



# **Access Economics (#7921020)**

February 26, 2021

**Access Economics (#7921020)  
Course Standards**

**SS.912.E.1.1:** Identify the factors of production and why they are necessary for the production of goods and services.

**Clarifications:**

Examples are land, labor, capital, entrepreneurship.

**Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.912.E.1.In.a:</u></a>	Identify examples of factors of production, such as land, labor, and capital.			
<a href="#"><u>SS.912.E.1.Su.a:</u></a>	Recognize examples of factors of production, such as land, labor, and capital.			
<a href="#"><u>SS.912.E.1.Pa.a:</u></a>	Recognize that products are made from resources.			
Resources:				

**SS.912.E.1.2:** Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

**Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.912.E.1.In.b:</u></a>	Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services.			
<a href="#"><u>SS.912.E.1.Su.b:</u></a>	Identify an example of scarcity, choice, and trade-offs in the production of goods.			
<a href="#"><u>SS.912.E.1.Pa.b:</u></a>	Recognize examples of scarcity and choice.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

**SS.912.E.1.3:** Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.c:</a>	Identify differences in the major characteristics of the market, command, and mixed economic systems.			
<a href="#">SS.912.E.1.Su.c:</a>	Recognize a major characteristic of the market and the command economic systems.			
<a href="#">SS.912.E.1.Pa.c:</a>	Recognize that goods are produced because people want or need them (supply and demand).			
Resources:				

**SS.912.E.1.4:** Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.d:</a>	Describe how the interaction between supply and demand affects the price of a product.			
<a href="#">SS.912.E.1.Su.d:</a>	Identify examples of the interaction between supply and demand.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.Pa.d:</a>	Recognize that goods are produced because people want or need them (supply and demand).			
Resources:				

**SS.912.E.1.5:** Compare different forms of business organizations.

**Clarifications:**

Examples are sole proprietorship, partnership, corporation, limited liability corporation.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.e:</a>	Identify forms of business organization, such as sole proprietorship, partnership, and corporation.			
<a href="#">SS.912.E.1.Su.e:</a>	Recognize forms of business organization, such as sole proprietorship, partnership, or corporation.			
<a href="#">SS.912.E.1.Pa.e:</a>	Recognize that some businesses are owned by people.			
Resources:				

**SS.912.E.1.6:** Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.f:</a>	Identify differences between a monopoly and pure competition market structure.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.Su.f:</a>	Recognize a difference between a monopoly and pure competition market structure.			
<a href="#">SS.912.E.1.Pa.f:</a>	Recognize a basic characteristic of a market structure, such as buyers and sellers.			
Resources:				

**SS.912.E.1.7:** Graph and explain how firms determine price and output through marginal cost analysis.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.g:</a>	Identify factors that determine the price of a good or service, such as fixed and variable costs.			
<a href="#">SS.912.E.1.Su.g:</a>	Recognize factors that determine the price of a good or service, such as fixed costs.			
<a href="#">SS.912.E.1.Pa.g:</a>	Recognize that goods are produced because people want or need them (supply and demand).			
Resources:				

**SS.912.E.1.8:** Explain ways firms engage in price and nonprice competition.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.h:</a>	Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.Su.h:</a>	Recognize an example of price and non-price competition, such as discounts or extra service.			
<a href="#">SS.912.E.1.Pa.h:</a>	Recognize that products have different prices.			
Resources:				

**SS.912.E.1.9:** Describe how the earnings of workers are determined.

**Clarifications:**

Examples are minimum wage, the market value of the product produced, workers' productivity.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.i:</a>	Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity.			
<a href="#">SS.912.E.1.Su.i:</a>	Recognize that the earnings of workers reflect worker productivity.			
<a href="#">SS.912.E.1.Pa.i:</a>	Recognize that workers receive wages.			
Resources:				

**SS.912.E.1.10:** Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.j:</a>	Identify that the government uses taxation and oversight of government spending to support the economy.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.Su.j:</a>	Recognize that the government uses tax money to support the economy.			
<a href="#">SS.912.E.1.Pa.j:</a>	Recognize that the government makes rules about money.			
Resources:				

**SS.912.E.1.11:** Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.k:</a>	Identify that the Federal Reserve controls interest rates to affect economic growth.			
<a href="#">SS.912.E.1.Su.k:</a>	Recognize that the bank of the federal government (Federal Reserve) controls some interest rates.			
<a href="#">SS.912.E.1.Pa.k:</a>	Recognize that the government makes rules about money.			
Resources:				

**SS.912.E.1.12:** Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.l:</a>	Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.Su.l:</a>	Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.			
<a href="#">SS.912.E.1.Pa.l:</a>	Recognize a change in the business cycle, such as growth (peak).			
Resources:				

**[SS.912.E.1.13:](#)** Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.m:</a>	Describe the basic functions of money in the United States.			
<a href="#">SS.912.E.1.Su.m:</a>	Identify the basic functions of money in the United States.			
<a href="#">SS.912.E.1.Pa.m:</a>	Recognize a use for money in the United States.			
Resources:				

**[SS.912.E.1.14:](#)** Compare credit, savings, and investment services available to the consumer from financial institutions.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.n:</a>	Identify major differences between credit, savings, and investment services.			



Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.Su.n:</a>	Recognize a credit and savings service.			
<a href="#">SS.912.E.1.Pa.n:</a>	Recognize that money in a bank can be withdrawn.			
Resources:				

**SS.912.E.1.15:** Describe the risk and return profiles of various investment vehicles and the importance of diversification.

**Clarifications:**

Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.o:</a>	Identify sources of information on investments, such as stocks, bonds, and mutual funds.			
<a href="#">SS.912.E.1.Su.o:</a>	Recognize the purpose of saving and investing money.			
<a href="#">SS.912.E.1.Pa.o:</a>	Recognize the purpose of saving money.			
Resources:				

**SS.912.E.1.16:** Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.

**Clarifications:**

Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.

Examples of a credit plan are interest rates, credit scores, payment plan.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.1.In.p:</a>	Identify a budget plan that includes wages for a specific career, ongoing expenses, and a plan for purchasing a major item.			
<a href="#">SS.912.E.1.Su.p:</a>	Recognize a budget plan that includes wages and essential expenses, such as food and housing.			
<a href="#">SS.912.E.1.Pa.p:</a>	Recognize a plan (budget) to save and spend money.			
Resources:				

**SS.912.E.2.1:** Identify and explain broad economic goals.

**Clarifications:**

Examples are freedom, efficiency, equity, security, growth, price stability, full employment.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.a:</a>	Identify broad economic goals, such as freedom, security, and full employment.			
<a href="#">SS.912.E.2.Su.a:</a>	Recognize a broad economic goal, such as full employment.			
<a href="#">SS.912.E.2.Pa.a:</a>	Recognize a reason for employment.			
Resources:				

**SS.912.E.2.2:** Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.b:</a>	Identify a public policy issue that affects the student’s community and potential consequences, such as rezoning for housing and businesses or building new roads.			
<a href="#">SS.912.E.2.Su.b:</a>	Recognize a public policy issue that affects the student’s community and a possible consequence, such as planning for new houses.			
<a href="#">SS.912.E.2.Pa.b:</a>	Recognize the value of a community project, such as recycling.			
Resources:				

**[SS.912.E.2.3:](#)** Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.c:</a>	Describe contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.			
<a href="#">SS.912.E.2.Su.c:</a>	Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States.			
<a href="#">SS.912.E.2.Pa.c:</a>	Recognize an individual who has contributed to the United States.			
Resources:				

**SS.912.E.2.4:** Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.

**Clarifications:**

Examples are shortage, surplus, other inefficiencies.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.d:</a>	Identify examples of government wage and price controls, such as minimum wage and rent control.			
<a href="#">SS.912.E.2.Su.d:</a>	Recognize examples of government wage and price controls, such as minimum wage and rent control.			
<a href="#">SS.912.E.2.Pa.d:</a>	Recognize that government sets the minimum wage.			
Resources:				

**SS.912.E.2.5:** Analyze how capital investments may impact productivity and economic growth.

**Clarifications:**

Examples are factories, machinery, technology, people.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.e:</a>	Identify how investment in factories, machinery, technology, or people can impact productivity.			
<a href="#">SS.912.E.2.Su.e:</a>	Recognize that investment in factories, machinery, technology, or people can impact productivity.			
<a href="#">SS.912.E.2.Pa.e:</a>	Recognize that investment may increase productivity.			
Resources:				

**SS.912.E.2.6:** Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.

**Clarifications:**

Examples are electric, water, cable, waste management.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.f:</a>	Identify the purpose of natural monopolies regulated by the government, such as electricity and water.			
<a href="#">SS.912.E.2.Su.f:</a>	Recognize examples of a natural monopoly, such as electricity and water.			
<a href="#">SS.912.E.2.Pa.f:</a>	Recognize an example of a natural monopoly, such as electricity or water.			
Resources:				

**SS.912.E.2.7:** Identify the impact of inflation on society.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.g:</a>	Identify a common impact of inflation on society.			
<a href="#">SS.912.E.2.Su.g:</a>	Recognize a common impact of inflation on society.			
<a href="#">SS.912.E.2.Pa.g:</a>	Recognize that the cost of items can increase.			
Resources:				

**SS.912.E.2.8:** Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).

**Clarifications:**

Examples are income, sales, social security.

### Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.h:</a>	Identify different types of taxes, such as income, sales, and social security.			
<a href="#">SS.912.E.2.Su.h:</a>	Recognize different types of taxes, such as income, sales, and social security.			
<a href="#">SS.912.E.2.Pa.h:</a>	Recognize a tax, such as sales tax.			
Resources:				

**[SS.912.E.2.9:](#)** Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.

### Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.i:</a>	Recognize the relationship between government spending and taxation and the economy.			
<a href="#">SS.912.E.2.Su.i:</a>	Recognize that government spending and taxation affects the economy.			
<a href="#">SS.912.E.2.Pa.i:</a>	Recognize that the government spends money.			
Resources:				

**[SS.912.E.2.10:](#)** Describe the organization and functions of the Federal Reserve System.

### Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.912.E.2.In.j:</a>	Identify a function of the Federal Reserve System, such as to control interest rates and the money supply and supervise banking institutions.			
<a href="#">SS.912.E.2.Su.j:</a>	Recognize a function of the Federal Reserve System, such as to control interest rates.			
<a href="#">SS.912.E.2.Pa.j:</a>	Recognize that the government controls money.			
Resources:				

**SS.912.E.2.11:** Assess the economic impact of negative and positive externalities on the local, state, and national environment.

**Clarifications:**

Examples of negative are pollution, global warming.

Examples of positive are pure water, better air quality.

**Related Access Points**

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.912.E.2.In.k:</a>	Describe an example of the economic impact of positive and negative side effects (externalities) on the environment.			
<a href="#">SS.912.E.2.Su.k:</a>	Identify an example of the economic impact of a positive and negative side effect (externality) on the environment.			
<a href="#">SS.912.E.2.Pa.k:</a>	Recognize a positive or negative side effect (externality) of producing goods.			

Resources:

**SS.912.E.2.12:** Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.2.In.I:</a>	Identify the flow of money in a local economy, including the individual and household, businesses, banks, government, and international trade.			
<a href="#">SS.912.E.2.Su.I:</a>	Recognize the movement of money in a local economy, including the individual and household, businesses, banks, and government.			
<a href="#">SS.912.E.2.Pa.I:</a>	Recognize that money moves from buyer to seller.			

Resources:

**SS.912.E.3.1:** Demonstrate the impact of inflation on world economies.

**Clarifications:**

Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.3.Su.a:</a>	Recognize an impact of inflation on the economy, such as oil prices.			
<a href="#">SS.912.E.3.Pa.a:</a>	Recognize that costs of goods and services change over time.			

Resources:

**SS.912.E.3.2:** Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

**Related Access Points**



Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.3.In.b:</a>	Identify economic advantages a country may have when trading with another country, such as abundant natural resources and a cheap labor force.			
<a href="#">SS.912.E.3.Su.b:</a>	Recognize examples of economic advantages a country may have when trading with another country, such as abundant natural resources.			
<a href="#">SS.912.E.3.Pa.b:</a>	Recognize the advantage of a trade.			
Resources:				

**SS.912.E.3.3:** Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

**Clarifications:**

Examples are NAFTA, CAFTA.

Examples are quotas, tariffs.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.3.In.c:</a>	Identify examples of barriers to trade, such as quotas and tariffs.			
<a href="#">SS.912.E.3.Su.c:</a>	Recognize a barrier to trade, such as quotas and tariffs.			
<a href="#">SS.912.E.3.Pa.c:</a>	Recognize a disadvantage (barrier) of a trade.			
Resources:				

**SS.912.E.3.4:** Assess the economic impact of negative and positive externalities on the international environment.

**Clarifications:**

Examples of negative are pollution, global warming.

Examples of positive are pure water, better air quality.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.3.In.d:</a>	Identify an example of the economic impact of positive and negative side effects (externalities) on the international environment.			
<a href="#">SS.912.E.3.Su.d:</a>	Recognize an example of the economic impact of a positive and negative side effect (externality) on the international environment.			
<a href="#">SS.912.E.3.Pa.d:</a>	Recognize a positive or negative side effect (externality) of producing goods in the international environment.			
Resources:				

**SS.912.E.3.5:** Compare the current United States economy with other developed and developing nations.

**Clarifications:**

Examples are standard of living, exchange rates, productivity, gross domestic product.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.3.In.e:</a>	Identify differences in the economies of the United States and another country, such as the standard of living and productivity.			
<a href="#">SS.912.E.3.Su.e:</a>	Recognize a characteristic of another country’s economy, such as the standard of living.			
<a href="#">SS.912.E.3.Pa.e:</a>	Recognize an economic characteristic of daily living, such as the cost of housing.			
Resources:				

**SS.912.E.3.6:** Differentiate and draw conclusions about historical economic thought theorized by economists.

**Clarifications:**

Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.E.3.In.f:</a>	Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.			
<a href="#">SS.912.E.3.Su.f:</a>	Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.			
<a href="#">SS.912.E.3.Pa.f:</a>	Recognize that people study the economy.			
Resources:				

**SS.912.G.2.2:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.G.2.In.b:</a>	Recognize factors and processes that contribute to differences between developing and developed regions of the world.			
<a href="#">SS.912.G.2.Su.b:</a>	Recognize a factor that contributes to differences between developing and developed regions of the world.			
<a href="#">SS.912.G.2.Pa.b:</a>	Recognize a characteristic of development.			
Resources:				

**SS.912.G.3.3:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.G.3.In.c:</a>	Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.			
<a href="#">SS.912.G.3.Su.c:</a>	Use geographic terms and tools to recognize ways that people have used renewable and non-renewable resources in Florida, the United States, or the world.			
<a href="#">SS.912.G.3.Pa.c:</a>	Recognize a way to recycle resources.			

Resources:

**SS.912.G.4.4:** Use geographic terms and tools to analyze case studies of issues in globalization.

**Clarifications:**

Examples are cultural imperialism, outsourcing.

**Related Access Points**

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.912.G.4.In.d:</a>	Use geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.			
<a href="#">SS.912.G.4.Su.d:</a>	Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups.			
<a href="#">SS.912.G.4.Pa.d:</a>	Recognize an effect of globalization.			

Resources:

## **General Course Information and Notes**

### **GENERAL NOTES**

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

## General Information

**Course Number:** 7921020

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** ACCESS ECONOMICS

**Number of Credits:** Multiple Credit (more than 1 credit)

### Course Attributes:

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

