



**Dutch Fork High School
Social Studies
Honors Economics
2025-26 Course Syllabus**

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Planning Periods: 1A & 7B
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I. Course Catalog Description

Economics and Personal Finance Honors meets the South Carolina Social Studies standards as well as the state criteria for Honors courses. The course includes a focus on economic concepts, financial literacy, microeconomics, and macroeconomics. There will be an emphasis on personal finance where students will learn to make informed financial decisions. Throughout the course, students will use the skills of an economist, and they will learn how to thrive financially in the 21st century and participate in society as active citizens. As an honors course, this class will distinguish itself from the college prep course through additional rigor, depth of content, and an emphasis on the use of social science data. Scholarly inquiry and research skills will be promoted. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication of economic concepts.

II. Course Standards or Objectives

[SC Economics and Personal Finance Standards](#) (starting on page 130)

Lexington and Richland 5 School District success criteria: [Economics and Personal Finance](#)

III. Instructional Goals

Standard 1: Demonstrate an understanding of fundamental economic concepts at an individual, business, and governmental level. The study of economics enables students to make informed decisions about limited resources. Scarcity is an unavoidable reality because societies do not have enough productive resources to satisfy the wants and needs of all individuals. Therefore, choices must be made concerning the production and distribution of resources. Understanding basic economic concepts allows students to adequately compete for resources in the marketplace.

Standard 2: Demonstrate an understanding of how scarcity and choice influence individual financial decisions. Financial literacy is imperative in making individual economic decisions regarding spending, careers, and setting short- and long-term financial goals. The tools of decision-making and marginal analysis are essential in evaluating possible financial options. The ability to make wise choices can impact one's standard of living and future earning potential.

Standard 3: Demonstrate an understanding of basic microeconomic principles. Microeconomics investigates the impact of individual decisions on the distribution of scarce resources. A working knowledge of supply and demand and market structures is necessary to understand the study of

microeconomics. Changes in demand, supply, and the level of competition in various market structures can affect price and output levels for consumers and profit levels for producers.

Standard 4: Demonstrate an understanding of basic macroeconomic principles. Macroeconomics focuses on the behavior and performance of the economy as a whole. Analysis of macroeconomic data provides important information pertaining to the economic well-being of a society and prompts governments to make reasonable corrections as necessary. Government intervention is often used to stabilize and safeguard the economy; however, it is frequently met with strong reactions and opinions from both the public and institutions alike.

IV. Course Sequence/Pacing Overview

- Unit 1: Basic Economic Concepts
- Unit 2: Microeconomics
- Unit 3: Macroeconomics
- Unit 4: Personal Finance

Each unit will be approximately 4-5 weeks

V. Textbooks and Additional Resources

- Savvas Textbook - *Economics: Principles in Action*
*Students will have access to a physical copy of the textbook during class.
- Upfront Current Event Magazines
- CNN10 Daily News
- Additional resources (articles, websites, videos, etc.) will be made available on Google Classroom.

VI. Course Grading Policies and Assessments

- A. Grades will be calculated as follows:
 1. 40% Minor grades (Classwork, Homework, Quizzes)
60% Major grades (Tests, Projects)
 2. 1st Semester Grade: 40% Q1 + 40% Q2 + 20% Midterm = 100%
 3. 2nd Semester Grade: 40% Q3 + 40% Q4 + 20% Final Exam = 100%
 4. Final Grade: 1st Semester 40% + 2nd Semester 40% + Final Exam 20% = 100%
- B. Classwork and Homework will have point values of 40, 60, or 100 points. If classwork is not completed in class, it turns into homework and is due when stated in Google Classroom.
- C. Late work will be accepted 1 class period late for 3/4 credit, i.e. 30, 45, or 75 points. After that the zero will stand.
- D. Advocate for yourself by coming to talk to me if grace is needed for earning a zero due to extenuating circumstances, but don't take advantage of this.

VII. Grading Procedures

Continuing in the 2025-26 school year, grades for minor assignments must be posted within 5 school days, and major or extended assignment grades must be posted within 10 school days.

- Major Grades - Assignments that students are given 2 or more classes (more than 48 hours) to produce or prepare. The following will be major grades in all content areas:
 - Test

- Essay
- Research paper
- Speech/Presentation
- Project
- Cumulative Assignments
- Summative Assignments
- Lab Reports
- Minor Grades - Assignments that students are given 1 class (48 hours) to produce or on-the-spot work. The following will be minor assignments in all content areas:
 - Homework
 - Quiz
 - Vocabulary
 - Classwork
 - Formative Assessments
 - Journal Entries
 - Other department specific assignments

VIII. Exam Exemptions

Seniors on track for graduation can exempt final exams in semester classes and year long classes if they meet the following conditions:

1. Grade of 80 or higher in the course.
2. Has not had an Out of School Suspension.
3. Has no seat time.

IX. Honor Code

In order to foster an environment of mutual trust and respect, we believe, within the community of School District Five of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. *Students will not cheat or plagiarize.*

X. Suggestions for Success in Course

- Get enough sleep and come to class ready to engage and participate.
- Keep up with Google Classroom and stay organized. Use your class time wisely and stay on task to complete assignments.
- Please communicate with me throughout the class as needed.

Content Recovery Plan:

- At the end of each quarter, any student whose average on that quarter's work is below a 60 may: redo or retake any major assessments from that quarter and/or redo any minor assignments from that quarter with the goal of achieving a *maximum* grade of 60 for the quarter.
- The student must communicate with the teacher to make arrangements for major assessment retakes. Content recovery work is due within 10 school days of being assigned.

XI. Classroom Management Plan

Goal: A positive, productive learning environment with inquisitive, engaged, independent learners.

Behavior Expectations- Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.

Specific Classroom Expectations:

1. Be friendly, respectful, and kind in our classroom.
2. Be quiet when I am teaching or someone else is speaking.
3. Get enough sleep and bring materials to class, including your charged Chromebook!
4. No profanity or belittling others.
5. Consistently give your best effort and don't be lazy.
6. No phones out during class time. If I see it, I will take it for the duration of that class period.

These expectations are meant to create a positive, focused learning environment without unnecessary distractions. If a student chooses to disregard the guidelines, I will give a verbal warning, and then proceed through an MBI, parent contact, and a referral if needed.

Immediate Removal from class: Blatant disrespect or defiance, fighting, profane language or gestures

Students are expected to use school and personal technology responsibly and follow rules included in the [25-26 District Issued Device Guide](#) and [Acceptable Use Agreement](#). This includes:

- a. Having a charged mobile device (district-issued Chromebook or comparable personal device) at school EVERYDAY.
- b. Not using devices assigned to other students.
- c. Being responsible for their own devices and keeping them secured at school and off campus.
- d. Following all teacher directions regarding appropriate times for use of the device.

XII. Uniform Grading Scale

See [State Department of Education website](#) for complete details.

10 Point Grading Scale				
South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800

All report cards and transcripts will use numerical grades.

A=90-100; B=80-89; C=70-79;

D=60-69; F=Below 60

Each final grade (numerical) will have different weighting for the basis of computing GPR. The chart included gives the weighting for each numerical value.

Extra weight is given to honors (.5) and AP (1.0) courses. This policy also establishes that courses may not be dropped after the fifth (5th) day in a semester class or after the tenth (10th) day in a yearly class without penalty.

Students may only retake a class at the same difficulty under the following conditions: Only a course in which a D or F was earned may be retaken.

The course must be retaken at the first opportunity within the next year. The student's record will reflect all courses taken and the grade earned, except for courses taken prior to the ninth grade.

XIII. Student/Teacher and Parent/Teacher Communication

- A. All students should use district issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
- B. All students should check school email, Google Classroom and Google Calendar every school day.
- C. Parents and students should check the teachers' websites for classroom calendars/assignment sheets.
- D. Parents may contact teachers via email in order to receive invitations to Google Classroom parent/guardian signup. Parents will receive an email from Google and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
- E. Emails and phone calls to teachers will be returned within two business days.
- F. Parents and students who would like access to the parent/student PowerSchool portals should visit the DFHS attendance office for login information.

XIV. School Attendance and Make-up Work Policy

Students are encouraged to attend school regularly. If, however, a student must be absent from school for any reason, it is his/her responsibility to make-up all missed work.

Students who miss more than one half of an instructional block will be marked absent for that block of instruction. See the Student Handbook on the school website for full attendance and absence policy.

Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make-up work:

- A. *When a student misses a class meeting*, all previously assigned work that was due the day of the absence is due no later than the beginning of the next class meeting in which the student is present. All work missed as a result of the absence is to be completed by the beginning of the second class meeting from the absence.
- B. *When a student misses two consecutive class meetings*, all previously assigned work due while the student was absent and all work missed as a result of the absence should be completed by the beginning of the second class meeting from the absence.

- C. *When a student misses three or more consecutive class meetings*, he/she must make specific arrangements for make-up work with each teacher the day he/she returns to class. The amount of time given for completion of work will be up to the teacher's discretion based on the amount of work missed and the level of difficulty of the material.
- D. Long term projects and papers are due when the teacher says they are due. In the event of an absence, the student or the student's parent should notify the teacher in advance or upon immediate return to school.
- E. Students are responsible for the work they miss while on a field trip or attending any other school event. Students should contact each of the teachers whose classes they will be missing to make specific arrangements with them regarding all make-up work. Teachers may choose for work to be submitted in advance. If the student does not follow the teacher's guidelines, the student will receive the academic penalty as assigned by the teacher.
- F. Students must make every effort to complete all make-up work according to these established guidelines. If the student has not submitted his/her make-up work within the specified timeframes outlined above or as directed by the teacher, the teacher has the option of not accepting the work. As with anything, regular communication with the teacher is encouraged.

XV. Syllabus Acknowledgement and Information Form

[Mrs. Barrineau Syllabus Acknowledgement Form](#)

Parent Signature_____ Date _____

Student Signature_____ Date _____