

Week	Dates	Relevant Dates	Topics and Sections	Unit/Chapter	Reading Pace
1	January 28 – February 1	1 st Semester Report Cards (2/1)	Introduction to Economics What is Economics • Section 1 Scarcity and the Factors of Production p. 3-6 • Section 2 Opportunity Cost p. 8-11 • Section 3 Production Possibilities Curves p. 13-18	Unit 1 Chapter 1	14 pages
2	February 4 - 8	CAHSEE (English) 2/5 CAHSEE (Math) 2/6	Economic Systems • Section 1 Answering the Three Economic Questions p. 23-27 • Section 2 The Free Market p. 28-33 • Section 3 Centrally Planned Economies p. 34-38	Unit 1 Chapter 2	16 pages
3	February 11 - 15		• Section 4 Modern Economics p. 40-44 American Free Enterprise • Section 1 Benefits of Free Enterprise p. 51-55 • Section 2 Promoting Growth and Stability p. 57-60 • Section 3 Providing Public Goods p. 62-66 • Section 4 Providing a Safety Net p. 67-70	Unit 1 Chapter 3	23 pages
4	February 18 - 22	President's Day (no school) (2/18)	How Markets Work Demand • Section 1 Understanding Demand p. 79-83 • Section 2 Shifts in Demand Curve p. 85-88 • Section 3 Elasticity of Demand p. 90-97	MICROECONOMICS Unit 2 Chapter 4	16 pages
5	February 25 – March 1	Career Fair (2/29)	Supply • Section 1 Understanding Supply p. 101-106 • Section 2 Costs of Production p. 108-114 • Section 3 Changes in Supply p. 116-120	Unit 2 Chapter 5	18 pages
6	March 4 – 8		Prices • Section 1 Combining Supply and Demand p. 125-131 • Section 2 Changes in Equilibrium p. 133-137 • Section 3 The Roles of Prices p. 139-144	Unit 2 Chapter 6	18 pages
7	March 11 – 15	CAHSEE (English) 2/12 & 14 CAHSEE (Math) 2/13 & 15 1 st Progress report ends (3/15)	Market Structures • Section 1 Perfect Competition p. 151-154 • Section 2 Monopoly p. 156-164 • Section 3 Monopolistic Competition and Oligarchy p. 166-171 • Section 4 Regulation and Deregulation p. 172-176	Unit 2 Chapter 7	24 pages
8	March 18 -22	Electives Fair and Pictures (3/20)	Business and Labor Business Organizations • Section 1 Sole Proprietorships p. 185-188 • Section 2 Partnerships p. 190-193 • Section 3 Corporations, Mergers, and Multi p. 195-200 • Section 4 Other Organizations p. 201-204	Unit 3 Chapter 8	18 pages
--	March 25 – 29	NO SCHOOL SPRING WEEK	NO SCHOOL SPRING WEEK		
9	April 1 – 5	Parent-Teacher Conference (4/3)	Labor • Section 1 Labor Market Trends p. 211-217 • Section 2 Labor and Wages p. 219-226 • Section 3 Organized Labor p. 228-234	Unit 3 Chapter 9	22 pages
10	April 8 – 12	MIDTERM	Money, Banking, and Financing Money and Banking • Section 1 Money p. 243-248 • Section 2 The History of Banking p. 250-256 • Section 3 Banking Today p. 258-264	Unit 4 Chapter 10	20 pages
11	April 15 – 19		Financial Markets • Section 1 Saving and Investing p. 271-275 • Section 2 Bonds and Other Financial Assets p. 277-283 • Section 3 The Stock Market p. 285-292	Unit 4 Chapter 11	20 pages
12	April 22 - 26	STAR (4/22-26)	Measuring Economic Performance Gross Domestic Product and Growth • Section 1 Gross Domestic Product p. 301-308 • Section 2 Business Cycles p. 310-316 • Section 3 Economic Growth p. 318-324	MACROECONOMICS Unit 5 Chapter 12	22 pages
13	April 29 – May 3	STAR (4/29-5/3)	Economic Challenges • Section 1 Unemployment p. 331-336 • Section 2 Inflation p. 338-343 • Section 3 Poverty p. 345-350	Unit 5 Chapter 13	18 pages
14	May 6 – 10	STAR (5/6-10) 2 nd Progress report ends (5/10)	Government and the Economy Taxes and Government Spending • Section 1 What are Taxes? p. 359-363 • Section 2 Federal Taxes p. 365-369 • Section 3 Federal Spending p. 371-374 • Section 4 State and Local Taxes and Spending p. 375-380	Unit 6 Chapter 14	20 pages
15	May 13 – 17	CAHSEE (5/14-15)	Fiscal Policy • Section 1 Understanding Fiscal Policy p. 387-393 • Section 2 Fiscal Policy Options p. 395-401 • Section 3 Budget Deficits and the National Debt p. 403-408	Unit 6 Chapter 15	20 pages
16	May 20 – 24	Parent-Teacher Conference (5/22)	The Federal Reserve and Monetary Policy • Section 1 The Federal Reserve System p. 415-418 • Section 2 Federal Reserve Functions p. 420-423 • Section 3 Monetary Policy Tools p. 425-429 • Section 4 Monetary Policy and Macroeconomic Stabilization p. 430-434	Unit 7 Chapter 16	18 pages
17	May 27 – 31	Memorial Day (no school) (5/27)	The Global Economy International Trade • Section 1 Why Nations Trade p. 441-447 • Section 2 Trade Barriers and Agreements p. 449-456 • Section 3 Measuring Trade p. 458-465	Unit 7 Chapter 17	22 pages
18	June 3 – 7		Economic Development and Transition • Section 1 Levels of Development p. 471-476 • Section 2 Issues of Development p. 478-483 • Section 3 Financing Development p. 485-488 • Section 4 Transitions to Free Enterprise p. 489-494	Unit 7 Chapter 18	22 pages
19	June 10 - 14	Senior Grades due 6/14	REVIEW AND FINALS		
20	June 17 – 21	GRADUATION (6/20) 10am			

History-Social Science Content Standards

Principles of American Democracy and Economics

The California State Board of Education has worked hard with the Academic Standards Commission to develop history-social science standards that reflect California's commitment to history-social science education. These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship.

In that spirit the standards proceed chronologically and call attention to the story of America as a noble experiment in a constitutional republic. They recognize that America's ongoing struggle to realize the ideals of the Declaration of Independence and the U.S. Constitution is the struggle to maintain our beautifully complex national heritage of *e pluribus unum*. While the standards emphasize Western civilizations as the source of American political institutions, laws, and ideology, they also expect students to analyze the changing political relationships within and among other countries and regions of the world, both throughout history and within the context of contemporary global interdependence.

The standards serve as the basis for statewide assessments, curriculum frameworks, and instructional materials, but methods of instructional delivery remain the responsibility of local educators.

Development of the Standards

The recommended history-social science standards build on the work of exemplary documents from both within and outside California, most notably the *History-Social Science Framework for California Public Schools*, a document strengthened by the consensus that elicited it and nationally recognized for its emphasis on historical events presented within a chronological and geographic context.

The standards reflect guidance and input from countless members of the California teaching community and other citizens who attended the meetings of the State Board and Standards Commission. Their input contributed substantively to the discussions and the drafts, as did the input gathered from the nine directed community input meetings hosted by the Standards Commission throughout the state in January 1998 and from the five field hearings held by the State Board throughout the state in August 1998. At those forums, parents, teachers, administrators, and business and community leaders helped define key issues. Current practice and the state of history-social science instruction in California were also given special consideration during the process. In addition, history-social science experts from around the nation reviewed and submitted formal comments on the first and second drafts. The more than 70 reviewers included eminent historians, geographers, economists, and political scientists. Their input helped immeasurably to strengthen the rigor and quality of the standards.

Highlights of the Standards

With the *History-Social Science Framework for California Public Schools* as a guide to the eras and civilizations to study, these standards require students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. It is possible to spend a lifetime studying history and not learn about every significant historical event; no one can know everything. However, the State Board hopes that during their years of formal schooling, students will learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Throughout this document, the use of biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past is encouraged to foster students' understanding of historical events by revealing the ideas, values, fears, and dreams of the people associated with them. Found in archives, museums, historical sites, and libraries across California, these original materials are indispensable resources. The State Board hopes schools will take advantage of these repositories and encourage students' direct contact with history. The standards also emphasize the importance of enriching the study of history through the use of literature, both from and about the period being studied.

Mastery of these standards will ensure that students not only know the facts, but also understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come. The statements at the beginning of each grade provide a brief overview of the greater story under study. The overarching statements in each grade and their substatements function as conceptual units: the numbered items under each overarching standard delineate aspects of the bigger concept that students are expected to master. In this way, teachers and assessors can focus on the concept without neglecting the essential components of each.

The standards include many exemplary lists of historical figures that could be studied. These examples are illustrative. They do not suggest that all of the figures mentioned are required for study, nor do they exclude the study of additional figures that may be relevant to the standards.

The standards do not exist in isolation. The *History-Social Science Framework* will be revised to align with the standards, and it will include suggested ways to relate the standards' substance to students, ways to make connections within and across grades, and detailed guidance for day-to-day instruction and lesson plans. Teachers should use these documents together.

Knowledge and skills increase in complexity in a systematic fashion from kindergarten through grade twelve, although no standards exist for grade nine in deference to current California practice in which grade nine is the year students traditionally choose a history-social science elective. However, in the coming years, the State Board intends to review this current practice.

In kindergarten through grade three, students are introduced to the basic concepts of each discipline: history, geography, civics, and economics. Beginning at grade four, the disciplines are woven together within the standards at each grade.

The critical thinking skills that support the study of history-social science are outlined in the sections for grades five, eight, and ten. To approach subject matter as historians, geographers, economists, and political scientists, students are expected to employ these skills as they master the content.

While the State Board recognizes that it will take both time and changes in policies for schools, teachers, and students to meet these standards, we believe it can and must be done. When students master the content and develop the skills contained in these standards, they will be well equipped for the twenty-first century.

Grade Twelve

History-Social Science Content Standards.

Principles of American Democracy and Economics

Students in grade twelve, students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

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 non monetary 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).

12.2 Students analyze the elements of America's market economy in a global setting.

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.
3. Explain the roles of property rights, competition, and profit in a market economy.
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.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

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.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.4 Students analyze the elements of the U.S. labor market in a global setting.

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 skills 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.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

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.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

1. 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.
2. 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.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.
4. 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.

WHY STUDY HISTORY

A Message from the State Board of Education and the State Superintendent of Public Instruction

Seventeen years ago the report *A Nation at Risk*, by the National Commission on Excellence in Education (1983), brought squarely to our attention a “rising tide of mediocrity” in our schools. An era of education reform began. The results were somewhat uneven. The reform movement did stimulate important infrastructure improvements: instructional time was increased, high school diplomas came to signify the completion of minimum course requirements, and emphasis was placed on local planning efforts to improve the schools’ efficiency and effectiveness. A shortcoming of the movement up to this point has been the lack of focus on rigorous academic standards. The desire to improve student achievement guided the effort, but it lacked a comprehensive, specific vision of what students actually needed to know and be able to do.

Standards are a bold initiative.

With the adoption of content standards, California is going *beyond reform*. We are redefining the state’s role in public education. For the first time, we are stating—explicitly—the content that students need to acquire at each grade level from kindergarten to grade twelve. These standards are rigorous. With student mastery of this content, California schools will be on a par with those in the best educational systems in other states and nations. The content is attainable by all students, given sufficient time, except for those few who have severe disabilities. We regard the standards as firm but not unyielding; they will be modified in future years to reflect new research and scholarship.

Standards describe what to teach, not how to teach it.

Standards-based education maintains California’s tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers—with the full support and cooperation of families, businesses, and community partners—are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.

Standards are an enduring commitment, not a passing fancy.

Every initiative in public education, especially one so bold as establishing high standards, has its skeptics. “Just wait a while,” they say, “standards, too, will pass.” We intend to prove the skeptics wrong, and we intend to do that by completely aligning state efforts to these standards, including the statewide testing program, curriculum frameworks, instructional materials, professional development, preservice education, and compliance review. We will see a generation of educators who think of standards not as a *new layer* but as the *foundation* itself.

Standards are our commitment to excellence.

Fifteen years from now, we are convinced, the adoption of standards will be viewed as the signal event that began a “rising tide of excellence” in our schools. No more will the critical question *What should my child be learning?* be met with uncertainty of knowledge, purpose, or resolve. These standards answer the question. They are comprehensive and specific. They represent our commitment to excellence.

YVONNE W. LARSEN, *President* California State Board of Education
Superintendent of Public Instruction

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California Department of Education
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