

EDUCATIONAL SERVICES

Course of Study Information Page

Course Title:	Practical Economics (#0739)	
Rationale:	To help special education students better understand the economics of the United States so they may be able to make sound personal economic decisions in their lives as they begin careers, have families and invest in their future.	
Course Description:	This is a course where students will study the market system of the U.S. Economy. The course will include a study of basic economic concepts and vocabulary, and the development and operation of the U.S. market economy from both the microeconomic and macroeconomic context. Students will compare the U.S. economy to other countries to help better understand global economics and how it affects everyone. This will be taught at a level consistent with the needs of special education students at all levels to best provide them with an opportunity to learn about a critical part of our world that affects everyone.	
How Does This Course Align with or Meet State and District Content Standards	This course meets many of the state standards, but is not a graduation requirement. This course also meets many transition requirements. It is intended to meet the needs of the Special Day Class population.	
Length of Course:	1 semester	
Grade Level:	11-12	
Credit:	<input checked="" type="checkbox"/> Number of units: <u>5</u>	<input type="checkbox"/> College Prep
	<input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements	<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Career Technical
Prerequisites:	U.S. and World History	
Department(s):	Special Education	
District Sites:	All District High Schools	
Board of Trustees Adoption Date:	April 28, 2009	
Textbooks / Instructional Materials	Economics: Concepts and Applications , Wieser: Steck-Vaughn Company, Larry D. Hodge, 1992, ISBN: 0-8114-6352-4	
Date Adopted by the Board of Trustees:	June 23, 2009	

Course description that will be in the Course Directory: This is a course where students will study the market system of the U.S. Economy. The course will include a study of basic economic concepts and vocabulary, and the development and operation of the U.S. market economy from both the microeconomic and macroeconomic context. Students will compare the U.S. economy to other countries to help better understand global economics and how it affects everyone. This will be taught at a level consistent with the needs of special education students at all levels to best provide them with an opportunity to learn about a critical part of our world that affects everyone.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Course Title: Practical Economics (#0739)

TABLE OF CONTENTS

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
Unit 1 / 12.1	Introduction to Economics	3
Unit 2 / 12.2	American Free Enterprise System	4
Unit 3 / 12.4	American Economy at Work	5
Unit 4 / 12.3	Role of the Consumer	6
Unit 5 / 12.3	Money and Banking	7
Unit 6 / 12.5	Current Economics	8
Unit 7 / 12.2	Stock Market	9
Unit 8 / 12.3	Government and the Economy	10

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: Practical Economics (#0739)

UNIT/STANDARD #: Unit 1 / 12.1.1, 12.1.2 – Introduction to Economics

LEARNING OUTCOME: Students will interpret opportunity cost, scarcity, and apply the concepts to their personal lives.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>1. Students will connect personal experience to opportunity cost. 2. Students will expand vocabulary to include economic terms. 3. Students will compare want vs need. 4. Students will outline the goals of an economic system. 5. Students will compare between traditional, command and market economies. 6. Students will develop habit of reading primary resources related to economic news and data.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>1. Students will apply opportunity cost to situations in their personal lives. 2. Students will create vocabulary word strips and use them for daily oral language. 3. Students will read the business section of the local newspaper, and analyze economic articles.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Assessed daily as students move through guided practice and turn in assignments, participate in class discussion and use the vocabulary.</p> <p>Summative: Tests, quizzes and oral response/review of chapter.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Re-teach the curriculum areas that are weak, try new materials, techniques and assess again.</p> <p>5. What will we do if students already know it?</p> <p>N/A</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards: California Social Science Standards

12.1.1 Examine the causal relationship between scarcity and the need for choices
 12.1.2 Explain opportunity cost

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: Practical Economics (#0739)

UNIT/STANDARD #: Unit 2 / 12.2.2, 12.2.3, 12.2.4, 12.2.6 – American Free Enterprise System

LEARNING OUTCOME: Students will analyze the role American’s market plays in the world economy

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>1. Explain supply and demand. 2. Read a chart, graph and understand a demand curve. 3. Compare personal experience to demand and affects of consumer demand. 4. Explain increase or decrease of demand. 5. Explain how supply is affected by demand. 6. Explain how prices are affected by what producers are willing to supply. 7. Communicate effectively.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>1. Study technical vocabulary and write on word strips. 2. Use word strips to practice daily oral language. 3. Work in teams to create, demonstrate and interpret charts. 4. Complete a mini-project by researching two complementary products on the Internet. 5. Find a supply and demand chart on the Internet to compare with the textbook examples. Compare. 6. Read the newspaper business section to find examples of supply issues. Complete current event. 7. Read textbook and evaluate the comprehension questions. 8. Take the students to the Computer Lab to go to FDIC Consumer News at fdic.gov</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative assessment will include daily check of prior knowledge, respond appropriately to classroom questions, participate actively in cooperative lessons and complete exercises with success. Summative assessment will include quizzes, oral daily language, the mini-project, and a unit exam.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>If students are learning we will re-teach the information, use different materials, and assess again.</p> <p>5. What will we do if students already know it?</p> <p>If the student knows the material, he/she may move on to something more challenging. This is not likely.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards: California Social Science Standards
 12.2.2 Changes in supply/demand and scarcity
 12.2.3 Explain the roles of property rights and competition
 12.2.4 Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy
 12.2.6. Describe the effect of price controls on buyers and sellers

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: Practical Economics (#0739)

UNIT/STANDARD #: Unit 3 / 12.4.1, 12.4.2, 12.4.3 – American Economy at Work

LEARNING OUTCOME: Students will explain the effects of labor, unions, wages and the benefits on the American economic system

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>The student will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the flow of income. 2. Explain profit incentive. 3. Understand sole proprietorship, partnership and corporation. 4. Explain the basic concept of the stock market. 5. Understand labor unions and wages. 	<p>2. Instructional strategies that will be used to engage students.</p> <ol style="list-style-type: none"> 1. Log on to EconEd website and complete the less on the stock market. 2. Study the vocabulary, create word strips and use them for daily oral language. 3. Read relevant newspaper article and write current event response. 4. Watch video on the rise of labor unions. 5. Watch CURRENTS. 6. Textbook exercises. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Oral response In class, guided practice, homework and other assignments will be indicative of student success.</p> <p>Summative: Quizzes, oral quiz, Unit exam.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Re-teach the material. It is particularly important that the students have 100% mastery of this chapter, since wages are also a transition standard for this population.</p> <p>5. What will we do if students already know it?</p> <p>N/A</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards: California Social Science Standards

- 12.4.1 Understand the operations of the labor market, minimum wage.
- 12.4.2 Describe the current economy and labor market, including the types of goods and services produced
- 12.4.3 Discuss wage differences among jobs and professions, using laws of demand and supply

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: Practical Economics (#0739)

UNIT/STANDARD #: Unit 4 / 12.3.3 - Role of the Consumer

LEARNING OUTCOME: Students reflect on their role as consumers in a global economy

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ol style="list-style-type: none"> 1. Explain steps in wise spending. 2. Learn and describe where consumers can learn about consumer products. 3. Describe how to compare quality, features and prices. 4. List the agencies that help consumers. 5. Understand the reasons for borrowing and saving. 6. List the type of savings plans. 7. Explain ways to be cautious when you shop for a loan. 	<p>2. Instructional strategies that will be used to engage students.</p> <ol style="list-style-type: none"> 1. Invite banker or financial advisor as a guest speaker. 2. FTC website for tutorial on wise consumerism. 3. FDIC consumer news. 4. Have students bring in gift cards and examine the fine print/compare. 5. Take students to a bank to take a tour and gather consumer information. 6. Compare information on different savings plans available in the newspaper. 7. Students will collect ads, compare rates, and determine the best buy. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will demonstrate successful learning if they have been able to carry class discussion, complete class assignments and do their homework.</p> <p>Summative: Quizzes and a Unit 4 Exam</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Re-teach the curriculum, review, modify, and try differential assessment.</p> <p>5. What will we do if students already know it?</p> <p>N/A</p>

	8. Respond to the end of the chapter questions from textbook.		
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Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards: California Social Science Standards
 12.3.3 Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education
 Course Title: Practical Economics (#0739)

UNIT/STANDARD #: Unit 5 / 12.3.2, 12.3.3 – Money and Banking

LEARNING OUTCOME: Students will interpret the governmental agencies that protect our banking and money system

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
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<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. List reasons why the use of money is desirable. 2. Explain why money is better than trade. 3. Define how the money supply functions. 4. Understand the U.S. Treasury. 5. Understand the concept of bank panic. 6. Understand the role of the Federal Reserve. 7. Describe commercial banks vs credit unions. 	<p>2. Instructional strategies that will be used to engage students.</p> <ol style="list-style-type: none"> 1. Read the unit chapters aloud with peers and discuss. 2. Answer the chapter questions. 3. Access the U.S. Treasury website and complete the economics exercises for students. 4. Read articles that compare the bank panic of 1929 to the 2008 bank closures. 5. Comprehension questions answered. 6. Have students access the Federal reserve Website. 7. Make word strips from the vocabulary and practice daily oral language with the words. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Daily oral language and guided practice success will be indicative of student understanding.</p> <p>Summative: Tests and quizzes. End of chapter question.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Reread the chapter, review, oral testing.</p> <p>5. What will we do if students already know it?</p> <p>N/A</p>
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Content Area Standards (Please identify the source)

<p>The students will demonstrate mastery of the following content standards: California Social Science Standards</p> <p>12.3.2 Identify the factors that may cause the costs of government actions to outweigh the benefits 12.3.3 (see Unit 4) 12.4.1 Understand the operations of the labor market</p>
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EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: Practical Economics (#0739)

UNIT/STANDARD #: Unit 6 / 12.5.1, 12.5.2 – Current Economics

LEARNING OUTCOME: Students will analyze the current economic situation and apply concepts of inflation and deflation

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
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<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Define the Gross Domestic Product. 2. Read a bar graph. 3. Understand flaws in the GDP as a tool. 4. Understand the business cycle. 5. Define inflation and deflation. 6. List the effects of inflation on our personal lives. 7. Describe the causes of inflation. 	<p>2. Instructional strategies that will be used to engage students.</p> <ol style="list-style-type: none"> 1. Students will compare will compare the definition of inflation with events in the newspaper. 2. Business owners will be invited in as guest speakers. 3. An evaluation of the year 2008 in graphic form, collected news articles, and in terms of inflation. 4. Watch a video on scarcity and inflation. Read textbook on scarcity and inflation. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: As students process the learning, they should participate in class discussion, manipulate the data on graphs successfully, interpret, and demonstrate an understanding of inflation.</p> <p>Summative: Tests & Quizzes Oral report on inflation.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Review and retake the tests. Flashcards for the vocabulary, have the student create a study guide.</p> <p>Assess where in the Unit the learning was lost.</p> <p>5. What will we do if students already know it?</p> <p>N/A</p>
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Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards: California Social Science Standards

12.5.1 Distinguish between nominal and real data
12.5.2 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

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: Practical Economics (#0739)

UNIT/STANDARD #: Unit 7 / 12.2.9 – Stock Market Project

LEARNING OUTCOME: Students will analyze the movement of a select package of stocks, experiencing profit or loss

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Understand the function of the stock market. 2. Understand the rise and fall of indexes. 3. Understand stock losses and profits. 	<p>2. Instructional strategies that will be used to engage students.</p> <ol style="list-style-type: none"> 1. Students will be given a sum of imaginary money. 2. Students will “purchase” a portfolio of stocks with their money. 3. Students will track their stocks during each class session and log their data on a chart. 4. Students will create a portfolio of information about the companies they have purchased. 5. Students will end the project by creating a poster describing their results, presenting to the class. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Students will demonstrate understanding of terms and ability to access the market. Students will also be able to maintain records.</p> <p>Summative: Students will complete the portfolio and poster.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Support the learning by assisting students, re-teaching, accessing information with them, asking leading questions, and then reassess.</p> <p>5. What will we do if students already know it?</p> <p>N/A</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards: California Social Science Standards

12.2.9 Describe the functions of the financial markets

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: Practical Economics (#0739)

UNIT/STANDARD #: Unit 8 / 12.3.1, 12.3.3 – Government and the Economy

LEARNING OUTCOME: Students will analyze the role of government agencies on financial markets

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ol style="list-style-type: none"> 1. List the ways the government provides goods and services. 2. List the ways the government regulates economic activity. 3. Define the various taxes. 4. Explain the national debt. 5. Examine the unemployment and its growth during inflationary times. 6. Describe supply-side economics. 	<p>2. Instructional strategies that will be used to engage students.</p> <ol style="list-style-type: none"> 1. Seek newspaper articles related to the national debt and unemployment to read in class. Create a bulletin board, compare the articles, and have a class discussion. 2. Students can create their own solutions to the national debt. 3. Access the National Debt Educational website from the computer lab and complete the tutorial. 4. Read the textbook. 5. Complete comprehension questions. 6. Create vocabulary word strips for oral daily language. 7. Have students complete tax forms. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Formative: Determine whether or not students understand the definitions. Have students demonstrate understanding during guided practice.</p> <p>Summative: Tests, quizzes, and/or oral review.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Review the curriculum, re-teach needed areas, reinforce with different materials, then reassess.</p> <p>5. What will we do if students already know it?</p> <p>N/A</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards: California Social Science Standards

12.3.1 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

12.3.3 Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.