Economics Syllabus (2019-20)

School: *Garfield High*

**Garfield High School**

1255 16th Street • San Diego, CA • 92101

(619) 362-4500 ext. 3302

**ECONOMICS (Course #6758)**

**Semester Syllabus**

**Mr. Edmonds**

**Room:**302

**Email**:  [gedmonds@sandi.net](mailto:gedmonds@sandi.net)

**Availability**: Monday – Friday, before and after school, and during lunchtime.

**Course Description**: In this course students should deepen their understanding of the economic problems and institutions of the nation and the world in which they live.  Students will practice life application skills such as budgeting, time management, and college & career preparation in order to grasp an understanding of scarcity and opportunity costs.  They will also use charts, graphs, and tables to examine the laws of supply and demand.

**Required Textbook**:  *Principles in Action*

**Course Requirements**:

* Students must attend class in order to experience success and completion of the course.
* Students need to keep all work, notes, and class paperwork organized in a folder.
* Class work will include: worksheets, video assignments, quizzes, tests, essays, current events, projects, and common core collaboration.
* Students will either complete one or both of the following: a comprehensive midterm exam and/or a comprehensive final exam.
* Students will complete a reflection project by the end of the quarter.

**What is Common Core?**

Common Core involves learning strategies that encourage students to think critically  
and solve problems through research while working with others in groups  
(collaborative learning).

**Theme Questions aligned with Content Standards:**

**Content Standard (12.1):**Students understand common economic terms and concepts and economic reasoning.

**Theme Questions:**

1. What is the relationship between scarcity and the need for choices?
2. Explain opportunity cost.
3. Analyze the role of the market economy.

**Content Standards (12.2):**Students analyze the elements of America’s market economy in a global setting.

**Theme Questions:**

1. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular goods.
2. Describe the effect of price controls on buyers and sellers.
3. Explain the role of profit as the incentive to entrepreneurs in a market economy.

**Content Standard (12.3):**Students analyze the influence of federal government on the American economy.

**Theme Questions:**

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, and protecting consumers’ rights.
2. Understand the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
3. Understand the aims and tools of monetary policy and their influence on economic activity (example: the Federal Reserve).

**Content Standard (12.4):**Students analyze the elements of the U.S. labor market in a global setting.

**Theme Questions:**

1. Explain the procedures that labor unions use to gain benefits for their members in the workforce.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

**Content Standard (12.5):**Students will analyze the aggregate economic behavior of the U.S. economy.

**Theme Questions:**

1. Distinguish between nominal and real data.
2. Distinguish between short term and long term interest rates and explain their relative significance.

**Content Standard (12.6):**Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by economic forces beyond the United States’ borders.

1. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar’s gaining (or losing) value relative to other currencies (yen, euro, peso, etc.).

**Economics Nine Week Curriculum Schedule**

**Week 1:**     Introduction, What is Economics? (Chapter 1),

                   Economic Systems (Chapter 2),

                   American Free Enterprise (Chapter 3)

**Week 2:**      Supply and Demand (Chapters 4 & 5)

**Week 3:**      Prices and Market Structures (Chapters 6 & 7)

                   Business and Labor (Chapters 8 & 9)

**Week 4:**      Gross Domestic Product (Chapter 12)

                   Economic Challenges (Chapter 13)

**Week 5:**      Money and Banking (Chapter 10)

                   The Stock Market (Chapter 11)

**Week 6:**      Saving and Investing (Chapter 11)

**Week 7:**      Taxes and Government Spending (Chapter 14)

   Tax Cuts and Jobs Act Writing Project

**Week 8:**     Fiscal Policy (Chapter 15)

                   The Federal Reserve System (Chapter 16)

**Week 9:**      International Trade (Chapter 17);

                   The Final Examination

**Classroom Expectations:**

* ALL TECHNOLOGICAL AND ELECTRONIC DEVICES, please put them away during instruction time in the classroom.  That’s the entire 80 or 85 minutes!
* Students need to respect the room by not writing on the desks, books or other equipment.
* No eating food or candy; no drinking soda, juice, coffee, or energy drinks (only water).
* Students need to be respectful of themselves, fellow classmates, and adults.  Refrain from using profanity in the classroom.
* Students need to come to class “in their right mind,” which means, not under the influence of illegal substances or alcohol.

**Grading and Credit Policy:**  
Students must attend class **consistently**, do **all** the major work (tests and writing projects), and participate.  **Multiple absences will have a negative effect on the final grade.**  When work is due, it is due.  This is not an independent study course.  When work is not turned in on time, it is late and students will receive reduced points (only up to two days, then they’ll receive no points on late assignment).  When a quiz or test is given and that student is not present, they will only have until the next class meeting to make it up, unless parent contacts the teacher with a valid excuse (serious illness or family emergency).

**Grading Scale:**  
**98% - 100%       A+         77% - 79%        C+**  
**93% - 97%        A            73% - 76%        C**  
**90% - 92%        A-           70% - 72%        C-**  
**87% - 89%        B+          67% - 69%        D+**  
**83% - 86%        B            63% - 66%        D**  
**80% - 82%        B-           60% - 62%        D-**  
  
**59% or Below    F**

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 The individuals below have read and accept this syllabus:

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

Parent Signature   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_