

CATEGORY: HIGH SCHOOL

Call No.	Author	Title	Description	Publisher /Yr.	Copies
9.1 AEE	The Academy for Economic Education	UMP'S FWAT	This charming 24-page illustrated book teaches basic economic concepts through the story of a cartoon-character caveman named Ump. As Ump turn his idea (the Fwat) into a successful public company, 1 st -8 th grade students will learn about e3h principles of capital formation, including savings, investment, profit, employment, stocks, and dividends.	1995	1
9.1 ARK		ECONOMICS IN THE UNITED STATES HISTORY 1865-1970	This guide is intended for use in the second semester of the Senior High course in United States History. It stresses the period of the 20 th century and contemporary affairs. It utilizes economic concepts and themes as a means of broadening the understanding of students of an increasingly complex society. The flexibility built into the Guide should make it possible for each teacher to use as much or as little of a topic as he or she desires.	1970	1
9.1 BCEE	Buffalo State College Center for Economic Education and The Buffalo News	USING THE NEWSPAPER TO TEACH 12TH GRADE ECONOMICS	The purpose of this guide is to pro vide teachers with additional teaching strategies and resources. Suggestions for teaching economic concepts include using <i>The Buffalo News</i> and the <i>Stock Market Game</i> . The concepts covered are: Scarcity, Consumer Spending, Measurement, and Trade.	1988	1
9.1 C	Close Up Foundation	SLICING THE PIE: A FEDERAL BUDGET GAME	Slicing the Pie is a simulation game that changes the classroom into a congressional hearing room where members of the House of Representatives make their	1994	1

			recommendations for the new budget after hearing testimony from interested parties on all sides of the issues. Students are challenged to make choices about how federal money should be spent. They prepare questions and comments, listen to testimony, present their best arguments, and ultimately reach a decision about one particular line on the federal budget.		
9.1 CCEE	Canton Center for Economic Education	ECONOMICS: Curriculum for "Economics and Economic Decision-Making"	This curriculum is intended to be used to provide instructors with a "road map" to assist them to provide students with economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world.	1990	1
9.1 Day	Day, John	TEACHERS GUIDE TO ADVANCED PLACEMENT (AP) COURSES IN MICROECONOMICS	The syllabi in this publication reflect a variety of approaches for both new and experienced teachers of AP Microeconomics. Most include course outlines, supplementary assignments, and examples of writing assignments.	1994	1
9.1 DIMS	Durell Institute of Monetary Science	THE ABC'S OF MONEY AND BANKING (Includes video)	This kit is useful in teaching high school students about money and banking. It contains: a book for the teacher, six lesson plans with xerographic components, student exercise sheets, teacher answer keys, discussion questions, a money and banking glossary, a poster, and videotape.	1992	1
9.1 DIMS	Durell Institute of Monetary Science	DEMYSTIFYING THE STOCK MARKET	The teaching kit contains a textbook, student workbook, teacher's guide, masters for making overhead transparencies, a video, and a wall chart. The kit is designed to simplify the teaching of the	1993	1

			stock market. The textbook provides the facts needed to teach the course, the workbook is specially formatted to provide "hands-on" experiences in investing in the stock market.		
9.1 DOE - Hawaii	Department of Education: Hawaii	ECONOMICS: A RESOURCE HANDBOOK FOR TEACHERS	<i>Economicss: A Resource Handbook for Teachers</i> is designed to assist teachers define and organize their one-semester high school course in economics. This resource supplements <i>Meeting the Challenge: A Framework for Social Studies Restructuring</i> and supports the <i>Essential Content</i> . As it assists teachers to identify and plan a variety and appropriate learning activities that will supplement a text or other instructional materials, it should be used as a flexible resource rather than a self-contained course in economics.	1994	3
9.1 DOE - Hawaii	Department of Education: Hawaii	ECONOMICS: A High School One Semester Course		1982	1
9.1 Dun	Dunnan, Nancy	BANKING	An easy to understand introduction to the world of banking. It provides easy-to-read general information about banking institutions and the flow of money, in addition to detailing the types of accounts and services offered at banks, including credit cards, investment opportunities, and ATM's.	1990	1
9.1 ETS	Educational Testing Service	AP MICROECONOMICS – FREE RESPONSE SCORING GUIDE WITH MULTIPLE		1995	2

		CHOICE SECTION (1995)			
9.1 ETS	Educational Testing Service	AP MACROECONOMIC S – FREE REPSONSE SCORING GUIDE WITH MULTIPLE CHOICE SECTION (1995)		1995	2
9.1 F	Foundation for Teaching Economics and USA Today	ECONOMICS TODAY	This guide will show the teacher how to use <i>USA Today</i> to make studying about how our economy works. <i>USA Today</i> will be the source of articles and information. The eight economic themes are: You and Our Economic System, Creating Products in Our Economy, People In Our Economy, The Marvel of the Marketplace, Money and Financial Institutions, Our Government and the Economy, The Global Economy, and Our Economic Future.	1986	1
9.1 FCEE	Florida Center for Economic Education	AMERICAN FREE ENTERPRISE SYSTEM, AUTOMOBILE INSURANCE, CONSUMER RIGHTS AND RESPONSIBILITIES, ECONOMIC COSTS OF CRIME, FEDERAL TAXES,	Each guide is designed to acquaint high school students with basic economic concepts needed to understand each of the above stated topics.	1995 1989 1989 1990 1988 1991	1 1 1 1 1

		FINANCE: MONEY, BANKS, AND CREDIT, INFLATION, MONEY AND BANKING, STATE AND LOCAL TAXES, SUPPLY AND DEMAND		1987 1988 1988 1987	1 1 1 1
9.1 FED	Federal Reserve Bank	THE FEDERAL RESERVE PACKAGE	Instructional material for high school students on money, banking, and the Federal Reserve to be used with accompanying video programs.	1993	2
9.1 FEDNY	Federal Reserve Bank of New York	THE CIRCULAR FLOW	<i>The Circular Flow</i> teaching plan is presented in three sections. Part one is the core which provides a summary of background information, concepts and definitions. Part II contains questions and exercises. Part III contains three masters of the circular flow model.	1986	1
9.1 FIS	Fischer, Tammie	THE ECONOMICS OF OUR DIVERSE SOCIETY	This curriculum unit is designed for courses, in social studies, economics, and civics at the secondary level. The goals of this unit are to demonstrate that economics can help students understand complex issues related to diversity and to apply economic analysis to a variety of topics such as immigration, entrepreneurship, poverty, and boycotts and labor strikes.		
9.1 FRBSF	Federal Reserve Bank of San	MAKING MONETARY	Making Monetary Policy highlights the impact of the Federal Reserve's primary monetary policy tool on	199x	1

	Francisco	POLICY: INTERACTIVE COMPUTER SIMULATION	the level of economic activity. The tool, or instrument, is open market operations – the buying and selling of Treasury securities. The educational goals for this interactive computer simulation are broader. These goals include assisting students to understand the role of money and monetary policy in our economy.		
9.1 FRBSF	Federal Reserve Bank of San Francisco	FACING THE CONSTRAINTS: INTERACTIVE COMPUTER SIMULATION	This booklet demonstrates the real world economic constraints policy makers face as they implement monetary and fiscal policy. Players throw a dart at a moving target trying to progress through various levels of difficulty, which represent constraints in the economy.	199x	1
9.1 FRBSF	Federal Reserve Bank of San Francisco	MAKING FISCAL POLICY: INTERACTIVE COMPUTER SIMULATION	This booklet demonstrates how the fiscal policy tools of government spending and taxation affect the level of employment, inflation, and economic growth, both in the short- and long-run. The game also illustrates how conditions in the economy feed back to impact taxes and the deficit.	199x	1
9.1 FRBSF	Federal Reserve Bank of San Francisco	MAKING MONETARY POLICY: INTERACTIVE COMPUTER SIMULATION	This booklet demonstrates how growth in the money supply is controlled; how changes in the money growth rate affect interest rates, unemployment, and inflation; and how conditions in the economy impact the money growth rate		
9.1 F/S/W	Fischer, Suiter, Walstad	THE ECONOMICS OF OUR DIVERSE SOCIETY	This unit is designed for courses in social studies, economics, and civics at the secondary level. The goals of this unit are to demonstrate that economics can help students understand complex issues related	1999	3

			to diversity and to apply economic analysis to a variety of topics such as immigration, entrepreneurship, poverty, and boycotts and labor strikes. Students are introduced to relevant economic concepts including incentives, exchange, decision making and opportunity costs, broad social goals, human capital, investment in human capital and entrepreneurship.		
9.1 G	Goree, Keith	ETHICS IN AMERICAN LIFE	This thought-provoking text/workbook discusses important American values and virtues, providing models by which students can analyze them. This unique book contains discussions of ethics and new technologies, cultural diversity, and human sexuality. It also contains self-study exercises to help focus student's reading and critical-thinking exercises to help students develop analytical skills.	1996	1
9.1 GCEE	Georgia Council on Economic Education and the Center for Business and Economic Education	THE GEORGIA STOCK MARKET GAME ADVISORS MANUAL	Step-by-step instructions in the mechanics involved in teaching the Stock Market Game is provide. It also includes supplemental material to enhance classroom instruction.	1995	1
9.1 GRI	Griffin, Nancy	TEACHERS GUIDE TO ADVANCED PLACEMENT COURSES IN MACROECONOMIC S	The purpose of this teachers guide is to provide information that will allow experienced and novice teachers to develop, revise, and/or enhance their courses by sharing approaches, resources, and enrichment materials currently being used in courses taught by high school teachers and college professors.	1994	1
9.1	Highsmith Inc.	UNDERSTANDING	This booklet gives teacher a unique tool. It is based	1999	C1

HIGH		THE ECONOMICS: THE CONTENT STANDARDS IN CARTOONS	on the belief that editorial cartoons on economic concepts can be both motivating and intellectually challenging. The booklet is organized into 20 lessons -- one lesson on each content standard. A single cartoon provides the focus for each of these lessons.		
9.1 HIGH	Highsmith Inc.	THE ECONOMY IN CARTOONS: TEN BASIC LESSONS IN ECONOMICS USING POLITICAL CARTOONS		1996	C1
9.1 HOY	Hoyt, Daniel R.	TRANSPORTATION : A KEY TO ECONOMIC DEVELOPMENT	The major purpose of this text is to provide teachers with materials that will give students insight into the critical role played by transportation in the economic development and growth of a nation, and in particular the United States of America.	1988	1
9.1 I	Interact	ECONOMICS MADE EASY	The Economics Made Easy notebook program is divided into five units: The Individual in Our Economy; Business Organization; Taxation and Government Regulation; Banks and the Federal Reserve System; and World Trade. Each part includes a set of goals, items of teacher preparation, bulletin board suggestions, materials to be duplicate, and a calendar of events. Each part concludes with suggested follow-up activities.	1994	1
9.1 I	Interact	CHECKBOOK: A SIMULATION OF MONEY ACTIVITIES IN DAILY LIFE	<i>Checkbook</i> is an exciting simulation game that involves the student in true-to-life situations dealing with money management. Students will be delighted with their monthly paychecks and will learn to	1988	C2

			manage their money wisely.		
9.1 I	Interact	EXCHANGE	While playing Exchange , students gain an understanding of stock market mechanics and an appreciation for the array of economic forces such as natural resources, energy, technology, capital, labor, and governmental action, which affect stock prices. This simulation is designed to last for approximately 5 to 6 class periods, but it may be easily extended if time permits.	1976	1
9.1 ICEE	Indiana Council for Economic Education	ECONOMICS ON WALL STREET: INSTRUCTIONAL MATERIAL ON THE STOCK MARKET AND OTHER FINANCIAL SECURITIES	This manual includes several different kinds of materials designed to strengthen instructional units on the stock market and other financial securities, particularly those in which students are asked to buy real or hypothetical portfolios for a period of time and chart the price movements of those assets.	1990	2
9.1 JAC	Jackstadt, Stephen	THE ADVENTURES OF PRIMERO DINERO	<i>The Adventures</i> is a flexible curriculum unit to teach basic economic concepts. It can be used in many different ways, e.g., core of a 3-week unit on economics in American Problems or Social Studies Skills or as a way to build conceptual framework for consumer education classes.	1990	4
9.1 K	Keenan, Diane	ECONOMICS ACTION PAC	This is a series of student activities which emphasize the following economic concepts: Market Clearing Price, Law of Demand, Law of Supply, Changes in Supply and Demand, Consumer Sovereignty, Comparative Economic Systems, Productivity, Resources, Corporate Finance, Market Structure,	1986	1

			Causes of Inflation, Consumer Price Index, Gross National Product, Inflation, Depression, Fiscal and Monetary Policies, and Exchange Rates.		
9.1 K	Keenana, Diane and Mark H. Maier	ECONOMICS LIVE!		1993	1
9.1 KEE	Keenan, Diane and Roger Cannon	ECONOMICS SLAMDUNK: Teaching Economics Through The Sports, Music, and Film Industries	Integrating popular heroes and current trends from sports, music, and the movies, this resource introduces the basic concepts and terms of economics. The diverse activities include case studies, articles, and role-plays. Among the topics covered are supply and demand, scarcity, cost of production, teen buying habits, and competition. "The Celtics Go Cooperate," "The Marketing of Michael Jackson," and "Disney's Annual Report" are examples of the imaginative exercises. Recommended for grades 7-12.	1990 1997	2 1
9.1 KCEE	Kansas Council on Economic Education	THE JEANS FACTORY	<i>The Jeans Factory</i> is a microcomputer simulation in which the student assumes the role of manager of a jeans factory for six, one-month periods. In the role of manager, the student attempts to utilize resources and make decisions so that the stockholders, employees, and the company's customers are satisfied with the outcomes. At the end of each month, the manager receives attitude rating points which indicate how well he/she has satisfied each of those three groups.	-----	1
9.1 L	Peter Lynch	LEARN TO EARN: A BEGINNER'S GUIDE TO THE BASICS OF	This book explains in a style accessible to anyone who is high-school age or older how to read a sock table in the daily newspaper, how to understand a	1995	1

		INVESTING AND BUSINESS Instructor's Manual Learn to Earn: A Beginner's Guide to Basics of Investing	company annual report, and why everyone should pay attention to the stock market. They explain not only how to invest but also how to think like an investor.	1997	1
9.1M	Meridian Bank	HOW TO GET MONEY \$MART	An interdisciplinary curriculum which includes ten participatory lessons on: financial planning, decision-making, banking, savings, checking accounts, budgeting, understanding a paycheck, investing, proper use of insurance and credit.	1992	1
9.1M	Merrill Lynch	YOUR GUIDE TO UNDERSTANDING INVESTING	A very clear and comprehensive guide to investing for stock market game advisors, but can be applicable to teachers and alike. The guide helps the reader to understand various topics such as: Stocks, Bonds, Mutual Funds, Futures and Options, Employer Retirement Plans, and Individual Retirement Plans.	1997	1
9.1M	Merrill Lynch	HOW TO READ A FINANCIAL REPORT	This booklet helps the reader to understand the facts contained in a corporate annual report.	1984	1
9.1 NFIB	National Foundation of Independent Business	A SMALL BUSINESS PRIMER	The purpose of this chart book is to offer the best data available on a few fundamental questions about small businesses and their owners. It serves as a useful reference for those interested in small businesses and their owners.		
9.1 N	National Center for Research in Vocational	PACE - PROGRAM FOR ACQUIRING COMPETENCE IN	Each level of <i>PACE</i> has a set of instructional units. The units deal with a competency or a set of competencies. Each unit is learner centered with		

	Education	ENTREPRENEURSHIP	opportunities for instructor enrichment and facilitation. All units are self-contained and are independent of each other. They are, however, sequenced in a logical progression of topics for a person considering entrepreneurship. Level 1, an introduction to entrepreneurship topics, allows students to become familiar with the concepts involved and to develop an awareness of entrepreneurship as a career option. Level 2 is an opportunity to learn about and try out entrepreneurship ideas enough to make a preliminary assessment of how they relate to personal needs. Level 3 emphasizes policies and strategies for managing a selected business.		
9.1 N	National Credit Union Youth Program	THE BIG JUMP	This is a classroom guide for teaching insurance to teenagers and young adults through creative activities. Covered in this guide are five program segments: Introduction to insurance, Homeowners/renters insurance, Automobile and motorcycle insurance, Health and Life insurance.		
9.1 NCEE	Joint Council on Economic Education	ADVANCED PLACEMENT INSTRUCTIONAL PACKAGE: MICROECONOMICS	This is a student activities book to give teachers of advanced placement students ideas to challenge students.	1988	3
9.1 NCEE	Joint Council on Economic Education	ADVANCED PLACEMENT INSTRUCTIONAL PACKAGE:	This is a student activities book to give teachers of advanced placement students ideas to challenge students.	1995	2

		MACROECONOMIC S			
9.1 NCEE	Joint Council on Economic Education	ADVANCED PLACEMENT INSTRUCTIONAL PACKAGE: MICRO/MACRO TEACHER RESOURCE MANUAL	The <i>Teacher Resource Manual</i> provides form and structure to your course. In addition to a micro or macro course outline, each resource book contains a unit overview, unit objectives, unit outline, planning suggestions, audiovisual aid suggestions, lesson plans, answers to the student exercises, and additional lessons to add variety. Teachers of and AP Program should design their own curriculum, but the APIP materials will make that process easier.	1988	1
9.1 NCEE	National Council on Economic Education	ADVANCED PLACEMENT ECONOMICS: Teacher Resource Manual	Use this powerful teacher guide to support your existing AP Economics curriculum. Unit plans give you a broad overview of the key AP Economics concepts, and the daily lesson plans are an in-depth guide through the most crucial economics principles. Your Manual includes: <ul style="list-style-type: none"> • Time-saving unit plans – develop a teaching strategy that gets the key economic concepts across quickly and efficiently • Practical daily lesson plans – easy step-by-step procedures show you how to deliver a memorable lesson • Helpful visuals to the student activities – you’ll get plain language overheads that demonstrate vital concepts 	1996 2003	2 4

			<ul style="list-style-type: none"> • Answers to sample multiple-choice questions, sample free response questions, and activities 		
9.1 NCEE	National Council on Economic Education	ADVANCED PLACEMENT ECONOMICS: Microeconomics Student Activities	<p>The Student workbooks include:</p> <ul style="list-style-type: none"> • A "Key Ideas" summary for each unit – to make sure your students focus on the most important concepts • Hands-on activities – your students use real-world scenarios to actively illustrate economic concepts • Sample Multiple-Choice and Free-Response questions – give your students practice for the real exams. 	1996 2003	2 4
9.1 NCEE	National Council on Economic Education	ADVANCED PLACEMENT ECONOMICS: Macroeconomics Student Activities	<p>The Student workbooks include:</p> <ul style="list-style-type: none"> • A "Key Ideas" summary for each unit – to make sure your students focus on the most important concepts • Hands-on activities – your students use real-world scenarios to actively illustrate economic concepts • Sample Multiple-Choice and Free-Response questions – give your students 	1996 2003	2 4

			practice for the real exams.		
9.1 NCEE	National Council on Economic Education	FOCUS: INSTITUTIONS AND MARKETS	You'll expose your students to world trade and international finance with fun, simple to understand lesson plans. You'll thoroughly enjoy exploring the organizations that have an impact on our lives... and so will your students!	2003	2
9.1 NCEE	Joint Council on Economic Education	BASIC BUSINESS AND CONSUMER EDUCATION (SECONDARY)		1979	3
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	CONSUMER ECONOMICS (SECONDARY): TEACHING STRATEGIES Master Curriculum Guide	This publication focuses on how economic concepts and an economic way of thinking can be incorporated into various units in consumer education courses or in courses at the secondary level that contain units in consumer education. Its lessons can also be used in economic courses offered at the secondary level.	1985	3
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	ECONOMICS AND THE STOCK MARKET GAME	<i>Economics and the Stock Market Game</i> is a timely addition to the JCEE's high school <i>Capstone</i> course in economics. It provides the structure and framework for relating basic economic concepts and principles to securities markets. It also enhances the use of the Stock Market Game as an educational tool.	1988	3
9.1 NCEE	National Council on Economic Education	ECONOMIES IN TRANSITION: COMMAND TO MARKET	This publication contains ten lessons for the secondary classroom that help students in the untied States understand the challenges facing the former Soviet Union, Baltic States, and Central European countries during the transition to new political and	1997	C1, c3

			economic systems.		
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	ENTREPRENEURSHIP IN THE U.S. ECONOMY	<i>Entrepreneurship in the U.S. Economy</i> is designed to provide the basis of a one-semester integrated study of economics and entrepreneurship. It provides a wide range of instructional activities and procedures appropriate for students with varying learning styles and ability levels. The components are: a Student Book of Readings, an Activities Package, and a comprehensive Teacher Resource Manual.		
9.1 NCEE	National Council on Economic Education	MASTER CURRICULUM GUIDE: Economics and Entrepreneurship	MASTER CURRICULUM GUIDE: Economics and Entrepreneurship is a 17-lesson curriculum that combines learning economics with understanding entrepreneurship. Lessons focus on how entrepreneurs influence our economy, innovation, profits, markets, lending and borrowing, and how government and our economy affect entrepreneurs.	1991	1
9.1 NCEE	National Council on Economic Education	FINANCIAL FITNESS FOR LIFE: BRINGING HOME THE GOLD (GRADES 9-12) Teacher's Guide	<i>Bringing Home the Gold</i> contains 22 action-oriented lessons where students make decisions about earning an income, saving and spending, using credit, and budgeting. Lessons include background information, preparation materials, student activities, and assessments to promote active learning. All lessons are tied to standards for personal finance and economic literacy. A Student Workbook highlights topics covered in each lesson and a Parent's Guide allows for additional reinforcement in the home.	2001 2001	2 2
9.1 NCEE	National Council on Economic Education	FINANCIAL FITNESS FOR LIFE: PERSONAL	All lessons are tied to standards for economics and personal finance literacy and include background information, preparation materials, student activities,		

		FINANCE GUIDE FOR PARENTS (GRADES 6-12)	and assessments. A Web site provides additional ideas to help reinforce lessons through various disciplines. A student activities book provides an abundance of “hands on” worksheets, while a parent’s guide allows for reinforcement in the home.		
9.1 NCEE	National Council on Economic Education	FROM PLAN TO MARKET: Teaching Ideas for Social Studies, Economics, and Business	This guide provides a set of ten lessons designed for use in high school social studies and business education courses. The lessons present activities that are engaging for students and practical for teachers; they are especially suitable for use in United States history, world history, high school economics, and international business courses. While teachers are encouraged to use the lessons in the context of the 1996 report, the lessons also can be used independently.	1997	3
9.1 NCEE	National Council on Economic Education	FOCUS: HIGHSCHOOL ECONOMICS	<i>Focus: High School Economics</i> serves to highlight the key economic concepts students need to succeed in the real world. This revised edition features simulations, role plays, small-group discussions, and other active-learning instructional activities to help students explore economic concepts through real-life applications including simulating an oil market, valuing education, and paying at the pump.	1996	2
9.1 NCEE	National Council on Economic Education	FOCUS: HIGHSCHOOL ECONOMICS 2nd Edition	<i>Focus: High School Economics</i> serves to highlight the key economic concepts students need to succeed in the real world. This revised edition features simulations, role plays, small-group discussions, and other active-learning instructional activities to help students explore economic concepts through real-life	2001	5

			applications including simulating an oil market, valuing education, and paying at the pump.		
9.1 NCEE	National Council on Economic Education	FOCUS: INTERNATIONAL ECONOMICS	The study of international economic systems teaches global production and competition, exchange rates and issues in international finance, free trade vs. protectionism, and economic development.	1998	C1
9.1 NCEE	National Council on Economic Education	FOCUS ON ECONOMICS: PERSONAL DECISION MAKING	Show your students how basic economics concepts relate to consumer, business, social, and personal choices. These 15 lessons make connections between classroom learning and real-world experiences in budgeting, career planning, credit management, and housing. Lessons also explore goal setting, consumer sovereignty and advertising, collective bargaining, health care, inter-national economics and the American consumer, and the role of government.	1996	C1, c3
9.1 NCEE	National Council on Economic Education	FOCUS ON ECONOMICS: UNITED STATES HISTORY	Economic principles and reasoning in different contexts help explain people's behavior throughout history. In 15 lessons, students discover how changes in incentives influenced: Prohibition, baseball's color barrier, indentured servitude. Extensive primary source material includes indentured servant contracts, excerpts from federal food safety laws, 1920's advertisements, and travelers' accounts of exploration.	1996	3
9.1 NCEE	National Council on Economic Education	FOCUS ON ECONOMICS: WORLD HISTORY	Economic principles and reasoning set the stage for the dramatic unfolding of world history. In 12 lessons, students learn: How the Black Death raised European living standards, Why China did not discover the New World, Why the Industrial	1996	3

			Revolution started in England, Why nomadic life shifted to settled agricultural lifestyles, Why some economies prospered and others stagnated, What choices helped or hindered economic growth.		
9.1 NCEE	National Council on Economic Education	CAPSTONE: EXEMPLARY LESSONS FOR H.S. ECONOMICS Teacher's Guide Student Activities	When combined with a textbook, Capstone provides activities for a complete high school economics course. 45 exemplary lessons, over half of which are completely new, help students learn to apply economic reasoning to a wide range of real-world subjects-ranging from personal finance to global issues. The economic way of thinking helps students bring logic and meaning to all high school economic courses.	2003 2003	1 1
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	HIGH SCHOOL ECONOMICS COURSES: TEACHING STRATEGIES (MCG)	This volume is designed specifically for use by high school teachers who give a course in economics. It provides a basic outline for a variety of approaches. It contains a number of teaching units ready for classroom use and contains suggested strategies with different means for teaching different kinds of students in a variety of settings.	1985	C1, c3
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	INTERNATIONAL TRADE (SECONDARY): TEACHING STRATEGIES (MCG)	Each lesson in this book was chosen to add an <i>international dimension</i> to social inquiry and to frame this inquiry within the process of <i>economic reasoning</i> . This book provides instructional materials to help teachers and students study the global economy.	1988	2
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	THE INDIANA STOCK MARKET GAME: ADVISOR'S MANUAL	The objective of this 10 weeks simulation is to invest \$100,000 to purchase a portfolio of stocks from the NYSE, ASE, and NASDAQ, and then to increase the value of the portfolio as much as possible. The	1995	1

			primary goal of the SMG is to help students learn more about the financial and economic system of the United States.		
9.1 NCEE	National Council on Economic Education	LEARNING FROM THE MARKET: INTEGRATING THE STOCK MARKET GAME ACROSS THE CURRICULUM	<i>Learning from the Market</i> introduces young people to the fundamentals of how a market economy operates. Students learn basic economic themes in the lessons provided. This manual offers teachers from several disciplines a practical tool for curriculum integration.	1997	3
9.1 NCEE	National Council on Economic Education	PERSONAL FINANCE ECONOMICS: WALLET WISDOM (GRADES 9-12)	<i>Personal Finance Economics</i> is a series of high-quality instructional materials that assist students 9-12 in making better decisions as spenders, savers, borrowers, and managers of money.		
9.1 NCEE	National Council on Economic Education	TEACHING ABOUT THE JAPANESE ECONOMY	This publication, prepared for junior and senior high school teachers, is designed to improve and enhance an understanding and appreciation of the Japanese economic system. This publication is organized into two major components. Section I provides informational background about various aspects of the Japanese economy. Section II includes a series of instructional activities and strategies which focus on basic economics concepts and their application to the Japanese economy.	1986	1
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	TEACHING ECONOMICS IN AMERICAN HISTORY	This book is designed to help teachers incorporate economic facts, concepts, principles, and problems into the high school American history course.	1984 1973	2 1

		Teacher's Manual for Secondary Schools			
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	TEACHING PERSONAL ECONOMICS IN THE SOCIAL STUDIES CURRICULUM	This is a new approach to teach economic concepts and generalizations. Instead of focusing upon the producer or the role of business in the economy, or upon macro models and processes, this Guide emphasizes the crucial role of the consumer. It provides the students with an understanding of the economic process by illustrating the impact of their own behavior when they function in their roles as workers, consumers, and citizens.		
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	UNITED STATES HISTORY (SECONDARY): STRATEGIES FOR TEACHING ECONOMICS, PART II	The activities in this resource exemplify where economics may advantageously provide an analytic framework in U.S. history classes. The general themes, key concepts, and clusters of subconcepts used here purposely cover different historical periods in order to illustrate a developmental sequence.	1980	c3
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	UNITED STATES HISTORY EYES ON THE ECONOMY VOLUMES I AND II	The primary goal of this program is the improvement of students' skill in using economic reasoning to understand the past and the present, and to anticipate the future. The students learn to solve economic mysteries implicit in important themes and topics in U.S. history by using <i>The Handy Dandy Guide (HDG)</i> . This device is a simple yet powerful summary of key principles of economic behavior.	1993	2 each
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	WORLD STUDIES (SECONDARY): STRATEGIES FOR	The purpose of this publication is to apply economic analysis to world history and to the contemporary world scene. Lessons to reinforce earlier lessons in	1980	1

	Education)	TEACHING ECONOMICS	economics, more complex issues, and how basic economic concepts and analytical tools can be applied to a wide variety of situations are also provided.		
9.1 NCEE	EconomicsAmerica (Joint Council on Economic Education)	THE GREAT ECONOMIC MYSTERIES BOOK: A GUIDE TO TEACHING ECONOMIC REASONING (GRADES 9-12)	Students solve engaging mysteries about current events, government, and the environment by responding to hints and by applying an “economic way of thinking.”	2000	2
9.1 NCEE	National Council on Economic Education	ECONOMICS IN ACTION	<i>Economics in Action</i> , a teacher’s resource manual, contains 14 all-time favorite, updated NCEE economics lessons on a variety of key economic topics. Combining simulations, role-playing activities, group activities, and classroom demonstrations, the lessons in <i>Economics in Action</i> will actively involve your students. <i>Economics in Action</i> includes all necessary background information and instructions to help both new and experienced economic concepts and reasoning to high school students.	2003	1
9.1 NES	Nesbitt, William A.	GUNS OR BUTTER	A simulation game, <i>Guns and Butter</i> , provides a simple and short introduction to an issue which every nation faces: limited national resources which must be divided between defense spending and social spending. Students are divided into five hypothetical nations. The leaders of the nations must "advance	1987	1

			the economic and social welfare of the people" of their nations without "endangering national security." In the course of the simulation, each nation determines goals, allocates resources from one sector of the economy to another, negotiates trade and mutual defense agreements with other nations, and may attack other nations. In discussion sessions after the simulation ends, students evaluate the relative success of various national decision makers.		
9.1 NFIB	National Federation of Independent Businesses	A SMALL BUSINESS PRIMER	This short book contains charts and graphs illustrating the importance and role of American small business.	1993	2
9.1 P	Procter & Gamble	ADVERTISING AND THE ECONOMY	This teaching package on economics show how advertising powers the whole economic chain, and the jobs in it.	1990	2
9.1 P	Procter & Gamble	DECISIONS ABOUT PRODUCT SAFETY	This multi-disciplinary unit features businesses and consumers making product safety decisions. It is designed to teach critical thinking and decision making while supplementing the science, home economics, social studies, and economics curricula. The activities rely extensively, though not exclusively, on Procter& Gamble's experiences in making product safety decisions.		
9.1 P	Procter & Gamble	DECISION - EARTH	The unit focuses on the concept of consumer product life cycle analysis, an approach to assessing the environmental impacts of a product at each stage of its life from raw materials extraction through disposal. Using this approach, a product is evaluated		

			in terms of energy consumed, atmospheric and waterborne emissions generated and solid waste created for disposal.		
9.1 P	Procter & Gamble	GLOBAL VISIONS UNITS 1, 2, 3		1993	1 each
9.1 P	Parker, George	THE STANFORD BANK GAME	The Stanford Bank Game provides a stimulating learning experience by giving you the opportunity to make decisions that are similar to those you would make managing a commercial bank. The player makes short-term operating decisions and, at the same time, considers the implications of these decisions for long-run growth and profitability. The simulation emphasizes that you need an integrated approach to operational decision making.	1995	1
9.1 P	Prehn, Edward C.	TEACHING HIGH SCHOOL ECONOMICS	This is a thorough, practical guide to planning, content, and methodology. It features chapters on behavioral aims, the inquiry approach, the slow learner, career education, and making economics come alive for the inner city students.		
9.1 P	Prime Time School Television	TELEVISION & ECONOMICS: FROM THE MEDIUM TO THE MARKETPLACE	The primary objective of this unit is to focus on real economic issues using television. Initial lessons present an overview of the American economy, emphasizing the relationship among producers, consumers and government. With the American economy in mind, students then explore the concepts of scarcity, factors of production, economic systems and supply and demand. Finally, students examine the problems of unemployment and inflation.	1978	1

9.1 PCC	Pacific Circle Consortium	FISH AS A RESOURCE: AN ECONOMIC STUDY	This book promotes understanding and enriches learning about fish resources of their shared environment, the Pacific Ocean. It discusses the factors dictating the location of resources; the effects on ocean resources of economies and cultures; prospects and consequences of establishment of Exclusive Economic Zones; and the problems and controversies over fishing rights, waste disposal, and security.		
9.1 S	Schumaker, Julie A. and Seeley, John A.	APPLIED ECONOMICS EVALUATION OF COURSE, CONSULTANT AND TEACHER EFFECTIVENESS	This report summarizes and highlights findings to the following evaluative questions: (1) How effective is AE in teaching high school economics and how do each of the major components of the course contribute to its effectiveness? (2) What characteristics are related to teacher and consultant effectiveness? (3) What are teachers' and consultants' reactions to the course?		
9.1 S	South-Western Publishing	THE STOCK MARKET: AN INVESTMENT SIMULATION		1994	2
9.1 SIF	Securities Industry Foundation for Economic Education	STOCK MARKET GAME (THE)	The main intent of <i>The Stock Market Game</i> is to involve students in a "real life" simulation of investment in our financial system, thereby facilitating the teaching of an understanding of the American economic system and the role therein of the securities industry. Recommended for high school.	1992	2
9.1 SIF	Securities Industry	STOCK MARKET	This resource serves as a vehicle for successful SMG		

	Foundation for Economic Education	GAME OF THE YEAR AWARDS	participants to share the specifics of their programs.		
9.1 S	Standard & Poor's Corporation	STOCK MARKET ENCYCLOPEDIA	This encyclopedia includes a broad array of large, actively traded stocks representing a cross-section of U.S. industry. Material has been grouped within specialized segments of investor interest: Growth Selections, Contrarian Sections, Income Selections, and Statistical.		
9.1 SPICE	Stanford Program on International and Cross-Cultural Education	COFFEE CONNECTIONS	<i>Coffee Connections</i> uses a case study of the international coffee industry to investigate the complexity of international trade relations. Students explore the interrelationships between the producers and consumers, studying basic economic concepts such as commodities, economic sectors, and terms of trade. This unit is a helpful resource for studying trade and development in contemporary Latin America. Role plays, maps, charts, historical readings, and small group activities bring these ideas alive.		
9.1 SPICE	Stanford Program on International and Cross-Cultural Education	INTRODUCTION TO INTERNATIONAL TRADE	<i>Introduction To International Trade</i> is an activity-oriented approach to international trade focusing on the U.S. - Japan trade relationship.		
9.1 SPICE	Stanford Program on International and Cross-Cultural Education	WHAT IS A RESOURCE? AFRICA PROJECT	In <i>What Is A Resource?</i> students will investigate the term "development." What does it mean to different people? What do related words such as "underdevelopment," "third world," "North" and "South," and "developed?" mean. This preliminary		

			introduction to new terms and inquiry into their meanings and usage teaches the critical thinking skills required for interpreting multiple perspectives.		
9.1 SPICE	Stanford Program on International and Cross-Cultural Education	U.S.-JAPAN RELATIONS: THE VIEW FROM BOTH SIDES OF THE PACIFIC	The goal of this curriculum unit is to give students an understanding of the concepts associated with international trade through a focus on the U.S.-Japan economic relationship.	1994	1
9.1 SPICE	Stanford Program on International and Cross-Cultural Education	U.S.-MEXICO ECONOMIC INTERDEPENDENCE	This unit acquaints students with some aspects of the relationship between the U.S. and Mexico by focusing on the so-called "twin cities" along the border, where the impact of the two economies on one another is most visible, understandable, and dramatic. The lessons included in this unit introduce key notions about international trade and political economy.	1986	1
9.1 SPI	Spiselman, David	A TEENAGER'S GUIDE TO MONEY, BANKING, AND FINANCE		1987	1
9.1 T	Trainer, Richard D.C.	MAKING MONEY IN MIDDLE VILLAGE	This unit teaches how money is created and used. By tracing specific transactions in a hypothetical community, students will be able to: explain what money is; discuss how it is created through the activities of commercial banks; understand the role of the Fed; and explain how flows of money influence production and spending. It consists of two spirit duplicating activity masters, a wall chart with eight overlay pieces, and a teacher's guide.		

9.1 US	United States Office of Consumer Affairs	SUGGESTED GUIDELINES FOR TEACHING UNITS (Grades K-12) ON CONSUMERS, THE ECONOMY, AND THE U.S. CONSTITUTION	<p>These suggested guidelines have been prepared to help teachers to focus a classroom learning experience on freedoms and privileges we enjoy as consumers in today's free market economy. Grade levels and lesson themes for each of the six guide sheets are:</p> <p style="padding-left: 40px;">K-1: Never Enough of What We Want (Scarcity)</p> <p style="padding-left: 40px;">2-3: Barter, Exchange, and Money (Why Money?)</p> <p style="padding-left: 40px;">4-5: Interdependence in the Marketplace</p> <p style="padding-left: 40px;">6-7: U.S. Constitution Protects our Market Economy</p> <p style="padding-left: 40px;">8-9: Money and Banking Under the U.S. Constitution</p> <p>10-12: Government, the Economy and the U.S. Constitution</p>	1987	1
9.1 W	Walstad, William B. and John C. Soper, Editors	EFFECTIVE ECONOMIC EDUCATION IN THE SCHOOLS	<p>This book tells the story of curriculum change in economic education. It explores the history, the successes, and the challenges of what has become a model of business and education partnerships. The Developmental Economic Education Program (DEEP) demonstrates what is possible in elementary and secondary schools when efforts are made to improve curriculum by involving teachers, administrators, universities, and business in a curriculum change partnership.</p>		
9.1 W	Wasserman,	EARTH MATTERS	Through 12 readings and 32 innovative activities,		

	Pamela		<i>Earth Matters</i> introduces high school students to issues of the global environment and society, while challenging them to evaluate these issues critically and motivating them to develop solutions.		
9.1 Y	Youth Education Systems	UNDERSTANDING ECONOMICS STUDY-AIDS		1998	1