

**REDLANDS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COURSE APPROVAL REQUEST FORM  
GRADES 9-12**

**THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:**

**School Submitting Information**

School: RUSD High Schools Department: Special Services  
(course offerings will be made available for all schools)

**Contact Information**

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**Course Information**


Course Title: Economics Dynamic Transcript Name (15 Max): ECOND

Length of course: One Semester Amount of Units: 5  
(one semester, two semesters, or one-year course)

Area of Credit: Social Science  
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

**Teacher Requirements**

Credential Required: Education Specialist Additional Training: CLAD

Department Review Date: 4-5-24 Dept. Signature: 

Site Administrator Signature: 

**THIS SECTION IS RESERVED FOR DISTRICT USE:**

**Assigned Reviewer Section**

Reviewed by: Julie Swan Date reviewed: 04/08/24

☒ District section of this form is appropriately completed

☒ All required attachments are affixed and appropriate

☒ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: 

**Course Approval Curriculum Committee**

Approved by: Unanimous Decision Date approved: 04/17/24

Date approval/disapproval notification letter sent: 04/19/24

Signature: 

Board Submission Date: May 7, 2024 Board Approved Date: \_\_\_\_\_

Redlands School District Course of Study  
**High School Course Description for Economics Dynamic**

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<b>Course Title:</b> Economics Dynamic	<b>Curricular Area:</b> History/Social Science
<b>Course Number:</b>	<b>Length:</b> One semester
<b>Grade Level(s):</b> 12	<b>Prerequisites:</b> Eligible to participate in the California Alternate Assessment (CAA)
<b>Meets a UC a-g Requirement:</b> No	<b>Meets NCAA Requirement:</b> No
<b>Meets High School Graduation Requirement for:</b> History/Social Science	

### Course Outline

Economics Dynamic is a required one-semester course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31,

The course will allow students to access core content aligned subject matter material. The course will cover how individuals and societies make decisions given scarce resources. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, labor and wages, managing the nation's economy, and economic theory.

### Alignment (Connection to Common Core)

This course is aligned to the Standards and the California History/Social Science Framework for Economics. *California does not currently have extended standards for social studies.*

### Examples of Assessments Appropriate for the Course:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, Philosophical Chairs, and Socratic Seminars.

### Course Materials

#### Required Textbook(s)

1. Unique Learning Systems

#### Novels and Other Readings

- 1.

### Exit Criteria (Assessments):

ULS Checkpoints: 3-5 units semester 1 and 3-5 units semester 2

Proficiency = a pass grade = an overall average score of 60% or higher on all combined units post test checkpoints and/or demonstrates proficiency in completing coursework assignments.

### Development Team

This Course of Study was developed/revised in March 2024 by Britta Davidson (Coordinator IV, Special Education) and Lisa Perry (Teacher on Assignment).

## High School Course Description for **Economics Dynamic**

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### **Support for English Language Learners:**

- English Language Development Connectors will be integrated into Lesson Design, Implementation, and Assessment. *The ELD Connectors represent the highest level of expected performance in English language proficiency (ELP) for English learners with the most significant cognitive disabilities at a given grade or grade span.*
- There will be a language objective.
- Instruction will be differentiated for Emerging, Expanding, and Bridging linguistic ability.
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understanding, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

### **Economics and Financial Literacy Objectives**

- Evaluate positive and negative consequences of a financial decision.
- Compare prices of similar items and determine which is the best buy.
- Explain that goods and services are produced on the basis of people's wants and needs.
- Recognize that prices are determined by supply and demand.
- Identify ways in which taxes generate money for federal and local government programs.
- Identify goods and services made in the United States and those obtained from other countries.
- Recognize that income is based on work skills, attitudes and job opportunities.
- Recognize that personal earnings include deductions for taxes and benefits.
- Create a simple, personal financial plan that includes short- and long- term goals.
- Create a simple budget that includes income and expenses.
- Identify advantages and disadvantages of ways to make purchases, including cash, credit and loans.
- Identify reasons and ways to save money.
- Identify reasons and ways to borrow money.
- Identify differences between credit and debit cards.
- Identify basic types of insurance (health, car, property, life, etc.) and the benefits of each.

## High School Course Description for **Economics Dynamic**

### SAMPLE COURSE CONTENT AND ACTIVITIES

<b>Unit 3: Market Structures, Business Organizations, Labor</b>	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• How does one compete in the labor market and how are wages determined?</li> <li>• How and why do workers organize?</li> <li>• How are firms organized within a market system?</li> </ul>	
<b>Content Standards</b>	<b>Sample Practice</b>
<p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <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 skill workers 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> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of occupations and the skills and tools needed to complete that job.</li> <li>• Demonstrate an understanding of the level of school or training needed for occupations and the relative pay rate.</li> <li>• Participate in interest and aptitude surveys to explore future job opportunities.</li> <li>• Participate in job internships to explore future job opportunities.</li> </ul>