

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	Social Science		Course Title	Economics		
Course Code	S0309	Grade Level	12	Course Length	One Semester	
Credits/Semester	5	Required for Graduation	Yes	Elective Credit		
Prerequisites	U.S. History					
Community College Articulation		Name of College				
UC/CSU Articulation		Name of University				
Meets UC/CSU “a-g” Requirement	Yes	Meets NCAA Requirement	Yes	Honors Grading Differentiation		

COURSE DESCRIPTION

GOALS: (Expected performance outcomes for students)

Mastery of all standards identified as high and medium frequency standards on the California Standards Tests, with a concerted effort to encourage mastery of low frequency standards as well. **(For subjects without board adopted and approved state standards list in bullet form the goals of your department’s course of study.)**

California Content Standards

The following abbreviations are included to indicate the assessments used to measure a student’s proficiency in each of the appropriate standards: California Standards Test (CST); California High School Exit Exam (CAHSEE); Practice Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMQST). Standards that are underlined and in bold are identified as high frequency standards on the CST. Standards that are in bold are identified as medium frequency standards on the CST.

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using the district’s rubric. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

Course Outline

Unit 1	Course Title				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Introduction to Economics Ch 1 -3 10 days Subtopics: • What is Economics • Economic Systems • American Free Enterprise	Scarcity and choice, 4 factors of production, opportunity cost, role of entrepreneurs, basic economic questions, free market, planned economies, modern (mixed) economies, benefits of free enterprise, role of government, public goods and services	L - 12.1.1 M - 12.1.2 L - 12.1.3 H -12.1.5 H - 12.2.8 L – 12.2.3 M – 12.3.1 L - 12.3.2 L - 12.3.3	H M L	Key term activities Interactive collaborative projects Creating and analyze models Journal Records Note taking Word Puzzles Debates Role Playing Reading and explanation of text vocabulary/ concepts In class, question and answer sessions Assigned reading Written assignments Homework and teacher guided in class assignments allowing students to demonstrate understanding Video notes Quizzes Unit Tests	D C B A Economics text, Primary Sources, overhead transparencies, computer lab, debate, question & answer, handout materials, companion CD
Differentiation	Support -- for students struggling with content	Content: Adaptive reading and workbook with multiple levels, Multi-sensory information and SDAIE strategies, modified pacing, rubrics Process: Assignments will involve projects that allow the students to show progress in oral, visual, or written manner. Teacher evaluation as to reading and writing capability; collaborative projects; direct instruction; problem solving; power points; CD's; and other student created Product: Results of Common Assessment, benchmarks, chapter tests, exam tests, and classroom grading activities. Use of progress monitoring activities.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, TCI, case studies by prentice Hall, primary source documents Process: Use of Note-taking Transparencies, collaborative group Assignments, Use of PowerPoint lectures and other technologies, chapter outlines, research projects, hands-on experiences Product: Completed note-taking guides, Power Points, projects, research assignments, audio-visual assignments and all other student created assessments/assignments.			

Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.
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** Tasks are to be identified by the Application Taxonomy Quadrant designed by the International Center for Leadership in Education.

Unit 2	Course Title				
	Key Terms	Standards*		Model Tasks**	Tools & Text
How Markets Work Ch 4 - 7 16 days Subtopics: • Demand • Supply • Prices • Market Structure	Demand, Substitution Effect, Income Effect, Demand Schedule, Demand Curve, Complements, Normal and Inferior Goods, Elasticity, Supply, Subsidy, Marginal costs and revenue, regulation, variable and fixed costs, equilibrium, shortage, price floor, price ceiling, Oligopoly, monopoly, patent, collusion, perfect competition, economies of scale	L – 12.1.2 H – 12.1.3 L – 12.2.1 H – 12.2.2 L - 12.2.4 L – 12.2.5 L – 12.2.6 M – 12.2.7 L – 12.3.1 L – 12.3.2 L – 12.4.1 L – 12.4.3	H M L	Key term activities Interactive collaborative projects Creating and analyze models Journal Records Note taking Word Puzzles Debates Role Playing Reading and explanation of text vocabulary/ concepts In class, question and answer sessions Assigned reading Written assignments Homework and teacher guided in class assignments allowing students to demonstrate understanding Video notes Quizzes Unit Tests	D C B A Economics text, Primary Sources, overhead transparencies, computer lab, debate, question & answer, handout materials, companion CD
Differentiation	Support -- for students struggling with content	Content: Adaptive reading and workbook with multiple levels, Multi-sensory information and SDAIE strategies, modified pacing, rubrics Process: Assignments will involve projects that allow the students to show progress in oral, visual, or written manner. Teacher evaluation as to reading and writing capability; collaborative projects; direct instruction; problem solving; power points; CD's; and other student created Product: Results of Common Assessment, benchmarks, chapter tests, exam tests, and classroom grading activities. Use of progress monitoring activities.			
	Extension – for high achieving students.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, TCI, case studies by prentice Hall, primary source documents			

	Required activities for all honors courses. Process: Use of Note-taking Transparencies, collaborative group Assignments, Use of PowerPoint lectures and other technologies, chapter outlines, research projects, hands-on experiences Product: Completed note-taking guides, Power Points, projects, research assignments, audio-visual assignments and all other student created assessments/assignments.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.

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Unit 3	Course Title				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Business and Labor Ch 8 - 9 10 days Subtopics: • Business Organizations • Labor	Business organization, sole proprietorship, partnership, corporation, business license, liability, zoning laws, stock, certificate of incorporation closely held & publicly held corporation, dividend, certificate of incorporation, horizontal- vertical mergers, conglomerate,	H – 12.2.3 H – 12.2.8 M – 12.4.1 L – 12.4.2 L – 12.4.3 L – 12.4.4 L – 12.6.3	Key term activities Interactive collaborative projects Creating and analyze models Journal Records Note taking Word Puzzles Debates Role Playing Reading and explanation of text vocabulary/ concepts In class, question and answer sessions Assigned reading Written assignments Homework and teacher guided in class assignments allowing students to demonstrate understanding	D C B A	Economics text, Primary Sources, overhead transparencies, computer lab, debate, question & answer, handout materials, companion CD

	multinational corporation, franchise, royalty, cooperative, nonprofit – business - professional organizations, trade association, strike, mediation, arbitration, labor force, collective bargaining, labor union, equilibrium wage, contingent employment			Video notes Quizzes Unit Tests		
Differentiation	Support -- for students struggling with content	Content: Adaptive reading and workbook with multiple levels, Multi-sensory information and SDAIE strategies, modified pacing, rubrics Process: Assignments will involve projects that allow the students to show progress in oral, visual, or written manner. Teacher evaluation as to reading and writing capability; collaborative projects; direct instruction; problem solving; power points; CD's; and other student created Product: Results of Common Assessment, benchmarks, chapter tests, exam tests, and classroom grading activities. Use of progress monitoring activities.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, TCI, case studies by prentice Hall, primary source documents Process: Use of Note-taking Transparencies, collaborative group Assignments, Use of PowerPoint lectures and other technologies, chapter outlines, research projects, hands-on experiences Product: Completed note-taking guides, Power Points, projects, research assignments, audio-visual assignments and all other student created assessments/assignments.				
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.					

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Unit 4	Course Title					
	Key Terms	Standards*		Model Tasks**	Tools & Text	
Money, Banking, and Finance Ch 10 - 11 9 days Subtopics: • Money and Banking • Financial Markets	Money, medium of exchange, barter, store of value, unit of account, currency, commodity & representative money, fiat money, national bank, gold standard, greenback, central bank, member bank, Federal Reserve Note, FDIC, debit – credit – POS card, demand deposit, money market, mutual fund, interest, principal, creditor, money supply, mortgage, fractional reserve banking, investment, financial system - asset -intermediary, portfolio, prospectus, return, coupon rate, maturity, par value, yield, savings – municipal – corporate bonds, SEC, junk bond , capital – money – primary – secondary market, share equities, capital gain – loss, stockbroker, brokerage firm, stock exchange, futures, options, NYSE, Nasdaq, OTC market, call – put options, bull	H – 12.2.9	H M L	Key term activities Interactive collaborative projects Creating and analyze models Journal Records Note taking Word Puzzles Debates Role Playing Reading and explanation of text vocabulary/ concepts In class, question and answer sessions Assigned reading Written assignments Homework and teacher guided in class assignments allowing students to demonstrate understanding Video notes Quizzes Unit Tests	D C B A	Economics text, Primary Sources, overhead transparencies, computer lab, debate, question & answer, handout materials, companion CD

	– bear market, The Dow, S&P 500, speculation, Great Crash					
Differentiation	Support -- for students struggling with content	Content: Adaptive reading and workbook with multiple levels, Multi-sensory information and SDAIE strategies, modified pacing, rubrics Process: Assignments will involve projects that allow the students to show progress in oral, visual, or written manner. Teacher evaluation as to reading and writing capability; collaborative projects; direct instruction; problem solving; power points; CD's; and other student created Product: Results of Common Assessment, benchmarks, chapter tests, exam tests, and classroom grading activities. Use of progress monitoring activities.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, TCI, case studies by prentice Hall, primary source documents Process: Use of Note-taking Transparencies, collaborative group Assignments, Use of PowerPoint lectures and other technologies, chapter outlines, research projects, hands-on experiences Product: Completed note-taking guides, Power Points, projects, research assignments, audio-visual assignments and all other student created assessments/assignments.				
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.					

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Unit 5	Course Title					
	Key Terms	Standards*		Model Tasks**		Tools & Text
Measuring Economic Performance Ch 12 - 13	Gross Domestic Product, Gross National Product, intermediate goods, durable – nondurable goods,		H M	Key term activities Interactive collaborative projects Creating and analyze models Journal Records Note taking	D C	Economics text, Primary Sources, overhead

15 days Subtopics: • Gross Domestic Product and Growth • Economic Challenges	nominal GDP, real GDP, depreciation, price level, aggregate demand – supply, business cycle, expansion, recession, contraction, trough, depression, stagflation, leading indicators, saving, savings rate, real GDP per capita, frictional- seasonal – structural – cyclical unemployment, census, full employment, unemployment rate, inflation, purchasing power, price index, CPI, market basket, inflation rate, core inflation rate, hyperinflation, demand-pull & cost-push theory, wage-price spiral, fixed income, deflation, poverty rate – threshold, income distribution, Lorenz Curve, food stamps, workfare		L	Word Puzzles Debates Role Playing Reading and explanation of text vocabulary/ concepts In class, question and answer sessions Assigned reading Written assignments Homework and teacher guided in class assignments allowing students to demonstrate understanding Video notes Quizzes Unit Tests	B A	transparencies, computer lab, debate, question & answer, handout materials, companion CD
Differentiation	Support -- for students struggling with content	Content: Adaptive reading and workbook with multiple levels, Multi-sensory information and SDAIE strategies, modified pacing, rubrics Process: Assignments will involve projects that allow the students to show progress in oral, visual, or written manner. Teacher evaluation as to reading and writing capability; collaborative projects; direct instruction; problem solving; power points; CD's; and other student created Product: Results of Common Assessment, benchmarks, chapter tests, exam tests, and classroom grading activities. Use of progress monitoring activities.:				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, TCI, case studies by prentice Hall, primary source documents Process: Use of Note-taking Transparencies, collaborative group Assignments, Use of PowerPoint lectures and other technologies, chapter outlines, research projects, hands-on experiences				

	Product: Completed note-taking guides, Power Points, projects, research assignments, audio-visual assignments and all other student created assessments/assignments.
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.

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Unit 6	Course Title				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Government and the Economy Ch 14 - 16 15 days Subtopics: • Taxes and Government Spending • Fiscal Policy • The Federal Reserve and Monetary Policy	Taxable income, revenue, discretionary spending, progressive tax, balanced budget, mandatory & discretionary spending, withholding, real property, expansionary & contractionary policy, fiscal policy, national debt, budget surplus & deficit, hyperinflation, Keynesian, supply side & demand side economics, federal budget, Federal Reserve System, monetary policy, Federal Reserve Districts, FOMC, check clearing, federal funds rate, discount rate, net	M – 12.3.2 H – 12.3.3 M – 12.3.4 L – 12.6.2	H M L	Key term activities Interactive collaborative projects Creating and analyze models Journal Records Note taking Word Puzzles Debates Role Playing Reading and explanation of text vocabulary/ concepts In class, question and answer sessions Assigned reading Written assignments Homework and teacher guided in class assignments allowing students to demonstrate understanding Video notes Quizzes Unit Tests	D C B A

	worth, prime rate, required reserve ratio, money creation, excess reserves, open market operation					
Differentiation	Support -- for students struggling with content	Content: Adaptive reading and workbook with multiple levels, Multi-sensory information and SDAIE strategies, modified pacing, rubrics Process: Assignments will involve projects that allow the students to show progress in oral, visual, or written manner. Teacher evaluation as to reading and writing capability; collaborative projects; direct instruction; problem solving; power points; CD's; and other student created Product: Results of Common Assessment, benchmarks, chapter tests, exam tests, and classroom grading activities. Use of progress monitoring activities.				
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Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.					

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Unit 7	Course Title					
	Key Terms	Standards*		Model Tasks**		Tools & Text
The Global Economy Ch 17 - 18 8 days Subtopics: • International	Comparative advantage, exchange rate, exports, imports, tariff, protectionism, free-trade zone, malnutrition, infrastructure, industrialization,	M – 12.6 L – 12.6.1 L – 12.6.2 L – 12.6.3 L – 12.6.4	H M L	Key term activities Interactive collaborative projects Creating and analyze models Journal Records Note taking Word Puzzles Debates Role Playing Reading and explanation of text vocabulary/	D C B A	Economics text, Primary Sources, overhead transparencies, computer lab, debate, question &

Trade • Economic Development and Transition	work ethic, literacy rate, foreign direct investment, life expectancy			concepts In class, question and answer sessions Assigned reading Written assignments Homework and teacher guided in class assignments allowing students to demonstrate understanding Video notes Quizzes Unit Tests		answer, handout materials, companion CD
Differentiation	Support -- for students struggling with content	Content: Adaptive reading and workbook with multiple levels, Multi-sensory information and SDAIE strategies, modified pacing, rubrics Process: Assignments will involve projects that allow the students to show progress in oral, visual, or written manner. Teacher evaluation as to reading and writing capability; collaborative projects; direct instruction; problem solving; power points; CD's; and other student created Product: Results of Common Assessment, benchmarks, chapter tests, exam tests, and classroom grading activities. Use of progress monitoring activities.				
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