

Dutchtown High School
"Pride is Contagious"
2016-2017
Economics
Course Syllabus

Instructor's Name: Mr. Richard Postell
Email: richard.postell@henry.k12.ga.us
Phone: (770) 515-7510
Name of Textbook: *Prentice Hall: Economics Principles and Practices*

Room No. 127

Course Description:

Economic understanding is one of the greatest areas of concern for the citizenry of the United States as well as the state of Georgia. The need for economic understanding is reflected in current data that shows Georgia ranks the highest in the nation in terms of the number of bankruptcies and foreclosures. Personal finance will lay the ground work for preventing these negative identifications as well as gaining a greater understanding of both micro and macroeconomics. Once an understanding of economic principles is gained students will be better prepared to be active and engaged citizens in the American economic system.

Economics as a course will include five areas of focus: **fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance.** These five areas are aligned with the economic curriculum standards, which will be used throughout this course to help prepare for the End-of-Course-Test (the EOCT is a state mandated test worth 15% of the student's overall grade). The standards for each focus area are:

Fundamental concepts:

SSEF1: The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments. (Contains elements a, b, c, & d).

SSEF2: The student will give example of how rational decision making entails comparing the marginal benefits and the marginal costs of an action. (Contains elements a & b).

SSEF3: The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties. (Contains elements a & b).

SSEF4: The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce. (Contains elements a & b).

SSEF5: The student will describe the roles of government in a market economy. (Contains elements a & b).

SSEF6: The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people. (Contains elements a, b, & c).

Microeconomic:

SSEMI1: The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money. (Contains elements a & b).

SSEMI2: The students will explain how the Law and Demand, Law of Supply, prices, and profits work to determine production and distribution in a market economy. (Contains elements a, b, c, & d).

SSEMI3: The student will explain how markets, prices, and competition influence economic behavior. (Contains elements a, b, & c).

SSEMI4: The student will explain the organization and role of business and analyze the four types of market structures in the U.S. economy. (Contains elements a, b, & c).

Macroeconomic:

SSEMA1: The student will illustrate means by which economic activity is measured. (Contains elements a, b, c, d, e, & f).

SSEMA2: The student will explain the role and functions of the Federal Reserve System. (Contains elements a, b, & c).

SSEMA3: The student will explain how the government uses fiscal policy to promote stability, full employment, and economic growth. (Contains elements a & b).

International Economics:

SSEIN1: The student will explain why individuals, businesses, and governments trade goods and services. (Contains elements a, b, & c).

SSEIN2: The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade. (Contains elements a, b, c, d, & e).

SSEIN3: The student will explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries. (Contains elements a, b, c, & d).

Personal Finance:

SSEPF1: The student will apply rational decision making to personal spending and saving choices. (Contains elements a, b, &c).

SSEPF2: The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors. (Contains elements a, b, c, &d).

SSEPF3: The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and savings choices. (Contains elements a, b, &c).

SSEPF4: The student will evaluate the cost and benefits of using credit. (Contains elements a, b, c, &d).

SSEPF5: The student will describe how insurance and other risk- management strategies protect against financial loss. (Contains elements a & b).

SSEPF6: The student will describe how the earnings of workers are determined in the marketplace. (Contains elements a & b).

Mode of Delivery:

Interactive lectures, Power Point Presentations, large and small group discussions, individual and group presentations, panel discussions, guest speakers, student-led discussions.

Assessment:

Students will be tested for knowledge of content using the following formats:

- Traditional- multiple choice, short answer, Mapping,/Diagramming, sequencing, Essay
- Alternative Assessment- Project Based, Concept Applications

Course Goals

1. To promote critical thinking and problem-solving skills including the analysis and synthesis of information.
2. To create an environment in which all students participate to achieve their full academic potential.
3. To learn the language of economics and exhibit an awareness of; to develop attitudes, values, and skills for citizenship in the American free enterprise system
4. To lay a foundation for life beyond high school by developing an ability to think independently and intelligently about economic problems and to create solutions.

Course Expectations:

Upon the successful completion of this course, students will be able to:

1. Develop an economic way of thinking.
2. Understand different economic systems used throughout the world.
3. Understand the nature of, changes in, and elasticity of supply and demand.
4. Identify the benefits and limitations of the price system and how prices are managed and determined.
5. Explain how markets are competitive, and how they are regulated.
6. Identify and differentiate the types of business organizations that exist.
7. Understand the role of labor unions, their history, and how they affect the economy.
8. Demonstrate knowledge regarding capital and its sources.

Classroom Expectations:

I believe all students have the ability to learn; therefore, I expect all of my students to come to class **well prepared** with an **open mind** ready to participate in the class lesson. Please understand that if a student violates any of the classroom rules or school rules outlined in the student handbook, then they will receive disciplinary action. **If you do what is expected of you then you will be successful in completing this course both academically and behaviorally.**

- 1. I expect each student to conduct themselves in an appropriate manner** at all times in the classroom. Be respectful of me, other students, and yourself. Use appropriate language that is formal in nature and professional in tone. Manage your own behavior and accept responsibility for the consequences of negative behavior. Disruptive, disrespectful behavior will not be tolerated.
- 2. I expect each student to work hard** at all times in the classroom. Complete your assignments on time and take pride in your work. Take ownership of your learning. Put forth 100% effort to maximize what you learn and accomplish in the classroom.
- 3. I expect each student to pay close attention** to my instruction. Stay focused during reading/discussion. Do not talk while I or others are reading or talking. Follow instructions carefully. You may ask for further explanation, but do not ask me to repeat something because you were not paying attention.
- 4. I expect each student to succeed.** You have complete control over your academic success. If you need additional help, you need to be proactive in asking me. I will help you succeed in any way I can. If you work hard, attend class regularly, complete assignments on time, and participate in classroom activities and discussion, you will succeed. This is your education. You will take it with you when you leave here. It is up to you to make it what you want it to be. Invest your time and energy in this valuable asset. Be excited, be positive, and be enthusiastic about learning and you will do very well.

Classroom Rules:

Rules:

1. Listen Carefully
2. Participate Positively
3. Be Respectful
4. Work Hard
5. Use Appropriate Language

Consequences:

1. Warning/Conference
2. Call Home/Community Service
3. Detention
4. Administrative Referral

Behavior and Discipline

All school rules outlined in the DHS handbook will be strictly followed and enforced. In addition to this you will be held accountable for coming to class prepared with your required supplies (pen, book, paper, and a planner/ assignment sheet). Anything on my desk or on my cart is OFF LIMITS! No talking or moving around the room will be allowed while I am teaching or work has been assigned. A seating chart will be provided and will be enforced at all times.

Grading Scale: A(90-100) B(80-89) C(71-79) D(70) F(Below 70)

Assignments and Percentage of Total Grade:

Assessments: 50%

Daily work: 40%

Homework: 10%

End of Term/GA Milestones (EOC): 20%

Total: 100%

Late Work: ALL LATE WORK will receive an immediate 30 point deduction. No Late work will be accepted after the 3rd class from the time when it was due. Absent work that is not turned in within time allowed for absenteeism or is not labeled as absent with the date you missed will be treated as late work. **Late Work MUST be submitted to the teacher to be signed and dated, in order to determine acceptance or denial.**

Absenteeism Work: If you are absent it is your (the students) responsibility to obtain all work from the teacher. Please see me before, after, or during passing periods to obtain missed assignments. **ABSENT WORK WILL NOT BE GIVEN DURING CLASS TIME.** All absent work is due no later than the number of days you missed plus 1. Please write "absent" on all work submitted or it will be counted as a late paper and suffer point deductions.

Regular, prompt, and full attendance is necessary for acquiring a full perspective, appreciation and understanding of the topics studied. Students are expected to stay current in assigned class readings, as well as participate in class activities and discussions. Participation should reflect both quality and quantity.

Tutorials and Remediation:

Tutorials will be provided Monday and Wednesday until 4:35.

Test remediation and Academic Detention will be Tuesday and Thursday until 4:35