**Buford High School**

Course Syllabus

 **Course Title** **Economics** **Term** Aug. – Dec. 2018
Teachers Neal Auer, Cheryl Whigham, Patrick Shawcross

 room # 6307

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| Email Address**Teacher Web Page** | patrick.shawcross@bufordcityschools.org<http://bhsshawcross.weebly.com>  |
| Teacher Support(Help sessions etc.) | Mr Shawcross will be available before school on Tuesdays and Thursdays from 7:10 AM to 7:40 AM and after school on Mondays and Wednesdays from 2:45 PM to 3:30 PM. |

### Course Description

This one semester, ½ credit required course provides a basic foundation in the field of economics by focusing on the American Economic System. The course curriculum is intended to give students a thorough understanding of the principles of economics that apply to national income and price determination, comparative economic systems, economic performance measures, economic growth, international economics, and personal finance. This is an introduction to a course that combines the concepts of microeconomics and macroeconomics. The course will introduce several economic terms and principles and better prepare the student to participate as productive citizens by making educated economic decisions. This is an honors level class. It is very important for students to work on economics daily or they will ultimately get behind. Emphasis is placed upon the student’s ability to analyze economic information critically and to make decisions concerning public issues. ***A state mandated End of Course Test is required and counts as 20% of the student’s overall course grade.***

### Course Curriculum Content

The Georgia Performance Standards for this course can be accessed online at georgiastandards.org.

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| **Georgia performance standards** | **Units/Topics** |
| SSEF1 Explain why limited productive resources and unlimited wants result in scarcity, 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 influence buyers and sellers.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 the United StateseconomySSEF6 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 peopleSSEMI1 Describe how households and businesses are interdependent and interact through flows of goods, services, resources, and money.SSEMI2 Explain how the law of demand, the law of supply, and prices work to determine production and distribution in a market economy.SSEMI3 Explain the organization and the role of business and analyze the four types of market structures in the U.S. economySSEMA1 Illustrate the means by which economic activity is measured.SSEMA2 Explain the role and functions of the Federal Reserve System.SSEMA3 Explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.SSEIN1 Explain why individuals, businesses, 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 groups in the United States and in other countries.SSEPF1 Apply rational decision making to personal spending and saving choicesSSEPF2 Explain that banks and other financial institutions are businesses that channel funds from savers to investors.SSEPF3 Explain how changes in taxation can have an impact on an individual’s spending and saving choices.SSEPF4 Evaluate the costs and benefits of using credit.SSEPF5 Describe how insurance and other risk-management strategies protect against financial loss.SSEPF6 Describe how the earnings of workers are determined in the marketplace. | Unit 1: Fundamentals of EconomicsUnit 2: Supply and DemandUnit 3: Market Structures and Business OrganizationsUnit 4: Economics Indicators and the Business CycleUnit 5: Taxes, Money, Monetary Policy, and Fiscal PolicyUnit 6: International TradeUnit 7: Personal Finance |

### Instructional Materials and Supplies

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| **Published Materials** | **Instructional Supplies** |
| Textbook: *Economics: Principles in Action* | 1. Pen and Pencil
2. Notebook and paper

3) Calculator |

**Evaluation and Grading**

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| **Assignments** | **Grade Weights** | **Grading Scale** |
| Benchmark AssessmentsReading QuizzesVocabulary QuizzesLabsIn-Class EssaysPerformance EssaysUnit TestsWriting Assignments:* Three 20-Point Assignments
* One 40- Point Assignment
* One 100-Point Assignment
 | Benchmarks (30%)Tests (40%)Quizzes & Daily (20%)Writing Assignments (10%)**NOTE: Assignments that are not completed by the announced due date are worth only 70% of the grade earned.** | A: 90 and aboveB: 80 – 89C: 70 – 79F: 69 or below |

**Other Information**

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| **Expectations for Academic Success** | **Additional Requirements/Resources** |
| 1. Read daily
2. Ask questions
3. Participate constructively as a team member
4. Proof read written assignments and edit meaningfully
5. Read current Events
6. Challenge yourself to continuously improve
 | * Tutoring Available Tuesdays and Thursdays
* Quizlet.com
* usatestprep.com
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***The syllabus may be updated as needed throughout the semester.***

**I have read and I understand the syllabus for Economics**

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s e-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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