El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	533
Descriptive Title:	High School Introduction to Economics
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This high school level course provides students with an introduction to events that influence the American economy, including inflation, purchasing power, taxes, balance of payments, technology, deficit spending, and the cost of living. The course also covers foreign and domestic exchange, consumerism, gross national product (GNP), and banking and currency. Successful completion of this course contributes to progress toward a high school diploma or equivalent. From 1-10 high school credits can be earned in 15-hour modules. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.83 to 8.33
Hours Laboratory (per week):	0
Outside Study Hours:	1.66 to 16.66
Total Course Hours:	15 to 150
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	

IGETC:	
Term:	
Other:	
Cal-GETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of the course, students will be able to: 1. analyze economic principles to determine how they impact our daily lives. 2. create models (graphs, charts, slide presentations) which relate the role of supply and demand for different goods and services in a market economy. 3. identify causes and consequences of supply and demand, unemployment, inflation and economic growth.
Course Objectives:	1. Analyze the fundamental principles of scarcity, supply and demand, and describe how these principles apply to everyday decision making, such as grocery shopping, job-seeking, wages, etc. 2. Explain monetary policy including its influence on inflation and consumer's interest rates. 3. Determine relevant economic principles with historical examples for support. 4. Compare information derived from models, graphs, or charts representing economic fluctuations of the market. 5. Create a supply and demand graph that is correctly titled, labeled, and accurately shows the data used. 6. Analyze online stock market graphs such as Google and Yahoo Finance and display multiple stock and commodities in price timelines identifying common trends. 7. Compare capitalism, communism, socialism, and progressivism in economic terms related to laissez faire, regulation, aggregate demand, etc. 8. Explain opportunity cost and create a visual representation of an example, i.e. chart, graph, slide presentation.
Major Topics:	Note that this is high school level content: **I. Fundamentals of economics** A. Goods and services B. Models, tools, and measurements C. Micro and Macro economics D. Factors of production: labor, capital, management **II. Consumerism**

A. Consumers choices and spending

1. Historical trends
2. Cost of living, consumer price index, buying power and living standards

B. Consumer credit use: When debt is too high who owes the national debt?

III. Business

A. Big and small business

B. Stock markets

C. Law of diminishing returns

IV. Supply and demand: Economist's model

A. Market in movement

B. Elasticity of demand

C. Oligopoly

1. Prices of big business

2. Perfect competition monopoly

3. Changer patterns

D. Labor unions

1. Enough jobs for everyone

2. Labor markets, unions, and movement

V. Money and banking

A. Federal reserve system

B. Government

1. Services performed by local government

2. Federal government's role in the economy

C. Taxes: Criteria for a good tax

1. Types of taxes

2. Revenue sharing.

VI. GNP (Gross National Product)

A. Economic yardstick and income measurements

B. Flow of production and spending, growth of GNP

1. Affluent America

2. Determinants of growth

3. GNP and full employment

C. Inflation and recession

1. Recovery and restraining the boom downturn

2. Recession and impact of a depression

D. Stabilizing the economy

1. Fiscal policy and stabilizers

2. Trickle-down and Trickle-up

VII. Economic classes, unemployment, federal subsidies, farms

A. Economic classes

1. The affluent, the middle class, the poor

2. Distribution of income

B. Unemployment

1. How much unemployment is acceptable?

2. Leap toward a service economy: public service jobs

C. Federal subsidies

1. Entitlements

2. Tax and social subsidies

3. Social security and federal pensions

D. American farms

1. Supply and demand on farms

2. How parity works

3. Price supports

VIII. Foreign trade, international exchange

A. Importance of foreign trade

1. Dependency on other nations

2. Law of comparative advantage

	3. U.S. trade policies B. Balancing the nations accounts 1. International exchange 2. World money standards and international monetary fund
Total Lecture Hours:	15 to 150
Total Laboratory Hours:	0
Total Hours:	15 to 150
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Using examples from today's economy compare how a weak American dollar and a strong American dollar affect consumers. In paragraphs 2-3 include details from your textbook about international trade, and trade deficits and surpluses.
Critical Thinking Assignment 1:	Create a PowerPoint presentation that describes the four types of economic systems, countries that use each system, and a description of how well the systems are applied and working. Include two slides describing the four economic systems, one slide for each country (describe the strengths and weaknesses of that countries implementation of the system and possible improvements they could make as related to America's market economy) and include one slide for a bibliography with three sources.
Critical Thinking Assignment 2:	Create a report showing concerns related to unemployment, inflation, and poverty. Choose three current articles that relate to the major concerns and causes of unemployment, inflation, and poverty. Summarize the articles in 2-3 paragraphs and describe any trends in the articles. Include a description of the problem, the causes, the solutions, and your own opinion about the solution.
Other Evaluation Methods:	Essay Exams, Matching Items, Multiple Choice, Objective Exam, Presentation, Quizzes, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Krueger, Alan and David Anderson. *Explorations in Economics*. Worth Publishers, 2013. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	

Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/27/2024
Original Board Approval Date:	01/13/2025
Last Reviewed and/or Revised by:	Matt Kline
Date:	03/06/2026
Last Board Approval Date:	05/20/2026
Effective Term:	FA 2026