 **Santa Clara Adult Education**

**Adult High School Diploma Program**

**Economics**

**(5 Credits)**

***Name:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Economics (5 credits)**

***Course Description***:

Economics is a semester-long course that explores the basics of economic principles, Students will explore different economic systems, with an emphasis on the American system . Specifically, students will examine the core principles of demand/supply, prices, market structures, labor, and government spending.

*At the end of this course, the student should be able to:*

* [CCSS.ELA-LITERACY.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/)/CCRS. RH.9-10.1  
  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

* [CCSS.ELA-LITERACY.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/)/CCRS. RI/RL9-10.2  
  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

* [CCSS.ELA-LITERACY.RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/)/ CCRS. RH.9-10.3  
  Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

* [CCSS.ELA-LITERACY.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/)/ CCRS. RI/RL.9-10.4  
  Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

* [CCSS.ELA-LITERACY.RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/)/ CCRS. RI.11-12.5  
  Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

* [CCSS.ELA-LITERACY.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/)/ CCRS. RST.9-10.9, RH.9-10.9  
  Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

* [CCSS.ELA-LITERACY.RH.9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/)/CCRS. RH.9-10.7)  
  Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

* [CCSS.ELA-LITERACY.RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/)/CCRS. RI.9-10.8  
  Assess the extent to which the reasoning and evidence in a text support the author's claims.

* [CCSS.ELA-LITERACY.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/)/CCRS. RH.9-10.9  
  Compare and contrast treatments of the same topic in several primary and secondary sources.

* [CCSS.ELA-LITERACY.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10/)  
  By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Methods of Evaluation**:

* Textbook based assignments
* Online assignments
* Online Mastery Tests
* Essay
* Projects, Final Project

**Course Methodology**:

This is an inquiry-based blended course in which students will develop proficiency in expository, analytical, argumentative reading, and writing.  Students will engage in close reading of text and media.

Acting as a facilitator, the instructor will guide students through each unit of study.

Students will be expected to actively seek assistance when needed.  Ultimately, students  will be responsible for completing all assigned reading, viewing, and activities to receive credit.

**Plagiarism:** Plagiarized assignments will receive zero credit.

**Learner Resources:** *Economics*, Prentice Hall, Sullivan, Sheffrin, Wiggins;

Programmed Logic for Automated Teaching Operations (PLATO); internet sources

**Writing Assignments**:

* All writing must be supported with relevant and accurate examples, facts and details.
* All final drafts must be word processed.
* For assignments that require citations, please use APA style (American Psychological Association) <https://owl.english.purdue.edu/owl/resource/560/01/>

(Note: Wikipedia will not be accepted as a credible source.)

**Grades:**

A = 90+%

B = 80+%

C = 70+%

Below 70%= assignment must be revised.

**STUDENT INSTRUCTIONS:**

Follow the course syllabus carefully!

It will tell you exactly what you need to do (and not do) to complete this course.

You will use PLATO online tutorials/assignments, and also textbook chapters/questions.

In addition, projects will require further online research.

*PLATO log-in*: <https://ple.platoweb.com>

*Account login*: **SCAS1**

*User name*: **first initial, last name**

*Password*: **password**

* **Many web pages throughout the tutorials are ones on which you type an answer, click “Submit”, and self-correct.**
* **Do all of those unless the syllabus tells you to skip them.**
* **On pages to skip, you may need to type X onto the blank assignment in order to progress to the next page.**
* **Remember, some pages need to be printed and handed in to your teacher.**

**To access Youtube links, you must sign in on the computer using**

**the Username of GED and the Password of password.**

**Instructions for each assigned textbook chapter:**

* Read the assigned pages .
* Write down and answer the question on paper or computer.
* Responses must be minimum 2-3 sentences.
* Complete chapter project.

Check with your teacher if you have any questions about what to do.

**Textbook - Chapter 1: What is Economics** *(*page*. 2-21)*

**Before you start reading the chapter, watch this Youtube:**

What Is Economics? Plain Prep

**<https://www.youtube.com/watch?v=nWPrMmv1Tis>**

**Focus question**: *How can we make the best economic choices?*

***Questions:*** *Remember, answer* ***in complete sentences****.*

1. Page 3-4: What is the main focus of economics?

**2.** Page 5-7: What are the factors of production? Why are goods and services scarce?

**3.**  Page 8-9: What are trade-offs?

**4.** Page 10-11: Why does every choice involve an opportunity cost?

**5.** Page 12: How can a cost/benefit analysis help people make decisions?

**6.** Page 13-14: How do production possibilities curves show alternative uses of resources?

**7.** Page 15-18: How does technology increase production possibilities?

**Project #1:**

Go to <https://www.cacareerzone.org/> .

Choose three careers you are interested in.

Choose one career that requires less an a year of training/college, another career that requires 1-2 years of training/college and one career that requires 4+years of college. Type the name of the career into the search area. What is the median pay in California for each?

Now consider how much debt you will need to accrue to get trained/educated for each job. With the rising cost of college tuition in California, consider the cost of debt vs. the median pay of the job. **Write one paragraph for each job** (3 total) explaining how the debt, median pay and job growth prospects affect your economic career choices.

**PLATO Online - Economics UNIT 1**

***Economic Systems Tutorial:***

* Do pages 5, 8, 12-13.
* After answering everything on pg 13, print and give to your teacher.
* Continue pages 14-31, 34-36, 38, 40-46, 48-51.
* Do the Economic Systems Mastery Test.

***Project #2:***

Go to <http://www.npr.org/podcasts/452538045/freakonomics-radio>

* Listen to one of their programs.
* **Write 3 paragraphs** giving your analysis of who is being economically affected in the program. Who is helped and who hindered economically and why.
* What do you think the effect will be, and do you support it?

**Textbook - Chapter 3: American Free Enterprise (p.48-75)**

**Before reading this chapter, watch this Youtube:**

Economics of the Free Market: WarnerJordanEducation

[**https://www.youtube.com/watch?v=9rWOMDzpLIw**](https://www.youtube.com/watch?v=9rWOMDzpLIw)

**Focus question:** *What role should government play in a free market economy?*

***Questions:***  *Remember, answer* ***in complete sentences****.*

**8.** Page 49-51: What are three key economic rights that Americans enjoy?

**9/10.** Page 52-53: What role do consumers play in the free enterprise system?

What constitutional protections make it possible for Americans to conduct business?

**11.** Page 54-55: Why does the government place some limits on the freedom of businesses?

**12.** Page 56-57: Why do government experts track the business cycle?

**13.** Page 58: What three goals does the government try to meet when promoting economic strength?

**14.** Page 59-61: How does improved technology help the economy?

**15/16.** Page 62-65: What two criteria must be present for a public good?

Why are public goods examples of market failure?

**17.** Page 66-67: What does the government do in response to negative externalities?

**18.** Page 68-69: What is the goal of government welfare programs?

**19.** Page 70: Identify four programs that provide cash benefits to the poor.

**20.** page 72: How does the tax law provide an incentive to help the needy?

**Project #3:**

**Create a balanced federal budget:**

Go to <http://crfb.org/stabilizethedebt/> click Next and make your own budget decisions to balance the budget. Change the spending and taxes to balance the budget.

**Write a one page paper** explaining three of your budget decisions. Defend your decisions against possible rebuttal arguments. Include a budget summary to show your balanced budget.

**PLATO Online - Economics: Unit 1**

**Supply and Demand Tutorial:**

* Do pages 5, 8-11.
* On pg 12, answer the questions, ***print and give to teacher***
* Do pages 13-16.
* On pg 17, answer questions, ***print and give to teacher***.
* Do pages 18-51. On pg 52 answer #1, parts A-D, ***print and give to teacher.***
* Do Supply and Demand Mastery Test.

***Project #4:***

* **Create a graph** that shows the unemployment rate for the last 20 years.
* Then, overlay the rate of GDP growth for the last 20 years. Many economists believe that GDP growth directly reduces unemployment.
* Analyze the graph for yourself.
* **Write 2 paragraphs** explaining the correlation (or lack of correlation) of the growth of GDP and the unemployment growth/reduction rates.

**Project #5:**

* **Create a graph** that shows the change in supply of energy if the government’s subsidy for ethanol ends.
* **Write 1 page paper** that supports or undermines the governmentsubsidy for ethanol.
* Examine how the supply of energy through hydraulic fracturing, nuclear, natural gas, biofuels, solar, wind & tidal power can affect the supply and cost of energy & gas prices.

**Textbook - Chapter 6: Prices** *(pg. 132-157)*

***Focus question:***  *What is the right price?*

*Questions: Remember, answer* ***in complete sentences****.*

**21.**  Page 133-134: At what point on a combined supply and demand graph is the market at equilibrium?

**22**. Page 135-137: What market condition might cause a pizzeria owner to throw out many slices of pizza at the end of the day?

**23.** Page 138-139: How does a price ceiling affect the quantity demanded and the quantity supplied?

**24/25.** Page 140-141: How does a minimum wage above the equilibrium rate affect the supply of labor? What changes can push a market into disequilibrium?

**26.** Page 142-144: What happens to the equilibrium price when the supply curve shifts to the right?

**27/28.** Page 145-147: How is equilibrium restored after a shortage? How does a demand curve reflect decreased demand?

**29.**  Page 148-149: List three roles that prices play in a free market system.

**30.** Page 150-151: How does the price system provide incentives for both producers and consumers?

**31.** Page 152-153: What impact does rationing have on the availability of goods?

**32.** Page 154: Under what circumstances may the free market system fail to allocate resources efficiently?

**Project #6:**

Examining the total price of a purchase can help you decide what purchase is right for you and what the total cost is. Use Google to look up the median price of a home in your zip code.

Go to : <http://www.mortgagecalculator.org/>

to calculate the mortgage rate you would pay each month for a 30 year loan.

**Create a bar graph.** Include the following on one graph:

* Total interest paid on a 4% loan
* Total money paid for the house on a 4% loan
* Total interest paid on a 7% loan
* Total money paid for the house on a 7% loan

**PLATO Online - Unit 4: Regulations**

**Market Structures Tutorial**

* Do pages 5, 8-54, 56-59.
* Do Market Structures Mastery Test.

**Project #7:**

Understanding credit scores and cost can save you money. Credit scores are used when getting an apartment/home, car or computer. Not only does your credit score determine if you get an apartment or can buy a car, it also affects how much the car will actually cost you.

Go to ONE of the following links:

http://cashmoneylife.com/fico-credit-report-card-score

http://www.clearpointcreditcounselingsolutions.org/is-your-credit-score-wrong

http://www.creditcards.com/credit-card-news/help/10-ways-students-get-good-credit-6000.php

https://www.fdic.gov/consumers/consumer/ccc/reporting.html

**Create a Google Slides/PowerPoint** that includes:

* The names of the three credit bureaus
* How the three credit bureaus are similar and different
* How your credit score determined
* How your credit score saves or costs you money
* Three ways you can build good credit
* Two advantages of a credit card
* Three disadvantages of a credit card
* Information about declaring bankruptcy: credit cards, length of time.

**Textbook - Chapter 9: Labor** *(pg.216-245)*

**Focus question:** *How can workers best meet the challenges of a changing economy?*

*Questions: Remember, answer* ***in complete sentences****.*

**33**. Page 217-219: What important information can we learn from the Bureau of Labor Statistics?

**34.** Page 219-220: Why do companies engage in offshoring?

**35/36**. Page 221-225: How are education and income connected?

Why have real wages dropped in recent years?

**37.** Page 226-227: What determines the equilibrium wage of labor?

**38.** Page 231-232: What groups have been hurt by wage discrimination?

**39.** Page 233-234: What three actions can employers take to reduce the cost of wages?

**40**. Page 235-237: Why did union membership rise in the 1930s?

**41.** Page 238-239: What are three explanations for the decline in union membership?

**42**. Page 240-242: What issues are addressed in collective bargaining?

**Project #8:**

**Write a one page position paper** on the globalization of labor.

Decide on a pro or con position for yourself.

Some people see globalization as increasing everyone’s options,

while others see it as global exploitation.

Does globalization help or hurt your ability to get a good paying job?

Does globalization help or hurt laborers in developing countries?

What are the advantages/disadvantages for workers in the U.S. and around the globe?

Back up your position with facts and figures.

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| --- | --- |
| ***Globalization Debate Pros***  There is certainly a positive side to globalization. Those who support it say that it creates jobs by making companies more competitive.  This results in lower prices for consumers. Others support globalization because it brings capital and technologies to impoverished nations and brings international products back to the United States in return. Globalization increases the number of decisions that are made on a worldwide level, resulting in a merging of politics and decisions that are made for the good of people all over the world. The cultural intermingling that occurs also promotes greater equality and acceptance of others, especially since different people can share the same financial interests. Speedy travel and worldwide communication has resulted in a more educated, more cultured public. | ***Globalization Debate Cons***  Those who are against globalization often cite the fact that American manufacturing has lost 6 million jobs since 1980. Most of these jobs go to people in other nations where the costs of labor and manufacturing are lower. Another criticism is that this process tends to make the rich richer and the poor poorer. It benefits investors and business owners, but results in a loss of jobs for those lower on the pay scale.  Other criticisms of globalization are associated with social issues. Some believe that it makes it easier for companies to bend rules and act with less accountability, since they can choose to do business in nations with fewer regulations. Sometimes, prisoners and children are exploited and made to work in inhumane conditions, as safety standards are nonexistent in certain nations. |

**Chapter 14: Taxes and Government Spending** *(pg. 362-389)*

**Focus Question:** *How can taxation meet the needs of government and the people?*

*Questions: Remember, answer* ***in complete sentences****.*

**43.** Page 363-364: For what purpose does the government collect taxes?

**44.** Page 365-366: Is the federal income tax proportional, progressive, or regressive?

**45**. Page 367: Who bears the greater burden of a tax when demand is inelastic?

**46**. Page 368: What are the four characteristics of a good tax?

**47**. Page 369-372: What is the difference between a personal exemption and a tax deduction?

**48**. Page 373 What is the Medicare program?

**49**. Page 374: What are the taxes on gasoline and cable television service called?

**50.** Page 375-376: Is spending for Medicare mandatory or discretionary?

**51.** Page 377-378: What entitlement program costs the federal program the most money?

**52.** Page 379: Approximately how much of the federal government’s discretionary spending goes toward defense?

**53**. Page 380: Why did states call on the federal government for help after Hurricane Katrina?

**54/55.** Page 381-382: Would the construction of a new courthouse come out of a state’s operating budget or capital budget? Where does a state get the money to fund public schools, prisons, and highway construction?

**56**. Page 383-384: What two categories of taxes provide the largest contribution to state revenues?

**57.** Page 385-386: What type of tax is a main source of funding for public schools?

**Project #9:**

**Go to** [**http://www.salary.com**](http://www.salary.com) **and type in the name of a job you hope to have in five years.**

**Go to: https://www.irs.gov/pub/irs-pdf/f1040ez.pdf**

**Complete the form** as if you had that income. How much tax do you owe?

**(write 1 paragraph explaining if you think that tax amount is fair, and why or why not?)**

**#10 Final Project: Budgeting and Investing**

**Create a plan for your short and long-term financial success.**

How do you know if you are currently financially stable?

How can you plan for the future…car, college, house?

* ***Step One:***Read this article:

[**http://www.cnbc.com/2016/08/23/the-10-biggest-money-mistakes-millennials-make.html?slide=1**](http://www.cnbc.com/2016/08/23/the-10-biggest-money-mistakes-millennials-make.html?slide=1)

Choose 3 money mistakes you are making right now.

Analyze the mistakes and **write a paragraph for each (3 total).**

Include one example of a way you can correct each mistake.

* ***Step Two*:** Assume you had $10,000 and you were not sure if it was better to invest or

pay off debt.

**Create two graphs** including the following:

You decide to invest the money in either the stock market or put the money in a personal savings account. Research the interest rate of a bank personal saving account and stock market gains for the last 1, 5, 10, 25 years. Use those numbers to graph your investments using two different colors. This will show you how much money you might make.

Assume you had $10,000 in credit card debt and you didn’t pay it off. Look at an 18% interest rate on a credit card and graph how much money would you have to pay in 1, 5, 10, 25 years? This is how much money you would lose.

**Write one paragraph** explaining your conclusions about what would be the better use of your money.

* ***Step Three:*** Finally, create current, one year, and five year fiscal plans:

Your plan should include:

* **Create a graph** that tracks current, one and five year anticipated income. Use different colors for each. - If you have no income then go to cacareerzone.org and select a career you hope to have soon and use the starting income as your anticipated income.
* **Create an itemized balanced budget using a circle graph** for your current, and five year anticipated income. (2 graphs total)

**Economics**

**Student Record Sheet -** **Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Topic** | **Questions or Test:** \_\_\_\_ **/100** | **Project**  \_\_\_\_\_ **/100** | **Date Completed** | **Hours** | **Teacher**  **Int.** |
| Text Questions 1-7  ***Project #1: Careers*** |  |  |  |  |  |
| PLATO Page 13  PLATO Mastery Test  ***Project #2:***  ***Podcast questions*** |  |  |  |  |  |
| Text Questions #8-20  ***Project #3: Fed budget*** |  |  |  |  |  |
| PLATO Page 12  PLATO Page 17  PLATO Page 52 #1 A-D  PLATO Mastery Test  ***Project #4: Graph***  ***Project 5: Graph*** |  |  |  |  |  |
| Text Questions 21-32  ***Project #6: Mortgage*** |  |  |  |  |  |
| PLATO Mastery Test  ***Project #7: Credit scores*** |  |  |  |  |  |
| Text Questions #33-42  ***Project #8: Globalization*** |  |  |  |  |  |
| Text Questions #43-57  ***Project #9: Salary*** |  |  |  |  |  |

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| **Final Assessment** | **Grade**  \_\_\_\_\_  **/100** | **Date Completed** | **Hours** | **Teacher**  **int.** |
| ***Project #10:***  ***Budgeting and Financing*** |  |  |  |  |

***Final Grade:***

Final Grade Percentage: \_\_\_\_\_\_\_\_\_%

Final Letter Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_