



THE FOUNDERS ACADEMY

Economics **Syllabus**

Faculty: Hazen Dauphinee

Email: h.dauphinee@tfanh.org

Location: 181

Credit: 0.5

Date this Syllabus was last updated: 8/25/25

NOTE: This syllabus is subject to change throughout the year.

A. Course Description

Economics will provide students with a deeper understanding of multiple facets of business, society and economy through the study of poverty, scarcity, supply & demand, monopoly, etc. Students will understand how economics changes people, and builds or destroys countries. In Economics we will be looking at how the American economy has changed throughout the years due to war, depressions, recessions and booms.

Economics - Scope & Sequence

Unit 1 - Introduction to Economics	
	<ul style="list-style-type: none">• Conditional Ethics of Economics• Aristotle's Virtue of Ethics.• Circular Flow-Analyzing the interconnectivity of money and economics• Power of Economic Freedom• Introduction to Adam Smith• Capitalism, Communism and Socialism
Unit 2 - Choice in a World of Scarcity	
	<ul style="list-style-type: none">• Analysis of Choice in the themes of Economics• Determine how Choice connects with Scarcity

	<ul style="list-style-type: none"> ● Scarcity throughout history ● Scarcity in the modern world ● What choices do we make in our nations to remedy or enhance scarcity?
Unit 3 - Supply and Demand	
	<ul style="list-style-type: none"> ● Adam Smith ● Determinants of Supply and Demand ● Modalities of Supply in the theme of Economics ● Modalities of Demand in the theme of Economics ● Reading graphs and understanding the determinants and how they mark equilibrium. ● Invisible Hand
Unit 4 - Choice and Monopoly	
	<ul style="list-style-type: none"> ● Monopolies and how they change the economy ● Oligopolies and how they rule the economy ● Choice and how it determines monopolies. ● Compare and Contrast Monopolies and Oligopolies
Unit 5 - Poverty	
	<ul style="list-style-type: none"> ● Relationships between Capitalism and Poverty ● Restraints on trade. ● Tariffs, Taxes and Embargos ● What social groups experience poverty? ● SPENT activities and good purchase practices ● Ethical Economic Choices ● How do we solve poverty? Finding solutions to a continual global problem.
Unit 6 - Economic Growth	
	<ul style="list-style-type: none"> ● GDP and GDP per capita. ● Main factors behind the rapid gains of standard living. ● Productions of certain countries throughout the last twenty years. ● Secret to Economic Growth-Dr. Ricardo Hausmann ● Productivity and Growth ● Growth of a Nation.
Text - Myth of the Robber Baron–Text which will be integrated into the course throughout the semester.	
	<ul style="list-style-type: none"> ● Cornelius Vanderbilt & Steamship Industry ● James Hill and the Transcontinental Railroad ● The Scranton Group-Chapters ● Charles Schwab ● Rockefeller ● Andrew Mellon

	<ul style="list-style-type: none"> • Final Chapters

B. Course Objectives

Unit 1 – Analyze the main themes of Economics in the United States and beyond.

Unit 2 – Understand and define Choice in a World of Scarcity

Unit 3 – Understand, define, and analyze poverty in the United States.

Unit 4 – Discuss and analyze the effects of Supply and Demand.

Unit 5 – Describe and define Choice and Monopoly through an economic lens.

Unit 6 – Criticize and critically analyze the Economic Growth of the United States and other countries.

C. Prerequisites

None

D. How this Class Supports Founders' Mission and Themes

Economics seeks to understand the fundamental start of the United States economy, and how it has influenced history as well as the contemporary era. Economics supports the mission of the school by enhancing the information citizens of the United States must know. Economics will help bolster student knowledge with greater understanding of how communities and societies are interconnected. Economics will also delve into the theme of frivolity on the economic level, and how it can lead to ruin. Economics will aim to build a full classroom of economic experts who are not only prepared for their futures, but the futures of others around them.

Mission Statement:

The Founders Academy is a public charter school encompassing grades 6-12 that is free and open to all New Hampshire students. The academy develops citizens and leaders, who understand and apply the lessons of the past, demonstrate exceptional character, participate knowledgeably in community activities, and lead by example. The Academy recognizes the importance of balance in the development of each person and respects each student's individual journey.

Principled leadership and good citizenship are fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

The Vision:

The Founders Academy prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Leadership Code of Conduct:

The students at The Founders Academy created and adopted the following "Leadership Code of Conduct" in January, 2015:

1. Be responsible
2. Be respectful
3. Be honest
4. Be lawful
5. Be determined
6. Be polite
7. Be open-minded
8. Be courageous
9. Be confident
10. Be helpful

Policy: As outlined in the Student Handbook, students are to follow Section 3.0

E. Texts and Class Supplies

- Students will require a notebook designated for Economics.
- Students will require a writing utensil for class.
- Students will require an electronic device (computer) for class. Devices should be charged fully at the beginning of the day.
- Students will require a heavy duty folder or 3-Ring Binder for material organization.

F. Grading Scheme, Homework, Mid-Term and Final Assessments

Students will be graded in the following categories:

- Notes
- Homework/Assignments
- Quizzes
- Tests
- Class Discussion
- Participation
- Major Projects

Each of these categories are weighted the same, although some will be worth different point amounts.

Retake Policy:

- Students who have not accomplished mastery will be allowed to retake tests once. Students will make corrections to their tests, if those corrections exhibit mastery the student will have the opportunity to retake the test. Students will schedule a time with the teacher to retake the test.
- Students will not be allowed to retake Quizzes and Assignments, but they will have the opportunity to make corrections in order to gain extra (but not full) credit for the assignment/quiz.

Late Work:

- Assignments/Homework which are not turned in on the date they are due are considered late.*
- Each day that an assignment is late, the final assessment grade will go down by 10%. All assignments must be turned in within a week of their due date (accommodations may be made).
- Assignments that are turned in after the final deadline will be graded based on punctuality scale above and material mastery. Please refer to the bolded statement below.
- If students are absent during the day work is assigned they will be provided a One Day Extension. If a student is absent for an extended period, please contact at h.dauphinee@tfanh.org to determine the best course of action for success.

Assignments that are missing will be left ungraded until a week after the due date.
Ungraded assignments will be annotated with “MW” or “Missing Work” in the gradebook.

If missing assignments remain unsubmitted after a week they will receive 0%. This zero is a placeholder to remind students that they must turn in the assignment to receive credit for the unit. After the placeholder is submitted, students will have another week to submit their assignment for partial percentage.

"The academic year is divided into four quarters. The school will email end of quarter report cards only to 'primary contacts' and students on @tfnh.org email addresses." See Student Handbook, section 2.2.

For classes not eligible for high school credit, mid-term and final assessment grades will be factored into quarters 2 and 4 and graded according to the testing standards set by individual faculty.

Quarter 1 – 25%
 Quarter 2 – 25%
 Quarter 3 – 25%
Quarter 4 – 25%
 Full Year Grade – 100%

For classes that are eligible for high school credit, mid-term and final exam grades are factored into final grades as follows:

For Full Year Courses:	For One Semester Courses:
Quarter 1 – 20% Quarter 2 – 20% Mid-Term – 10% Quarter 3 – 20% Quarter 4 – 20% <u>Final Assessment – 10%</u> Full Year Grade – 100%	Quarter 1 or 3 – 40% Quarter 2 or 4 – 40% <u>Final Assessment – 20%</u> Final Grade – 100%

The Grade Scale used at Founders is as follows:

A+ - 98–100%	A+ = 4.33
A – 94-97%	A = 4.0
A- - 90-93%	A- = 3.67

B+ - 87-89%	B+ = 3.33
B – 84-86%	B = 3.0
B- - 80-83%	B- = 2.67
C+ - 77-79%	C+ = 2.33
C – 74-76%	C = 2.0
C- - 70-73%	C- = 1.67
D+ - 67-69%	D+ = 1.33
D – 64-66%	D = 1.0
D- - 60-63%	D- = 0.67
F – 59% and below	F = 0

See The Founders Academy Student Handbook, section 2.2.

G. Quarterly and Course Mastery

“Mastery Grading: Quarterly and Course Mastery

Definition of Mastery at The Founders Academy

The underlying claim of mastery is that it is a process of educating students, by which all students can learn, comprehend information, and utilize ideas for practical purposes when they are provided with clear expectations of what mastery means in a specific subject area and for specific topics.

Why “mastery?”

Mastery ensures that the goal of a rigorous curriculum and high expectations are maintained at The Founders Academy. We do not simply require that students “pass” a course, but that they “master” the content of each course. Additionally, the process allows students whose mastery is in question at the end of a quarter or course to continue to work towards mastering the content, and to demonstrate their mastery for the purpose of moving forward to the next level of instruction in a particular subject area.

What is the “process?”

The process includes benchmarks for assessment. This includes an assessment of mastery at the end of each quarter before the 4th quarter. Students who earn grades of 80% or higher (B- through A+) are considered masters of the content automatically. Students who earn grades below 80% (C+ through F) on the quarterly report card may still demonstrate mastery by completing additional work, at the teacher's discretion. The additional work, and ultimate decision concerning mastery must be completed within the first 3 weeks following the issuance of the report card for the quarter in which the student is working.

The process includes both teacher and student reflection. Quarterly benchmarks allow students, parents, and teachers to address any deficiencies in progress as the school year progresses. All should work to monitor student progress towards final course mastery through the school year.

The process also includes supplementary instruction. Students who do not demonstrate mastery with a semester or course grade of 80% or higher (B- through A+) may have the opportunity to demonstrate mastery at the end of each quarter or at the end of the course, if the student believes he or she has indeed mastered the content. This demonstration may include supplemental instruction and/or assignments.

Quarterly Mastery: (Quarters 1-3)

Students who earn grades of 80% or higher (B- through A+) are considered masters of the content automatically. Students who earn grades below 80% (C+ through F) on the quarterly report card may still demonstrate mastery by completing additional work, at the teacher's discretion. The additional work, and ultimate decision concerning mastery must be completed within the first 3 weeks following the issuance of the report card for the quarter in which the student is working.

Course Mastery:

At the end of the school year, students who earn a score 80% or higher (B- through A+) will be considered masters of the content and automatically be promoted to the next level within that course's subject area. Students who earn a grade of 70% - 79% (C- through C+) will receive credit for the class but will not be allowed to proceed to the next level (if there is one.) However, those students may attempt a mastery assignment in order to be allowed to move to the next level. All attempts for mastery by these students must be completed by June 30th.

Forms of demonstrating mastery may include:

Projects, Oral Exams, Written Exams, Exam Retakes, VLACS, Khan Academy, After School Tutoring, and other assignments deemed appropriate by teachers.

Necessary Steps to Success of the Mastery Process:

Teachers must explain Mastery to their students clearly and frequently during the school year. It should be emphasized even more than the numeric value of the grade the student earns, as only mastery is used to determine if students progress to the next level in a subject area.

Students must understand that a numeric grade of 80% or higher (B- through A+) in any quarter and at the end of the course determines whether mastery is automatically recognized.

For all students who earn below 80% (C+ through F) in quarters 1-3, a demonstration of mastery is available to all students. At the end of the course, only students who have earned a grade of 70 - 79% (C- through C+) may complete additional work to demonstrate mastery.

Students must initiate the request to do extra work to demonstrate mastery by emailing their teachers within one week of receiving their report cards. Student initiation demonstrates student responsibility and commitment to the mastery process in order for it to work.

By the end of the third week after report cards are issued in the first three quarters and by June 30th for the course, teachers will determine if mastery has been achieved through extra work. If the student demonstrates mastery it will be indicated with the notation “MP” for “mastery passed” on the next quarterly report card. The quarterly grade will not be changed.

The letter grade “I” (Incomplete) may be assigned to a student who has been absent due to extenuating circumstances and has not had enough time to complete the necessary work in that marking period. Students are responsible for making up all incomplete work within two weeks of the end of the marking period. If the work is not completed, the grade may be calculated with zero credit given for the missing assignments. Written requests for extensions may be submitted by parents/guardians stating the reason for the request (for example, severe illness). Approval of extensions is not automatic.”

See The Founders Academy Student Handbook, section 2.1.

H. Attendance and Make-Up Work

“When a student is absent (either excused or unexcused) it is the responsibility of the student to make up all work missed, including in-class assignments. The teacher will decide on the

appropriate amount of time for make-up work. Work which was assigned prior to the absence and due on the day of the absence must be passed in upon the student's return to class. Missed assignments and class work should be obtained from the student portal or fellow students, and finally, if further clarification is needed, the teachers.

Students absent on the day of a quiz or test must make arrangements with the teacher on the day of return for make-up. Students may not be given tests or quizzes in advance of an absence without prior permission.

Refer to the syllabus for each course for additional information about make-up work. (Section 2.7)

The Founders Academy regulations in relationship to attendance, absenteeism and truancy are based on the following New Hampshire statutes and administrative rules, as well as additional rules as needed:

Legal References Related to Attendance:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism"

See The Founders Academy Student Handbook, section 3.2.

I. Character Grading

See The Founders Academy Student Handbook, section 2.5.

"The character development of students is a principal focus of The Founders Academy. Who you are matters as much as what you do at our school. Our mission is to create students of strong character to become good and knowledgeable citizens and leaders of the future.

In order to acknowledge the good character of our students or to encourage the continued development of it in others, students will be evaluated quarterly by each of their teachers on their character. Teacher evaluations will be based on the students' adherence to the principles set forth in The Founders Academy Leadership Code of Conduct and to other school and classroom rules. Students' character will be graded as either "Good," "Satisfactory," or "Needs Work."

A consistently positive demonstration of the qualities enumerated in the Code of Conduct would merit a grade of "Good." If the behavior is the result of inattention or disorganization but the character is generally good, the grade would be "Satisfactory." If violations of the Code of Conduct (disrespect, dishonesty, lack of responsibility, narrow mindedness, etc.) are a result of self-remediable poor choices of behavior, then grade would be "Needs Work."

If a student receives the "Needs Work" assessment from two or more teachers, a series of steps may be taken to help him/her improve."

See The Founders Academy Student Handbook, section 2.5.

J. References and Videos

Various Founders Academy approved Youtube Videos.

Articles provided by the Library of Congress.

Articles provided by the National Archives.

Additional Videos may be provided. All will be Founders Academy approved. All videos will be posted to Google Classroom.

No anticipated films, but snippets/scenes may be shown. All will be Founders Academy Approved.

-END-