

Economics Syllabus and Policies

Course Description

Economics is a one semester course dealing with the study of how individuals and/or groups compete for the earth's scarce resources to satisfy their seemingly unlimited wants and needs. Students will gain knowledge and understanding of the concepts and principles of economics and how to apply this information to their everyday lives.

Contact Information

School email: marzuot@hpsd.org

Wrestling office number: (214) 780-3738

Class schedule:

1st Period:	Economics	Room: EN210
2nd Period:	Economics	Room: EN210
3rd Period:	Economics	Room: EN210
4th Period:	Department Period	
5th Period:	Economics	Room: EN210
6th Period:	Lunch	
7th Period:	Conference	
8th Period:	Wrestling	Room: EC001

Classroom Expectations

1. Be in your seat and ready to work when the bell rings.
2. Be respectful to one another at all times (treat each other as you wish to be treated).
4. Be prepared to ask and answer questions every day.
5. Join or come to class with the intention of learning something new every day.
6. No food or drinks allowed in the classroom (Exception: bottled water is permitted).
7. **Cell phones, smart watches, and ear buds are not allowed in the school and must be put away and out of sight per HPSD District policy during school hours.**

Grading scale and policies

A: 90-100 B: 80-89 C: 70-79 F: 69 and below

Daily Grades: 40% (quizzes, classwork, homework)

Major grades: 60% (Tests, projects, selected writing/research assignments, etc.)

Required Classroom Supplies

Students are to have a folder with brads and pockets or 1 ½" 3 ring binder, loose leaf notebook paper, blue or black ink pen, #2 pencils, highlighter (optional)

Make-up policy: All make-up work (including tests); students have as many days to make up work as consecutive days of excused absences (see Kiltie). **Students absent the day before a test or quiz are not excused from taking the test or quiz.**

Text book: Economics McGraw Hill Education Author: Gary E. Clayton, PH.D Contributing

Author: Jay McTighe Connect ED Networks online text connected.mcgrawhill.com

Videos: Poop to Profits, Kingdom of Mocha

Economics Essential Learning Objectives

Unit 1 **Fundamental Economic Concepts**

ELO: The student will demonstrate an understanding of the concepts of scarcity and opportunity costs (Standard 1,2,5,6,8,10,11,12,14,22,23)

- 1a. be able to explain why scarcity and choices are basic economic problems faced by every society
- 1b. be able to describe how societies answer the basic economic questions
- 1c. be able to describe the Factors of Production
- 1d. be able to interpret the Production Possibilities Model and explain the concepts of opportunity costs and scarcity
- 2a. Student is expected to understand the effect of changes in price on quantity demanded and quantity supplied
- 2b. Student is expected to identify non price determinants that create changes in supply and demand
- 5e. Student is expected to analyze the importance of various economic philosophers and their impact on the free enterprise system
- 6c. Student is expected to analyze recent changes in the characteristics of the U.S. economy
- 8a. Student is expected to interpret the role of resource owners and firms in the circular flow model of the economy
- 10a. Student is expected to interpret economic data
- 11a. Student is expected to analyze how productivity relates to growth
- 12a. Student is expected to describe the functions of money
- 14b. Student is expected to describe the role of government in the free enterprise system

Assignments:

1. Complete Chapter 1 questions
2. Complete Chapter 2 questions
3. Complete chapter 3 questions
4. Chapter 1 quiz
5. Chapter 2 quiz
6. Unit 1 Summary Evaluation

Unit 2 **Supply and Demand**

ELO: STUDENT UNDERSTANDS THE INTERACTION OF SUPPLY AND DEMAND AND PRICE (Standard 2,3,5,6,7,11,14,22,23)

- 2c. Interpret a supply and demand model using a supply and demand schedule
- 3c. Analyze the impact of U.S. imports and exports
- 5a. Student is expected to describe the basic characteristics of economic systems
- 5c. Student will examine current examples of free enterprise, communist, and socialistic systems
- 5e. Analyze the importance of economic philosophers and their impact on the free enterprise system
- 6a. Explain the basic characteristics of the U.S. free enterprise system
- 6b. Explain the benefits of the U.S. Free Enterprise System
- 6d. Student is expected to analyze the costs and benefits of economic policies related to the U.S. economic goals
- 7b. Student is expected to identify and evaluate governmental restrictions placed on the use of business and individual property
- 11a. Analyze how productivity relates to growth
- 14b. Describe the role of government in the U.S. free enterprise system
- 14c. Evaluate government rules and regulations in the U.S. free enterprise system

Assignments:

1. Chapter 4 worksheets/notes/models
2. Chapter 5 worksheets/notes/models
3. Chapter 6 worksheets/notes/models
4. Chapter 4-5 quiz
5. Unit 2 Summary Evaluation

Unit 3 Market Structures, Business, and Labor

ELO: The Student will demonstrate an understanding of the right to own, use, and dispose of private property

(Standard 2, 5, 6, 7, 9, 10, 11, 14, 15, 16, 22, 23)

- 2a. Identify the nonprice determinants that create changes in supply and demand and prices
- 5e. Analyze the importance of various economic philosophers
- 6c. Analyze recent changes in the basic characteristics of the U.S. Economy
- 7a. Analyze the costs and benefits of the purchase, use, and disposal of personal or business property
- 9a. Describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly
- 9b. Identify and evaluate regulations that apply to the establishment and operation of various businesses
- 10a. Interpret economic data including unemployment rate, inflation rate, GDP, etc.
- 10b. Analyze business cycles using key economic indicators
- 11b. Analyze how technology relates to growth
- 14a. Identify economic concepts found in the Constitution including property rights and taxation
- 15a. Identify taxes at the local, state, and national levels and the importance of each
- 16ab. Explain the characteristics of sole proprietorships, partnerships, and corporations and the pros and cons of each
- 16c. Analyze the economic rights and responsibilities of businesses
- 16d. Explain how corporations raise money through the sale of stocks and bonds

Assignments:

- Chapter 7 worksheets/notes
- Chapter 8 worksheets/notes
- Chapter 9 worksheets/notes
- Unit 3 Summary Evaluation

Unit 4 Money, Banking, and Finance

ELO: The student will demonstrate an understanding of the role of Money in the Economy

(Standard 12, 13, 14, 16, 17, 18, 19, 22, 23)

- 12a. Student will describe the functions of money
- 12b. Student will describe the characteristics of the different types of money
- 12c. Student will explain and analyze the positive and negative aspects of barter, currency, credit cards, and debit cards
- 13a. Explain the structure of the Federal Reserve system
- 13c. Student will explain how actions of the FED affect the nation's money supply
- 13d. Student will analyze the decline in the value of the dollars it relates to the abandonment of the gold standard
- 16b. Student will analyze pros and cons of sole proprietorships, partnerships, and corporations
- 17a. Student will explain the functions of financial institutions and how they affect households and Businesses
- 17d. Student will examine the types of accounts available to customers from financial institutions

- 18a. Student will assess ways to to be a wise investor in the stock market and other investment options
- 18b Student will explain how to begin a savings program
- 18c. Student will examine investment options available in a personal retirement plan
- 18d. Student will demonstrate how to maintain checking account including reconciling a bank statement
- 18e. Student will identify the types of loans available to consumers
- 18f. Student will explain the responsibilities and obligations of borrowing money
- 19a. Student will examine ways to avoid and eliminate credit card debt

Assignments:

- 1. Chapter 10 worksheets/notes (including compound and simple interest rates)
- 2. Chapter 11 worksheets/notes
- 3. Money and Banking Exercise
- 4. Unit 4 Summary Evaluation

Unit 5 Economic Performance

ELO: The student will demonstrate an understanding of Key Components of Economic Growth (Standard 1,2,3,4,5,6,8,10,11,13,14,18,22,23)

- 3c. Student will analyze the impact of exports and imports
- 4a. Student will compare the effects of free trade and trade barriers on the economy
- 8b Student will explain how government actions affect the circular flow model
- 10a. Student will interpret economic data including unemployment rate, GDP, Real per capita GDP as a measure of national wealth, and the rate of inflation
- 10b. student will be able to analyze the business cycle using economic indicators
- 11b. Students will analyze how technology relates to growth
- 14b. Student will describe the role of government in the free enterprise system
- 14c. Student will evaluate government rules in the free enterprise system
- 18f. Student will explain the obligations and responsibilities of borrowing money

Assignments: (Must show proficiency in assignments 1, 2, 3, and 4 or 5)

- 1. Chapter 12 worksheets/notes
- 2. Chapter 13 worksheets/notes
- 3. Measuring Nation's Income and Output Exercise
- 4. 13 Matching/Short Answer exercise
- 5. Unit 5 Summary Evaluation

Unit 6 Government and the Economy

ELO: The student will demonstrate an understanding the economic impact of Fiscal policy decisions (Standard 1,2,4,6,7,9,10,12,13,14,15,16,17,20,21,22,23)

- 9a. Student will describe characteristics of pure competition, monopolistic competition, oligopoly, and monopoly markets
- 15a. Student will identify types of taxes at the local, State, and national level and their importance
- 15b. Student will analyze categories of revenues and expenditures in the federal budget
- 15c. Student will analyze the impact of fiscal policy decisions on the economy
- 21d. Student will analyze student loan options including private and federal

Assignments:

- 1. Chapter 14 worksheets/notes
- 2. Chapter 15 worksheets/notes
- 3. Chapter 16 worksheets/notes
- 4. Matching/short answer exercise
- 5. Unit 6 Summary Evaluation

Unit 7 Personal Financial Liberty and the Global Economy

ELO: The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions (Standard 1,2,3,4,5,6,11,13,14,15,16,17,18,19,20,21,22,23)

19a. Student will examine ways to avoid and eliminate credit card debt

19b. Student will evaluate the costs and benefits of bankruptcy

19c. Student will evaluate the costs and benefits of buying insurance

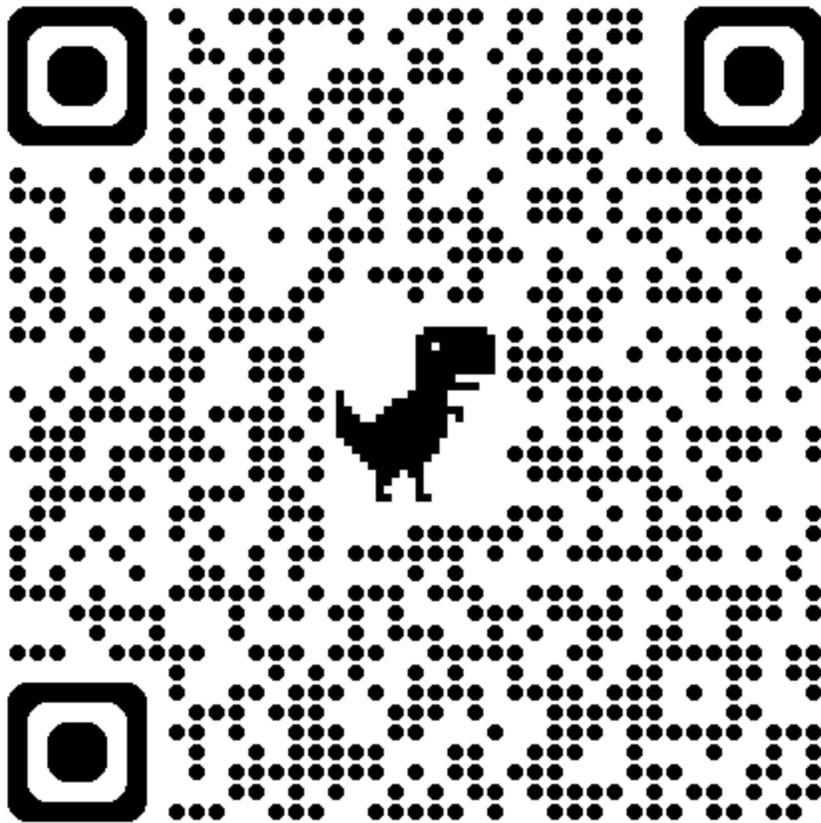
19d. Student will evaluate the costs and benefits of charitable giving

Assignments: (must show proficiency in 1, 2 and 3, **or** 4)

1. Chapter 17 worksheets/notes

2. Chapter 19 worksheets/notes

PARENTS: SCAN THE QR CODE BELOW TO SET UP A PARENT TEACHER CONFERENCE



I have read and understand that I am responsible and accountable for the information, expectations, and policies included in this syllabus:

Student information:

Name: _____ (Please print neatly and clearly)

Student Signature: _____ school e-mail: _____

Parent Signature: _____ parent email: _____

Work: Yes ___ No ___ If so, where? _____

How many days and hours per week on average:

Days: _____ Hours: _____

List Extra-curricular/co-curricular activities: athletics, fine arts, Debate, Ac Dec, etc.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

What I do with my free time: (hobbies)

1. _____

2. _____

3. _____

