



## Santa Rosa City Schools Course Proposal: Economics ADP

<b>SRCS New Course ID</b> HH0405	<b>SRCS Course Short Title</b> Economics ADP	<b>SRCS New Long Title</b> Economics Alternative Diploma Pathway	<b>Default Credits</b> 5
<b>Course Length</b> Semester	<b>State Course Code</b> 9175 - Economics	<b>Standard Grade Range</b> Secondary 9-12	<b>CSU/UC required</b> Not CSU Requirement

Proposal Submitted By:

**Needs Statement:** Discuss how this course fits into your Site and/or the District’s goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Alternative Diploma Pathway Economics (ADP) is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course reviews the California State Content Standards for Economics.

**Graduation Requirements:** Specify which requirement is met. (High School only)

Economics

**UC a-g Requirements:** Specify which requirement is met. (High School only)

Not CSU Requirement

Explain the rationale for course addition or modification. How does this fit in with district/site goals. Is this course replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

To meet Education Code 51225.31 and SRCs Board Policy 6146.4, Students with significant cognitive disabilities must have the option to obtain a modified State of California High Diploma. These new courses are options and determined through the IEP. These courses are “modified” and not “accommodated” as are other courses such as Small Group Instruction (SGI) courses. These courses will NOT require additional sections and can be folded into existing periods within a teacher’s current schedule.

## Explain the measurable learning outcomes

### COURSE OBJECTIVES

#### Content Themes:

- Foundations of economics
- Supply and demand
- Market structures, business organizations and labor
- Money, banking and the Federal Reserve System
- Taxation
- 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
  - Analyzing Bias (Author's purpose, point of view, and audience)
  - Corroboration
- Historical Research
  - Evidence
  - Cause and Effect
  - Continuity and Change Over Time
- Analytical Writing
  - Speaking, Listening, and Engaging in Academic Discussion
  - Working Collaboratively with Others
  - Applying fiscal responsibility in personal finance

## Course Description (To be used in the course catalog)

Economics ADP is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

The course will allow students to access core content aligned subject matter material. The course will cover 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.

## Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

## COURSE CONTENT

### Unit 1: Fundamentals

<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What is a market economy?</li> <li>• What are the foundational concepts associated with economics?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>
<p>12.1 Students understand common economic terms and concepts and economic reasoning.</p> <ol style="list-style-type: none"> <li>1. Examine the causal relationship between scarcity and the need for choices.</li> <li>2. Explain opportunity cost and marginal benefit and marginal cost.</li> <li>3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.</li> <li>4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).</li> </ol> <p>12.2.3. Explain the roles of property rights, competition, and profit in a market economy</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of needs vs wants.</li> <li>• Demonstrate an understanding of how money is earned.</li> <li>• Identify places one can maintain their money.</li> <li>• Demonstrate an understanding of interest.</li> </ul>

<b>Unit 2: Supply and Demand</b>	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• How are prices determined?</li> <li>• How do markets function?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>

<p>12.2 Students analyze the elements of America's market economy in a global setting.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</li> <li>3. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.</li> <li>4. Understand the process by which competition among buyers and sellers determines a market price,</li> <li>5. Describe the effect of price controls on buyers and sellers.</li> <li>6. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.</li> <li>7. Explain the role of profit as the incentive to entrepreneurs in a market economy.</li> </ol>	<ul style="list-style-type: none"> <li>• Identify when an item is not in stock.</li> <li>• Identify the price tags on a variety of items and locations,</li> <li>• Determine what stores you purchase what goods from.</li> <li>• Identify trends in supply and demand within school based and real life scenarios.</li> </ul>
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Unit 3: Market Structures, Business Organizations, Labor	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How does one compete in the labor market and how are wages determined?</li> <li>• How and why do workers organize?</li> <li>• How are firms organized within a market system?</li> </ul>	
Content Standards	Suggested Practice
<p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <ol style="list-style-type: none"> <li>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</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of occupations and the skills and tools needed to complete that job.</li> <li>• Demonstrate an understanding of the level of school or training needed for occupations and the relative pay rate.</li> <li>• Participate in interest and aptitude surveys to explore future job opportunities.</li> <li>• Participate in job internships to explore</li> </ul>

<p>unionization, the minimum wage, and unemployment insurance.</p> <ol style="list-style-type: none"> <li>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.</li> <li>3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</li> </ol>	<p>future job opportunities.</p>
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Unit 4: Money, Banking and the Federal Reserve System	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How do banks and markets function?</li> <li>• What are the functions and properties of money?</li> </ul>	
Content Standards	Suggested Practice
<p>Standard: 12.3</p> <ol style="list-style-type: none"> <li>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 government on the American economy.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding and identification of at least 3 banking institutions in the community.</li> <li>• Identify that a bank is where money can be kept and the pros and cons</li> </ul>
Unit 5: Macroeconomic Indicators: GDP, Unemployment, and Inflation	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How does macroeconomic data explain the economy?</li> <li>• How can economic data help us to explain booms and recessions?</li> </ul>	
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"> <li>1. Distinguish between nominal and real data.</li> <li>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.</li> <li>4. Distinguish between short-term and long-term interest rates and explain their relative significance.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding that work equates to earning money</li> <li>• Demonstrates an understanding of the minimum wage and how it impacts them.</li> </ul>

<b>Unit 6: Taxes and Fiscal Policy</b>	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What is the role of taxes in a free/mixed economy?</li> <li>• How does the federal budget affect ordinary people?</li> <li>• Explain the role of government on taxing and spending</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>
<p>12.3 Students analyze the influence of the federal government on the American economy.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Identify the factors that may cause the costs of government actions to outweigh the benefits.</li> <li>3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</li> </ol>	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of sales tax on purchased items.</li> <li>• Students will understand what and where taxes are used to improve communities.</li> </ul>

<b>Unit 7: Globalization</b>	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• How does globalization affect international and national economies and individuals?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>
<p>12.4</p> <p>4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office 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"> <li>1. Explain the effects of international mobility of capital and labor on the U.S. economy.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of needs vs wants.</li> <li>• Demonstrate an understanding of comparative shopping and purchasing the product that fits their budget.</li> <li>• Demonstrate an understanding of different money found in different countries.</li> </ul>

<ol style="list-style-type: none"> <li>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.</li> <li>3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.</li> <li>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.</li> <li>5. Understand the changing role of international political borders and territorial sovereignty in a global economy.</li> <li>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.</li> </ol>	
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<b>Unit 8: Personal Finance</b>	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What are different options for saving money and accumulating wealth?</li> <li>• How can people make a budget for my personal finances that addresses income, debt, and financial obligations including taxes?</li> <li>• How does the stock market function and serve as a tool for personal investment?</li> </ul>	
<b>Content Standards</b>	<b>Suggested Practice</b>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of needs vs wants</li> <li>• Demonstrate an understanding of personal finance by budgeting and living within one's means.</li> <li>• Demonstrate an understanding of the basics of personal debt: loans, credit cards, credit scores, and interest rates.</li> </ul>

**EVALUATION OF STUDENT PROGRESS**

**Assessment Methods:**

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

Budget- budget figures must be included even if they are an estimate.

<b>Projected Costs</b>	<b>Start-up</b>	<b>Ongoing</b>
<b>Personnel (Not to include classroom instructor unless a new section is needed)</b>	Instructional Assistants (Existing)	Instructional Assistants
<b>Instructional Material Supplies per student (textbooks, software, etc.)</b>	TBD based on Pilot Approval: Est. \$13,000 for software curriculum	\$7,549.90
<b>Services (training, equipment maintenance, contracts, etc.)</b>	No additional costs	N/A
<b>Capital Outlay (remodeling, technology, etc.)</b>	N/A	N/A
<b>Total Projected Costs</b>	<b>Est. \$13,000</b>	<b>\$ 7,549.90</b>

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Curriculum	Attainment Company	Core Curriculum Solution: High School, 2nd Edition	Multiple	Multiple	2024	Need: 3
Curriculum	N2y Unique Learning System	Unique Learning System	N/A	Multiple	2018	Need: 3

**Funding Source(s) for Costs and Instructional Materials**

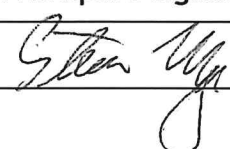
<b>Grants (indicate specific grant and grant timeline)</b>	
<b>Categorical Funds (include related programs)</b>	
<b>Career Technical Education (must be for an approved CTE course)</b>	

<b>Department Funds</b>	Special Services will support specific accommodations as required through the IEP
<b>Other (be specific)</b>	General Fund resources supports the universal curriculum for all state content standards

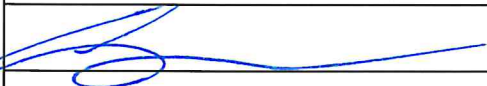
Appendix of Additional Documents

<p><b><u>* Required additional documents include meeting minutes where the course was discussed and approved</u></b></p> <p><u>Department Meeting</u>          Secondary–High School ESN Meeting          Date: December 7th 2024          Location: In-person, SRHS          Time: 3:30-4:30</p> <p>Present:          Colin Abbot, EAHS, ESN Teacher          Noa Lewin, MHS, ESN Teacher          Jasmine Clewis, SRHS ESN Teacher          Kurt Chapman, SRHS ESN Teacher          Amy Fuller, Special Services, Program Manager</p> <p>Overview:  <ul style="list-style-type: none"> <li>• Discussed the curriculum advantages</li> <li>• Discussed current programs in use</li> <li>• Discussed next steps of reviewing curriculum samples</li> </ul> </p> <p><u>Site Meetings</u>          Secondary–High School ESN          Date: Monthly Department Meetings          Location: In-person, Site          Time: Multiple</p> <p>Present:          Site ESN teachers (SRHS, MHS, EAHS)          Amy Fuller, Special Services, Program Manager</p> <p>Overview:  <ul style="list-style-type: none"> <li>• Looked through curriculum samples</li> </ul> </p>
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District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	SRHS	Approved


District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	CPSV	Approved