

MORENO VALLEY HIGH SCHOOL CURRICULUM

Course Title: Economics Course Number: 2741

Department: Social Studies ADS Number: 2741

Prerequisites: None. Recommend: US History and World History

Length of Course: 1 semester Credit/PRI Area: .5 per semester Grade Level(s): 10-12

Important Notes: Due to the complexity of concepts, it is highly recommended that students have had previous social studies courses in World and/or US History.

COURSE DESCRIPTION

This course is designed to prepare students to understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems on individuals, communities, nations, and the world. The knowledge base covers the elements of economics, economic evolution since 1900, economic systems, economic policy making in the USA, and how economics interfaces with social, political, and global issues. The skills developed during this class will include: Critical reading, research, critical thinking and problem solving, writing, and seminar.

SYLLABUS

1. Units of Study:

- The basics of economics: vocabulary, primary present-day systems and the American economy
- Politics and Economics in the USA: National debt/deficit, Congress, President, Lobbyists, the Public
- Economics and Social Class: Socialism and Capitalism Comparison; advantages and disadvantages
- Globalization and Economics: World Bank, Outsourcing, European Union, China
- Economic Policy: How it is made, Influences on it, Effects of it.
- American Policy in Healthcare, Social Welfare, Policymaking, National Security
- Research paper and presentation on present day economic issues: oil dependency, military economics, globalization, poverty, immigration economics, technology economics, etc.
- Current events

2. Skills:

- Critical Thinking Journals: opinion writing, clarifying thought, and questions on content
- Critical Reading: reading for understanding, fact versus opinion, the important questions, vocabulary
- Writing: Note taking methods, Essays: forming opinion in opposition essay; research on current issues; and analysis of sources
- Working in groups: leadership, participation, and group dynamics.
- Test taking skills: preparation, various study methods, after the test evaluations, vocabulary, demonstrating understanding of principals, problem solving.
- Oral participation: discussion, coaching, seminar, verbal analysis, research presentations
- Use of resources: textbooks, graphs, charts, maps, atlases, almanacs, newspapers, readings, verbal presentations, online research skills

STRATEGIES

Didaactic: Guided discussion, lecture, research, newspapers, and textbook

Intellectual Coaching: Graphs, diagrams, charts, maps, small group projects and problem solving, individual research, oral presentations, notes/journals, writing conferences, writing.

Seminar: Critical reading, conflicting viewpoints in writings, coaching, seminar behaviors

ASSESSMENTS

Writing: Essays: Expository essays, research writing, critical thinking journals.

Oral: Guided Discussion, group participation, research presentations, seminar

Tests: Vocabulary, demonstrate understanding of principals, short essays.

Class work/Homework: completeness, correctness.

Other: Diagrams/charts, graphs, political cartoons, posters, use of: textbooks, atlases, almanacs, and online research, newsmagazines,

newspapers.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The Economist

Economics: Principles and Practices by Gary E. Clayton

Economics: Today and Tomorrow by Roger Leroy Miller

Government in America: People, Politics, and Policy by George C. Edwards III, et al.

American Government: A Complete Coursebook by Ethel Wood and Stephen C. Sansone

The LANAHAN READINGS in the American Polity Edited by Ann G. Serow and Everett C. Ladd

The Pursuit of Happiness by John A. Moore and Myron Roberts

Newsmagazines of all types: *The Economist, New Republic, U. S. News and World Report, Time, etc.*

Newspapers

Almanac

Atlas

SUGGESTED TITLES/AUTHORS WEB SITES

Various current event sites:

www.cspan.org

www.cnn.com

www.npr.org

www.cbsnews.com

www.msnbc.com

www.nytimes.com

www.washingtonpost.com

www.abcnews.go.com

www.foxnews.com

Research sites:

www.css.gove

www.marriage/rutgers.edu

www.aecf.org

COURSE TITLE: Economics

Teacher: Browning

Draft: January 2006

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www.ssa.gov
www.tanf.gov
www.cato.org
www.chpp.org
www.federalreserve.gov
www.whitehouse.gov/cea
www.access.gpo.gov/eop/
www.irs.ustreas.gov
www.whitehouse.gov/omb
www.cbo.gov
www.taxpolicycenter.org
www.taxfoundation.org
www.concordcoalition.org
www.census.gov
www.epa.gov
www.cia.gov/cia/publications/factbook

SEMINAR PIECES AND USE

Seminar is used monthly or bi-weekly in this class. The seminars are based on conflicting or primary source documents.

Affluenza

“Precious Fluid” by Dinyar Godrej

Cuttings from *The Wealth of Nations* by Adam Smith and *The Communist Manifesto* by Karl Marx

“Picture Summary of 5 core threats to the Economic Future of Families & Their Children” by Michael Hodges

“The Budget Message of the President”

“Where Presidents have no Powers” by Charles Krauthammer

“The Social Bases of Politics” by Arnold K. Sherman and Aliza Kolker

“The Affluent Society” by John Kenneth Galbraith

“Tyranny of Kindness” by Theresa Funicello

“Jihad vs. McWorld” by Benjamin Barber

“Introduction to *The World is Flat*” by Thomas Friedman

STRAND I: ECONOMICS**CONTENT STANDARD 1: STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.**

A. BENCHMARK: *Analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources and that their choices involve costs and varying ways of allocating.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Analyze 'opportunity costs' as a factor resulting from the process of decision making.	1. Students, using the packet on the scarcity of fresh water, will seminar: "Is fresh water access a human right?"

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B. BENCHMARK: *Analyze and evaluate how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Analyze foreign and domestic issues related to United States economic growth since 1950. 2. Describe the relationship between United States' international trade policies and its economic system. 3. Identify and analyze the international differences in resources, productivity, and prices that are a basis for international trade. 4. Explain the comparative advantage of a nation when it can produce a product at a lower 'opportunity cost' than its trading partner. 5. Evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad. 6. Analyze and evaluate how domestic policies can affect the balance of trade between nations. 7. Explain and describe how the Federal Reserve System and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth. 8. Identify how monetary policies can affect exchange rates and international 	<p>1, 10. Students will select a current issue in USA/World economic systems (World Bank, globalization, job outsourcing, oil politics), research using primary and secondary sources, to find problem, who is involved and how in the problem, and what possible solutions. The paper will be complete in MLA format with a 5 – 10 minutes presentation to the class on the issue.</p> <p>2-6. Using various graphs and information for almanacs , students will identify the problem, influences on the problem, trade issues and potential solutions to the issues surrounding the USA oil crisis.</p> <p>7, 8. Students will gather information using two or more textbooks about the federal reserve system and how it controls the USA monetary system. Students will then be given a series of situations (real situations are best) and ask to explain how the Federal Reserve would handle the situation and what</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	trade. 9. Analyze and evaluate the use of technology on economic development. 10. Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.	the effect of their decision would be locally, nationally, and internationally. 9. Students will analyze the U.S. court decisions concerning Bill Gates and Windows. They present to the class through court room opening arguments style, the side of the prosecution and the side of the defense.

STRAND I: ECONOMICS
CONTENT STANDARD 1: STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.

C. BENCHMARK: Analyze and evaluate the patterns and results of trade, exchange, and interdependence between the United States and the world since 1900.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Analyze foreign and domestic issues related to United States economic growth since 1900. 2. Analyze the effects of World War I, Depression, World War II, the Cold War, and post-Cold War on contemporary society, to include: <ul style="list-style-type: none"> • economic effects of war on the home front • United States prosperity of the 1950s vs. depression • impact of the Cold War on business cycle and defense spending • recession of 1980s • technology boom and consequent economic slow down of 2000. 3. Describe the relationship between United States' international trade policies and its economic system. 4. Identify and analyze the international differences in resources, productivity, and prices that are a basis for international trade. 5. Explain the comparative advantage of a nation when it can produce a product at a lower 'opportunity cost' than its trading partner. 6. Evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad. 7. Analyze and evaluate how domestic policies can affect the balance of trade between nations. 8. Identify how monetary policies can affect exchange rates and international trade. 	<p>1 and 2. Students will create an illustrated, annotated timeline on one industry from 1900 to the present including foreign influences. The time line should also be summarized in five "big picture" generalizations about the growth or decline of this industry. Students may choose: automobile industry, computer industry, air industry, weapons manufacturing, movie industry, television industry, etc.</p> <p>3-8. Students would gather information on NAFTA and OPEC. Working in groups, they would plan a power point presentation to the class that would include: (1) Who is involved, how, why, resources they control; (2) Advantages and type of control the controlling nations have; (3) How these agreements influence the world market and the USA market; (4) U.S. domestic policy that is influenced by these agreements. Students must use graphs and charts in their power point presentations.</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	9. Analyze and evaluate the use of technology on economic development. 10. Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.	9. After reading statistics and articles on the “have and have not” technology nations, students would seminar: “Does the USA have a moral or political responsibly to aid the ‘have not’ nations.”

STRAND I: HISTORY
CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.

D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues. 2. Apply chronological and spatial thinking to understand the importance of events. 3. Describe primary and secondary sources and their uses in research. 4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas). 5. Distinguish 'facts' from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject. 6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants. 7. Analyze the evolution of particular historical and contemporary perspectives. 8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.	1-8: Students would research and present an oral presentation with audio visuals on a topic of USA economic concern. Topics could be: poverty, health care, social security, oil shortage, opening ANWAR, job outsourcing, labor unions, immigrants on the job market, etc. Students would need to present their information in a speech outline form with a bibliography. Students should be able to answer any reasonable questions on their topic. After all presentations, students would seminar: “Which of these economic concerns most threatens the future well being of the USA citizens?”