relevant option</u>):</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation</b></li> <li>• Individual</li> <li>• group</li> <li>• <b>Written Assignment</b></li> <li>• Individual</li> <li>• Group</li> </ul>

	<p>revenue and total expenditure.</p> <p>5. Compare cross-price elasticity of demand and income elasticity of demand.</p> <p>6. Discuss the price elasticity of supply</p> <p>7. Calculate the price elasticity of supply using information from a supply curve.</p>		<p>class:</p> <ul style="list-style-type: none"> <li>• price elasticity of demand &amp; supply</li> <li>• Income elasticity</li> <li>• Income Inelasticity</li> <li>• Cross price-elasticity</li> </ul> <p>c. Pair learners to calculate the elasticity of a good based on its determinants</p> <p>d. Ask individual learners to visit a local business center to investigate revenue (sales) and profit</p>		<ul style="list-style-type: none"> <li>• <b>Quiz</b></li> <li>• Individual</li> <li>• Presentation</li> <li>• <b>Written Test</b></li> </ul>
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GRADE: 11

PERIOD: 11

TOPIC: MARKETS STRUCTURES

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RE SOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to describe the various types of markets and demonstrate how prices and total revenue are determined in those markets.</p>	<p>Upon completion of this topic: learners will:</p> <ol style="list-style-type: none"> <li>1. Explain the concept of market and distinguish it from the market place</li> <li>2. Distinguish between perfect and imperfect markets</li> <li>3. Compare and contrast perfect competitive and monopolistic markets</li> <li>4. Draw graphs to illustrate price and quantity determination under Perfect competition, monopoly and oligopoly</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Definitions &amp; Features of market types:</b> <ol style="list-style-type: none"> <li>a. Perfect Market &amp; imperfect market</li> <li>b. Monopolistic market</li> <li>c. Oligopoly market</li> </ol> </li> <li>2. <b>Advantages &amp; Disadvantages of market types:</b> Perfect competitive market, monopoly and oligopoly markets</li> <li>3. <b>Comparison and contrast of</b> Perfect competitive market and Monopolistic market</li> <li>4. <b>Graphic illustrations of:</b> Perfect competitive market and monopoly</li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b> <b>Individual seat works or work in mixed groups according to gender, abilities and learning styles</b></p> <ol style="list-style-type: none"> <li>a. Group learners to <b>research</b> the features of various market structures.</li> <li>b. Pair learners into teams to <b>discuss</b> and <b>illustrate</b> advantages and disadvantages of the types of market structures</li> <li>c. Assign individual learners tasks to <b>compare and contrast</b> perfect competitive market and monopolistic market</li> </ol>	<p><b>A. <u>Primary Text:</u></b> Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. <u>Secondary Text:</u></b> Essential Economics for Senior Secondary Schools(Cole Esan Ande); 5<sup>th</sup> Edition, 2017</p> <p><u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></p>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies (Select relevant option)</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation</b></li> <li>• Individual</li> <li>• group</li> <li>• <b>Written Assignment</b></li> <li>• Individual</li> <li>• Group</li> <li>• <b>Quiz</b></li> <li>• Individual</li> <li>• Presentation</li> </ul> <p><b>Written Test</b></p>

SEMESTER ONE

GRADE: 11  
 PERIOD: 111  
 TOPIC: THE THEORY OF PRODUCTION AND DISTRIBUTION

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
Learners are able to demonstrate skills in analyzing the processes of production and distribution of goods and services	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Explain the theory of production and distribution</li> <li>2. Distinguish the various types of production</li> <li>3. Determine the types of goods and wealth</li> <li>4. Contrast firms, plant and industry</li> <li>5. Distinguish fixed and variable inputs</li> <li>6. Categorize the channels of distribution and their functions</li> </ol>	<p><b>8. The theory of Production and Distribution:</b></p> <ol style="list-style-type: none"> <li>a. Meaning of production, types of production</li> <li>b. Classification of goods and description of the concept of wealth in Liberia</li> </ol> <p><b>9. Differentiation of:</b></p> <ol style="list-style-type: none"> <li>a. firm</li> <li>b. plant</li> <li>c. industry</li> <li>d. Fixed inputs</li> <li>e. Variable inputs</li> </ol> <p>10. <b>Exploration</b> of the distinguishing features of:</p> <ol style="list-style-type: none"> <li>a. Producer</li> <li>b. Wholesaler</li> <li>c. Retailer</li> </ol> <p>11. <b>Relating the concepts</b> of producer, wholesaler, retail and</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p><b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b></p> <ol style="list-style-type: none"> <li>a. Lead <b>discussions</b> on the classification of goods and services, and understanding of the concepts of wealth in Liberian setting.</li> <li>b. Form groups to find <b>distinguishin</b></li> </ol>	<p><b>C. <u>Primary Text:</u></b>          Stanlake's Economics          By S.J. Grant 8<sup>th</sup> edition</p> <p><b>D. <u>Secondary Text:</u></b>          Essential Economics for Senior Secondary Schools(Cole Esan Ande); 5<sup>th</sup> Edition, 2017</p> <p><u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></p>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES</b> <i>to be used to check competencies (Select relevant option)</i></p> <ol style="list-style-type: none"> <li>1. <b>Presentation</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. group</li> </ol> </li> <li>2. <b>Written Assignment</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> </ol> </li> <li>3. <b>Quiz</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Presentation</li> </ol> </li> <li>4. <b>Written Test</b></li> </ol>

	<p>(producer, wholesaler &amp; retailer)</p> <p>7. Discuss the problems of Distribution and Marketing of Commodities in Liberia</p>	<p>marketing practices in Liberia</p>	<p>g features of firm, plant and industry</p> <p>c. Form pairs of learners to <b>distinguish</b> between Fixed inputs and Variable inputs;</p> <p>d. Individual learners to <b>distinguish</b> among     Producer, wholesaler and retailer</p>		
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SEMESTER TWO

GRADE: 11

PERIOD: 4

TOPIC: POPULATION AND LABOR MARKET

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
Learners are able to analyze population dynamics and its influence on economic growth and development.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Define population and discuss the factors that influence population dynamics</li> <li>2. Describe population size and its implication on the economy</li> <li>3. State and critique the</li> </ol>	<ol style="list-style-type: none"> <li>6. <b>Definition of:</b> <ol style="list-style-type: none"> <li>a. Population</li> <li>b. Population census</li> </ol> </li> <li>7. <b>Types of population census:</b> <ol style="list-style-type: none"> <li>a. De facto population census</li> <li>b. De jure Population census</li> </ol> </li> <li>8. Importance of population census</li> <li>9. Characteristics and problems associated with population census</li> <li>10. <b>Determinants of</b></li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p><b>Individual seat works or work in mixed groups according to gender, abilities and learning styles</b></p> <ol style="list-style-type: none"> <li>a. Lead discussion on the meaning of population and population census.</li> <li>b. Group</li> </ol>	<p><b>E. <u>Primary Text:</u></b> Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>F. <u>Secondary Text:</u></b> Essential Economics for Senior Secondary Schools(Cole Esan Ande); <u>5<sup>th</sup> Edition,</u> <u>2017</u></p> <p><u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></p>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies (Select relevant option)</b></p> <ol style="list-style-type: none"> <li><b>1. Presentation</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. group</li> </ol> </li> <li><b>2. Written</b></li> </ol>



	<p>Malthusian theory of population</p> <ol style="list-style-type: none"> <li>4. Analyze the links between population and the labor market</li> <li>5. Explain population census, types of population census, importance and problems</li> </ol>	<p><b>population size and growth:</b></p> <ol style="list-style-type: none"> <li>a. Birth rate</li> <li>b. Death rate</li> <li>c. Migration</li> </ol> <ol style="list-style-type: none"> <li>11. Calculation of population density</li> <li>12. Malthusian theory of population growth</li> <li>13. Geographical distribution, age, sex and occupation distribution of population</li> </ol>	<p>learners to outline the types of population census according to the given features</p> <ol style="list-style-type: none"> <li>c. Individual learners assign task to do head count of family members by gender and age distribution as well as determine dependence age and those of working age.</li> <li>d. Pair learners to respond to the following questions:</li> </ol>		<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> </ol> <p><b>3. Quiz</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Presentation</li> </ol> <p><b>4. Written Test</b></p>
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			<p>“what will happen to the labor force that is making significant contribution to national development, if they are struck with pandemic such as HIV/ AIDS or others diseases”.</p> <p><b>Hint:</b> Give the social economic and development impact it has on the country, say Liberia.</p>		
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SEMESTER TWO

GRADE: 11

PERIOD: 5

TOPIC: THEORY OF COST AND REVENUE

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS /RESOURCE S	COMPETENCIES/ ASSESSMENT
Learners are able to analyze the reasons business firms make decisions on production, profit and losses.	Upon completion of this topic, learners will: 1. Demonstrate understanding of the meaning of costs and revenue 2. Distinguish between the various cost concepts 3. Analyze	<b>1. Definitions of Cost &amp; Revenue</b> a. Cost of Production & Revenue b. Economist's and Accountant's view of cost c. Explicit & Implicit cost  <b>2. Cost Concepts:</b> a. Fixed ,Variable & Marginal cost	<b><u>Inclusive &amp; Differentiated Learning</u></b> <b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b> :Lead discussion to brainstorm on the definitions of cost and revenue a. Group learners to demonstrate the cost of production & revenue concepts b. Group learners to debate using the concepts of opportunity cost to discuss the effects of early marriage as against the benefit of Education relative to social and economic development of the	<b><u>Primary Text:</u></b> Stanlake's Economics By S.J. Grant 8 <sup>th</sup> edition  <b><u>Secondary Text:</u></b> Essential Economics for Senior Secondary Schools(Cole	<b>EXPECTED COMPETENCIES</b> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <b>ASSESSMENT STRATEGIES</b> <i>to be used to check competencies (Select relevant option)</i>  <b>Presentation</b>

	different costs and revenue curves 4. Calculate costs and revenue	b. Average & Total cost c. Short run & Long run cost <b>3. Derivation of cost &amp; Revenue curves</b> a. Cost tables b. Cost curves c. Calculations of cost & Revenue	individual. Cite regions or sections that are still practicing early marriage in Liberia. <i>Hint: Girls vs Boys</i> c. Group learners to formulate hypothetical firm cost schedule to calculate; Average cost variable cost, marginal cost, total fixed cost, total variable cost, and total average cost.	Esan Ande); <u>5<sup>th</sup> Edition, 2017</u> <u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u>	Individual group <b>Written Assignment</b> Individual Group <b>Quiz</b> Individual Presentation <b>Written Test</b>
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SEMESTER TWO

GRADE: 11

PERIOD: 6

TOPIC: THE ROLE OF AGRICULTURE IN ECONOMIC DEVELOPMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to analyze and appreciate the role and importance of agriculture in social economic development of a nation	Upon completion of this topic, learners will: 1. Identify and discuss the major agriculture products in Liberia and West African Countries, and major export and import products /crops 2. Analyze the factors that hamper the agriculture sector in Liberia and	<b>1. Agriculture products in Liberia/ W. Africa</b> a. Cash crops b. Food crops c. Live stock d. Fisheries  <b>2. Challenges of Agriculture production in Liberia/ West Africa.</b> a. Land	<b><u>Inclusive &amp; Differentiated Learning</u></b> <b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b>  a. Lead learners to brainstorm and discuss the importance of agriculture to national	<b>G. Primary Text:</b> Stanlake's Economics By S.J. Grant 8 <sup>th</sup> edition <b>H. Secondary Text:</b> Essential Economics for Senior Secondary Schools(Cole Esan Ande); <u>5<sup>th</sup> Edition, 2017</u> <u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u>	<b>EXPECTED COMPETENCIES</b> <ul style="list-style-type: none"> <li>Effective Communication</li> <li>Analytical Skills,</li> <li>Digital Skills,</li> <li>Research and Problem Solving skills</li> </ul> ASSESSMENT STRATEGIES to be used to check competencies (Select

	<p>elsewhere in West Africa</p> <p>3. Explain the importance of agriculture products to economic development using Liberia as a case</p> <p>4. Formulate recommendations that will enhance government agriculture policies.</p>	<p>b. Subsidy</p> <p>c. Storage</p> <p>d. Education</p> <p>e. Infrastructure ( Roads)</p> <p>f. Technology</p>	<p>development.- check for participation and inclusiveness on the part of the students</p> <p>b. Ask learners to discuss the challenges faced in the Agriculture sector of Liberia and recommend how these challenges can be alleviated.</p>		<p><i>relevant option)</i></p> <p><b>Presentation</b> Individual group</p> <p><b>Written Assignment</b></p> <p>Individual Group</p> <p><b>Quiz</b> Individual Presentation</p> <p><b>Written Test</b></p>
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SEMESTER ONE

GRADE: 12

PERIOD: 1

TOPIC: ECONOMIC DEVELOPMENT AND PLANNING (THE LIBERIAN ECONOMY)

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to demonstrate the concept of economic development and appreciate the important role planning plays in the development of a nation.	<p>Upon completion of this topic, learners will</p> <ol style="list-style-type: none"> <li>1. Explain the concept of Economic Development and Planning</li> <li>2. Distinguish between Economic growth and Economic Development</li> <li>3. Explain the features of underdeveloped, developing and</li> </ol>	<ol style="list-style-type: none"> <li>1. Overview of the concepts of Economic Development and Planning; Economic Growth and Economic Development</li> <li>2. Features of underdeveloped, developing and developed</li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p><b>Individual seat works or work in mixed groups according to gender, abilities and learning styles</b></p> <ol style="list-style-type: none"> <li>a. Lead learners to discuss Economic Development and Planning; Economic Growth and Economic Development</li> <li>b. Ask learners to research and chart the features of underdeveloped, developing</li> </ol>	<p><b><u>Primary Text:</u></b> Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b><u>Secondary Text:</u></b> Essential Economics for Senior Secondary Schools(Cole Esan Ande); 5<sup>th</sup></p>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p>ASSESSMENT STRATEGIES <i>to be used to check</i></p>

	<p>developed economy</p> <p>4. Analyze the concept of Liberian Traditional Economy</p> <p>Determine the factors which influence economic development in Liberia and West African Countries</p>	<p>economy</p> <p>3. Concept of Liberian Traditional Economy</p> <p>4. Factors which influence economic development in Liberia and West African Countries</p>	<p>and developed economy</p> <p>c. Group learners to research and debate the Concept of Liberian Traditional Economy</p> <p>d. Pair learners to research the factors which influence economic development in Liberia and West African Countries and propose recommendations</p>	<p>Edition, 2017</p> <p><u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1977)</u></p>	<p><i>competencies (Select relevant option)</i></p> <p><b>Presentation</b> Individual group</p> <p><b>Written Assignment</b> Individual Group</p> <p><b>Quiz</b> Individual Presentation</p> <p><b>Written Test</b></p>
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SEMESTER ONE

GRADE: 12

PERIOD: 11

TOPIC: INDUSTRIALIZATION OF THE LIBERIAN ECONOMY AND CONCEPTS OF NATIONAL INCOME

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RE SOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to determine how decisions made by policy makers can influence economic development and growth of a country.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>Analyze the concept of industrialization and discuss how it is related to Liberia's economic development</li> <li>Analyze the process involved</li> </ol>	<p>1. <b>Meaning of :</b></p> <ol style="list-style-type: none"> <li>Industrialization</li> <li>Industrialization policies</li> <li>Localization of industries</li> </ol> <p>2. <b>Role of Industrialization in economic development</b></p> <ol style="list-style-type: none"> <li>Optimum</li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p><b>Individual seat works or work in mixed groups according to gender, abilities and learning styles</b></p> <ol style="list-style-type: none"> <li>Group learners to research and debate industrialization in the context of Liberia and other countries in West Africa.</li> </ol>	<p><b>A. <u>Primary Text:</u></b> Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. <u>Secondary Text:</u></b></p> <ul style="list-style-type: none"> <li>Essential Economics for Senior Secondary Schools(Cole</li> </ul>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>Effective Communication</li> <li>Analytical Skills,</li> <li>Digital Skills,</li> <li>Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies (Select relevant option)</b></p>

	<p>in industrialization</p> <ol style="list-style-type: none"> <li>3. Determine measures of the country economic activities</li> <li>4. Outline the methods used to calculate economic activities in the economy</li> <li>5. Discuss the limitations/pitfalls of calculating national income</li> </ol> <p>Suggest policy options that could improve the economy of Liberia.</p>	<p>Utilization of Scarce Resources</p> <ol style="list-style-type: none"> <li>b. Provision of Machinery to increase Agriculture productivity</li> </ol> <p><b>3. Measuring national income of a country's economy:</b></p> <ol style="list-style-type: none"> <li>a. GNP/ GDP per capita</li> <li>b. Uses of national income statistics</li> <li>c. Circular flow diagram of income and expenditure</li> <li>d. Methods of calculating national income</li> <li>e. Advantages and limitations of GNP calculation</li> </ol>	<ol style="list-style-type: none"> <li>b. Organize a field trip with learners to an industrial site and allow learners to observe the processes of <b>production and distribution</b> and present report on their findings.</li> <li>c. Facilitate discussions that will enable learners to explore the meaning and importance of National Income.</li> <li>d. Pair learners to research and determine the methods and measures of calculation of National Income.</li> <li>e. Pair learners to research and determine the limitations of National Income.</li> <li>f. Group learners to identify major development projects finance by national income to compare government expenditure on each project and how these projects have impacted the lives of</li> </ol>	<p>Esan Ande); 5<sup>th</sup> Edition, 2017</p> <ul style="list-style-type: none"> <li>• <u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1997)</u></li> </ul> <p><a href="https://www.investopedia.com">https://www.investopedia.com</a></p> <p><a href="https://www.ukessays.com">https://www.ukessays.com</a></p>	<p><b>Presentation</b> Individual group</p> <p><b>Written Assignment</b> Individual Group</p> <p><b>Report Writing</b> Individual Group</p> <p><b>Quiz</b> Individual Presentation</p> <p style="text-align: center;"><b>Written Test</b></p>
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			Liberians. g. Group assignment: Demonstrate linkages of the different actors in the economy- Circular Flow Diagram		
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SEMESTER ONE

GRADE: 12

PERIOD: 111

TOPIC: MONEY, BANKING AND THE FINANCIAL INSTITUTIONS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
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<p>Learners are able to determine the importance of money and the role banking institutions play in the economy</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>Analyze and discuss the origin, meaning, functions and types of money.</li> <li>Catalogue and discuss the characteristics of money.</li> <li>Analyze the types and functions of banks and other financial institutions</li> <li>Catalogue and discuss inflation, types, causes and how it can be controlled</li> <li>Demonstrate the relations between inflation and unemployment</li> </ol>	<ol style="list-style-type: none"> <li><b>Money:</b> <ol style="list-style-type: none"> <li>Definition and origin (development of)</li> <li>Characteristics and functions</li> <li>Value for money and price</li> </ol> </li> <li><b>Functions of Banks/financial Institution:</b> <ol style="list-style-type: none"> <li>Central Bank</li> <li>Commercial Banks</li> <li>Merchant Banks</li> <li>Development Banks</li> <li>Saving Banks</li> <li>Insurance companies</li> <li>Building societies</li> </ol> </li> <li><b>Definition:</b> <ol style="list-style-type: none"> <li>Inflation</li> <li>Unemployment</li> </ol> </li> <li><b>Types of inflation and unemployment</b> <ol style="list-style-type: none"> <li>Demand pull</li> <li>Cost push</li> </ol> </li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b></p> <p><b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b></p> <ol style="list-style-type: none"> <li>Lead learners to <b>brainstorm</b> and discuss the definition, origin, characteristics, and the functions of money</li> <li>Group learners to research the following: <ul style="list-style-type: none"> <li>Central Bank,</li> <li>Commercial Banks,</li> <li>Merchant Banks,</li> <li>Development Banks,</li> <li>Saving Banks,</li> <li>Insurance companies and Building societies</li> </ul> </li> <li>Organize learners into two groups to <b>debate</b> the merits and demerits of inflation and unemployment in the economy</li> <li>Pair learners to <b>research</b> and discuss the following: <ul style="list-style-type: none"> <li>Demand pull</li> <li>Cost push inflation</li> <li>Structural unemployment</li> </ul> </li> </ol>	<p><b>A. Primary Text:</b> Stanlake’s Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. Secondary Text:</b></p> <ul style="list-style-type: none"> <li>Essential Economics for Senior Secondary</li> </ul> <p>Schools(Cole Esan Aunde);_ 5<sup>th</sup> Edition, 2017</p> <ul style="list-style-type: none"> <li><u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1997)</u></li> </ul> <p><a href="https://www.investopedia.com">https://www.investopedia.com</a></p> <p><a href="https://www.ukessays.com">https://www.ukessays.com</a></p>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>Effective Communication</li> <li>Analytical Skills,</li> <li>Digital Skills,</li> <li>Research and Problem Solving skills</li> </ul> <p>ASSESSMENT STRATEGIES <i>to be used to check competencies (Select relevant option)</i></p> <ol style="list-style-type: none"> <li><b>Presentation</b> <ol style="list-style-type: none"> <li>Individual</li> <li>group</li> </ol> </li> <li><b>Written Assignment</b> <ol style="list-style-type: none"> <li>Individual</li> <li>Group</li> </ol> </li> <li><b>Quiz</b> <ol style="list-style-type: none"> <li>Individual</li> <li>Presentation</li> </ol> </li> <li><b>Written Test</b></li> </ol>
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		inflation c. Structural unemployment d. Cyclical unemployment e. Frictional unemployment	<ul style="list-style-type: none"><li>• Cyclical unemployment</li><li>• Frictional unemployment</li></ul>		
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SEMESTER TWO

GRADE: 12

PERIOD: 4

TOPIC: INTERNATIONAL TRADE AND BALANCE OF PAYMENTS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
<p>Learners can utilize their skills and knowledge to analyze the effects of policies on international trade and its benefits to the economic development of the nation</p>	<p>Upon completion of this topic: learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the term “International Trade”</li> <li>2. Elaborate on an acceptable reasons for trade between nations</li> <li>3. Determine and discuss factors that are involved in international trade</li> <li>4. Analyze the reasons for the variance in</li> </ol>	<ol style="list-style-type: none"> <li>7. <b>Definition:</b> <ul style="list-style-type: none"> <li>• International Trade</li> <li>• Domestic Trade</li> <li>• Regional Trade</li> <li>• Terms of Trade</li> <li>• Balance of Trade</li> </ul> </li> <li>8. <b>Features / Reasons for International Trade:</b></li> <li>9. <b>Differences between domestic &amp; International trade</b></li> <li>10. <b>The law of comparative cost</b> <ul style="list-style-type: none"> <li>• Free Trade &amp; protection (UNCTAD)</li> <li>• Law of comparative &amp; Absolute</li> </ul> </li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b>  <b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b></p> <ol style="list-style-type: none"> <li>a. Group learners to <b>discuss</b> <ul style="list-style-type: none"> <li>• International Trade</li> <li>• Domestic Trade</li> <li>• Regional Trade</li> <li>• Terms of Trade</li> <li>• Balance of Trade</li> </ul> </li> <li>b. Pair learners to <b>research</b> the following: <ul style="list-style-type: none"> <li>• Importance of international trade in relationship to the development of the country</li> <li>• Advantages and disadvantages of international trade</li> <li>• Comparative and</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>A. <b><u>Primary Text:</u></b>  Stanlake’s Economics  By S.J. Grant 8<sup>th</sup> Edition</li> <li>B. <b><u>Secondary Text:</u></b> <ul style="list-style-type: none"> <li>• <u>Essential Economics for Senior Secondary Schools(Cole Esan Ande); 5<sup>th</sup> Edition, 2017</u></li> <li>• <u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1997)</u></li> </ul> </li> </ol>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p>ASSESSMENT STRATEGIES <i>to be used to check competencies (Select relevant option)</i></p> <ol style="list-style-type: none"> <li>1. <b>Presentation</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. group</li> </ol> </li> <li>2. <b>Written Assignment</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> </ol> </li> <li>3. <b>Quiz</b> <ol style="list-style-type: none"> <li>a. Individual</li> </ol> </li> </ol>

	<p>currencies among countries</p> <p>5. Discuss the concept of “Legal tender”</p> <p>6.</p>	<p>Advantage</p> <p><b>11. Balance of Payments (BOP)</b></p> <ul style="list-style-type: none"> <li>• The use of foreign currency</li> <li>• Disequilibrium/ Adjustment</li> <li>• Connecting balance of payments</li> <li>• Devaluation &amp; Depreciation of currency</li> <li>• Balance of Payment deficit &amp; surplus</li> </ul>	<p>absolute advantage of international trade</p>		<p>b. Presentation</p> <p><b>4. Written Test</b></p>
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SEMESTER TWO

GRADE: 12

PERIOD: 5

TOPIC: PUBLIC FINANCE AND INTERNATIONAL ORGANIZATIONS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
<p>Learners are able to explain government fiscal policies and appreciate how it is used to provide better services that improve the livelihood of the citizenry.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Determine what public finance is and how it is important to public expenditure</li> <li>2. Explain government fiscal measures (taxation and expenditure)</li> <li>3. Explain the role of taxation in the economy</li> <li>4. Illustrate graphically the incidence of taxation</li> <li>5. Catalogue and discuss the roles of major international</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Meaning of Public finance :</b> <ul style="list-style-type: none"> <li>• Fiscal policy &amp; its objectives</li> <li>• Sources of Government Revenue (Taxation)</li> <li>• Economic Effect of taxation</li> </ul> </li> <li>2. <b>Types of taxes</b> Direct &amp; Indirect Taxes</li> <li>3. <b>Advantages &amp; Disadvantages of direct &amp; Indirect Taxes</b></li> <li>4. <b>Tax incidence</b> Elasticity of Demand / Supply &amp; Taxation</li> <li>5. <b>System of taxation</b> <ul style="list-style-type: none"> <li>• Progressive tax</li> <li>• Proportional tax</li> <li>• Regressive tax</li> </ul> </li> </ol>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b> <b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b></p> <ol style="list-style-type: none"> <li>a. Group learners to <b>discuss</b> the meaning of public finance and its objectives</li> <li>b. Assign small groups of learners to business institutions that generate revenues and are paying taxes; let learners examine the types and amount of taxes paid and revenue earned in a fiscal year and report to class</li> <li>c. Pair learners to discuss the following:</li> </ol>	<p><b>A. Primary Text:</b> Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>B. Secondary Text:</b></p> <ul style="list-style-type: none"> <li>• Essential Economics for Senior Secondary Schools(Cole Esan Ande); 5<sup>th</sup> Edition, 2017</li> <li>• <u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1997)</u></li> </ul>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p><b>ASSESSMENT STRATEGIES to be used to check competencies (Select relevant option)</b></p> <ol style="list-style-type: none"> <li>1. <b>Presentation</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. group</li> </ol> </li> <li>2. <b>Written Assignment</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> </ol> </li> <li>3. <b>Quiz</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Presentation</li> </ol> </li> <li>4. <b>Written Test</b></li> </ol>

	economics organizations	<b>6. International Economic Organizations</b> <b>IMF, IBRD, IFC, ADB, OPEC, ECA, UNCTAD, AfDB</b>	<ul style="list-style-type: none"> <li>• Elasticity of demand/supply and taxation.</li> <li>• Indicate tax incidents (burden of tax)</li> <li>• Tax systems- distinguish and analyze the effects of tax on a family income, business firm and government</li> </ul> <p>d. Assign individual learners to develop a research paper on the following international economic organizations and indicate how Liberia has benefited from these organizations: IMF, IBRD, IFC, ADB, OPEC, ECA, UNCTAD, AfDB</p>		
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GRADE: 12

PERIOD: 6

TOPIC: ECONOMIC INTEGRATION AND NATURAL RESOURCES

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES/ASSESSMENT
Learners are able to appreciate the value of regional cooperation and trade	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Determine the rationale for Economic Integration in the sub-region</li> <li>2. Discuss and analyze the concept Economic integration and its impact on regional trade</li> <li>3. Catalogue the advantages and disadvantages</li> </ol>	<p><b>7. Definition of Economic Integration and key concepts</b></p> <ol style="list-style-type: none"> <li>a. Trade benefits</li> <li>b. Employment</li> <li>c. Political cooperation</li> <li>d. Market Expansion</li> <li>e. Technology sharing</li> <li>f. Cross-border Investment flows</li> </ol> <p><b>8. Stages of Economic Integration:</b> Preferential trading area, Free trading area, Customs</p>	<p><b><u>Inclusive &amp; Differentiated Learning</u></b>  <b>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc,</b></p> <ul style="list-style-type: none"> <li>• Group learners to research and <b>discuss</b> the following: Economics Integration concepts; <ul style="list-style-type: none"> <li>○ Trade benefits</li> <li>○ Employment</li> <li>○ Political cooperation</li> <li>○ Market expansion</li> <li>○ Technology sharing</li> <li>○ Investment flow</li> </ul> </li> <li>— observe learners participation and interactions</li> </ul> <p>a. Assign learners to research the stages of Economic</p>	<p><b>C. <u>Primary Text:</u></b>  Stanlake's Economics By S.J. Grant 8<sup>th</sup> edition</p> <p><b>D. <u>Secondary Text:</u></b></p> <ul style="list-style-type: none"> <li>• Essential Economics for Senior Secondary Schools(Cole Esan Ande); <u>5<sup>th</sup> Edition, 2017</u></li> <li>• <u>Comprehensive Economics for Senior Secondary School (Johnson U. Anyaele, 1997)</u></li> </ul>	<p><b>EXPECTED COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> </ul> <p>ASSESSMENT STRATEGIES <i>to be used to check competencies (Select relevant option)</i></p> <ol style="list-style-type: none"> <li><b>1. Presentation</b> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. group</li> </ol> </li> <li><b>2. Written Assignment</b> <ol style="list-style-type: none"> <li>a. Individual</li> </ol> </li> </ol>

	<p>es of Economic Integration</p> <p>4. Discuss the stages of Economic Integration</p> <p>5. Compare natural resources of Liberia to countries in the sub-region</p> <p>6.</p>	<p>union, common market , Economic &amp; monetary union and fiscal policy harmonization</p> <p><b>9. Advantages &amp; Disadvantages of Economic Integration</b></p> <p><b>10. Natural resources of Liberia/ Sub-region</b></p>	<p>Integration and determine whether it has impacted the economy of Liberia. Let learners analyze the advantages and disadvantages of regional trade and cooperation</p>		<p>b. Group</p> <p><b>3. Quiz</b></p> <p>a. Individual</p> <p>b. Presentation</p> <p><b>4. Written Test</b></p>
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