

Buford High School

COURSE SYLLABUS

COURSE TITLE.....Economics

TERMFall 2017

TEACHERC. Whigham and P. Shawcross

ROOM #.....6309 and 6307

Email Address	Cheryl.whigham@bufordcityschools.org
Teacher Web Page	http://bhswhigham.weebly.com/
Teacher Support (Help sessions etc.)	Available before school on Tuesdays and Thursdays from 7:00 AM to 7:40 AM and after school on Mondays and Wednesdays from 2:45 PM to 4:00 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. 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 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.

GEORGIA PERFORMANCE STANDARDS	UNITS/TOPICS	
SSEF1 Explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and government	Unit 1: Fundamentals of Economics	
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.		Unit 2: Circular Flow of Economic Activity, Supply and Demand
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.		Unit 3: Business Organizations and Market Structures
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.		Unit 4: Economics Indicators and the Business Cycle
SSEMI1 Describe how households, businesses and governments are interdependent and interact through flows of goods, services, and money.		Unit 5: Monetary and Fiscal Policy
SSEMI2 Explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.		
SSEMI3 Explain how markets, prices, and competition influence economic behavior.	Unit 6: International Trade	
SSEMI4 Explain the organization and role of business and analyze the four types of market structures in the U.S. economy.	Unit 7: Personal Finance	
SSEMA1 Illustrate the means by which economic activity is measured.		
SSEMA2 Explain the role and functions of the Federal Reserve System.		
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 individuals in the U.S. and in other countries		
SSEPF1 Apply rational decision making to personal spending and saving choices		

<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>	
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INSTRUCTIONAL MATERIALS AND SUPPLIES

Published Materials	Instructional Supplies
Textbook: <i>Economics: Principles in Action</i>	1) Pen and Pencil 2) Binder (for notetaking and to keep up with study material given to you in class) 3) Folder with paper that you can turn in periodically 4) Calculator

EVALUATION AND GRADING

Assignments	Grade Weights	Grading Scale
Benchmark Assessments Reading Quizzes Vocabulary Quizzes Labs In-Class Essays Performance Essays Unit Tests	Benchmarks (30%) Tests (40%) Quizzes & Daily (20%) Writing Assignments (10%) NOTE: Assignments may be turned in one day after the announced due date but are worth only 70% of the grade earned.	A: 90 and above B: 80 – 89 C: 70 – 79 F: 69 or below (A student must have a grade of 70 or higher in order to receive the AP bonus of 10 points or the Honors bonus of 5 points at the end of the semester.)

OTHER INFORMATION

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	<ul style="list-style-type: none"> Tutoring Available Tuesdays and Thursdays Study Resources on Website for Each Unit

Honor Code Policy:

All BHS students will strictly adhere to the BHS Honor Code which is posted on the BHS website. For any violation of the BHS Honor Code, students will receive a 0 and be referred to the administration.

Make-Up Work:

- All pre-assigned work will be due on the day of a student's return from an absence.
- For assignments which did not have a pre-assigned due date during the time of the student's absence, students will be given **five days to arrange** for makeup work or follow other arrangements granted by the teacher.
- Assignments or tests that are not made up by the specified time **receive a grade of zero (0)**.

ALL POLICIES OUTLINED IN THE BCSS STUDENT CODE OF CONDUCT AND THE BHS STUDENT HANDBOOK WILL BE FOLLOWED IN THIS CLASSROOM.

TEACHER CONSEQUENCES FOR MINOR CLASSROOM DISRUPTIONS	
1 st	Penalty assigned at teacher's discretion – Parent Contact
2 nd	30 minute faculty detention and parent contact
3 rd	1 hour faculty detention and parent contact
4 th	Administrative Referral

The syllabus may be updated as needed throughout the semester.

I have read and I understand the syllabus for this course.

Student's name: _____

Student's e-mail: _____

Student's signature: _____

Parent's name: _____

Parent's e-mail: _____

Parent's signature: _____

