



**FRESNO UNIFIED SCHOOL DISTRICT  
SCHOOL SUPPORT SERVICES  
CURRICULUM AND PROFESSIONAL DEVELOPMENT**

**ECONOMICS COURSE OUTLINE**

<b>Department</b>	<b>H-SS</b>		<b>Course Title</b>			<b>ECONOMICS</b>				
<b>Course Codes:</b>	<b>Reg</b>	<b>3460</b>	<b>SDAIE</b>	<b>3464</b>	<b>Bil</b>	<b>3458</b>	<b>Imm</b>	<b>3456</b>	<b>GATE</b>	<b>3466</b>
<b>Grade Level(s)</b>	<b>12</b>		<b>Course Length</b>			<b>One Semester</b>				
<b>Credits/semester</b>	<b>5/1</b>	<b>Graduation Requirement</b>			<b>Yes</b>	<b>Elective Credit</b>				
<b>Meets HS Grad. Requirement</b>			<b>Yes</b>		<b>Meets UC “a-g” Requirement</b>				<b>Yes</b>	
<b>Meets NCAA Requirement</b>			<b>Yes</b>		<b>Prerequisites</b>		<b>None</b>			

**COURSE DESCRIPTION:**

The general objective of a high school economics course is for students to master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data. They should learn to make reasoned decisions on economics issues as citizens, workers, consumers, business owners, managers and members of civic groups.

**GOALS:**

Students will:

1. Understand that the basic economic problem facing all individuals, groups, and nations is scarcity while tracing the development and evolution of economic systems from the 18th century to the present.
2. Analyze our largely free market system that uses the profit motive, prices and levels of supply and demand in markets to answer the basic economic questions.
3. Recognize alternatives to the market system and how decisions in these economies rely on mechanisms other than the choices of the members of these societies.
4. Identify Microeconomics as the study of individual behavior and analyze the determinants of the level of employment and wages in different occupations and the impact of unionization, the minimum wage, and unemployment insurance.
5. Examine how monopoly and less than perfectly competitive markets operate and examine their impact on the economy.
6. Understand and apply graphing, measurement concepts, other math skills, and cost-benefit analysis that specify relationships among economic variables.
7. Understand why nations trade internationally and apply the concepts of comparative and absolute advantage.
8. Identify Macroeconomics as the study of aggregate economic behavior and recognize the role of fiscal and monetary policy in our economy.

9. Understand the federal budget process and assess the impact of the government budget deficit and government debt and how they influence the economy.
10. Recognize that class attendance and participation directly affect their ability to understand key concepts of the course.
11. Possess the ability to effectively express their economic analysis orally and in written form.
12. Develop an awareness of the vast array of history related career choices.

## **CALIFORNIA CONTENT STANDARDS**

- 12.1 Students understand common economic terms and concepts and economic reasoning.
- 12.2 Students analyze the element of America's market economy in a global setting.
- 12.3 Students analyze the influence of the federal government on the American economy.
- 12.4 Students analyze the elements of the U. S. labor market in a global setting.
- 12.5 Students analyze the aggregate economic behavior of the U. S. economy.
- 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 State's borders.

## **PERFORMANCE STANDARDS**

The Fresno Unified School District has common assessments and assignments that are required. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the proficient level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

	<b>NOT PROFICIENT</b>	<b>BELOW BASIC</b>	<b>BASIC</b>	<b>Proficient</b>	<b>Advanced Proficient</b>
Semester Benchmark Assessments	Below 60%	60-69%	70-84%	80-89%	90%
Teacher Created Tests and Quizzes					
Classwork, Homework, Notebooks					
Class Projects					

**ECONOMICS  
GRADE 12**

**CURRICULUM GUIDE:  
SEMESTER 1 & 2**



**FRESNO UNIFIED  
SCHOOL DISTRICT**

**JIM LLOYD  
HISTORY-SOCIAL SCIENCE**

## ECONOMICS 12 CURRICULUM GUIDE

LENGTH	STANDARDS	WEEKS	UNIT	FOCUS TOPICS
3 Weeks	12.1 Students understand common economic terms and concepts and economic reasoning.	1-3	Basic Economic Concepts	<ul style="list-style-type: none"> <li>• The Importance of Economics</li> <li>• Charts, graphs and tables in economics.</li> <li>• Types and differences in economic systems.</li> <li>• Demonstrate an understanding of the problem of scarcity in relation to human wants</li> <li>• Understand and apply the concept of opportunity cost.</li> <li>• Analyze the production possibilities curve and other models</li> <li>• Identify the characteristics of market, command, and traditional economic systems</li> <li>• Identify forms of business organizations/institutions</li> </ul>
3 Weeks	12.2 Students analyze the elements of America's market economy in a global setting.	4-6	Characteristics of a market economy	<ul style="list-style-type: none"> <li>• The Role of the Consumer</li> <li>• The Relationship between consumption and income.</li> <li>• Money Management</li> <li>• Needs and Wants</li> <li>• Understand how prices and the quantity demanded and quantity supplied are determined in the market for goods and services.</li> <li>• Study how prices provide information and incentives and serve to ration limited resources.</li> <li>• Analyze the graphic representation of supply and demand in determining prices and output.</li> <li>• Identify the four economic markets—pure competition, oligopoly, monopoly.</li> <li>• Compare market structures and the role</li> </ul>

## ECONOMICS 12 CURRICULUM GUIDE

				government policies play in the various economic markets.
1 Week	12.4 Students analyze the elements of the U.S. labor market in a global setting.	7	Employment, wages, and labor	<ul style="list-style-type: none"> <li>• Forms of Competition</li> <li>• Business Organizations such as sole proprietorship, partnership and corporation.</li> <li>• Marketing and distribution</li> <li>• Labor and worker issues</li> <li>• Environmental issues</li> <li>• Examine history of labor unions.</li> <li>• Analyze/understand procedures used by unions to improve status of its members.</li> <li>• Examine wage differences using laws of supply and demand and the concept of productivity.</li> <li>• Examine current role of technology and skills necessary to compete in today's labor markets.</li> </ul>
3 Weeks	12.3 Students analyze the influence of the federal government on the American economy.	8-10	Fiscal and monetary policies of government	<ul style="list-style-type: none"> <li>• Define, compare, and contrast federal, state, and local revenues and current tax issues.</li> <li>• Examine the economic impact of taxation and current tax issues.</li> <li>• Examine the growth of the federal government expenditures, types of government expenditures, and their impact on the economy.</li> <li>• Examine the federal budget and its impact on the economy.</li> <li>• Identify the major categories of state and local government spending.</li> <li>• Examine the structure and function of the Federal</li> </ul>

## ECONOMICS 12 CURRICULUM GUIDE

				Reserve Board.
2 Weeks	12.3 Students analyze the influence of the federal government on the American economy.	11-12	Money and Banking	<ul style="list-style-type: none"> <li>• Review the historical role of money and banking.</li> <li>• Analyze the factors that contributed to the 1980s banking crisis and the resulting reforms.</li> <li>• Examine the role of savings for capital formation.</li> <li>• Understand the role of major nondepository financial institutions.</li> <li>• Compare and contrast the different types of investments available from various financial institutions.</li> <li>• Examine the role of the stock market.</li> </ul>
3 Weeks	12.5 Students analyze the aggregate economic behavior of the U.S. economy.	13-15	Economic indicators, economic growth	<ul style="list-style-type: none"> <li>• Supply and Demand</li> <li>• The Difference between elastic and inelastic demand</li> <li>• How do supply and demand interact?</li> <li>• Prices and the Equilibrium Point</li> <li>• Shortages and Surpluses</li> <li>• Recognize and interpret through use of charts, graphs, and statistics the various types of economic indicators, i.e., GDP, (Growth Domestic Product) CPI, (Consumer Price Index) ILEI, (Index of Leading Economic Indicators) etc.</li> <li>• Explain the factors and importance of economic growth.</li> <li>• Identify the phases of the business cycle.</li> </ul>

## ECONOMICS 12 CURRICULUM GUIDE

3 Weeks	12.5 Students analyze the aggregate economic behavior of the U.S. economy.	13-15	Economic indicators, economic growth	<ul style="list-style-type: none"> <li>• Supply and Demand</li> <li>• The Difference between elastic and inelastic demand</li> <li>• How do supply and demand interact?</li> <li>• Prices and the Equilibrium Point</li> <li>• Shortages and Surpluses</li> <li>• Recognize and interpret through use of charts, graphs, and statistics the various types of economic indicators, i.e., GDP, (Growth Domestic Product) CPI, (Consumer Price Index) ILEI, (Index of Leading Economic Indicators) etc.</li> <li>• Explain the factors and importance of economic growth.</li> <li>• Identify the phases of the business cycle.</li> <li>• Analyze the major causes and the impact of inflation on the economy.</li> <li>• Describe the economic and social costs of poverty.</li> <li>• Understand the necessity of achieving.</li> </ul>
3 Weeks	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 State's borders.	16-18	Global economic perspectives	<ul style="list-style-type: none"> <li>• Foreign Trade</li> <li>• Trade Barriers</li> <li>• Socialism and the commonwealth system</li> <li>• Communism today</li> <li>• Economic growth in developing nations</li> <li>• Compare and contrast the principles of absolute and comparative advantage and its impact on international trade.</li> <li>• Explain the debate over free trade and protectionism among the government and various social and economic</li> </ul>



FRESNO UNIFIED SCHOOL DISTRICT  
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 CURRICULUM AND PROFESSIONAL DEVELOPMENT

ECONOMICS

UNIT I: Basic Economic Concepts 3 Weeks

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

GOAL: The students will demonstrate an understanding of the fundamental concepts and terms pertaining to economics

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers
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 non-renewable natural resources. 5. Analyze the role of a market economy in establishing preserving political and personal liberty.	<ul style="list-style-type: none"> <li>The Importance of Economics</li> <li>Charts, graphs and tables in economics.</li> <li>Types and differences in economic systems.</li> <li>Demonstrate an understanding of the problem of scarcity in relation to human wants</li> <li>Understand and apply the concept of opportunity cost.</li> <li>Analyze the production possibilities curve and other models</li> <li>Identify the characteristics of market, command, and traditional economic systems</li> <li>Identify forms of business organizations/institutions</li> <li><b><u>Vocabulary</u></b> <ul style="list-style-type: none"> <li>business organizations</li> <li>capital</li> </ul> </li> </ul>	<u>Economics Principles and Practices (EPP)</u> Chapters 1-3	<ul style="list-style-type: none"> <li>Circle Map</li> <li>Multi-flow Map</li> </ul>

	<ul style="list-style-type: none"> <li>· command economy</li> <li>· corporation</li> <li>· economic freedom</li> <li>· economics</li> <li>· entrepreneurs</li> <li>· factors of production</li> <li>· fixed income</li> <li>· gross domestic product/GDP</li> <li>· incentives</li> <li>· inflation</li> <li>· labor</li> <li>· market economy</li> <li>· mixed economy</li> <li>· multinational</li> <li>· opportunity cost</li> <li>· paradox of value</li> <li>· private property</li> <li>· producer</li> <li>· Production Possibility Frontier</li> <li>· profit motive</li> <li>· pure competition</li> <li>· scarcity</li> <li>· specialization</li> <li>· Three Basic Questions</li> <li>· TINSTAAFL</li> <li>· trade-offs</li> <li>· traditional economy</li> <li>· utility</li> <li>· value</li> <li>· voluntary exchange</li> </ul>		
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UNIT II: Characteristics of a market economy 3 weeks

STANDARD: 12.2 Students analyze the elements of America’s market economy in a global setting.

GOAL: Student will demonstrate an understanding of supply and demand in the various market structures in a market economy.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers
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 shortages in supply and/or demand on the relative	<ul style="list-style-type: none"> <li>• The Role of the Consumer</li> <li>• The Relationship between consumption and income.</li> <li>• Money Management</li> <li>• Needs and Wants</li> <li>• Understand how prices and the quantity demanded and quantity supplied are determined in the market for goods and services.</li> </ul>	Chapters 4, 5, 6, 7	<ul style="list-style-type: none"> <li>• Flow Map</li> <li>• Multi-flow Map</li> <li>• Venn Diagram</li> </ul>

<p>scarcity, price, and quantity of particular products.</p> <ol style="list-style-type: none"> <li>3. Explain the roles of property rights, competition, and profit in a market economy.</li> <li>4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in market economy.</li> <li>5. Understand the process by which competition among buyers and seller determines a market price.</li> <li>6. Describe the effect of price control on buyers and sellers.</li> <li>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.</li> <li>8. Explain the role of profit as the incentive to entrepreneurs in a market economy.</li> <li>9. Describe the functions of the financial markets.</li> <li>10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.</li> </ol>	<ul style="list-style-type: none"> <li>• Study how prices provide information and incentives and serve to ration limited resources.</li> <li>• Analyze the graphic representation of supply and demand in determining prices and output.</li> <li>• Identify the four economic markets—pure competition, oligopoly, monopoly.</li> <li>• Compare market structures and the role government policies play in the various economic markets.</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>· complements</li> <li>· demand</li> <li>· demand curve</li> <li>· diminishing marginal utility</li> <li>· elasticity</li> <li>· law of demand</li> <li>· law of supply</li> <li>· market equilibrium</li> <li>· oligopoly</li> <li>· price ceilings</li> <li>· price floors</li> <li>· product differentiation</li> <li>· pure competition</li> <li>· revenue</li> <li>· substitutes</li> <li>· supply</li> <li>· supply curve</li> <li>· surplus</li> </ul>		
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UNIT III: Employment, wages, and labor

1 week

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

GOAL: The student will understand the operation of the domestic and international labor market.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers
<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 unionization, the minimum wage, and unemployment insurance.</li> <li>2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills worker 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> <li>4. Explain the effects of international mobility of capital and labor on the U.S. economy.</li> </ol>	<ul style="list-style-type: none"> <li>• Forms of Competition</li> <li>• Business Organizations such as sole proprietorship, partnership and corporation.</li> <li>• Marketing and distribution</li> <li>• Labor and worker issues</li> <li>• Environmental issues</li> <li>• Examine history of labor unions.</li> <li>• Analyze/understand procedures used by unions to improve status of its members.</li> <li>• Examine wage differences using laws of supply and demand and the concept of productivity.</li> <li>• Examine current role of technology and skills necessary to compete in today's labor markets.</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>· consumer price index</li> <li>· incentives</li> <li>· labor</li> <li>· market economy</li> <li>· unemployment</li> </ul>	<p>Chapter 8</p>	<ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Circle Map</li> <li>• Multi-flow Map</li> </ul>

UNIT IV: Fiscal and monetary policies of government

3 weeks

STANDARD: 12.3 Students analyze the influence of the federal government on the American economy.

GOAL: The student will examine the role of government in establishing fiscal and monetary policy on the economy including fiscal and monetary policy tools.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers
<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 and their influence on production, employment, and price levels.</li><li>4. Understand the aims and tools of monetary policy and their influence on economic activity.</li></ol>	<ul style="list-style-type: none"><li>• Define, compare, and contrast federal, state, and local revenues and current tax issues.</li><li>• Examine the economic impact of taxation and current tax issues.</li><li>• Examine the growth of the federal government expenditures, types of government expenditures, and their impact on the economy.</li><li>• Examine the federal budget and its impact on the economy.</li><li>• Identify the major categories of state and local government spending.</li><li>• Examine the structure and function of the Federal Reserve Board.</li></ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"><li>· budget deficit</li><li>· deficit</li><li>· government spending</li><li>· national debt</li><li>· revenue</li><li>· taxation</li><li>· transfer payment</li><li>· types of taxes</li></ul>	Chapters 9, 10, 12	<ul style="list-style-type: none"><li>• Circle Map</li><li>• Multi-Flow Map</li><li>• Bubble Map</li></ul>

UNIT V: Money and Banking

2 weeks

STANDARD: 12.3 Students analyze the influence of the federal government on the American economy.

GOAL: The student will review the history of banking and examine the role of financial institutions in a free enterprise system

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers
<p>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.</p> <p>2. Identify the factors that may cause the costs of government actions to outweigh the benefits.</p> <p>3. Describe the aims of government fiscal policies and their influence on production, employment, and price levels.</p> <p>4. Understand the aims and tools of monetary policy and their influence on economic activity.</p>	<ul style="list-style-type: none"><li>Review the historical role of money and banking.</li><li>Analyze the factors that contributed to the 1980s banking crisis and the resulting reforms.</li><li>Examine the role of savings for capital formation.</li><li>Understand the role of major nondepository financial institutions.</li><li>Compare and contrast the different types of investments available from various financial institutions.</li><li>Examine the role of the stock market.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>consumer price index</li><li>Federal Reserve system/ FED</li><li>gross domestic product/GDP</li><li>inflation</li><li>interest rates</li></ul>	<p>Chapters 11, 13</p>	<ul style="list-style-type: none"><li>Circle Map</li><li>Multi-Flow Map</li><li>Bubble Map</li></ul>

UNIT VI: Economic indicators, economic growth

3 weeks

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

GOAL: The student will effectively use various tools to measure growth and stability of the economy.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers
<ol style="list-style-type: none"> <li>1. Distinguish between normal 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>3. Distinguish between short-term and long-term interest rates and explain their relative significance.</li> </ol>	<ul style="list-style-type: none"> <li>• Supply and Demand</li> <li>• The Difference between elastic and inelastic demand</li> <li>• How do supply and demand interact?</li> <li>• Prices and the Equilibrium Point</li> <li>• Shortages and Surpluses</li> <li>• Recognize and interpret through use of charts, graphs, and statistics the various types of economic indicators, i.e., GDP, (Growth Domestic Product) CPI, (Consumer Price Index) ILEI, (Index of Leading Economic Indicators) etc.</li> <li>• Explain the factors and importance of economic growth.</li> <li>• Identify the phases of the business cycle.</li> <li>• Analyze the major causes and the impact of inflation on the economy.</li> <li>• Describe the economic and social costs of poverty.</li> <li>• Understand the necessity of achieving.</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>· aggregate demand</li> <li>· aggregate supply</li> <li>· balance of trade</li> <li>· business cycle</li> <li>· comparative advantage</li> <li>· fiscal policy</li> <li>· monetary policy</li> </ul>	<p>Chapters 14, 15, 16, 17</p>	<ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Circle Map</li> <li>• Multi-flow Map</li> </ul>

	<ul style="list-style-type: none"> <li>· recession</li> <li>· reserve requirement</li> <li>· supplyside economics</li> <li>· trade barriers</li> <li>· trade deficit</li> <li>· unemployment</li> </ul>		
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UNIT VII: Global economic perspectives

3 weeks

STANDARD: 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 State’s borders.

GOAL: The student will understand the current and historical role of international trade on domestic policies and international policies.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers
<ol style="list-style-type: none"> <li>1. Identify the changing role of international political borders and territorial sovereignty in a global economy</li> <li>2. Examine the trade concepts of Foreign exchange, international trade, and growth and development</li> <li>3. Summarize the gains in consumption and production efficiency from trade</li> </ol>	<ul style="list-style-type: none"> <li>• Foreign Trade</li> <li>• Trade Barriers</li> <li>• Socialism and the commonwealth system</li> <li>• Communism today</li> <li>• Economic growth in developing nations</li> <li>• Compare and contrast the principles of absolute and comparative advantage and its impact on international trade.</li> <li>• Explain the debate over free trade and protectionism among the government and various social and economic groups in American society.</li> <li>• Explain foreign exchange rates, how exchange rates are determined, and the effects of the dollar value relative to other currencies (strong vs. weak dollar)</li> <li>• Understand balance of payments and its effect on the balance of trade and international impact on the deficit.</li> <li>• Describe the changing role of trade in a global economy and its impact on the United States economy</li> </ul>	<p>Chapters 18, 19, 20, 21</p>	<ul style="list-style-type: none"> <li>• Circle Map</li> <li>• Flow Map</li> <li>• Multi-flow Map</li> </ul>

	<ul style="list-style-type: none"> <li>Understand the role of the World Bank, International Monetary Fund, and foreign investment on the development of Third World countries.</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>marginal</li> <li>monopolistic competition</li> <li>monopoly</li> <li>multinational</li> </ul>		
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***MATERIALS***

**Basic Text:** Economics Principles and Practices Clayton; 2008; and the support materials provided by Glencoe/McGraw Hill.

**History-Social Science Web Site:** <http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm>

<ul style="list-style-type: none"> <li>Specific Grade Level Resources</li> </ul>	<ul style="list-style-type: none"> <li>Web Link Resources</li> </ul>
<ul style="list-style-type: none"> <li>H-SS Reading Strategies &amp; Support</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> </ul>
<ul style="list-style-type: none"> <li>Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>CST Review</li> </ul>
<ul style="list-style-type: none"> <li>Best Practice Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Academic Vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Calendar of Events</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark Assessments</li> </ul>

**Supplemental non-fiction and historical literature:**

- Primary Sources
- Realia
- Maps and Atlases
- Timelines
- Music and Songs
- Guest Speakers
- Newspapers and Magazines
- Current Event

## **METHODS FOR INSTRUCTION**

A variety of instructional strategies are used to accommodate students and their learning styles. Lesson plans reinforce academic literacy and social studies skills while learning historical content.

**Lesson Design and Delivery:** Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction and a Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check For Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking For Understanding occurs continually; Input, Modeling, Guided Practice and Closure may occur several times. There may even be more than one Anticipatory Set when more than one content piece is introduced.

Active Participation Strategies for insuring consistent, simultaneous involvement of the minds of all students

<b>Covert Strategies</b>	<b>Overt Strategies</b>		
<ul style="list-style-type: none"> <li>• Recall</li> </ul>	<ul style="list-style-type: none"> <li>• Restate in Journal/Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Stand Up/Sit Down</li> </ul>	<ul style="list-style-type: none"> <li>• Idea Wave</li> </ul>
<ul style="list-style-type: none"> <li>• Imagine</li> <li>• Observe</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Signals Model with Manipulative</li> </ul>	<ul style="list-style-type: none"> <li>• Response Boards Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Pair-Share Folded Paper</li> </ul>
<ul style="list-style-type: none"> <li>• Consider</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Groups Choral Response</li> </ul>	<ul style="list-style-type: none"> <li>• Give One/Get One Point to Examples</li> </ul>	<ul style="list-style-type: none"> <li>• Foggiest Point Brainstorm</li> </ul>

### **Significant, Proven Strategies for ALL History/Social Science Students**

- Inquiry Activities
- Current Events
- Written/Oral Presentations
- Peer Teaching
- Short/Long-term projects
- Guest Speakers
- Essential Questions
- Summarization

### **Reading Strategies in History/Social Science**

- Learning Logs
- Pre-teaching Knowledge
- Vocabulary
- Pre-reading
- Text Structures
- Trail Markers
- Reciprocal Teaching
- Functional Text

### **SDAIE Strategies for English Learners**

- Tapping/Building
- Prior Knowledge (Graphic Cognates Organizers, Schema)
- Multiple Intelligences
- Adapt the Text
- Interactive Learning (Manipulative, Visuals)
- Language Sensitivity
- Lower the Affective Filter (including Processing Time)
- Home/School Connection (including Cultural Aspects)

### **Primary Language Support**

- Preview/review Grouping
- Parallel Texts
- Cognates

### **Differentiation for Advanced Learners**

- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

### **Classroom Instruction That Works (Marzano & Pickering)**

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representation
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

## ***VOCABULARY***

### **Eight Characteristics of Effective Direct Vocabulary Instruction**

1. Effective vocabulary instruction does *not rely on definitions*.
2. Students must *represent* their knowledge of words in *linguistic and nonlinguistic ways*.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through *multiple exposures*.
4. *Teaching word parts* enhances student's understanding of terms.
5. Different types of words require *different types of instruction*.
6. Students should *discuss the terms* they are learning.
7. Students should *play with words*.
8. Instruction should *focus on terms* that have a *high probability of enhancing academic success*.

### **A Six-Step Process for Effective Vocabulary Instruction**

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Periodically, students do activities that help them add to their knowledge of vocabulary terms.

Step 5: Periodically, students are asked to discuss the terms with one another.

Step 6: Periodically, students are involved in games that allow them to play with the terms.

## **ASSESSMENT**

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and curriculum objectives. At all times students should have an understanding of what is considered to be a proficient level of performance in history

### **Required Assessments:**

- Semester Benchmark Assessments

### **Additional Assessments:**

- Tests and quizzes
- Writing products including journals and essays
- Visual products
- Visual products
- Oral presentations of projects, plays, reader's theater, and interviews
- Individual and/or group culminating projects
- Use of technology such as PowerPoint, slide shows, videos, and audiotapes
- Teacher observations
- Class participation

<b>Form of Assessments</b>			
	<b>Diagnostic</b>	<b>Monitor</b>	<b>Evaluate</b>
State Assessment			Content Standards Test (CST)
District Developed Assessments			Quarterly Benchmark Assessments
Glencoe/McGraw Hill and other sources	<ul style="list-style-type: none"> <li>Interpreting timeline, graphs, charts, and diagrams</li> <li>Analyze primary and secondary sources for point of view, audience and purpose.</li> <li>Interpret political cartoons.</li> </ul>	<ul style="list-style-type: none"> <li>Chapter and Unit Tests</li> <li>Test Bank CD-ROM</li> </ul>	

**Suggested Grading Scale:**

The assignment of letter grades will be based on the following grading scale:

A	=	90 - 100%
B	=	80 - 89%
C	=	70 - 79%
D	=	60 - 69%
F	=	0 - 59%

<b>GRADING SCALE</b>			
	<b>Grade</b>	<b>Percentage</b>	<b>Four Point Rubric Score*</b>
Advanced Proficient	A	90 – 100%	Advanced Proficient 4
Proficient	B	80 – 89%	Proficient 3
	C	70 – 79%	
Partially Proficient	D	60 – 69%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

\*Teachers are encouraged to use plus and minus scores when using the four-point rubric