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Add New / Reinstate Courses

View New District Course

Course Title: Economics and Finance 1,2

Teacher Contact

* **First Name:**

* **Last Name:**

* **Position/Title:**

Phone Number: () - Ext.

* **E-mail**

* **Course Title:** Economics and Finance 1,2

* Schools selected for this course:

Select All:

- 052837 Clairemont High School (San Diego, CA)
- 053896 Crawford CHAMPS (San Diego, CA)
- 052897 Crawford High School (San Diego, CA)
- 053894 Crawford IDEA (San Diego, CA)
- 053897 Crawford Law and Business (San Diego, CA)
- 053892 Crawford Multimedia and Visual Arts (San Diego, CA)
- 052840 Garfield High School (San Diego, CA)
- 052879 Gompers Secondary School (San Diego, CA)
- 052867 Henry High School (San Diego, CA)
- 052850 Hoover High School (San Diego, CA)
- 052864 John Muir School (San Diego, CA)
- 053217 Kearny Construction Tech (San Diego, CA)
- 053216 Kearny Digital Media and Design (San Diego, CA)
- 052895 Kearny High School (San Diego, CA)
- 053893 Kearny International Business (San Diego, CA)
- 053900 Kearny SCT (San Diego, CA)

- 051335 La Jolla High School (La Jolla, CA)
- 052815 Lincoln High School (San Diego, CA)
- 052854 Madison Evening High (San Diego, CA)
- 052853 Madison High School (San Diego, CA)
- 052861 Mark Twain Jr-Sr High School Beach Campus (xxxx, CA)
- 989395 Memorial Adult High School-97-98 (San Diego, CA)
- 052845 Mid City Continuation Educ Ctr97-98 (xxxx, CA)
- 052858 Mira Mesa High School (San Diego, CA)
- 052860 Mission Bay High School (San Diego, CA)
- 052881 Morse High School (San Diego, CA)
- 052826 Mt. Everest Academy (San Diego, CA)
- 052868 Navajo Continuing Educ Center (San Diego, CA)
- 989403 North City Com. College Adult 97-98 (San Diego, CA)
- 999343 North Shores Comm C Adult-97-98 1st (San Diego, CA)
- 052846 Patrick Henry Evening High (San Diego, CA)
- 052870 Point Loma High School (San Diego, CA)
- 053899 San Diego Arts (San Diego, CA)
- 053209 San Diego Business (San Diego, CA)
- 053898 San Diego CIMA (San Diego, CA)
- 989465 San Diego Edu. Cultural-97-98 (San Diego, CA)
- 052885 San Diego High School (San Diego, CA)
- 053907 San Diego International Studies (San Diego, CA)
- 053908 San Diego LEADS (San Diego, CA)
- 052869 San Diego School of Creative & Perf Arts (San Diego, CA)
- 053903 San Diego Science and Technology (San Diego, CA)
- 052834 Scripps Ranch High School (San Diego, CA)
- 052891 Serra (Junipero) High School (San Diego, CA)
- 052857 Twain (Mark) High School (San Diego, CA)
- 989396 Twain Junior/Senior High School (Cont.) (San Diego, CA)
- 052873 Twain Mesa Satellite (San Diego, CA)
- 052887 University City High School (San Diego, CA)
- 052893 Wright Brothers Career High (San Diego, CA)
- 052901 Youth Opportunities Unlimited Schl. (San Diego, CA)
- 052855 x (x, CA)

*** Transcript Title/Abbreviation Course Code**

ECON FIN 1

*** Schools selected for this abbreviation:**

- 053209 San Diego Business (San Diego, CA)

ECON FIN 2

*** Schools selected for this abbreviation:**

- 053209 San Diego Business (San Diego, CA)

If a revision needs to be made to Honors, Subject Area or Category, return to the Cover Page - COURSE DESCRIPTION - (page 2 of 7) page to make the revision.

Seeking "Honors" Distinction:

- No
- Yes, AP
- Yes, IB (higher level)
- Yes, IB (standard level)
- Yes, Other Honors

Subject Area:

- a - History / Social Science
- b - English
- c - Mathematics
- d - Laboratory Science
- e - Language Other than English
- f - Visual & Performing Arts
- g - Elective

Category:

History / Social Science

*** Grade Level for which this course has been designed:**

- 9 10 11 12

*** Unit Value:**

- 0.5 (half year or semester equiv.)
- 1.0 (one year equiv.)
- Other

1. Was this course previously approved: Yes No

If yes, select all that apply:

2. A course reinstated after removal within 3 years

Year removed from list: 2008-09

Same course title: Yes No

If no, previous course title:

3. An identical course approved at another school in same district

Which school:

Same course title: Yes No

If no, course title at other school:

- 4. **Approved International Baccalaureate (IB) course**
- 5. **Approved CDE Agricultural Education course**
- 6. **Approved P.A.S.S./Cyber High course**
- 7. **UCCP/UCI Extension Course**
- 8. **Approved ROP/C course. Name of ROP/C/Organization:**
- 9. **Approved A.V.I.D. course**
- 10. **Approved C.A.R.T. course**
- 11. **Approved Project Lead the Way course**
- 12. **CSU Expository Reading and Writing course**
- 13. **Other, Explain:**
- 14. **Advanced Placement Course**

15. If Advanced Placement, has it been authorized by the College Board through the AP Audit process:

Yes No In Progress

If not, please explain why:

If in progress, Date Submitted to AP: (MM/DD/YYYY)

1. Is this course a resubmission: Yes No

If yes, date(s) of previous submission:

Title of previous submission:

2. Is this an Internet-based course: Yes No

If yes, who is the provider:

3. Is this course modeled after an UC-approved course from another school outside your district: Yes No

If yes, which school(s):

Course title at other school:

4. Is this course classified as a Career Technical Education course: Yes No

If CTE:

Name of Industry Sector: Finance and Business

Name of Career Pathway: Business Financial Management

* Brief Course Description

(If school has a catalog enter the description that is in the catalog.)

Economics and Finance combines key components of the standard Economics 1 and Government 1 courses with curriculum from the National Academy Foundation to create a single, yearlong course designed to better meet the needs of students enrolled in the school's Academy of Finance program. While this course covers much of the same material as those two courses, it does so in a way that demonstrates the interconnectedness of the two subjects. On the economics side, it looks at the basic concepts of macro- and microeconomics, how market economies function in a global setting, U.S. fiscal and monetary policy, international trade, etc. On the government side, it examines American democracy through the lens of constitutional concepts, government institutions, federalism, politics, and civic responsibility.

Pre-Requisites

Modern World History and Geography Required Recommended

US History Required Recommended

Co-Requisites

Context for Course (optional)

This course was designed to fill a need in district schools that have a business theme. "Economics and Finance" borrows key components of the district's UC 'g'-approved "Business and Financial Markets II" and UC 'a'-approved "Government 1" courses and combines them into a single, comprehensive course that satisfies both the economics and government subject requirements for graduation, while bringing National Academy Foundation curriculum into play.

History of Course Development (optional)

This course was developed by a longtime International Baccalaureate (IB) economics teacher, whose aim was to bridge the gap between the extremely rigorous IB course curriculum and the standard government/economics courses taught at most high schools. Key concepts of the IB economics course were retained, while more difficult elements were replaced with curriculum provided by the National Academy Foundation, which was deemed more relevant to Academy of Finance students. The government component of the course has also been updated, with the help of the history curriculum department, to reflect this year's new textbook adoption.

Textbooks

Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts.

Text book information is not necessary if your course is a Visual and Performing Arts course. If you wish to add a Textbook for a VPA course click "Add Textbooks".

(Text books will not initially display for courses in the VPA Subject area.)

TEXTBOOK 1

* **Title:**

* **Edition:**

* **Publication Date:**

* **Publisher:**

* **Author(s):**

- * **Usage:**
- Primary Text
 - Supplementary or Secondary Text
 - Read in entirety or near entirety
 - Excerpts, approximate number of pages:

TEXTBOOK 2

* **Title:**

* **Edition:**

* **Publication Date:**

* **Publisher:**

* **Author(s):**

- * **Usage:**
- Primary Text
 - Supplementary or Secondary Text
 - Read in entirety or near entirety
 - Excerpts, approximate number of pages:

Supplemental Instructional Materials (please describe)

- Current news publications

- MSNBC and CNN Financial News
- Topic-specific publications from the Federal Reserve Bank of San Francisco, available from its website at:
www.frbsf.org/education/index.html

* **Course Purpose**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

This course was created to fill a need in district schools that have a Business theme, and in particular those that offer the national Academy of Finance (AOF) program. The intention of the course is to target the new types of knowledge and specific skill sets that today's students need to function and succeed in an increasingly global community, while providing a way for them to meet high-school graduation requirements. By melding curriculum from the National Academy Foundation with content that meets the California History-Social Science standards for government (American democracy) and economics, the course fits into the AOF framework of courses, and meets 12th-grade course mandates for graduation.

Students completing the course will:

- Demonstrate mastery of the state content standards covered by the course.
- Combine their understanding of the various course topics with the analytical and writing skills needed to succeed in their postsecondary career choices.
- Demonstrate the ability to solve problems and think critically by completing challenging group projects and individual assignments effectively.
- Be able to analyze, interpret, and evaluate meaningful data to achieve resolution.
- Think critically by formulating ingenious ideas, and implement solutions.
- Develop and employ effective and appropriate communication techniques.
- Express their unique voice in speaking, writing, and listening.

* **Course Outline**

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Course Outline

Economics component:

INTRODUCTION TO BUSINESS AND ECONOMICS

This unit introduces students to the basic definitions and problems of economics, as it deals with the concept of scarcity and the role of government in economic systems. Students learn about how scarcity, productivity, and the factors of production influence the four basic economic questions: what to produce, how to produce it, who produces it, and who gets it? They learn about supply and demand, the major economic indicators that are used to guide individual and government economic decisions, and how fiscal policy influences

the nation's economic activity.

NATIONAL INCOME, EMPLOYMENT, AND FISCAL POLICY

This unit delves more deeply into several the concepts introduced in the preceding unit, as it explores the content and calculation of GDP and related economic measurements, the nature of employment and unemployment, and the government's use of fiscal policy to alter economic outcomes. Technology plays an important role in this unit, allowing students to access current figures for national income, unemployment, and government spending via the Internet and/or the daily news. While topics addressed include how individual, group, and national behavior affects the economy; and how supply and demand are integral components of employment and fiscal policy, it is economic indicators, such as GDP, and the way government uses those indicators to make better economic decisions that are the meat of this unit. The issue of how economic systems adapt to changing influences and events is the overarching concern that links all these diverse topics.

MONEY, BANKS, AND MONETARY POLICY

In this unit, students learn about the history and role of money. They learn how banks operate, and the role these institutions play in determining the nation's money supply. They are introduced to the Federal Reserve, and learn how it affects the economy via its monetary policy. Related topics include the aims and tools of monetary policy, and how they influence economic activity. A visit to a local bank, as well as materials provided by one of the program's local banking partners help make this unit more meaningful by providing students with a real-world connection to the concepts that are covers in it.

PROBLEMATIC ISSUES

Students confront a variety of problematic issues in this fast-moving unit. Topics include sources of economic instability, the national debt, supply-side policies, economic growth, and why reality doesn't always mesh with theory. The need to weigh the costs and benefits of alternative economic choices is emphasized through classroom discussion of economic topics prompted by current news articles, and by debating controversial and/or competing ideas, such as equity vs. efficiency, the viability of supply-side policies, and the effectiveness of fiscal and monetary policy.

MICROECONOMICS

This unit provides more detailed instruction in the microeconomic topics introduced in the first unit, including costs of production, competition, monopoly, the labor market, rent, interest, and profit. Students learn about the factors of production and the allocation and distribution of goods and services, the roles of competition and the profit incentive, and the opportunity costs and trade-offs of production decisions. Students put the concepts into practice as part of a group project wherein they choose a good or service to produce and market, create a business plan for it, and apply for funding to finance the venture.

INTERNATIONAL ECONOMICS

Beginning with an overview of global macroeconomics, students learn about international trade, finance, and development. Students learn how nations prosper through foreign trade and how governments can influence trade by enacting or dismantling barriers against it (protectionism vs. free trade). They

understand how foreign currencies are exchanged, how exchange rates are determined, and the effects of a currency's gaining or losing value relative to other currencies.

PERSONAL FINANCE

This unit takes the study of financial markets to the personal level, and is part of the new financial literacy curriculum that has been adopted by our district to better educate students on how to handle their finances. Students are introduced to such wide-ranging topics as personal budgeting, the power of compounding, insurance needs, acquiring and using credit, retirement accounts, and personal banking. While no state content standards are addressed by this unit, it provides instruction in areas that are critically relevant to students' lives.

Government component:

PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

In this unit, students are introduced to the underpinnings of American constitutional government. They learn about the British origins of American constitutionalism, and the historical developments that informed colonial Americans' ideas about individual rights and constitutional government, including why American colonists wanted to free themselves from Great Britain.

HOW THE CONSTITUTION WAS CREATED

Students learn about the Articles of Confederation, and why some of the framers of the Constitution wanted to change them. The focus of this unit is the Philadelphia Convention, including how it was organized, why representation was a major issue, the reasons behind establishing three separate branches of national government, and how delegates distributed powers between the national and state governments. The competing views of federalists and anti-federalists in the debate about ratification are also discussed.

CONSTITUTIONAL CHANGE

Students learn how the Constitution has changed over time, and how these changes came about (specifically, through the process of amendments and judicial review). Other topics include the formation, development, and role of political parties on the nation's system of constitutional government; how the Civil War tested and transformed American federalism through the creation of the Thirteenth, Fourteenth and Fifteenth Amendments, with particular attention paid to the due-process and equal-protection-under-the-law clauses of the Fourteenth Amendment.

THREE BRANCHES OF GOVERNMENT

This unit analyzes the roles and responsibilities of the three branches of government that make up the American constitutional system. Topics include: defining the role of Congress and understanding how it performs its functions; understanding the role of the president in the American constitutional system, and how that role has evolved over time; understanding the role of the judiciary, including the Supreme Court, and knowing how national laws are administered in the American constitutional system.

THE BILL OF RIGHTS

In this unit, students are introduced in more detail to the Bill of Rights and the

kinds of rights that are guaranteed under it. They learn how the First Amendment establishes the basic freedoms of religion, speech, press, petition, and assembly, and how those rights are secured. They also understand the obligations that come with those rights.

AMERICAN CONSTITUTIONAL DEMOCRACY IN THE TWENTY-FIRST CENTURY

Students examine the importance of civic engagement to American constitutional democracy. They learn how civil rights movements have resulted in fundamental political and social change in the United States, and how America's political ideas and constitutional system have influenced other nations. Looking forward, they identify some of the key challenges facing the United States, especially the challenges of its participation in world affairs.

* Writing Assignments

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Writing occurs throughout the course, in line with the school's status as a Writing Magnet. Examples of writing assignments that are integrated into the curriculum include:

- Frequent quick writes on economics-related news and topics discussed in class.
- Daily writing assignments based on questions from the text and/or other materials.
- Essay questions on tests that require an interpretive, persuasive, or analytic response.
- Major research papers and reports, as outlined below:
 - i. Students research and analyze the economic and financial health of a foreign country of their choice, then write a (minimum) two-page report recommending for or against investing in that country.
 - ii. At the end of each semester, students write a comprehensive report on what the markets did over that time period, based on their observations, and explain the reasons behind that behavior.
 - iii. Students write an essay on the issue of free trade vs. protectionism in which they take a position and defend it.
 - iv. Students write a paper outlining what global challenges they believe the United States faces today, and why.

* Key Assignments

Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assignments that students will be required to complete.

In addition to the writing assignments described above, students complete the following key assignments:

- Market Graphing Assignment—Select, monitor, and graph four items: a stock,

an interest rate, a commodity, and a foreign currency. Learn how markets are quoted and traded; learn and apply graphic display techniques. (Individual project)

- Investment Portfolio Assignment—Create and manage a hypothetical \$10,000 investment portfolio. Improve upon market familiarity; utilize risk management strategies, and calculate profit and loss. (Individual project)
- Big Brother Project—Evaluate the trade-offs of governmental involvement in our lives, such as: equity v. efficiency; market failure v. government failure; personal freedom v. national security, etc. (Group project)
- Country Investment Assignment—Recommend a country to invest in, either indirectly or via DFI. Evaluate criteria such as relative interest and inflation rates, taxes, infrastructure, market performance, government policies, etc. (Individual project)
- Startup Business Plan— Students work in teams to identify a good or service, then develop a plan to build a successful business based on it. The plan should include an analysis of market conditions and address factors such as competition, costs, location, government regulations, etc. (Group project)
- Marketing Plan Project—Building on the previous project, students create a plan to successfully market the selected business. (Group project)
- Fortune 500 Project—Students work in groups to analyze Fortune 500 companies, using the top-down approach. They then select a company and create a comprehensive multimedia presentation that promotes investment in its stock, and use it to compete for investor dollars with other groups. (Group project)

* Instructional Methods and/or Strategies

Instruction is delivered in a variety of ways to accommodate students' different learning styles. Among the methods/strategies used are:

- Direct lecture, and shared and independent reading of texts and current news publications
- Socratic method to discuss key concepts. These are typically open-ended questions that allow students to explore the main (key) ideas of a given topic of study using higher-level learning skills such as analysis, synthesis, and compare/contrast
- Analytical and persuasive writing assignments
- Debates on controversial political issues
- Student oral presentations
- Comprehension/review games, such as "Jeopardy"
- Watching, analyzing, comparing and contrasting the daily economic, political, and international finance news stories on CNN to theories and concepts studied in class
- Individual and collaborative group projects (PBL) requiring the application of principles studied, such as the Fortune 500 project, the Business Plan project, and the Marketing Plan project

- Guest speakers from academia and business
- Field trips to local financial institutions and other businesses

*** Assessment Methods and/or Tools**

Student achievement in this course is measured using multiple assessment tools, including:

- Group and individual projects
- Assigned worksheets, textbook questions, and essays
- Participation in classroom discussions and Socratic seminars
- Quizzes, tests, and exams that include essay questions

Assessments used to generate student grades are weighted as follows:

- Exams—20%
- Quizzes—10%
- Research/writing papers—20%
- Other homework assignments—15%
- Projects—20%
- Classroom participation—10%
- Attendance—5%

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