Economics 101: The Power to Choose

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Course Website: http://mrmacsclassroom.wordpress.com/

Course Description

This course will address the makeup and distribution of the American economic system. It will attempt to demystify economics for students. This course uses a concise, standards-based text and multiple intelligence activities to help students grasp complex concepts in terms of understandable real-world situations. This will promote an economic way of thinking about what's going on in the world and why. Throughout the course of study we will also build personal financial literacy to prepare high school students to participate in the economy of today and tomorrow.

Course Policies

The academic classroom exists to facilitate intellectual exploration, so it is crucial for students to stay focused and be respectful of others. Please keep your cell phone on silent or turn it off during class so it is not disruptive. Students who engage in disruptive behavior, harassment, or other misconduct may be subject to discipline as defined in the Student Conduct Code. Video and audio recording of discussion sessions without the consent of the instructor is prohibited.

Academic Misconduct

1. The term cheating includes but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; (4) engaging in other forms of academic dishonesty specifically prohibited by a faculty member in the course syllabus or class discussion.
2. The term plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.²

In other words, when you use an author's work word-for-word you must use quotation marks and provide a specific footnote citation (with the corresponding page number), and paraphrasing or summarizing another author's idea also requires a citation (but no quotation marks).
**Evaluation**

All grades in this class will be given on a level of mastery. Students will not receive the standard A-F grades on assignments and assessments. Student grades will either be unsatisfactory, partially proficient, proficient, or advanced. All grades will be given on a three point scale no matter the assignment. Student’s final grade for the class will be converted to the standard A-F scale for reporting reasons.

<table>
<thead>
<tr>
<th>Class Grade</th>
<th>Unsatisfactory</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Scale</td>
<td>0-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-404</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>F</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
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**Summative Assessments**

Summative assessments consist of end of unit tests, all essay writing, and any long term projects assigned in class.

**Formative Assessments/Daily Class work**

Formative assessments consist of all in class assignments, daily demonstrations of learning, and weekly learning goal assessments.

**Homework/Participation**

Homework/Practice consists of all work assigned to students who have not scored proficient on formative assessments, extra practice for struggling learners, and any at home assignment.

**District Content Based Measurement**

The semester exam given by the district to all US history students. If students do not gain proficiency on the CBM it will be very difficult to pass the class and gain credit.

**District Quarter Assessment Set**

District assessment sets are given twice a semester. This is 20% of your overall grade. If students do not gain proficiency on the CBM it will be very difficult to pass the class and gain credit.

My philosophy on grading is this: I don’t determine your grade, you do. Meaning, I simply evaluate the work you hand in and assign level of proficiency—it is up to you to attain the grade you desire in this course. This course is reading and writing intensive, and I expect each student to submit their best work and devote themselves fully to this class.

**Class work**

All class work can be done repeatedly until students achieve proficiency or advanced evaluations within the Unit of study.

**Homework**

Homework is given at least twice a week and often 3-4 days a week. Most of at home work is found in the blog postings, course readings, and pre-work inquiry. This does not apply to in class work. All in class work is expected to be completed in the normal class period and will not count as homework.

**Homework Hotline**

Every day the homework hotline will be updated with that nights work. Students and parents are free to call the homework hotline every day after 4:00. The phone number for the homework hotline is (719) 579-2546.

**Late Work**
In order to prepare you for college and life after high school this class will have a new policy when it comes to turning in assignments for grades. The biggest challenge high school students have when they leave is adjusting to the fast paced environment of college and the workforce. There are deadlines that everyone has to meet and if people fail to meet those deadlines there are consequences for that action. Therefore this will now be the late work policy of Mr. McDowell’s classroom:

1. Assignments are due on the date that the teacher specifies.
2. There will be a one week grace period after the due date where the point value of the assignment will drop. It is as follows:
   a. 1 day late=max 90%
   b. 2 days late=max 80%
   c. 3 days late=max 70%
   d. 4 days late=max 60%
   e. 5 days late=max 50%

Any assignment turned in after the one week grace period will be counted as a zero

There will be very limited exceptions to this rule and it is now your responsibility to get your work turned in on time. The purpose of this is to teach you personal responsibility and time management which are the essential qualities to a successful life after high school.

Assessments

All assessments, both summative and writing, are to be turned in on assigned dates. Any assessments not turned in on assigned dates will not be able for revision for proficiency. Absences on due dates and prior discussion with the teacher will be the only exception. All assessments can be revised and re-taken as many times as students need to achieve proficiency. Do not re-take or revise assessments unless student has studied and is confident in ability to raise level of competence.

Materials:

You will need your textbook EVERYDAY
   ➢ Textbook
   ➢ Pen/Pencil
   ➢ Lined paper or a notebook
   ➢ Spiral Notebook
   ➢ 3 Ring Binder
   ➢ ID card on your person
   ➢ Student Planner- provided by the school

Expectations:

➢ Attendance: it is very important that you are here in class and on time. Per school policy, students with 10 or more absences will have the potential to be dropped from the course with no credit. 2 tardies equal 1 unexcused absence. It is your responsibility to get the make-up work that you missed and turn it in within two days.
➢ You are expected to come to class with all the materials that are listed above, on time, ready to learn, participate and do your best!
➢ Seating will be assigned. If you have a problem with your seating assignments please see me after class or after school to discuss alternatives.
➢ Hall Passes: Passes will be given on a limited basis for emergencies. USE YOUR PASSING PERIOD TIME WISELY! *There are NO passes when there is a substitute.

Behavior Expectations:
I have basic rules when it comes to behavior expectations:
   1. Respect yourself and others
   2. Respect the academic process and environment
3. NO CELL PHONES/ELECTRONIC DEVICES
   a. You will receive 1 warning to put the device away; after that I will take it and keep it until the end of the day. Refusal to give up a electronic device will result in a referral to the office and potential suspension from school

4. Adherence to all school rules and expectations

Course of Study

**Quarter 1/3**

**The American Economic System**

**Unit 1: Economic Fundamentals**

**Big Idea:** Using the tools of economists, incentives, and tradeoffs you can learn to participate like an economist in the economic systems of the American marketplace.

**Areas of Focus**
- An Economic Way of Thinking
  - Essential Question: How can you think like and Economist?
- Economic Decision Making
  - Essential Question: Why can’t you always get what you want?
- Economic Systems
  - Essential Question: Who or what decides what you get?
- Gains from Trade
  - Essential Question: How does trade make people better off?

**Required Reading:** Econ Alive! Chapters 1-4

**Unit 2: How Markets Work**

**Big Idea:** Using the laws of supply and demand and the factors that influence them, students can learn to anticipate the changes in the market and learn to use those changes to their advantage.

**Areas of Focus**
- Demand and Supply
  - Essential Question: What are demand and supply and what economic factors influence them?
- Markets, Equilibrium, and Prices
  - Essential Question: How do you know when the price is right?
- Market Structures and Market Failures
  - Essential Question: What happens when markets do not work perfectly?

**Required Reading:** Econ Alive! Chapters 5-7

**Unit 3: Economic Institutions and Organizations**
Big Idea: Learning to use, spend, and save your money wisely is the key to economic success. Entrepreneurs must develop these essential skills and their resources effectively in order to be successful in the marketplace.

Areas of Study
Money, Banking, Saving, and Investing
   Essential Question: How should you spend, save and invest your money?
Entrepreneurs and Business Organizations
   Essential Question: How do entrepreneurs use their resources to start a business?
Human Capital and the Labor Market
   Essential Question: Why is it important to develop your human capital?
Applying Economics Toolkit

Required Reading: Econ Alive! Chapters 8-10

Quarter 2/4
The American Economic System

Unit 4: Economics of the Public Sector

Big Idea: The American government has massive influence over the ability of the market to function. Learning how this influence works, can be changed, and can be used to ones advantage is key to economic success.

Areas of Study
   Government and the Public Sector
      Essential Question: How should the US government carry out its economic roles?
   Taxes and Taxation
      Essential Question: Who and what should be taxed?
Applying Economics Toolkit

Required Reading: Econ Alive! Chapters 11-12

Unit 5: Measuring and Managing the Economy

Big Idea: Economists and Policy makers use tools to measure and stabilize the economy. Understanding these tools will help students to become effective consumers and citizens.

Areas of Study
   Measuring the Economy
      Essential Question: How do economists measure a nation’s economic health?
   Fiscal and Monetary Policy
      Essential Question: How do policy makers use fiscal and monetary policy to stabilize the economy?
Applying Economics Toolkit

Required Reading Econ Alive! Chapters 13-14

Unit 6: Globalization and the Global Economy
Big Idea: Understanding how global markets interact with each other and the benefits and drawbacks of the global economy is the key to economic success in the 21st century.

Areas of Study
- The United States and the Global Economy
  \textit{Essential Question: How do countries conduct trade in the global economy?}
- The Costs and Benefits of Globalization
  \textit{Essential Question: How do benefits of globalization outweigh the cost?}
- Applying Economics Toolkit

Required Reading: Econ Alive! Chapters 15-16

End of Course Exam

In a FIVE PAGE essay explain the structure, function, and purpose of American economy and how you as a citizen can impact and use that economy. Explain how our government can influence that economy and the role our economy plays in the global marketplace. Create and justify an opinion on how stable our economy really is. Use examples from the material covered in class this semester.

\textbf{Use as many documents as you can to answer the question. Use the documents we have used in class including DBQs, primary sources, and any secondary source reading we have completed. Be sure to cite all material you use in your paper.}