

Adult Education Class Outline
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1.2044 Economics

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Title: Economics
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Los Angeles Unified School District

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 37-09-71

REVISED: July 2004

TITLE: **Economics**

DEPARTMENT: Adult Secondary Instruction (Social Sciences)

CREDITS: 5

HOURS: 60

APPORTIONMENT NO.: 1.2044 Economics - (replaces # 02.023.106)

COURSE DESCRIPTION:

This competency-based course provides an understanding of the basic principles of economics and how they are applied to macroeconomic systems. Topics include an analysis of the role of the consumer in those economics systems, the role of private and public sectors of the economy, market command, and mixed systems, the dynamic relationship between supply and demand, factors of production, and the role of government in maintaining market equilibrium. Government revenue and expenditures and taxation and provision of government services are examined. Finally, the interrelationship of international trade and associated benefits and problems of global economic systems are explored. The competencies in this course are aligned with the History-Social Science Content

Standards for California Public Schools. This course has been approved to satisfy UC "a-g" subject area requirements for freshman admission.

PREREQUISITES:

1. A minimum reading level of 9.0 as measured by the TABE D 7/8 reading comprehension test
2. Completion of Integrated Mathematics/1 (31-01-61)
3. Recommendation of an instructor and/or counselor

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

*Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org*

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the

points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE COMPETENCY BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of

a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-11

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

p. 15

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

pp. 7-11

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 15

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

The contributions of ANN BLEVINS, MARK KAVANAUGH, and ERNEST KETTERING are gratefully acknowledged for the revision of this course outline.

Appreciation is extended to KRIMHILDE ROTH for her fine work in coordinating and finalizing this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

MOLLY MILNER
Supervisor
Adult Academic Instruction

WAYNE MORRISON
Director
Instructional and Counseling Services

APPROVED:
JAMES A. FIGUEROA
Assistant Superintendent
Division of Adult and Career Education

LAUSD STUDENT LEARNING STANDARDS- History/Social Studies

Upon graduation from the LAUSD, students will be able to:

1. Analyze the relationship of major events and significant ideas that have shaped the history of the United States and other major countries in the world.
2. Evaluate the impact of major belief systems (that is, religion, philosophy) on the historical development of the United States and other major countries in the world.
3. Analyze how geographic factors influenced the historical development of the United States and other major countries in the world. Factors could include migration settlement patterns and the distribution of natural resources across regions, physical systems, and human systems.
4. **Apply economic concepts, relationships, data and analysis, and cost-benefit to contemporary and historical issues. These could include scarcity, trade-off, markets, international cooperation, decision-making, and cost benefit analysis.**
5. Ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives.
6. **Analyze the ways in which the values of specific societies shaped and influenced their past and present social issues, economic issues, and political decisions.**
7. Analyze the ways in which the values of specific societies shaped and influenced their past and present social issues, economic issues, and political decisions.
8. Apply the principles of democracy, American civic values, and citizen rights and responsibilities as embodied in the United States Constitution and the Bill of Rights to contemporary and historical issues.

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
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<p>A. INTRODUCTION</p> <p>Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- contribute to academic success.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of classroom policies and procedures. 2. Discuss competency areas and minimal competencies for the course. 3. Discuss assignment grading and scoring policy. 4. Discuss importance of the following personal skills in the classroom/lab environment: <ol style="list-style-type: none"> a. positive attitude b. self-confidence c. honesty perseverance d. self-management/work ethic e. pride in product/work f. dependability 5. Prioritize tasks and meet deadlines. 6. Describe the importance of initiative and leadership. <p>COMPETENCIES</p> <p>Resources: Allocates Time/ Allocates Material and Resources</p> <p>Interpersonal: Participates as Member of a Team</p> <p>Information: Acquires and Evaluates Information</p> <p>FOUNDATION Basic Skills: Reading / Writing/Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Skills: Responsibility/ Sociability/ Self-Management</p>
<p>B. MAKING ECONOMIC DECISIONS</p> <p>Identify basic economic questions.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Describe the importance of understanding economics. 2. Define microeconomics. 3. Define macroeconomics. 4. Relate individual and social choices to microeconomics and macroeconomics. 5. Create a decision matrix. 6. Analyze the three basic economic questions: what to produce, how to produce, and for whom to produce. 7. Analyze market, command, and mixed economic systems. 8. Explain how economic incentives guide individual decisions in a market economy. 9. Describe how individual self-interest results in rational economic decisions. 10. Identify the five steps of the decision-making model. 11. Describe how the decision-making model provides a logical approach to problem solving. 12. Apply the decision-making model to economic

	<p>decisions.</p> <ol style="list-style-type: none"> 13. Explain how the three basic economic questions are answered in a social economy. 14. Analyze the role of personal incentives under social choice. 15. Describe the conditions under which social choice is preferable to individual choice. 16. Apply the decision-making model to social decisions. 17. Explain how economic decisions are affected by private ownership and private choice. 18. Describe how competition and individual choice improve the efficiency of exchanges. 19. Explain how markets benefit consumers. 20. Identify the role of profits and risk for producers in private sector markets. 21. Identify three major pitfalls associated with the market system in the private sector. 22. Conduct a market survey, and create a table of the results. 23. Identify three problems with the public sector. <p>COMPETENCIES</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Understand Systems</p> <p>FOUNDATION</p> <p>Basic Skills: Reading / Writing/Arithmetic/Mathematics/ Listening/ Speaking</p> <p>Thinking Skills: Problem Solving/ Reasoning</p> <p>Personal Skills: Responsibility/ Self-Management</p>
<p>C. MICROECONOMICS</p> <p>Analyze the role of the consumer in the economy.</p> <p>(25 hours)</p>	<ol style="list-style-type: none"> 1. Comprehend and interpret demand schedules and demand curves. 2. Explain the relationship between price and quantity demanded. 3. Demonstrate how the determinants of demand affect the level of demand. 4. Explain the relationship between price and quantity supplied. 5. Distinguish between a change in quantity supplied and a change in supply. 6. Describe how and why people produce goods and services. 7. Comprehend the impact of diminishing marginal

- product on production costs and the supply curve.
8. Explain the relationship between scale of production and production costs.
 9. Explain the equilibrium between supply and demand.
 10. Demonstrate how price acts as a rationing device.
 11. Calculate an acceptable level of credit debt.
 12. Analyze the effects of a shortage or a surplus and how they are eliminated.
 13. Identify the effects of a change in demand on the market equilibrium.
 14. Identify the effects of a change in supply on the market equilibrium.
 15. Explain how price floors and price ceilings are used to block the market system.
 16. Compare the advantages and disadvantages of proprietorships, partnerships, and corporations.
 17. Explain how private organizations must pass the test of the market in a market economy.
 18. Describe the relative importance of the three forms of business organizations in the U.S. economy.
 19. Distinguish among the major forms of business financing.
 20. Contrast the three kinds of mergers and how government views them.
 21. Calculate a ratio of corporate sales to the population.
 22. Describe the five characteristics of market organizations.
 23. Identify the four kinds of market organization.
 24. Describe the five characteristics of perfectly competitive markets.
 25. Describe the five characteristics of monopolistic markets.
 26. Describe monopolistic competition in terms of the five characteristics of market organization.
 27. Describe oligopoly in terms of the five characteristics of market organization.
 28. Compare the four forms of market organization.
 29. Explain how the forces of supply and demand work in the labor market.
 30. Describe how monopoly and minimum wage laws affect the labor market.
 31. Discuss the history of labor unions.
 32. Explain how interest can be viewed in different ways.
 33. Compare the various types of interest rates and their impact on the cost of borrowing.
 34. Interpret a graph illustrating the relationship of labor

	<p>supply and demand to wage rates.</p> <p>COMPETENCIES Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understand Systems</p> <p>FOUNDATION Basic Skills: Reading / Writing/Arithmetic/Mathematics/ Listening/ Speaking Thinking Skills: Problem Solving/ Reasoning Personal Skills: Responsibility/ Self-Management</p>
<p>D. MACROECONOMICS AND THE U.S. MARKET</p> <p>Analyze the role of government in the economy.</p> <p>(12 hours)</p>	<ol style="list-style-type: none"> 1. Identify problems associated with using GDP as a measure of economic well being. 2. Categorize production as consumer goods, investment goods, or government purchases. 3. Describe the various uses of income. 4. Interpret a line graph of disposable personal income. 5. Describe how aggregate supply and aggregate demand determine microeconomic equilibrium. 6. Identify causes of poverty. 7. Identify some solutions to poverty. 8. Define unemployment. 9. Explain how the unemployment rate is calculated. 10. Identify four kinds of unemployment. 11. Describe the impact of inflation on the economy. 12. Identify those who benefit from inflation and those who are harmed by inflation. 13. Explain how the Consumer Price Index is calculated. 14. Describe the three main functions of money. 15. Analyze the demand for and supply of money. 16. Differentiate among the various types of financial institutions. 17. Explain why taxes are necessary in a market economy. 18. List major sources and uses of revenue for the federal government. 19. List major sources and uses of revenue for state and local governments. 20. Compare the ability-to-pay principle of taxation to the benefit principle of taxation. 21. Describe the effects of progressive, regressive, and proportional taxes. 22. Distinguish between direct and indirect taxes. 23. Evaluate seven major types of taxes in the United States.

	<p>States .</p> <p>24. Identify the contributions of natural resources, human resources, capital, and technology to economic growth.</p> <p>25. Identify the trade-offs in economic growth.</p> <p>26. Describe how the government encourages economic growth.</p> <p>COMPETENCIES</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Understand Systems</p> <p>FOUNDATION</p> <p>Basic Skills: Reading / Writing/Arithmetic/Mathematics/ Listening/ Speaking</p> <p>Thinking Skills: Problem Solving/ Reasoning</p> <p>Personal Skills: Responsibility/ Self-Management</p>
<p>E. THE WORLD ECONOMY</p> <p>Assess the benefits and problems involved in international trade.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. List the major imports and exports of the United States . 2. Explain why countries trade with each other. 3. List reasons for restricting world trade. 4. Identify examples of international trade cooperation. 5. Compare three different systems for valuing one country's money in relation to another country's money. 6. Identify conditions of income and population in less-developed countries. 7. Describe the effects of poverty in less-developed countries. 8. List five barriers to economic development on less-developed countries. 9. Explain why more advanced countries provide foreign aid to less-developed countries. <p>COMPETENCIES</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Understand Systems</p> <p>FOUNDATION</p> <p>Basic Skills: Reading / Writing/Arithmetic/Mathematics/ Listening/</p>

	Speaking Thinking Skills: Problem Solving/ Reasoning Personal Skills: Responsibility/ Self-Management
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CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the U.S. Government Course

***SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER
RESOURCES***

TEXTBOOKS

Wilson, J. Holton and J. R. Clark. Economics . West Educational Publishing/Glencoe MacMillan. Cincinnati , Ohio . 2000.

Please refer to the latest edition of the Diploma Plus Vendor/Publisher and Instructional Materials List for complete textbook ordering information.

SUPPLEMENTAL MATERIAL

Economics Casebook: Teacher's Edition. Volume 1. South Western Educational Publishing/ Glencoe MacMillan. Cincinnati , Ohio . 1997.

Economics Casebook: Teacher's Edition. Volume 2. South Western Educational Publishing/ Glencoe MacMillan. Cincinnati , Ohio . 1997.

Economics Problem Solving Worksheets. South Western Educational Publishing/ Glencoe MacMillan. Cincinnati , Ohio . 1997.

RESOURCE PERSONS

Adult Academic Instruction Supervisor

Adult Academic Instruction Teacher Advisor

Mentor Teachers

TEACHING STRATEGIES AND EVALUATION

METHODS AND PROCEDURES

- A. Individualized instruction
- B. Group instruction
- C. Group discussion
- D. Debates
- E. Field trips

EVALUATION

- A. Teacher observation
- B. Oral reports
- C. Written reports
- D. Textbook tests
- E. Teacher developed test based on the competencies in this course outline

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
