

EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page

COURSE TITLE Economics			
DISTRICT COURSE NUMBER #0187		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2701	
Rationale:	Required for graduation in the state of California		
Course Description that will be in the Course Directory:	A required course for seniors that covers basic economic concepts and vocabulary; the development and operation of the U.S. market economy; microeconomic principles; study of the macroeconomy including the study of U.S. government's monetary, taxation, and regulatory policies as they affect the economy; globalization and international trade.		
How Does this Course align with or meet State and District content standards?	The course was designed around the CA History-Social Science Framework and Content Standard for grade twelve Principles of Economics. The optional personal finance unit is designed around the National Economics standards.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Civics and Government <input type="checkbox"/> Not Core Subject <input checked="" type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Foreign Language <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Geography <input type="checkbox"/> Science		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS	CTE COURSE CONTENT CODE	INSTRUCTIONAL LEVEL CODE
	<input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	<input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input type="checkbox"/> Year <input checked="" type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: 5 <input checked="" type="checkbox"/> Meets graduation requirements (subject Economics) <input checked="" type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement History/Social Science Elective "g"		<input checked="" type="checkbox"/> College Prep
Prerequisites:	None		
Department(s):	Social Science		
District Sites:	All		
Board of Trustees COS Adoption Date:	January 26, 2016		
Textbooks / Instructional Materials:	Economics, Pearson Education, 2016		

Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	December 8, 2015

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Economics (#0187)

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EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Economics**

Course Number: **#0187**

Unit Title: **Foundations of Economics**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will demonstrate a basic understanding of economic theory, principles, and systems. Students compare mixed, command, and free market economies.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific instructional strategies and activities to meet learning targets may include but are not limited to:

Research and discuss in Socratic Seminar the advantages and disadvantages of a market economy

Close reading of Adam Smith selections

Develop a group business proposal that demonstrates understanding of the fundamental elements of economics including but not limited to production possibilities curve, circular flow of economic activity, and opportunity cost.

Problem-based learning activities

Cost-benefit analysis using a document based question (e.g., Alaska Lands Act)

Business and Investment Research Activity

Circular Flow interactive game

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Student PowerPoint presentation of business plan
- Reflection paper on investment portfolios
- Essay/Reflection evaluating the ethics of business and the market economy
- Graph and Explain the Production Possibilities Frontier

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Economics**

Course Number: **#0187**

Unit Title: **Microeconomics - Supply and Demand**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

12.2 Students analyze the elements of America's market economy in a global setting.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students analyze the elements of America's market economy in a global setting. This includes Supply and Demand, market competition, scarcity, incentives and production.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific instructional strategies and activities to meet learning targets may include but are not limited to:

- Specific lessons on Supply and Demand can be presenting case studies on Hoola hoops and/or Silly band or other toy fads
- Modeling the interpretation of Supply and Demand Schedules
- Researching the impact of advertising on demand
- Analysis of the impact of cost and production on supply
- Graphing the changes in supply and demand on market equilibrium
- Imperfect Competition Examples
- Market Failures examples

- Read article on the concept of Opportunity Cost

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Student plot out supply and demand schedules
- Projects outlining factors that affect supply and demand
- Supply and Demand “poster” project and presentation - Using an original product student produce supply and demand charts and shift in those charts based on media and other market factors.
- Creation and presentation of an advertising portfolio
- Given problem scenarios, determine the change in market equilibrium and the causes
- Comparison of price system and nonprice system of allocation
- Students will read and analyze the “I Pencil” essay about the production process, then they will discuss the cost and marketing process
- Students will evaluate various statements where they need to make choices, they need to discuss the “opportunity cost” for each scenario.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements for diverse students
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test remediation and test retaking

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Economics**

Course Number: **#0187**

Unit Title: **Macroeconomics - The Big Picture**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

1. Distinguish between nominal and real data.
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
3. Distinguish between short-term and long-term interest rates and explain their relative significance.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students analyze the influence of the federal government on the American economy including enforcement of property rights to providing national defence and infrastructure. Taxation and effects of taxation are also examined. Students investigate the role of the Federal Reserve and analyze the aggregate economic behavior of the U.S. economy including job creation, unemployment rates, and inflation.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific instructional strategies and activities to meet learning targets may include but are not limited to:

- Balancing the Budget Simulation
- Problem based scenario for understanding measurements used to evaluate the macroeconomy (GDP, Unemployment, Inflation, etc.)
- Compare the advantages and disadvantages of different taxes
- Chair the Fed Simulation
- What is Government Regulation and how it works
- Article Jigsaw on Wealth Producing Projects

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Group Presentation applying stabilization policy
- Evaluation of students proposed tax plans
- Persuasive presentation of budget proposal
- Evaluation of impact on personal consumption and finance decisions
- Download, Graph, and Track a menu choice of labor, employment, treasury rate, or inflation on FRED (St. Louis Fed Res Graph and Charting simulation)
- Students analyze and evaluate the role of regulation by dissecting the Taxi medallion regulations in cities like New York and Washington DC.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Economics**

Course Number: **#0187**

Unit Title: **International Economics - The Global Picture**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students analyze the U.S. role in global market and also discussion the international economy and the role of the U.S. in the global marketplace. Goods and services, consumption and trade practices, and historic policies in regards to markets will be examined in this unit.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific instructional strategies and activities to meet learning targets may include but are not limited to:

- Absolute and Comparative Advantage Examples
- Currency Value determination and conversions
- Informal Debate of Advantages and disadvantages of various trade policies

- Impact of international Trade on employment and overall economic well-being

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Position Paper on optimal trade policy
- Student assessment of debate

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Economics**

Course Number: **#0187**

Unit Title: **Optional Unit - Personal Finance**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

California Content Standards do not address personal financial literacy in Economics. The National Standards for Financial Literacy provide a framework for teaching personal finance in kindergarten through 12th grade. A student who masters the knowledge embodied in the standards should be able to avoid making poor financial decisions, understand the economic reasons behind the trade-offs between financial choices, and know the basis for their own decisions.

The standards contain the areas of knowledge and understanding that are fundamental to personal finance:

- Buying Goods and Services
- Using Credit
- Saving
- Financial Investing
- Protecting and Insuring

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Introduction to Personal Finance - Introduces the topic of personal finance, explores the evolution of the American credit industry, and highlights the importance of both knowledge and behavior when it comes to managing money.

Saving - Emphasizes the importance of saving and explains the three reasons to save: emergencies, large purchases, and wealth building.

Budgeting - Explores the purpose and process of writing a budget and the basics of banking, including balancing and reconciling a checking account.

Debt - Identifies the devastating costs of using debt as a financial tool, debunks credit myths, explains the elements of a credit score, identifies organizations that maintain consumer credit records, and summarizes major consumer credit laws.

Life after High School - Explores 21st Century post-secondary education and career options, highlights the importance of avoiding debt as a young adult, and explains how to cash flow a college education.

Investing and Retirement - Establishes basic investing guidelines, describes and compares various types of investments, and identifies elements of employer benefits and retirement plans.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific instructional strategies and activities to meet learning targets may include but are not limited to:

- How to manage your checking account activity

- Creating a student budget activity
- Family Reality Check activity: activity works students through all of the expenses families acquire.
- Hidden cost to credit activity simulation
- How to buy insurance and what insurance coverages are there
- Presentation from a guest Financial Advisor that will discuss investments
- Students will attend a local bank sponsored event like Mad Money that simulates banking, check writing, budgeting, cost of living, etc...

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- After researching car buying, students will produce a plan to buy a car that will fit their budget and needs.
- Students will evaluate and describe the costs of cash advances, credit purchases, and car payments and depreciation.
- Student will write an evaluative paper of what it will cost for them to achieve their dream career and what standard of living they will achieve once they are successfully employed in their field of choice.
- Students will calculate the return of different investments over time using various scenarios
- Students will build a current personal budget and a post secondary school budget

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery