

**CATEGORY: MIDDLE SCHOOL**

Call No.	Author	Title	Description	Publisher /Yr	Copies
9.2 Bill	Billings, Henry	<b>ECONOMICS: ITS YOUR BUSINESS – Student Edition/Workbook, Teacher Guide</b>	These three components are presented in a fashion to maximize efficiency for both student and teacher while using this economic program. An introductory set a materials for students new to Economics. Chapters cover the US Economy, labor and taxes, investments and banks, government and world economics.	1993	1 each
9.2 C	Clawson, Elmer	<b>OUR ECONOMY: HOW IT WORKS</b>	This textbook was developed for students interested in economics or even those who are preparing to assume more responsibility in their lives. The chapters introduce the major economic concepts – government, money and the banking system. The book also helps to understand the interrelated system of our society, and how the economic system works.	1988	2
9.2 C	Clawson, Elmer	<b>ACTIVITES AND INVESTIGATIONS IN ECONOMICS</b>	This workbook contains many different activities which are designed to help students develop a better understanding of economics and our economy.	1994	2
9.2 C	Clawson, Elmer	<b>OUR ECONOMY: HOW IT WORKS – Teachers Guide</b>	The basic intent of the materials is to help students develop a better understanding of how the US economy works. To achieve this broad objective, goals in three areas have been identified: cognitive, affective, and career.	1988	3
9.2 D	Day, Harlan R.	<b>TRADING AROUND THE WORLD</b>	This booklet is designed to supplement the existing world geography and world history courses. It is composed of five teaching units. Unit 1:	1993	2

			Economic Survival: Resources, Production, and Scarcity. Unit 2: Working and Living Together: The Importance of Trade. Unit 3: Gross Domestic Product: Measuring the Income of Nations. Unit 4: Productivity: The Key To Increasing the Wealth of Nations. Unit 5: Economic Systems: How Nations Organize Their Economies.		
9.2 Edw	Edwards, Jennifer	<b>THEMATIC UNIT: MONEY</b>	<i>Money</i> contains a captivating whole language, thematic unit. Its 80 pages are filled with a variety of lesson ideas and reproducible pages designed for use with intermediate children. At its core are two high quality children's literature selections, <i>The Go-Around Dollar</i> and <i>The Kids' Money Book</i> . For each of these books, activities are included which set the stage for reading, encourage enjoyment of the book, and extend the concepts gained. Suggestions and patterns for bulletin boards and unit management tools are additional time savers for the busy teacher.	1994	1
9.2 F	Figgie International Inc.	<b>UMP'S FWAT</b>	The people at Figgie International tell how they chose to use the money they got from their stockholders and from the sale of their products and how they chose to use the profit they made each year.	1985	1
9.2 FCEE	Florida CEE (University of Florida)	<b>CURRICULUM GUIDE FOR ECONOMICS &amp; CONSUMER EDUCATION</b> • <b>SPECIALIZATION</b> • <b>SUPPLY AND DEMAND</b>		1985 1989	1 2

		<ul style="list-style-type: none"> <li>• <b>PRODUCTIVITY</b></li> <li>• <b>GOVERNMENT AND TAXES</b></li> <li>• <b>CONSUMER ADVERTISING</b></li> <li>• <b>CAPITAL INVESTMENT</b></li> </ul>		1985 1987  1990  1985	1 1  1  1
9.2 FEA	Feagin, Clirece	<b>OUR ECONOMIC SYSTEM: AN INTRODUCTION TO ECONOMICS</b>		2000	1
9.2 FRBR	Federal Reserve Bank of Richmond	<b>OUR MONEY: AN EDUCATIONAL EXERCISE ON THE STUDY OF CURRENCY</b>	This exercise consists of published materials on the money of the United States and is intended to inform students about the coins and paper money used by the nation's citizens to conduct their daily financial transactions. The exercise is designed to supplement the teacher's regularly assigned materials in economics and to augment specifically other classroom information on US money.	1987	2
9.2 GCEE	Georgia Center for Economic Education	<b>CREATIVE ACTIVITIES IN ECONOMIS FOR MIDDLE SCHOOL STUDENTS</b>	The activities presented are concept-based. They are designed to introduce, reinforce and enrich basic economic concepts. Many are appropriate for general social studies instruction or for use with other economic education programs and materials.	1978	1
9.2 GCEE	Georgia Center for Economic Education	<b>ECONOMICS IN THE MIDDLE GRADES CURRICULUM: CONCEPTS AND</b>	Part One of the booklet includes sample concept development lessons, which help students develop a working knowledge of essential economic concepts. Part Two includes several examples of	1981	1

		<b>EXPERIENCES</b>	highly experiential instructional sequences. Here, the emphasis is on encouraging the <i>application</i> of conceptual knowledge to problem-solving events.		
9.2 GCEE	Georgia Center for Economic Education	<b>RESOURCES FOR TEACHING ECONOMICS IN THE MIDDLE SCHOOL</b>	This resource guide lists selected materials of many different types for instructional use at the middle school level.	1980	1
9.2 H	Haskell, Douglas	<b>CREDIT FOR KIDS: CREDIT AND CONSUMER DECISION-MAKING</b>	The purpose of the lessons is to help students understand the importance of wise decision-making about consumer choices and the use of credit. The lessons combine important information that students should know about the processes involved in credit use with economic analysis skills.	1995	2
9.2 J	Johnson, Paul	<b>JUNIOR HIGH ECONOMICS INSTRUCTIONAL UNITS</b>	There are nine instructional units on economics in the publication: Economic Wants; Productive Resources; Scarcity and Choice; Opportunity Cost and Trade-offs; Economic Incentives; Specialization, Comparative Advantage and The Division of Labor; Interdependence; Markets, Supply and Demand; and The Price Mechanism.	1978	1
9.2 KCEE	Kansas Center for Economic Education	<b>PARTNERS IN PROSPERITY</b>		1993	1
9.2 MSWA	Madden, Sass, Walker, Aaronson	<b>TRADE IS EVERYBODY'S BUSINESS</b>  <b>Teacher's Guide</b>	This booklet is designed to help your students understand how and why trade has become such an important part of the American economy and how trade and economic interdependence shape government policy. Also, an accompanying teacher guide provides comprehensive lesson plans to enhance student understanding of this complex	1995  1995	1  1

			topic.		
9.2 NCEE	National Council on Economic Education	<b>FINANCIAL FITNESS FOR LIFE: SHAPING UP YOUR FINANCIAL FUTURE (GRADES 6-8)</b>  <b>Teacher's Guide</b>	<i>Shaping Up Your Financial Future</i> contains 17 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.	2001  2001	1  2
9.2 NCEE	National Council on Economic Education	<b>FOCUS: MIDDLE SCHOOL ECONOMICS</b>	Students apply economics concepts and reasoning to real-world situations in a series of interactive units pertaining to 6 societal roles as: Decision-makers, Consumers, Workers, Citizens, Savers, and Global participants. 19 lessons are divided into units, each covering a role and relevant economics content, including supply and demand, opportunity cost, productive resources, Gross Domestic Product, and trade barriers. Students also keep journals and, in the final lesson, play a game designed as a review.	1996	1
9.2 NCEE	National Council on Economic Education	<b>THE GREAT ECONOMIC MYSTERIES BOOK: A GUIDE TO TEACHING ECONOMIC REASONING (GRADES 4-8)</b>	This is a book about economic reasoning as it might be taught and practiced in upper-elementary and middle school classrooms. It explains and illustrates a particular approach to reasoning. It shows how students can use this approach to think about problems and to imagine solutions for them.	2000	2
9.2 NCEE	National Council on Economic	<b>ECONOMICS AND THE ENVIRONMENT ECO DETECTIVES</b>	EcoDetectives is an 18-lesson curriculum that helps teachers and students learn to apply economic reasoning to important environmental	1997	4

	Education		issues. Students apply economic principles as they become ecodetectives.		
9.2 NCEE	National Council on Economic Education	<b>MATHEMATICS &amp; ECONOMICS: CONNECTIONS FOR LIFE (GRADES 6-8)</b>	In today's era of interdisciplinary studies, this new title created specifically for math teachers shows how mathematics concepts and knowledge can be used to develop economic and personal financial understandings. Mathematics teachers need not have a background in economics in order to implement the curriculum.	2002	4
9.2 NCEE	National Council on Economic Education	<b>PERSONAL FINANCE ECONOMICS (GRADES 6-8)</b>	<i>Personal Finance Economics</i> is a series of high-quality instructional materials that assist all students, kindergarten through grade twelve, in making better decisions as spenders, savers, borrowers, and managers of money.	1996	2
9.2 NCEE	National Council on Economic Education	<b>STRATEGIES FOR TEACHING ECONOMICS: JUNIOR HIGH LEVEL (GRADES 7-9)</b>		1981	C1, C3
9.2 NCEE	National Council on Economic Education	<b>THE WIDE WORLD OF TRADE</b>	<i>THE WIDE WORLD OF TRADE</i> presents inside the world of trade and international finance with 11 simple activities that will help your students easily master the concept of global trade and understand how it impacts their lives.	2003	2
9.2 NSCEE	National Schools Committee for Economic Education	<b>YOU BUY</b>	<i>You Buy</i> presents basic economic concepts which students can directly relate to their own experiences in the marketplace. It explores the role of the customer whose purchases represent economic votes determining: a) what goods and services will be produced; b) the quality and quantity that will be provided; c) where and when	1986	1

			they will be delivered; e) which businesses will succeed or fail.		
9.2 SIF	Securities Industry Foundation for Economic Education	<b>STOCK MARKET GAME GUIDE (THE): ACTIVITIES FOR GRADES 6-8</b>	Each lesson emphasizes the direct connection between economics and the stock market by identifying and explaining the lesson's economic content. Unit 1 explains what a stock market is, how to read a newspaper's stock table, and how to find a given stock in the newspaper. Unit 2 relates the stock market to the general economy. Unit 3 relates the general economy to the stock price samples in Unit 1. Unit 4 explains how students can use the knowledge they have obtained from the first three units to decide how to save their money.	1990	1
9.2 UMKC	UMKC Center for Economic Education	<b>WHO'S OUT TO LUNCH?</b>	This interdisciplinary curriculum is designed to infuse economics understandings and career exploration into the fourth through eighth grade curriculum. It uses a restaurant or food theme to make the learning of economics interesting and relevant. Through integration into various curricular areas, the lessons are ideal for team teaching.	1997	1