Fundamentals

Answer keys and standards crosswalk for every worksheet in this unit.

SSEF1 — Scarcity & Opportunity Cost

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

Tennessee — Tennessee's E.01–E.02 pairs scarcity directly with opportunity cost and the four factors of production, then requires students to apply the concept to their own choices, not just define it (the same approach this worksheet uses).

Massachusetts & top private schools — Massachusetts's Econ.T1.1-2 defines the same factors of production and opportunity-cost framework used above, almost word for word. At Phillips Exeter, scarcity and trade-offs are the first Harkness discussion of the year, argued out loud before any definition is written down, the model behind the opening discussion activity.

FOR TEACHER USE — ANSWER KEY

Q3 — field=land, driver=labor, oven=physical capital, lawn-care starter=entrepreneurship, crude oil=land (natural resource). Q4/Q5 — accept any reasoned answer; the key check is that the opportunity cost named is the single NEXT-BEST alternative, not just 'everything else.'

SSEF2 — Thinking at the Margin

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

Utah — Utah's financial-psychology strand pairs well here: decisions aren't purely logical, emotional and social pressure change what counts as a 'benefit,' the idea behind the marginal-benefit check above.

Massachusetts & top private schools — Massachusetts splits this across Econ.T1.4 (incentives) and Econ.T3.6 (marginal analysis), the same two ideas in sections 1 and 3. Exeter's economics electives lean on real current events for marginal-thinking questions, the model behind the current-events activity above.

FOR TEACHER USE — ANSWER KEY

Q1 — a rational student stops once the marginal benefit of one more hour drops below the marginal cost, commonly after 2-3 hours as fatigue rises and returns shrink. Q3 — positive: tax credit, sales bonus, free shipping. Negative: late fee, littering fine.

SSEF3 — Who Decides?

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

Tennessee — Tennessee's E.08 requires students to name the specific goals systems are trying to balance, freedom, security, equity, growth, efficiency, price stability, full employment, before judging which system serves which goal best. There's no single right answer.

Massachusetts & top private schools — Massachusetts's Econ.T1.7 names the same four systems (traditional, market, command, mixed), and Econ.T1.3 lists the same competing goals ranked in section 3. This kind of values trade-off is exactly what Exeter's Harkness table is built for, the model behind the partner-debate activity above.

Fundamentals

Answer keys and standards crosswalk for every worksheet in this unit.

FOR TEACHER USE — ANSWER KEY

Q1 — market: buyers/sellers through prices for all three questions. Command: a central planner or government authority for all three. Q5 — accept any valid example: public schools, Social Security, minimum wage laws, environmental regulation, antitrust enforcement, etc.

SSEF4 — Growing the Pie

FOR TEACHER USE — HOW OTHER STATES & SCHOOLS TEACH THIS

Tennessee — Tennessee's E.06 makes a single PPC diagram carry six ideas at once: choice, productivity, tradeoffs, growth, scarcity, and unemployment. A point inside the curve means unused resources; the whole curve shifting outward means growth.

Massachusetts & top private schools — Massachusetts's Econ.T1.9 uses a production possibilities curve to carry the exact same six ideas as this worksheet: choice, scarcity, opportunity cost, unemployment, productivity, and growth, almost a word-for-word match to SSEF4d.

FOR TEACHER USE — ANSWER KEY

Q2 — Point X (inside the curve) = resources are idle or used inefficiently, like unemployment. Point Y (outside) is unreachable without more resources, better technology, or trade. Q3 — building a new factory shifts the WHOLE curve outward (growth); producing more tractors this year just moves along the existing curve, trading off blankets.