

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **37-09-70**

REVISED: June/2001

TITLE: **ECONOMICS/CONSUMER**

DEPARTMENT: Adult Academic Instruction (Social Sciences)

CREDITS: 5

HOURS: 60

APPORTIONMENT NO: 02.023.106

COURSE DESCRIPTION:

This competency-based course provides an understanding of the basic concepts of micro-economics. Topics include consumerism, taxes, personal finance choices and decision-making, investing for future financial security, choosing and evaluating public and private consumer services, comprehensive budgeting including home ownership and financing, and transportation and insurance products.

PREREQUISITES:

A minimum reading level of 9.0 as measured by the TABE D 7/8 reading comprehension test. Completion of Math Review/C (31-01-53). 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

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. 7-13

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 that enables each student to attain individual goals as measured against pre stated standards.

Competency-based instruction provides immediate and continual repetition. 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.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

Course Outline Components	Location
INSTRUCTIONAL STRATEGIES <i>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</i> 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.	p. 17
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT <i>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.</i> 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.	Cover pp. 7-13
EVALUATION PROCEDURES <i>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.</i> 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.	p. 17
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT <i>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.</i>	Cover

ACKNOWLEDGMENTS

The contributions of ANN BLEVINS, MARK KAVANAGH, ERNEST KETTENRING and KRIMHILDE ROTH are gratefully acknowledged for the revision of this course outline.

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

MOLLY MILNER
Supervisor
Adult Academic Instruction

DOLORES DIAZ-CARREY
Director
Instructional Services

APPROVED:

SANTIAGO JACKSON
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. 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.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Economics/Consumer Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<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>(1 hour)</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. Describe the importance of initiative and leadership. 6. Prioritize tasks and meet deadlines. <p>COMPETENCIES Resources: Allocates Time Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information</p> <p>FOUNDATION Basic Skills: Reading/ Listening/ Speaking Thinking Skills: Decision Making Personal Qualities: Responsibility</p>
<p>B. THE CONSUMER</p> <p>Analyze the role of the consumer in today's economy.</p>	<ol style="list-style-type: none"> 1. Analyze the decision making process. 2. Differentiate between a need and a want. 3. Describe opportunity cost. 4. Describe the benefits of rational buying decisions. 5. Apply the five-step decision making process to rational purchasing. 6. Define "economics." 7. Describe the four major economic systems. 8. Analyze the role of consumers in a market economy. 9. Analyze the interplay between supply and demand.

10. Analyze the impact of advertising on consumers.
11. Describe different types of advertising.
12. Recognize deceptive advertising.
13. Explain the role of consumers in a market economy.
14. Analyze the role of the profit motive in a market economy.
15. Identify ways in which individual consumer decisions affect others.
16. Explain the importance of using resources responsibly, and the role of conservation and recycling in the context of responsible use.
17. Assess the impact of individual and collective consumer decisions on the environment, the local community, and the global community.
18. Utilize the terms “obsolescence” and “depreciation” in describing the unique nature of technology products.
19. Identify ways that technological changes have affected consumer decisions.
20. Explain what the Internet is.
21. List the necessary components for individuals to connect to the Internet.
22. Explain options to consider when selecting an Internet Service Provider (ISP).
23. Evaluate options to be considered when buying a personal computer.
24. Apply knowledge of a rational decision making process to the purchase options available when buying technology products.
25. Identify advantages and disadvantages of acquiring goods and services on the Internet.
26. Evaluate privacy issues associated with Internet use.
27. List ways consumers can protect themselves from Internet scams.
28. Analyze the Consumer Bill of Rights and Responsibilities.
29. Describe an individual’s rights as a consumer.
30. List steps to take when businesses do not fulfill their legal responsibilities.
31. Analyze the growth of the consumer movement.
32. Explain the need for consumer protection laws.
33. Analyze the role of government agencies and laws in protecting consumers.
34. Identify deceptive and fraudulent selling practices.
35. Describe the government agencies charged with protecting consumers.
36. List the components of a warranty.
37. Distinguish between misleading and fraudulent business practices.
38. List ways consumers can protect themselves from misleading and fraudulent business practices.

<p>(12 hours)</p>	<p>39. Identify government programs and private organizations that can help resolve consumer problems.</p> <p>40. Explain methods of resolving complaints against businesses.</p> <p>COMPETENCIES Resources: Allocates Time/ Allocates Money/ Allocates Materials and Facilities/ Allocates Human Resources Interpersonal: Participates as Member of a Team/ Teaches Others New Skills Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems</p> <p>FOUNDATION Basic Skills: Reading/ Writing/ Arithmetic/Mathematics/ Listening/ Speaking Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning Personal Qualities: Responsibility/ Self-Management</p>
<p>C. TAXES</p> <p>Analyze and apply principles of income taxation.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Define "payroll taxes." 2. Define "withholding" as applied to payroll taxes. 3. Identify income and withholding categories on a paycheck stub. 4. Complete an IRS federal tax return. 5. Identify categories of federal, state, and local taxes, including Social Security, Medicare, sales, property, excise, estate, gift, and business taxes. 6. Describe the benefits to consumers, communities, and society in general of ways that the government uses tax revenues to pay for programs. <p>COMPETENCIES Resources: Allocates Money/ Allocates Materials and Facilities/ Interpersonal: Participates as Member of a Team/ Teaches Others New Skills Information: Interprets and Communicates Information Systems: Understands Systems</p> <p>FOUNDATION Basic Skills: Reading/ Writing/ Arithmetic/Mathematics/ Listening/ Speaking Thinking Skills: Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning Personal Qualities: Responsibility/ Self-Management</p>

D. PERSONAL FINANCE

Identify and analyze various financial consumer products.

1. Identify short-term and long-term personal financial goals.
2. Describe the essential elements of an effective personal record keeping system.
3. Distinguish between fixed and flexible spending.
4. Identify personal income and expenses.
5. Estimate future income and expenses.
6. Identify common pitfalls of budgeting.
7. Evaluate a personal budget projection, and make adjustments to create a one-year personal budget.
8. Describe the services offered to consumers by banks.
9. Explain how banks operate.
10. List the steps to opening and maintaining a checking account.
11. Identify the benefits of using a checking account.
12. Analyze bank fees and associated services.
13. Distinguish among types of account services available.
14. Evaluate the advantages and disadvantages of electronic banking, including ATM cards.
15. Reconcile a bank statement.
16. Identify peripheral services offered by banks, such as money orders, traveler's checks, wire transfers, and safe deposit boxes.
17. List the benefits of saving money.
18. Analyze strategies to maintain a savings plan.
19. Distinguish among commercial banks, savings banks, savings and loan associations, and credit unions.
20. Identify the significant features of deposit insurance.
21. Identify alternatives to savings accounts: certificates of deposit, money market accounts, and government bonds.
22. Analyze the features of alternative forms of saving.
23. Distinguish between simple and compound interest.
24. Compute simple and compound interest.
25. Identify the relationship between risk and return.
26. Evaluate the significance of risk with regard to financial investments.
27. Apply strategies of diversification to reduce risk.
28. Explain the role of stock exchanges.
29. Analyze why stock prices change.
30. Distinguish between corporate stocks and corporate bonds.
31. Explain what mutual funds are.
32. Analyze the role mutual funds can play in achieving investment diversification.
33. Identify sources of information about investments.
34. Identify risky investment schemes.
35. Analyze the role of Individual Retirement Accounts (IRAs) and 401k accounts in establishing long-term financial security.

36. Identify reasons for individual borrowing.
37. Analyze the role of credit in establishing and maintaining financial stability.
38. Define "credit worthiness."
39. Identify the factors that comprise a credit rating.
40. Analyze the effect of credit ratings on credit availability.
41. Identify different sources of credit.
42. Analyze the costs associated with different sources of credit.
43. Analyze the benefits and costs of using credit cards.
44. Identify ways that laws protect individual credit rights.
45. Explain how to establish and maintain a positive credit history.
46. Identify ways to avoid credit problems.
47. Identify sources of assistance to resolve credit problems.

COMPETENCIES

Resources: Allocates Time/ Allocates Money/ Allocates Materials and Facilities/ Allocates Human Resources

Interpersonal: Participates as Member of a Team/ Teaches Others New Skills

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems

FOUNDATION

Basic Skills: Reading/ Writing/ Arithmetic/Mathematics/ Listening/ Speaking

Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning

Personal Qualities: Responsibility/ Self-Management

(18 hours)

E. LIVING EXPENSES

Identify and analyze various types of living expenses

1. Analyze the importance of transportation in American society.
2. Identify transportation alternatives to cars.
3. Evaluate choices in new and used car purchases.
4. Explain the difference between buying and leasing a car.
5. Identify the main features of a sales contract.
6. Describe how to negotiate a fair price for a car purchase.
7. Identify routine maintenance checks for a car.
8. Explain how to choose and do business with an automobile repair shop.
9. Identify housing alternatives.
10. Describe necessary agreements to make with a roommate.
11. Describe how to find and select an apartment.
12. Describe common lease terms.
13. Analyze the costs of home ownership.
14. Identify different types of mortgages.
15. Describe the home buying process.
16. List criteria for selecting furniture and appliances for a home.
17. Describe how insurance works.
18. List the basic kinds of insurance available.

19. Explain how to determine an appropriate amount of insurance.
20. Identify basic forms of auto insurance coverage.
21. Identify factors that contribute to the cost of auto insurance.
22. Identify types of homeowner's insurance.
23. Identify factors that contribute to the cost of home insurance.
24. Describe factors to utilize in evaluating insurance agents and companies.
25. Explain how to file a claim for loss.

COMPETENCIES

Resources: Allocates Time/ Allocates Money/ Allocates Materials and Facilities/ Allocates Human Resources

Interpersonal: Participates as Member of a Team/ Teaches Others New Skills

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems

FOUNDATION

Basic Skills: Reading/ Writing/ Arithmetic/Mathematics/ Listening/ Speaking

Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning

Personal Qualities: Responsibility/ Self-Management

(15 hours)

F. SERVICES

Identify and describe public and private consumer services.

1. Identify forms of coverage in a basic health insurance policy.
2. Identify health care needs that would require specialized insurance.
3. Describe the two main types of health insurance plans.
4. Identify common forms of managed care plans.
5. Identify sources of health insurance.
6. Describe how to evaluate health insurance options.
7. Describe an individual's rights and responsibilities under the patients' bill of rights.
8. Explain the role of life insurance as a component of a financial plan.
9. Identify differences among various types of life insurance.
10. Describe how to choose a doctor and a hospital.
11. Explain differences among dental and eye care professionals.
12. Explain how to determine if you need a lawyer.
13. Describe how to choose a lawyer.
14. Identify sources of low-cost legal services.
15. Describe available welfare services.

COMPETENCIES

Resources: Allocates Money/ Allocates Materials and Facilities/
Allocates Human Resources

Interpersonal: Participates as Member of a Team

Information: Acquires and Evaluates Information/ Organizes and
Maintains Information/ Interprets and Communicates Information

Systems: Understands Systems

FOUNDATION

Basic Skills: Reading/ Writing/ Arithmetic/Mathematics/ Listening/
Speaking

Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in
the Mind's Eye/ Knowing How to Learn/ Reasoning

Personal Qualities: Responsibility/ Self-Management

(6 hours)

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of Competencies

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

- Technology**
- **Selects Technology:** Chooses procedures, equipment, or computer programs to produce desired results.
 - **Applies Technology to Task:** Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - **Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

- Basic Skills**
- **Reading:** Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - **Writing:** Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - **Arithmetic:** Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - **Mathematics:** Approaches practical problems by choosing from a variety of mathematical techniques.
 - **Listening:** Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - **Speaking:** Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

- Thinking Skills**
- **Creative Thinking:** Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
 - **Decision Making:** Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - **Problem Solving:** Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
 - **Seeing Things in the Mind's Eye:** Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
 - **Knowing How to Learn:** Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
 - **Reasoning:** Uses underlying principles to solve problems; uses logic to draw conclusions.

- Personal Qualities**
- **Responsibility:** Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
 - **Self-Esteem:** Has a positive view of self; knows own skills and abilities; is aware of impact on others.
 - **Social:** Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
 - **Self-Management:** Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
 - **Integrity/Honesty:** Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

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

Miller, Roger Leroy and Stafford, Alan D. Economic Education for Consumers. South-Western Educational Publishing, Cincinnati, Ohio. 2000.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Income Tax Project. 37-09-70. ITP.

Stock Market Project. 37-09-SMP.

WEB RESOURCE

www.ee4c.swep.com

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
- F. Guest speakers

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.
