

JET SET 2024

- Saturday, August 3rd
- 9:00 am – 10:15 am
- Edward M. Scahill, University of Scranton
- Edward.Scahill@scranton.edu

TEACHING SUPPLY AND DEMAND

WITHOUT LINE GRAPHS

ECONOMICS CONCEPTS AND APPLICATIONS

- When arrived at the U of S in 1989 – all elementary education majors were (and still are) required to take one economics course
- I developed a new course to replace a standard principles course to fulfill the requirement
- This course combines concepts – scarcity, opportunity cost, supply and demand – with applications – awareness of hundreds of accessible lessons that allow future teachers to infuse concepts into their own classes

FIRST CHALLENGE

- “Why do I have to take this course!?”
- Your department says so!
- And so do state Departments of Education

Table 1
State Standards in Economics
Number

States (& D.C.) with Standards	50
Implementation required	45
High school course required to be offered	25
High school course required to be taken	21
Student testing required	9

Grades at which:	K	K-4	5-8	9-12	Total
Economics standards are introduced	33	16	----	----	49
Scarcity (scarce or scarce resources first mentioned)	----	37	3	4	44
Demand/Supply first mentioned	----	16	23	8	47
Demand/Supply embellished*	---	----	6	26	32

* Standards refer to: shortage/surplus; changes in demand/supply; equilibrium; graphs. Data as of 2022.

Source for **State Standards in Economics**: *Survey of the States*, 2022. New York: Council for Economic Education.

A SECONDARY CHALLENGE - AVOID THE BEN STEIN CURSE

“Bueller? Bueller?”



The Mary Poppins Solution

“A SPOONFUL OF SUGAR...

helps the economics go down”



SUPPLY AND DEMAND - LINE GRAPHS

- Two barriers to student learning:
 1. Lines are continuous
 2. Line graphs do not distinguish **actual** and **possible** price and quantity combinations