



ECONOMICS B COURSE SYLLABUS

ELIZABETH ANDREWS HIGH SCHOOL

1701 Mountain Industrial Blvd

Teacher: Ms. Cochran-Walker

Phone Number: 678-676-2602 (school)
678-676-2713 (voicemail)

Room Number: E103

E-mail: : Angela_G_Cochran-Walker@fc.dekalb.k12.ga.us

Semester: 2Term 2

Tutorial Days: Tuesday (by appointment)

Textbook: *Economics Principles & Practices*

Tutorial Hours: 7:00-7:30am

Textbook Price: \$ 69.48

Tutorial Location: E103

Website: http://fc.dekalb.k12.ga.us/~Angela_G_Cochran-Walker

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.

Unit 3 Macroeconomics (4.5weeks)	<p><u>Georgia Performance Standards</u> 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 Reading to support ELA: FedViews by the Federal Reserve Bank of San Francisco</p>
Unit 4 International 4.5weeks)	<p><u>Georgia Performance Standards</u> SSEIN1: Explain why individuals, business and governments trade goods and services. SSEIN2: Explain why countries sometimes erect trade barriers and sometimes advocate free trade. SSEIN3: Explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries. <u>CCGPS Reading Standards for Literacy in History/Social Studies for 6-12</u></p>

	<p>11-12RH.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>11-12RH.3: 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.</p> <p>CCGPS Writing Standards for Literacy in History/Social Studies 6-12</p> <p>11-12WH.1: Write arguments focused on <i>discipline specific content</i>.</p> <p>11-12WH.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>Unit 5 Personal Finance (2 weeks)</p>	<p>Georgia Performance Standards</p> <p>SSEPF1: Apply rational decision making to personal spending and saving choices.</p> <p>SSEPF2: Explain that banks and other financial institutions are businesses that channel funds from savers to investors</p> <p>SSEPF3: Explain how changes in monetary and fiscal policy can have an impact on an individual’s spending and saving choices</p> <p>SSEPF4: Evaluate the costs and benefits of using credit.</p> <p>SSEPF5: Describe how insurance and other risk-management strategies protect against financial loss.</p> <p>SSEPF6: Describe how the earnings of workers are determined in the marketplace.</p> <p>CCGPS Reading Standards for Literacy in History/Social Studies for 6-12</p> <p>11-12RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</p> <p>11-12RH.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCGPS Writing Standards for Literacy in History/Social Studies 6-12</p> <p>11-12WH.1: Write arguments focused on discipline specific content.</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
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	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

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	