

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – SOCIAL SCIENCE**

COURSE TITLE:	Economics
COURSE NUMBER:	3150
DEPARTMENT:	Social Science
LENGTH OF COURSE:	One Semester
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	12
REQUIRED OR ELECTIVE:	Required
PREREQUISITES:	None

BOARD OF EDUCATION ADOPTION:

~~BOARD OF EDUCATION ADOPTION: May 1998~~

~~COURSE DESCRIPTION~~

~~The Government course will study the basic structure of American government, exploring what the role of government should be under our Constitutional system. Supporting objectives include historical political theories essential to the establishment of our system of government, supplemented by the social, economic, and religious institutions which influenced it. Further, an objective is to expose students to participatory government experiences leading to an informed electorate, capable of taking responsibility and leadership in society. The Economics course will explore the basic principles and operations of the free market economy in the context of choices among scarce resources. Further, students will gain understanding of our role in the global economy, illustrating our interdependence. Lastly, students will develop skills for personal economics.~~

COURSE DESCRIPTION

Economics is the study of how individuals and societies make decisions given scarce resources. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, labor and wages, managing the nation's economy, and economic theory.

~~COURSE OUTLINE~~

~~1. MAJOR GOALS~~

~~1.1
To develop awareness and cultural understanding of the world in which we live through the knowledge of history, geography, economics, sociology, political science, and the humanities.~~

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1.2

To develop democratic understanding and civic values in order to become effective citizens of the community, the country, and the world, through a knowledge of constitutional heritage, civic values, and the rights and responsibilities of individuals.

1.3

To develop the participation skills, the critical thinking skills, and the basic study skills essential for effective citizenship, for the study and understanding of history and social science, and for social participation in the world.

1.4

To develop the understanding that citizenship in a diverse society means living with differences and committing ourselves to work for public policies that are in the best interest of all individuals, families, communities, and our nation.

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2. PERSONAL OBJECTIVES

2.1

Knowledge and Cultural Understanding

2.1.1

Government

2.1.1.1

Identify the historical origins of basic constitutional concepts such as representative government, separation of powers, and division of power

2.1.1.2

Identify the need for political parties, their philosophy, role and function in our democratic society

2.1.1.3

Identify our civil liberties as enumerated in the Bill of Rights.

2.1.1.4

Identify principles of Federalism

2.1.1.5

Identify the working relationship between society and the law

2.1.1.6

Identify the need for and importance of pressure groups

2.1.1.?

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Recognize the privileges, responsibilities and significance of voting in our society

~~2.1.1.8~~

~~Demonstrate knowledge of Congress and how it functions, its role and powers~~

~~2.1.1.9~~

~~Identify the roles and powers of the Presidency~~

~~2.1.1.10~~

~~Demonstrate knowledge of our judicial system, federal and state, and its operation~~

~~2.1.1.11~~

~~Identify the laws pertinent to young adults, delineating their rights and responsibilities~~

~~2.1.2~~

~~Economics~~

~~2.1.2.1~~

~~Identify the problems of scarcity and choice, and explain the four basic economic questions: what, how, how much, and for whom~~

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~~2.1.2.2~~

~~Identify the role and function of money and banking in the American economy~~

~~2.1.2.3~~

~~Identify basic economic processes in macroeconomics~~

~~2.1.2.4~~

~~Demonstrate knowledge of the major economic systems and how they work~~

~~2.1.2.5~~

~~Identify and develop a position regarding current economic problems~~

~~2.1.2.6~~

~~Demonstrate knowledge of interdependence and interrelatedness of personal, national, and worldwide economic decisions and their consequences~~

~~2.1.2.7~~

~~Identify the interplay between political and economic issues~~

~~2.2~~

~~Skills Attainment and Social Participation~~

Although some are more applicable to one course or the other, in general the following apply to both Government and Economics courses:

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Research Skills:

~~2.2.1~~

~~Acquire information through listening, observing, reading, and using community resources.~~

~~2.2.2~~

~~Locate information in textbooks, encyclopedias, specialized dictionaries, almanacs, internet, and other reference materials.~~

~~2.2.3~~

~~Evaluate information presented in books, newspapers, periodicals, and other media.~~

~~2.2.4~~

~~Extract and interpret information from maps, models, graphs, charts, tables, pictures, and cartoons.~~

~~2.2.5~~

~~Retrieve and analyze information by using computers, CD-ROM, microfilm, and other electronic media.~~

~~Communication Skills: 2.2.6 Communicate orally and in writing.~~

Analytic Skills:

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~~2.2.7~~

~~Compare similarities and differences among two or more ideas, events, or situations at the same or different points in time.~~

~~2.2.8~~

~~Classify or group items according to rational criteria.~~

~~2.2.9~~

~~Formulate appropriate and searching questions.~~

~~2.2.10~~

~~Draw probable conclusions, hypotheses or inferences from evidence and develop possible alternatives.~~

~~2.2.11~~

~~Evaluate or make informed judgments based on rational criteria.~~

~~2.2.12~~

~~Compare American political and economic values and capabilities with those of other cultures.~~

~~2.2.13~~

~~Identify historical, cultural, and social bias/prejudice in political and economic phenomena.~~

~~2.2.14~~

~~Analyze the effects of political and economic attitudes on historical figures and movements.~~

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~~2.2.15~~

~~Take the perspective of others.~~

~~2.2.16~~

~~Work effectively with others as members of groups.~~

~~2.2.17~~

~~Give and receive constructive criticism.~~

~~Participatory Skills:~~

~~2.2.18~~

~~Accept responsibility and demonstrate respect for the rights, opinions, and property of others in the classroom, the school, and in the larger community.~~

~~2.2.19~~

~~Operate in a manner that reflects such democratic values and social skills as tolerance of individual and group differences, compromise, and recognition of individual rights.~~

~~2.2.20~~

~~Identify current needs for social and political change and involvement in processes for change.~~

~~2.2.21~~

~~Participate in economic, civic, and political activities within the community, the state, and the nation.~~

~~2.2.22~~

~~Participate in classroom activities that simulate economic, governmental and political processes and institutions.~~

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~~2.3~~

~~Democratic Understanding and Civic Values Democrati~~

~~The first two of the following apply to Government, while the remaining apply to both Government and Economics courses:~~

~~2.3.1~~

~~Appreciate our American heritage and the rights and privileges guaranteed by the U.S. Constitution and the Bill of Rights.~~

~~2.3.2~~

~~Appreciate the pluralistic and multicultural basis of American society.~~

~~2.3.3~~

~~Understand the various means used by people to resolve problems and issues.~~

~~2.3.4~~

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~~Examine controversial political and economic issues openly in the classroom.~~

~~2.3.5~~

~~Understand changes and diversity of political and socioeconomic attitudes that are reflected by individual's values.~~

~~2.3.6~~

~~Recognize political and economic interdependence of nations and people.~~

~~2.3.7~~

~~Examine critically their own value positions and the value positions held by others.~~

3. CONTENT OUTLINES

3.1

Government

3.1.1

Issues of Sovereignty

3.1.1.1 3.1.1.2

Basic theories of government Anti government theories: the militia movement and anarchists Comparative governments

3.1.1.3

3.1.2

Historical foundation of the U.S. government

3.1.2.1 3.1.2.2 3.1.2.3 3.1.2.4 3.1.2.5 3.1.2.6

Declaration of Independence Articles of Confederation Constitution Federalist Papers Bill of Rights George Washington's Farewell Address

3.1.3

Functions of political parties

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3.1.3.1 3.1.3.2 3.1.3.3 3.1.3.4 3.1.3.5

Democratic pluralism, evolution of the two party system Political spectrum Pressure groups/political action committees (PACs) Elections and voter behavior Power of money in the electoral process

3.1.4

Legislative Branch

3.1.4.1 3.1.4.2 3.1.4.3 3.1.4.4 3.1.4.5

Qualification, term, compensation, and pensions Powers of Congress Checks and balances How a bill

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~~becomes a law Roles of Congressional representatives~~

~~3.1.5~~

~~Executive Branch~~

~~3.1.5.1 3.1.5.2~~

~~Qualification, term, succession, compensation, and pensions Powers of the presidency~~

~~3.1.5.3~~

~~3.1.5.2.1 Emancipation Proclamation Roles of the President and the Vice President, checks and balances Role of the Cabinet and of the bureaucracy~~

~~3.1.5.4~~

~~P~~

~~3.1.6~~

~~Judicial Branch~~

~~:~~

~~3.1.6.1 3.1.6.2 3.1.6.3~~

~~Qualification, term, compensation, and pensions Powers of judiciary~~

~~Types of jurisdiction: federal, state, special courts, constitutional limitations, courts, original and appellate Due process and rights of the accused criminal and civil litigation~~

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~~3.1.6.4 3.1.6.5~~

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~~3.1.7~~

~~The Media and Government~~

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~~3.1.7.1 3.1.7.2 3.1.7.3~~

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~~The print media: newspapers and newsmagazines The electronic media: TV, radio, internet Its role, its bias, its power/influence, its abuse/conflicts of interest Speeches/debates~~

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~~3.1.7.4~~

~~3.2~~

~~Economics~~

~~3.2.1~~

~~Scarcity: opportunity cost and trade-offs~~

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~~3.2.1.1 3.2.1.2~~

~~Basic economic problem: unlimited wants, limited resources~~

~~The four economic questions: free market systems and alternatives Factors of production: land, labor, capital and entrepreneurial skills~~

~~3.2.1.3~~

~~3.2.2~~

~~Barter and money~~

~~3.2.3~~

~~Markets and prices~~

~~3.2.3.1~~

~~Supply and demand: elasticity and inelasticity of supply and demand Equilibrium: fixing of prices Circular flow of resources, goods, services, and money payments~~

~~3.2.3.2 3.2.3.3~~

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~~3.2.4~~

~~Business organizations and market structures~~

~~3.2.4.1~~

~~3.2.4.2~~

~~Types of business organizations: sole proprietorship, partnerships, corporations, cooperatives, not for profit, franchises Imperfect competition; monopoly, monopsony, oligopoly, oligopsony, and economies of scale Labor's response to business: unionization, boycotts, slow downs, strikes, mediation, injunctions~~

~~3.2.4.3~~

~~3.2.5~~

~~Role of government~~

~~3.2.5.1 3.2.5.2~~

~~3.2.5.3 3.2.5.4~~

~~Taxation: theory and practice Governments in the circular flow of resources, goods, services and money payments Distribution and redistribution of income Social issues: entitlements, poverty, welfare, social security, healthcare, market failure Market Failure and Externalities~~

~~3.2.5.5~~

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~~3.2.6~~

~~National economy concepts~~

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~~3.2.6.1 3.2.6.2 3.2.6.3~~

~~Gross Domestic Product Consumer Price Index Unemployment Rate: types of unemployment, which types concern the government Fiscal policy (Congress): spending and taxation~~

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~~3.2.6.4~~

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~~3.2.6.5~~

~~3.2.6.6 3.2.6.7 3.2.6.8 3.2.6.9~~

~~Monetary policy (Federal Reserve System): interest rates and money supply The interaction between monetary and fiscal policy Money and banks: how banks create money Business cycle: expansion, peak, contraction, trough Hindrances to prosperity: inflation and recession~~

~~3.2.7~~

~~Stock Market~~

~~3.2.7.1 3.2.7.2 3.2.7.3~~

~~Stock Markets Mutual Funds~~

~~Principals of Investment: diversification, risk, and growth of capital~~

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~~3.2.8~~

~~Global Economy~~

~~3.2.8.1 3.2.8.2 3.2.8.3 3.2.8.4 3.2.8.5 3.2.8.6~~

~~Establishing and using credit Trade organizations and agreements Specialization, comparative and absolute advantage Interdependence and the global economy Balance of trade and exchange rates Free trade vs. protectionism~~

~~3.2.9~~

~~Personal Investment~~

~~3.2.9.1 3.2.9.2~~

~~Establishing and using credit Personal economic planning: investment and retirement~~

~~4. TIME ESTIMATES~~

TIME ESTIMATES

Major units will vary in length, depending on the History-Social Science Framework Guiding Questions.

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4.1

Government—1 semester

4.2

Economics—1 semester

5. INSTRUCTIONAL MATERIALS

5.1

Textbooks

5.2

Curriculum guide Maps, globes, and atlases Films, video tapes, slide presentations
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5.4-5.5

Primary source materials

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5.6

Simulations/computer programs, internet

5.7

Library materials

5.8

Graphs, charts, tables

6. EVALUATION OF STUDENT PROGRESS

6.1-6.2

Class participation Quizzes and tests Oral presentations: speech and debate

6.3

Essays, research papers, and other writing assignments

COURSE OBJECTIVES

Students will:

1. Understand choices in the face of scarcity and the short and long term impact of these choices.
2. Understand the philosophical underpinning of various economic systems.
3. Understand consequences and implications of national economic policy on the global community.

Content Themes:

- Foundations of economics
- Supply and demand
- Market structures, business organizations and labor
- Money, banking and the Federal Reserve System
- Macroeconomic indicators: GDP, unemployment, and inflation
- Taxes and fiscal policy
- Globalization
- Personal finance

Skills:

- Economic Analysis
 - Analyze data using charts and graphs
 - Applying fiscal and monetary policy to solve macroeconomic problems
 - Use Supply and Demand model to evaluate the behavior of markets
- Critical Reading and Media Literacy
 - Sourcing and Contextualization
 - Identifying Claims
 - Analyzing Bias (Author's purpose, point of view, and audience)
 - Corroboration
 - Historical Research
 - Evidence
- Critical Thinking
 - Cause and Effect
 - Continuity and Change Over Time
 - Compare and Contrast
- Analytical Writing (developing a written argument with a claim, historical evidence, and analysis)
- Speaking, Listening, and Engaging in Academic Discussion
- Working Collaboratively with Others
- Identifying connections and patterns in economic policy
- Applying fiscal responsibility in personal finance

COURSE CONTENT

Unit 1: Fundamentals	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● What is a market economy? ● What are the foundational concepts associated with economics? ● How do societies answer the three basic questions (What, How, and for Whom)? ● What are the tools for economic reasoning and thinking? 	
Content Standards	Suggested Practice
<p>12.1 Students understand common economic terms and concepts and economic reasoning.</p> <ol style="list-style-type: none"> 1. Examine the causal relationship between scarcity and the need for choices. 2. Explain opportunity cost and marginal benefit and marginal cost. 3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior. 4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources. 5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith). <p>12.2.3. Explain the roles of property rights, competition, and profit in a market economy.</p>	<p>Students will understand these fundamental economic concepts:</p> <ol style="list-style-type: none"> 1. Scarcity 2. Trade Offs 3. Opportunity Cost 4. Marginal Utility 5. Factors of Production 6. Cost benefit analysis <p>Students will be able to demonstrate proficiency in the use and understanding of the production possibilities model.</p> <p>Students will be able to compare and contrast market and command economies.</p> <p>Students will understand the range between these market systems and the prevalence of mixed market economies.</p> <p>Specific examples to be reviewed could include:</p> <ol style="list-style-type: none"> 1. North Korea - Command 2. Singapore or Hong Kong - Free 3. USA - Mixed
<p>Unit 1 Sample Lesson: <u>How Are Resources Allocated?</u></p>	
Unit 2: Supply and Demand	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How are prices determined? ● How do markets function? 	
Content Standards	Suggested Practice
<p>12.2 Students analyze the elements of</p>	<p>Students will understand:</p>

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<p>America's market economy in a global setting.</p> <ol style="list-style-type: none"> 1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand. 2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products. 4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy. 5. Understand the process by which competition among buyers and sellers determines a market price. 6. Describe the effect of price controls on buyers and sellers. 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. 8. Explain the role of profit as the incentive to entrepreneurs in a market economy. 	<ul style="list-style-type: none"> ● The determinants of demand and law of demand. ● Elasticity of demand. ● Determinants of supply and the law of supply. <p>Students will be able to utilize</p> <ul style="list-style-type: none"> ● The supply and demand model in order to demonstrate how prices are determined. ● The supply and demand model in order to demonstrate the impact of price floors and price ceilings.
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Unit 2 Sample Lesson: [Stock Market Activity](#)

Unit 3: Market Structures, Business Organizations, Labor

- Guiding Questions:**
- How does one compete in the labor market and how are wages determined?
 - How and why do workers organize?
 - How are markets categorized to reflect different levels of competition?
 - How are firms organized within a market system?

Content Standards	Suggested Practice
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<p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <ol style="list-style-type: none"> 1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance. 2. Describe the current economy and labor market, including the types of goods and services produced, the types of skill workers need, the effects of rapid technological change, and the impact of international competition. 3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand different market structures, including perfect competition, monopolistic competition, oligopoly, and monopoly. ● Identify and understand different types of business organizations, including sole proprietorships, partnerships, and corporations. ● Understand the role of the government in market competition. ● Understand how wages are determined and the role of organized labor in the United States.
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Unit 3 Sample Lesson: Labor Organizing and the Garment Industry

Unit 4: Money, Banking and the Federal Reserve System

<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How do banks and markets function? ● What are the functions and properties of money? ● How and why does the Federal Reserve regulate the money supply?

Content Standards	Suggested Practice
<p>Standard: 12.3</p> <ol style="list-style-type: none"> 4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve). Students analyze the influence of the federal 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand types and functions of money including digital currencies. ● Assess the functions and structure of the US Banking system. ● Learn about the role of financial markets and banks in the American economy. ● Learn how banks support the work of small-business owners through the formation of new businesses, provide loans and services to customers, transfer funds from savers

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<p>government on the American economy.</p>	<p>to consumers and investors, expand credit in the economy and capital formation.</p> <ul style="list-style-type: none"> • Understand how the failure of banks to perform basic functions, as well as how the pursuit of speculative investments and financial instruments can contribute to financial crises, including the Great Depression and Great Recession. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the theory of monetary policy. • Understand the role of the Fed in creating monetary policy and the tools to manage the money supply. • Understand how monetary policy can be used in influencing business cycles.
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Unit 4 Sample Lesson: [Great Recession](#)

Unit 5: Macroeconomic Indicators: GDP, Unemployment, and Inflation

Guiding Questions:

- How does macroeconomic data explain the economy?
- How can economic data help us to explain booms and recessions?

Content Standards	Suggested Practice
<p>12.5 Students analyze the aggregate economic behavior of the U.S. economy.</p> <ol style="list-style-type: none"> 1. Distinguish between nominal and real data. 2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth. 3. Distinguish between short-term and long-term interest rates and explain their relative significance. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • Define GDP (consumption, investment, government spending, net exports). • Define and analyze various types of unemployment (structural, cyclical, frictional). • Define and analyze causes and effects of inflation. • Utilize macroeconomic datasets to analyze and interpret economic conditions. • Utilize economic data to explain cycles in the economy. • Link economic data to monetary and fiscal policy.

Unit 5 Lesson Plan: [Unemployment](#)

Unit 6: Taxes and Fiscal Policy

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Guiding Questions:

- What is the role of taxes in a free/mixed economy?
- How does the federal budget affect ordinary people?
- What does it mean to run a deficit?
- What are the different types of tax structures?
- Explain the role of government on taxing and spending on all three levels (national, state, local)?

Content Standards

Suggested Practice

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

Students will be able to identify different types of taxes such as:

1. Property tax
2. Sales tax
3. Income tax
4. Excise taxes
5. Corporate taxes
6. Capital gain taxes
7. Inheritance taxes
8. Tariffs

Students will discuss and evaluate the various types of taxes to determine the idea of what is a fair tax?

Students will be able to employ the tools of fiscal policy in order to solve macroeconomic problems.

Students understand the impact of fiscal policy on aggregate demand, unemployment, and national debt.

Students will recognize the political nature of fiscal policy.

Students understand the causes of national deficits and the consequences of the national debt.

Students will be able to utilize the aggregate demand and aggregate supply model in order to demonstrate the impact of various fiscal and monetary policies.

Unit 6 Sample Lesson: [Government Influence in the US Economy](#)

Unit 7: Globalization

Guiding Questions:

- What is globalization?
- How does globalization affect international and national economies and individuals?
- What are the costs and benefits of globalization?
- Why do the economies of some nations grow at faster rates?

Content Standards

Suggested Practice

12.4

4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office

Students will be able to analyze the causes and effects of globalization including:

- Outsourcing
- Movement of Labor
- Expansion of markets

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<p>and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.</p> <p>12.6</p> <ol style="list-style-type: none">1. Explain the effects of international mobility of capital and labor on the U.S. economy.2. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.4. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.5. Understand the changing role of international political borders and territorial sovereignty in a global economy.6. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	<ul style="list-style-type: none">• Freer movement of capital• Comparative advantage• Influence of multinational corporations• Impact on consumer choice• Economic growth• Interdependence• National sovereignty and nationalism• Impact on distribution of wealth• Global exchange rates• Tariffs and protectionism• Information and Technology <p>Students will debate the costs and benefits of the impact of globalization.</p>
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Unit 7 Sample Unit: [Nike and Globalization](#)

Unit 8: Personal Finance

- Guiding Questions:**
- What are different options for saving money and accumulating wealth?
 - How can people make a budget for my personal finances that addresses income, debt, and financial obligations including taxes?

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- How does the stock market function and serve as a tool for personal investment?

Content Standards	Suggested Practice
	<p>Students will:</p> <ul style="list-style-type: none"> • Understand their personal financial identity by learning the importance of a personal budget, living within one’s means, taxes, wealth accumulation and growth, and protection of personal data. • Learn the basics of personal debt: loans, credit cards, credit scores, and interest rates. • Learn how to invest in a market economy by understanding stocks, bonds, and other financial instruments such as certificates of deposit, as well as concepts such as risk and return. • Understand their role in developing their own human capital and personal stake in the economy. • Students will understand various retirement vehicles: 401K/403B, IRA, Roth IRA, Pension, 529.
<p>Unit 8 Sample Lesson: Money Skills</p>	

COURSE MATERIALS

Title	Publisher	Date
History-Social Science Framework	California Department of Education	2016
Economics: Concepts and Choices	Houghton Mifflin	2014
History Content Standards	California Department of Education	2000

Teacher support resources can also be found in the [Educational Services Website](#) and supplemental online curriculum (for ex. Apex).

EVALUATION OF STUDENT PROGRESS

Assessment Methods:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, Philosophical Chairs, and Socratic Seminars.

Committee Members:

- | | |
|---------------------|--------------------------------------|
| College Now | Erica Shaw, Teacher |
| Concord | Karna Cruz, Teacher |
| Ygnacio Valley High | James Lyon, Teacher |
| Dent Center | Susan Hartwig, Curriculum Specialist |
| Willow Creek Center | Jeanne Johnson, TOSA |
| | Angela Victor, TOSA |
| | Jodi Masongsong, TOSA |