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| Course Name | Instructor | Instructor E-mail |
| Economics | Joshua Hagler | jphagler@aps.k12.co.us |
| Course Website | **Class Meeting Times & Location:** | **Prerequisites** |
| www.Hagler.weebly.com | Periods 3 and 7 Room: 1402 | N/A |

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| Required/Recommended Supplies |
| Students are required to bring 1 – 3 Ring Binder with Dividers and Loose Leaf Paper  Kleenex and Hand Sanitizer are always welcome as well.  **Economics and Personal Finance, 1st Edition (Provided)**  Irvin Tucker University of North Carolina, Charlotte  Joan Ryan Clackamas Community College  ISBN-10: 1133562108 |

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| Course Description / Topic Outline |
| Emphasizes both Micro and Macro Economic Principles while at the same time providing students real world and relevant “Economic Principles” as well as personal financial literacy   |  |  | | --- | --- | | **Quarter 1** | **Quarter 2** | | Unit 1: Introduction to Free Enterprise | Unit 5: Measure Economic Performance | | Unit 2: Free Markets in Action | Unit 6: Government in the Macro Economy | | Unit 3: Business in Action | Unit 7: Global Trade and Investing | | Unit 4: Money and Banking |  |  |  |  | | --- | --- | | **Topics**  1. The Free Enterprise System 2. Understand Decision Making 3. Market Demand 4. Market Supply and Free Market Price 5. Market Structures 6. Business Organizations 7. Business Ownership 8. Money and the Banking System | 9. Financial Institutions and Markets  10. Consumer Credit and Debt  11. Gross Domestic Product and Growth 12. Challenges to Free Enterprise 13. Federal Budget Balancing Act 14. Federal Reserve and Monetary Policy 15. International Trade 16. Build Assets and Wealth 17. Invest for the Future | |

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| Colorado Academic Standards: Economics |
| 1. Productive resources – natural, human, capital – are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources. 2. Economic policies affect markets. 3. Government and competition affect markets 4. Design, analyze, and apply plain based on short- and long-term financial goals (PFL). 5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL). 6. The components of personal credit to manage credit and debt (PFL).   VII. Identify, develop, and evaluate risk-management strategies (PFL). |

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| Standards Based Grading System | |
| Standards-based grading measures what a student should know and be able to do at each grade level according to Colorado state content standards. Under the standards-based system, students are graded on their achievement on class content. Work habits such as class participation and attendance are recorded separately. | |
| **Grades** | **Grade book marks are converted to a single letter grade for eligibility and quarterly reports. Grades are recorded on an official student transcript.** |
| A | The student consistently and independently demonstrates proficient and advanced understanding in course concepts and skills in a variety of assessments. |
| B | The student independently demonstrates proficiency in course concepts  and skills in a variety of assessments. |
| C | The student demonstrates proficiency in course concepts and skills with teacher and peer support. |
| D | The student demonstrates limited understanding and application of course content and skills and is making progress toward proficiency. |
| F | The student has shown insufficient evidence to gauge understanding or progress. |
| I | Incomplete |

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| **Marks** | **Marks indicate levels of proficiency on individual assessments and are recorded in teacher grade book.**  **Capital letters indicate summative assessments.**  **Lower case letters indicate formative assessments.** |
| Adv/adv | Advanced |
| P/p | Proficient |
| PP/pp | Partially Proficient |
| U/u | Unsatisfactory |
| M/m | Missing |

(+) and (-) symbols communicate a range within a proficiency level.

**Body of Evidence:**

There are two types of assessment, formative and summative.

**Formative** (assessments for learning) provide direction for improvement for the student and adjustment of instruction for the teacher e.g. observation, quizzes, homework, discussion, drafts, etc. These assessments are identified by lower case letters in the teacher grade book.

**Summative** (assessment of learning) provide information to be used in making judgments about a students achievement at the end of a sequence of instruction, e.g. final drafts, tests, assignments, projects, performances, etc. These assessments are identified by capital letters in the teacher grade book.

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| Homework & Parental Engagement/ Support Plan |
| Homework will be assigned, depending on what is completed in class.  There will not be any standard homework dates or assignments, so students are responsible for homework and completion. Students should write homework in their planner daily and/or check the class website.  In addition, there may be group projects that will require time outside of class to complete.  All work is expected to be completed on time and high quality.  ***Late work will NOT be accepted***, except for excused absences. |
| Quizzes |
| Quizzes will be at the end of each lesson/topic.  They will be a combination of multiple choice and written responses.  Study guides will be provided for students for quizzes. |
| Exams |
| Exams will be at the end of each unit.  They will be a combination of multiple choice and written responses.  Study guides will be provided for students for exams. |
| Class Participation/Attendance |
| For *excused absences* work can be made up within one week of the absence. |
| Classroom Expectations: MAKING THE PEAK CHOICE |
| Students are expected to be respectful, responsible, safe and engaged in the class. |
| Responsible Technology Use |
| All students are given the privilege of utilizing our state of the art technological tools including iPods, iPads, Netbooks, Laptops, Google accounts etc. and are expected to follow the guidelines for technology use as outlined in the Acceptable Use Policy. Students shall not:  · Utilize the school system computer network for any illegal activity.  · Access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate.  · Use or display copyrighted or otherwise licensed material without specific permission or authorization  from the appropriate party.  · Post, use, or download any files that cause congestion or impede network operations.  · Trespass in or vandalize another’s files, folders, data, or work.  · Post anonymous messages or in any way misrepresent one’s own identity.  · Use e-mail to promote the annoyance, attack, or harassment of others.  Consequences for misuse may include, but are not limited to, suspension of equipment access, disciplinary action commensurate with the level of misconduct, and/or legal action as appropriate. |

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I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

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Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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