

\* **Subject Area:** Elective

\* **Category:** History / Social Science

\* **Grade Level  
for which this  
course has been  
designed:**

9  10  11  12

\* **Unit Value:** 0.5 (half year or semester equiv.)

\* **Is this course classified as a Career Technical Education:** No

\* **Brief Course Description**

Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macro-economics, international economics, comparative economic systems, measurement, and methods.

**Pre-Requisites**

Government - Recommended

**Co-Requisites**

**Context for Course  
(optional)**

**History of Course Development  
(optional)**

**Textbooks**

**TEXTBOOK 1**

\* **Title:** Economics, Principles and Practices

\* **Edition:** 2005, no edition listed

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**Publication Date:** 2005

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**Publisher:** Glencoe

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**Author(s):** Clayton, et al

**URL Resource:**

\* **Usage:** Primary Text

Read in entirety or near entirety

**TEXTBOOK 2**

\* **Title:** Economics: Principles in Action

\* **Edition:** NO EDITION LISTED

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**Publication Date:** 2005

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**Publisher:** Pearson Prentice Hall

**TEXTBOOK 2**

**\* Author(s):** Sullivan et al

**URL  
Resource:**

**\* Usage:** Primary Text

Read in entirety or near entirety

**Supplemental Instructional Materials****\* Course Purpose**

In this course students will be introduced to fundamental economic concepts which will enable them to arrive at objective and rationale determinations on economic issues as citizens, workers, consumers, business owners, managers and members of civic organizations. Students will also explore the complexities of the U.S. economy and will gain a working understanding of basic economic principles and concepts as they relate to the U.S economy and the development and basic features of other societies and cultures economies; an examination of the historic and contemporary ideas that have shaped the world economy; an understanding of the fundamentals of how differing political and economic systems function; an examination of the nature and principles of individual and group behavior as applies to economic functions; and an openness to a variety of cultures and perspectives as they apply to differing economic structures.

**\* Course Outline**

Students in grade twelve study the complexities of the U.S. economy and will gain a working understanding of basic economic principles and concepts as they relate to the U.S economy and global economy. Following a review of the historic and contemporary ideas that have built the US economy students study the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Through extensive use of the text, individual and group

research, and analysis, they trace the change in the Micro economics (individual behavior in the economy) to Macro economics (economy as a whole). The following topics are covered in the text, research projects, and web-based exploration:

Understanding common economic terms and concepts, and economic theory

Effects of changes in supply and demand on relative scarcity

The different economic systems and models (compare and contrast)

Domestic and International competition

Exploration of the role of a market economy in establishing and preserving political and personal liberty

Import/export (tariff) issues

Elements of U.S. labor market in a global economy

Influence of U.S. government on American economy

Taxation/tax structure

Role of property rights, competition, and profit in a market economy

Study of entrepreneurs (choose one to research)

Government fiscal policies (taxation, borrowing, and spending) and their influence on production,

employment, and price levels

Foreign exchange; how exchange rates are determined; the dollar gaining or losing value relative to other currencies

The changing role of the U.S. in the global economy

### \* Writing Assignments

A final topic paper is due by the semester end. In each class the paper should be: 3 to 5 pages in length; typed using 12 font, single space, standard format. The paper should thoroughly cover one of the topics listed below, including important events in history, highlights, basic information, outline of processes, etc. You may use other outside resources. Whenever information is from your text or other resources, it should be quoted, or paraphrased and acknowledged properly in the text of the paper (MLA format style).

The idea is to show a thorough understanding of the topic through your studies.

Economics Topics, choose one:

- 1) The Stock Market
- 2) Current International Economy
- 3) Banking System (includes Federal controls, loan entities, Credit Unions, Banks, Farm Loan Bureaus etc.)

### \* Key Assignments

Assignments will include but not be limited to regular review and extrapolation from the text. In addition, students will be expected to complete extensive internet and web based research assignments, which will be formatted for group work, individual essays, and oral presentations.

### \* Instructional Methods and/or Strategies

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose

to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case.

- Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class/teacher (Personalized Learning and Highly Qualified) meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.
- Discussion: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. Students work in small groups or one-on-one whenever possible to increase participation.
- Reading: Students read all required reading: primary novels in their entirety. supplemental materials in part, some text books in their entirety.
- Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics and text book readings. Activities vary from summary, short answer to extended essay. Research papers, response to literature, and literary analysis. Papers are graded according to rubrics detailing: expected organization of work; clarity of thesis statement; format of formal papers; content or message; flow of writing; and grammar and punctuation conventions.
- Oral Presentation: Students present information during weekly class meetings

both formally and informally. Presentations include Power Point, debate, and discussion, and always include an outline or handout and audio-visual aides.

- Library/Internet Research: Students research topics that are relevant to the reading assignments and give written and oral reports of their findings.

#### \* Assessment Methods and/or Tools

- Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher
- Written assignments evaluated by provided writing rubrics
- Oral presentations
- Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning Teacher/Highly Qualified Teacher.
- Weekly homework assignments
- Chapter/Unit tests
- Comprehensive midterm/final

Assessment tools may also include the following:

- Participation in weekly lab activity with graded lab manual (science courses)
- Student demonstrations
- Student work samples
- Research Projects
- Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

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