

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Economics

Board Approval Date: February 18, 2021	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	Corequisite(s): N/A
CTE Sector/Pathway:	
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):	
<p>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, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</p>	

COURSE DESCRIPTION:

The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of the global economy. Students establish mastery of key economic principles through a scaffolded series of analytic written assignments and lesson tests. They also apply basic

mathematics to economic concepts. This course is built to state standards and further informed by standards from the National Council for History Education, the National Center for History in the Schools, and the National Council for Social Studies.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Fundamental Principles of Economics	How does an economic system help a society deal with the fundamental problem of scarcity? What are the benefits of a free enterprise economy?	*Quizzes *Journals *Discussion activities	*Unit test
2. Microeconomics	How does demand help societies determine WHAT, HOW and FOR WHOM to produce? What are the basic differences between supply and demand? How do varying market structures impact prices in a market economy?	*Quizzes *Journals *Discussion activities	*Unit test
3. Macroeconomics	How does the government attempt to correct market failures? How do we know if macroeconomic equilibrium has been achieved?	*Quizzes *Journals *Discussion activities	*Unit test
4. Global Economics	Why is the economic health of all nations important in a global economy? What are the challenges associated with globalization?	*Quizzes *Journals *Discussion activities	*Unit test
5. Personal Financial	How can financial institutions help you	*Quizzes *Journals	*Unit test

Literacy	increase and better manage your money? What are the different types of business organizations?	*Discussion activities	
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ESSENTIAL STANDARDS:

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 State'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.

<http://www.corestandards.org/read-the-standards/>

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.

<http://www.cde.ca.gov/ci/hs/cf/sbedrafth.asp>; <https://www.cde.ca.gov/ci/hs/cf/hssframework.aspssfw>

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.

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>Apex:Economics</i>		Apex Online Courses	2020	

Other Resource Materials

Supplemental Materials

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