

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Economics 1000

Board Approval Date: May 15, 2025	Course Length: 1 Semester
Grading: Pass/Fail	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: Yes	
Course Intent: N/A Program (if applicable): N/A	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580	

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

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The District's nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

The study of 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. Introduction to Economics	How do we use money? How do we count coins and bills What Are Wants? What Are Needs?	*Evaluate positive and negative consequences of a financial decision *Compare prices of similar items and determine which is the best buy	*Unit assessment
HSS.E 10.5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.			
2. Understanding Markets	How do we distinguish between goods and services? How do businesses know what to sell? How do owners get their goods? What is supply and demand? How do we calculate sales tax and tips?	*Explain that goods and services are produced on the basis of people's wants and needs *Recognize that prices are determined by supply and demand *Identify ways in which taxes generate money for federal and local government programs	*Unit assessment
HSS.E 12.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.			
3. Banking	What is credit, savings, & interest? How do we use credit cards & debit cards? How do we use loans, write checks, and use bank accounts? How do we make purchases?	*Identify advantages and disadvantages of ways to make purchases, including cash, credit and loans *Identify reasons and ways to save money *Identify reasons and ways to borrow money *Identify differences between credit and debit cards	*Unit assessment

HSS.E 12.4.2. 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.

4. Personal Finance	How can I find the right job? What are my long- and short-term goals? What are taxes? What is insurance and what kind do I need? How do I make a Budget?	*Create a simple, personal financial plan that includes short- and long- term goals *Create a simple budget that includes income and expenses *Identify basic types of insurance (health, car, property, life, etc.) and the benefits of each *Recognize that income is based on work skills, attitudes and job opportunities *Recognize that personal earnings include deductions for taxes and benefits.	*Unit assessment
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HSS.E 12.1.3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.

5. National and Global Economics	What are domestic goods? What are international goods?	*Identify goods and services made in the United States and those obtained from other countries	*Unit assessment
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HSS.E 12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

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.

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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/be/st/ss/documents/histsocscistnd.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/be/st/ss/documents/histsocscistnd.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply 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>Unique Learning Systems</i>	Various	n2y.com	online	