



ECONOMICS A COURSE SYLLABUS

ELIZABETH ANDREWS HIGH SCHOOL
 1701 Mountain Industrial Blvd
 Stone Mountain, GA 30083
 678-676-2602

Teacher: Ms. Cochran-Walker

Phone Number: 678-676-2602 (school)
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Room Number: E103

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Tutorial Days: Tuesday (by appointment)

Semester: Sem2Term1

Textbook: *Economics Principles & Practices*

Tutorial Hours: 7:00-7:30am

Textbook Price: \$ 69.48

Tutorial Location: E103

Website:

Social Studies Department Mission: Our objective is to create life-long learners that are productive members of society ready to enter into the world of work.

Course Description: The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics.

Course Prerequisites: American Government, World History, United States History

Georgia Performance Standards: See below.

<p>Unit 1 Connecting Themes and Fundamentals of Economics (3 weeks)</p>	<p><u>Georgia Performance Standards</u> SSEF1: Explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments. SSEF2: Give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action. SSEF3: Explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties. SSEF4: Compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce. SSEF5: Describe the roles of government in a market economy. SSEF6: Explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people. <u>CCGPS Reading Standards for Literacy in History/Social Studies for 6-12</u> 11-12RH.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). 11-12RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem <u>CCGPS Writing Standards for Literacy in History/Social Studies 6-12</u> 11-12WH.1: Write arguments focused on <i>discipline specific content</i>. 11-12WH.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Reading to support ELA: Reagan, Ronald. "Address to Students at Moscow State University."</p>
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<p style="text-align: center;">Unit 2 Microeconomics</p> <p style="text-align: center;">(2 weeks)</p>	<p>Georgia Performance Standards SSMI1: Describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money. SSMI2: Explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy. SSMI3: Explain how markets, prices, and competition influence economic behavior. SSMI4: Explain the organization and role of business and analyze the four types of market structures in the U.S. economy. <u>CCGPS Reading Standards for Literacy in History/Social Studies for 6-12</u> 11-12RH.9: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). <u>CCGPS Writing Standards for Literacy in History/Social Studies 6-12</u> 11-12WH.1: Write arguments focused on <i>discipline specific content</i>. 11-12WH.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p style="text-align: center;">Unit 3 Macroeconomics</p> <p style="text-align: center;">(2 weeks)</p>	<p>Georgia Performance Standards SSEMA1: The student will illustrate the means by which economic activity is measured. SSEMA2: The student will explain the role and functions of the Federal Reserve System. SSEMA3: The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth. <u>CCGPS Reading Standards for Literacy in History/Social Studies for 6-12</u> 11-12RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 11-12RH.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <u>CCGPS Writing Standards for Literacy in History/Social Studies 6-12</u> 11-12WH.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 11-12WH.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience</p>

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

Grading Scale*

GRADING CATEGORIES	*GRADE PROTOCOL
Formative Assessment - 0%	A 90 – 100
Assessment During Learning – 25%	B 80 –
Guided, Independent, or Group Practice – 45%	C 71 – 79
Summative Assessment or Assessment of Learning– 30%	D 70
	F Below 70

End of Course Assessment will account for 20% of the final grade

DISTRICT EXPECTATIONS FOR SUCCESS

STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. See Board Policy IH.
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. See Board Policy IHB.
MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. See Board Policy IHEA.

SCHOOL EXPECTATIONS FOR SUCCESS

CLASSROOM EXPECTATIONS	See attached sheet
MATERIALS AND SUPPLIES	Pen, Pencil, Notebook paper, Textbook

Rules/Classroom Expectations

1. You must be prepared when you come into this classroom. Each student will receive one warning for coming to class without a pen, pencil, paper, folder/notebook, and any other materials necessary to be on task. You may not leave your book in the classroom.
2. No food or drinks are allowed in the classroom.
3. You may chew gum as long as it is not seen or heard or left under the desk or any other inappropriate place. Wrappers must also be disposed of properly.
4. You must use the restroom between classes and during breaks. Restroom passes will be given at the discretion of the teacher.
5. You will not be admitted to class after the tardy bell rings (You will have to take a half). Running is not permitted, therefore, running into class as the bell is ringing will count as being late and you will not be admitted to class (You will have to take a half). There will be no warnings for this rule.
6. Students will be asked to leave the class for any off-task behavior, including but not limited to: having your head down, sleeping, talking without permission, passing notes, bothering other students, grooming (applying make up, brushing/braiding hair, etc.) and getting out of your seat without permission. You will receive one warning for minor infractions, but no warnings for major distractions or repetitive infractions.
7. Students will be asked to leave the class for any behavior the teacher feels is rude or not conducive to learning.
8. Use of profanity will not be permitted in this classroom or in my presence.
9. If you are given a dismissal slip and asked to leave class you must report to the Student Center and sign in, in order to be counted present for the half. After 2 dismissals and upon your 3rd offense you will receive a referral to an administrator for further action.
10. All school rules will be strictly enforced, including but not limited to: Hats and sunglasses will not be worn; You will not be admitted to the classroom with a book bag, unless it is see-through or mesh; Telephones will be confiscated if they are seen or heard (including text-messaging); Pagers, CD players, headsets, and other electronic devices will be confiscated and given to the assistant principal.
11. If you are caught cheating you will receive a zero on the assignment, the teacher will call your parent or guardian, and a referral will be written. Cheating will also result in a "U" in conduct for the course.
12. You must adhere strictly to the DeKalb County system-wide dress code policy. Please see your handbook for this policy. You will not be permitted to remain in my classroom if you are in violation of the dress code.
13. The bell does not dismiss you, I do.
14. Please respect yourself and your classmates.
15. I understand the above rules and agree to abide by them.

PLEASE SIGN BELOW AND RETURN

I have read the syllabus.

Student Signature _____ Parent/Guardian Signature _____

Date _____

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	
Home Phone Number	
Email Address	