

Economics

Class Syllabus
Pine City High School

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Course Outline

We all have abilities, money, and possessions that we own as individuals and that we share as a community. Everyday decisions are made by us and for us on how to best use those resources. THIS IS ECONOMICS!! Our course will explore personal options for decisions, how entrepreneurs and governments make choices, and how economists study this.

We will begin with personal decisions that face us and how economists study the microeconomic choices we make. How entrepreneurs set-up businesses, create products, appeal to consumers, and make adjustments will be our second focus. We will close by analyzing how different governments approach decisions, the factors they use to make their choices, and some current issues our government is debating solutions for.

As a result of the course students will develop a base knowledge of economics vocabulary, work on skills necessary to be independent adults, and understand how choices made by businesses and government impact their everyday lives.

Our Economics course will be a supported self-paced class. The goal of the course is for students to explore standards for Economics education in a timely and personally relevant way. Unlike some self paced courses, our course will provide classroom instruction for students to further explain and demonstrate important concepts necessary to understand the ideas of each unit. To keep students on pace they will be provided target dates to complete each unit and will be personally checked in with weekly to monitor their progress.

Mondays & Wednesdays we will participate in **CLASS ACTIVITY days**. On these days we will engage in simulations, discussions, and other activities designed to give more insight into key economic concepts for each unit. Student understanding will be checked for using exit slips.

Tuesdays & Thursdays will be **PROJECT & QUIZ days**. Students will use these days to study content, work on unit projects, or take unit quizzes when they are ready. Presentations, screencasts, and instructor support will be provided each day for students

Fridays will be **Flexible** days. On these days students will reflect on their progress for the week and personally check in and wrap up class activities for the week or work on projects and quizzes.

The goal of our course is for students to demonstrate their personal understanding of economics and their successful completion of Minnesota State Standards for Economics education. Rubrics, student

reflection, and teacher feedback will be used to explain criteria for projects, quizzes, and writing exercises. The rubrics will use the terms **MASTERY**, **PROFICIENCY**, and **DEVELOPING** to describe student progress.

Mastery means students are able to demonstrate an understanding of a topic using accurate vocabulary, great detail as explained in a rubric or using relevant skills without error. **Proficiency** refers to a student being able to demonstrate knowledge of a topic by accurately explaining some vocabulary, describing their understanding in limited detail as explained by a rubric or using relevant skills with minimal errors. **Developing** indicates that students are working towards mastery or proficiency. Student work would use either limited or inaccurate vocabulary, describing their understanding with vague or non-existent detail, or make multiple errors when using relevant skills.

To receive credit for a project, quiz, or writing exercise students must demonstrate mastery or proficiency in all areas. Student work that is “developing” will be revised to reflect mastery or proficiency. To aid in the work of moving from developing to mastery or proficiency students will have access to instructor feedback and additional teaching.

Units:

- 1) **Analyzing Economic Choices** will introduce students to how economists look at decisions by people, businesses and gov'ts
- 2) **Describing Economic Choices** will explore how economists describe choices that they analyze
- 3) **Credit** will introduce to issues related to using, maintaining and getting credit
- 4) **Personal Financial Goals** will explore relevant topics that interest students about their financial futures
- 5) **Investing** will look at investment options and how they are judged by potential investors
- 6) **Labor & Wages** will investigate income and how it is distributed to different individuals
- 7) **Supply** will introduce students to issues facing producers in creating and selling a product
- 8) **Demand** will analyze variables that influence choices by consumers
- 9) **Marketing** will explore how to effectively introduce and sell a product in different ways
- 10) **Economic Systems** will compare government styles and what rights they guarantee citizens
- 11) **Economic Indicators** will introduce students to measurements used to judge the health of the economy and what they mean
- 12) **Economic Policy** will dive into fiscal and monetary options for creating economic growth and how they've been used historically.

Minnesota State Standards



<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/SocialStudies/index.html>

Classroom Management

CHAMPS

Conversation+Help+Activity+Movement+Participation=Success

Activity: **Warm-ups**

CONVERSATION

When directed in groups

HELP

Raise your hand

ACTIVITY

Warm-up activity

MOVEMENT

Turn in assignments/preparation for class

PARTICIPATION

Student will complete warm-up activity in the allotted time

SUCCESS

Student has successfully finished activity and patiently waits for directions

Activity: Independent Work/Lecture

CONVERSATION

None

HELP

Raise your hand

ACTIVITY

Finish assigned work and/or activity

MOVEMENT

None

PARTICIPATION

Teacher will check for understanding, student will focus on their assignment or activity

SUCCESS

Student has successfully finished activity or assignment

Activity: Cooperative Learning

CONVERSATION

On topic, in groups

HELP

Raise your hand

ACTIVITY

Collaborative group activity/project

MOVEMENT

As needed to complete

PARTICIPATION

Students share the workload to finish assigned activity/project

SUCCESS

Students has successfully finished activity/project

Activity: Testing (Teacher directed ONLY)

CONVERSATION

None

HELP

Raise your hand

ACTIVITY

Test/Essay

MOVEMENT

None

PARTICIPATION

Student completes given assessment

SUCCESS

Student has successfully finished
assessment

Expectations

Students are expected to:

- Be respectful and courteous to each other, themselves, the teacher, and the school.
- Give and show positive effort in their work, habits, and attitudes.
- Listen and follow directions and not disturb the learning of others.

When the Expectations Policy is broken the line of consequences will be as follows:

1—Non-Verbal Warning

2—Verbal Warning

3—Student is sent to hallway and will wait to talk to teacher individually

4—Student is removed from classroom and parents/guardians will be contacted

If the Expectations Policy is continually broken, a meeting will be set up with student, parents, and teacher to find a better success plan for student.

Group Work

Learning is social; at times it requires interaction, discussion, partnership, and collaboration. There will be several instances throughout the course that students will be expected to complete, present, and/or work on course work with other members of the class. Groups will be either picked by the instructor, randomly, or by the students. Members of a group may or may not receive the same grade based on their work.

Classroom Grading Scale

Attitude, effort, and determination are all characteristics that an individual can and should choose to exercise in this class. If these are utilized in class, success will come. Every student has the right to

choose to either succeed or fail.

A—90-100%

B—80-89%

C—70-79%

D—60-69%

F—59-0%

$(\text{Quarter 1} + \text{Quarter 2}) / 2 = \text{Semester Grade}$

Mastery Projects (40% of grade)

Each unit in our course has a project to help students demonstrate proficiency or mastery of an Economics standard. Projects will ask students to apply concepts from the unit to their lives in different ways. Students must demonstrate mastery or proficiency in all areas of a project to receive credit. Student progress on projects will be monitored using weekly progress self-assessments that will be discussed and shared.

Projects that meet mastery requirements for all areas will receive an “A” grade (100%) . Projects that meet all proficiency requirements will receive a “C” (75%). Projects where half of the areas meet mastery and the other half meet proficiency will receive a “B” grade (85%). Projects with different proportions will have the scores adjusted to reflect the amount of mastery or proficiency areas met.

Unit Quizzes (30% of grade)

To ensure familiarity with economic concepts each unit will have a short twelve question quiz. The questions are written to demonstrate understanding of the key points in each unit. Students will decide when they are ready to take quizzes. Quizzes can be completed during project days, before and after school, or at another scheduled time. Students must receive 9 out of 12 points on a quiz to demonstrate proficiency and receive a “C”. Greater scores will receive a higher grade with mastery being a 12 out of 12 “A”. Students will receive feedback on concepts to study after each quiz. If possible, quizzes will be corrected immediately after students take them to provide instant feedback.

Class Activities Writing Exercises (30% of grade)

Throughout the course simulations, activities, and discussions will be used to provide more insight into economic concepts in different units. Active participation in these initiatives will take the form of verbal and written responses. Class activity grades will be assessed based on participation and completion of exit slips to help monitor student learning and inform class lessons. Class activities must be completed to earn credit.

Writing exercises will ask students to reflect on economic issues and current events. Students will be assessed on their ability to explain and defend their thoughts on various subjects.

THERE WILL BE 4 DEADLINES GIVEN DURING THE COURSE DURING WHICH STUDENTS WILL NEED TO TURN IN ALL WORK FOR DESIRED UNITS. LATE WORK WILL BE GRADED ACCORDING TO AN AGREEMENT BY INSTRUCTOR AND STUDENT.

A portion of classroom work will be self-evaluated and then be graded by the instructor to ensure credibility. Self-evaluation is an important part of both the maturation process as well as the ability to

look at oneself in a non-biased fashion and know/understand what has/has not been accomplished.

Technology Use

As a member of a 1:1 program, it is your responsibility to bring your device to class each day charged and ready for use. Failure to do so will result in your being sent to the Media Center to receive a violation. If your device is in need of charging it will be kept and charged for the remainder of the class hour or until it reaches 50%. It is your responsibility to pick it up between classes. Loaner devices are available only for devices that are mailed in for repair.

Technology will be used throughout this course in several different entities including but not limited to computers, laptops, tablets, and cellphones. It is the expectation that these devices are being used for education/class related needs. Examples of non-education/class related technology use includes but is not limited to social media, music, games, and inappropriate websites/images. Students who choose to use technology inappropriately can result in consequences ranging from a warning, to a detention, to loss of privilege to use technology. All students will be required to sign and agree to a classroom technology user agreement form to use technology. Please see the classroom technology user agreement form for more information.

Materials

- Presentations and instructor created screencasts on our class calendar
- Relevant print and digital articles concerning current events and economic activity
- Pennington, Robert L. *Economics*. Austin: Holt, Rinehart, and Winston, 2003
- Discovery Education, YouTube, and video clips from various multimedia sites
- Class simulations, discussions, and activities
- Guest speakers

*Parents/Students—If you have any questions regarding any materials or subjects covered in this class please contact the teacher to set up a meeting to discuss curriculum or use alternative assignments.