

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Economics

| | |
|---|--|
| Board Approval Date: June 18, 2020 | Course Length: 1 Semester |
| Grading: A-F | Credits: 5 Credits per Semester |
| Proposed Grade Level(s): 12 | Subject Area: History/Social Science Elective Area (if applicable): |
| Prerequisite(s): 12th grade standing or permission of the instructor | Corequisite(s): N/A |
| CTE Sector/Pathway: N/A | |
| Intent to Pursue 'A-G' College Prep Status: Yes | |
| A-G Course Identifier: (a) History/Social Science | |
| Graduation Requirement: Yes | |
| Course Intent: District Course Program (if applicable): | |

COURSE DESCRIPTION:

The study of twelfth-grade economics provides students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions. It offers a lens to understand and analyze human behavior, and it builds a student's ability to make informed decisions based on relevant economic information such as an analysis of costs and benefits; the trade-offs between consumption, investment, and savings; the availability and allocation of natural resources; the distribution of resources among investors, managers, workers, and innovation; the role of the government in supporting, taxing, and investing in industries; and human and physical capital. Economics functions as a lens through which to consider the impact of governmental action (or inaction) on the lives of citizens. Understanding how the economy functions and how economic reasoning can inform decision making will provide students with the tools to become financially literate and independent. Economics is the study of how people choose to use resources. It is also a discipline that analyzes how to promote productive economic activities such as entrepreneurship, education and government investment in infrastructure, and research; it studies how to promote full employment, fair wage growth, and return on capital; it explores how to avoid financial dislocations and predatory business practices; and it argues how best to provide basic safety-net supports such as retirement for each citizen.

DETAILED UNITS OF INSTRUCTION:

| Unit Number/Title | Unit Essential Questions | Examples of Formative Assessments | Examples of Summative Assessment |
|---|---|--|--|
| 1. Fundamental Economic Concepts and Reasoning | What is a market economy? | <ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket | <ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing |
| 2. The American Market Economy | What are key components of the American economic system? | <ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket | <ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing |
| 3. How is the American government involved in the economy? | How is the American government involved in the economy? | <ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket | <ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing |
| 4. Labor Markets | How does one compete in the labor market? | <ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket | <ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing |
| 5. Aggregate Economic Behavior | What is macroeconomics and what does it reveal about the economy? | <ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket | <ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations essays *DBQ writing |

| | | | |
|-----------------------------|---|--|--|
| 6.The Global Economy | How does globalization affect international and national economies and individuals? | <ul style="list-style-type: none"> *Inquiry journal *Graphic organizers *Maps *Timelines *Quizzes *Thumb up/down *Exit ticket | <ul style="list-style-type: none"> *Unit tests *Performance tasks *Presentations *Essays *DBQ writing |
|-----------------------------|---|--|--|

ESSENTIAL STANDARDS:

12th Grade Standards (Following district Guaranteed and Viable Curriculum for areas of mastery)

- 12.1 Students understand common economic terms and concepts and economic reasoning
- 12.2 Students analyze the elements of America’s market economy in a global setting.
- 12.3 Students analyze the influence of the federal government on the American economy.
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.5 Students analyze the aggregate economic behavior of 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.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter18.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter17.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

| Board Approved | Pilot Completion Date (If applicable) | Textbook Title | Author(s) | Publisher | Edition | Date |
|-----------------------|--|---|------------------|------------------|----------------|-------------|
| <i>Yes</i> | | <i>Impact California Studies: Principles of Economics</i> | Various | McGraw Hill | | |

Other Resource Materials

Stanford History Education Group (SHEG)

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):