

South Gibson County High School

Economics

2018-2019

Instructor Contact Information: Mr. Kevin Painter

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Course Description/Overview: In Economics High School, students study the study of how people, businesses, and governments choose to use resources. Integrate the six social studies standards of essential content knowledge and four process skills for instructional purposes.

Required Texts and Other Supplies:

- <i>Economics: Today and Tomorrow</i>	-Warm-up Book	-Pens/ Pencils
-Notebook	-Paper	-Folder/Binder to keep papers and handouts

Assignments and Grading Scale:

80% - Formal Assessments

- Project(s): Including, but not limited to posters, timelines, reports, biography projects.
- Tests: Covering units, readings, or thematic areas of study, typically once per fortnight.

20% - Informal Assessments

- Warm-up Book Quizzes: Unannounced, "open note" styled quizzes (Designed to monitor that students engage in daily warm-ups)
- Homework: Homework assignments are assigned either to foster information essential to the class, or advance knowledge prior to in class discovery. Completion of such assignments is critical to mastery of class material.
- In class grades: In class grades are given for assignments to be completed in class, either individually or with the help of classmates.
- Word-Wall Quizzes: Unannounced (Designed to check students mastery of course specific academic vocabulary). Word Wall words and definitions are on the course website.

Failed tests:

As this is a class primary designed of seniors, students should enter this class with appropriate study skills and habits. As a result, students will not be permitted to take retests on any tests in this class. If a student fails a test, they will be required to complete test corrections. Successful completion of test corrections will result in a 72% score on the failed assessment. If a student feels they are unprepared to take a test on the day of the test, it is the expectation that the student will communicate their concern to Mr. Painter before the class begins testing (ideally the night before, rather than on the day of testing). While this does not guarantee that the student will be able to wait to take their test, accommodations will be made if reasonable circumstances are outlined.

FOCUS Time:

- Students should use FOCUS time to get additional assistance on completing classwork and preparing for assessments.
- If a student is absent, students can use FOCUS time to take tests they missed in their absence.

Absences:

- If a student is absent, the student should get all missing materials from their classroom partner. Students have five days from the day they return to hand in all missing assignments accumulated during their absence.
- Students who are absent are expected to obtain any missing warm-up book questions immediately upon entering the classroom. Absence is not an excuse for an incomplete warm-up book.
- If a student is absent on a testing day, but was present on review day, the student is expected to take their test upon the day they return. This can be done during FOCUS or before or after school via the P.A.S.S. Program.
- Students who are absent and need to take a makeup test are expected to complete the makeup test in one sitting. Students should not begin a makeup test if they will be unable to complete it in that same sitting. If the student is not complete with their test at the end of the sitting, that which is complete will be graded.
- If the classroom partner is unable to provide appropriate explanation or if additional resources or explanation is needed, the absent student is expected to seek additional clarification during FOCUS.

Class Participation:

- Students are encouraged to participate in:
 - Classroom discussions/input/dialogue; small group activities; partner assignments; preparation for class by having all materials and assignments; on task behaviors; compliance and respect for class norms and procedures.

Classroom Norms and Procedures:

- 1) Arrive to class on time
- 2) Arrive to class prepared to learn
- 3) Remain quiet while others are speaking
- 4) Ask permission to leave your seat
- 5) Be respectful of objects on/near teacher's desk

Additional Important Information:

- In accordance with school policy, teachers have autonomy in terms of deciding the food and drinks policy within their classroom. Food and drinks (in a sealable container) will be allowed in the classroom provided they are properly cleaned up. At the end of fourth block each day, if any bottles, food, food wrappers, or textbooks are left out or on the floor, one point will be added for all classes that quarter. Likewise, if a drink is spilled, one point will be added for all classes that quarter. If seven points are reached, food and drinks will be disallowed for the remainder of the quarter. It is important that all classes work together in a collaborative effort in order to ensure all students may enjoy food and drinks within the classroom.
- Given the thousands of sheets of paper that cross my desk each year, it is the expectation that students photograph all assignments prior to submission. If a student claims that an assignment was "lost," my first question to the student will be for them to produce photographic evidence of the submitted assignment
- If a student is absent, the student is expected to obtain all necessary material. All notes should be obtained from a classroom partner.
- Students are expected to abide by SGC's cell phone policy and will adhere to the cell phone sign hung in the front of the classroom. The cell phone sign is your only warning. Phones will be confiscated if phones are visible while the sign is red.
- To check out a book in this classroom, students must sign the class log with their name and book number. Only sign out your own book, do not allow classmates to sign out a book for you. If you see your name is on the log because someone else wrote your name, notify Mr. Painter immediately. **Mr. Painter must cross off your name and initial when you return your book. Please let him know so he can mark you off for turning in your book. You are financially responsible for your textbook until Mr. Painter marks you off.**

-In an effort to make adjustments in the best interest of students' learning, this syllabus is subject to change at the discretion of the teacher.

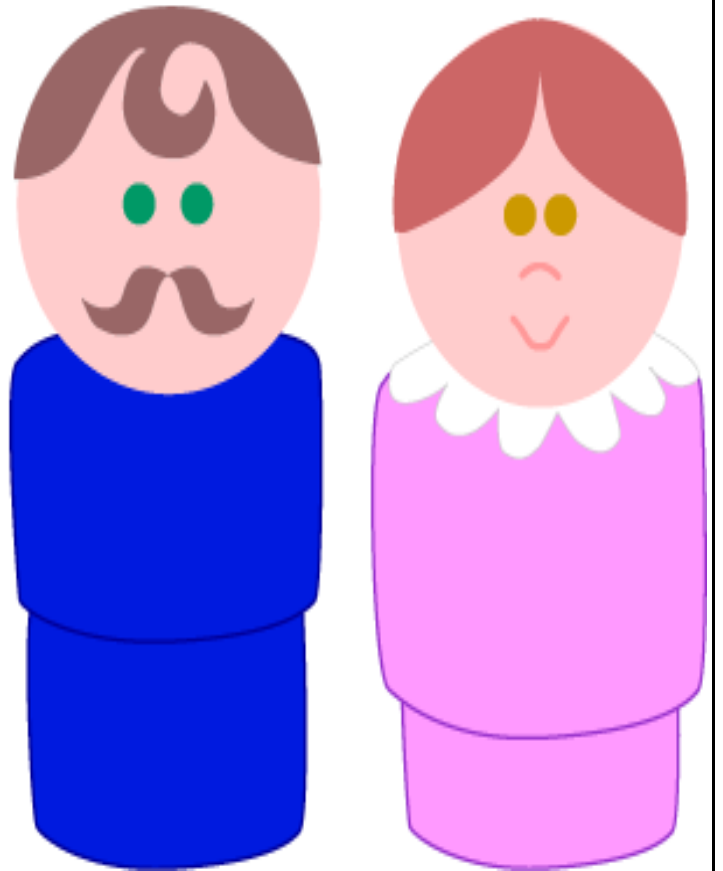
-If an assignment is not handed in on the day that it is due, a zero will be entered into PowerSchool. Students will have two weeks to hand in that assignment before the zero becomes permanent, unless that zero will result in failure of the course.

Bob and Bertha:

-Bob and Bertha play an important role at SGC. Their primary responsibility is to guard the bathrooms nearest to Mr. Painter's classroom. Before letting someone into the bathroom from Mr. Painter's classroom, Bob and Bertha ensure that the student has a water closet pass and asks the student if they signed the class log prior to entering the restroom.

-Over the past few years, Bob and Bertha have become very popular members of the SGC community. Countless students want to visit Bob and Bertha everyday. With so many people wanting to visit Bob and Bertha, they have requested that policies are implemented to ensure each guest can be appropriately welcomed. As a result, Bob and Bertha have requested that students only visit them when Mr. Painter is engaging the class in group activities, not during lectures or whole group discussions. Additionally, students should ask "May I go visit Bob/Bertha," rather than asking to go to the bathroom.

-Bob and Bertha are interesting people. Feel free to ask them questions. Bob's interests include fishing, football, and chess. Bertha's interests include knitting, playing bridge, and hiking.



Schedule and Standards:

Test One (First 3 Weeks) Topics/Standards:

E.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (E)

E.2 Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs. (E)

E.3 Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment. (C, E)

E.5 Explain that voluntary exchange occurs when all participating parties expect to gain. (E)

E.6 Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? For whom to produce? (E)

E.8 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth. (E)

E.9 Compare and contrast the theoretical principles of the economic systems of capitalism, socialism, and communism, and use historical examples to provide evidence of their effectiveness. (E, H)

E.10 Examine informational text and primary sources to analyze the major ideas of the following economists: Adam Smith, Karl Marx

Test Two (Second 3 Weeks) Topics/Standards:

E.11 Define supply and demand, and provide relevant examples.

(E) E.12 Describe the role of buyers and sellers in determining the equilibrium price.

(E) E.13 Describe how prices of products as well as interest rate and wage rates send signals to buyers and sellers of products, loanable funds, and labor.

(E) E.14 Explain that consumers ultimately determine what is produced in a market economy (consumer sovereignty). (C, E)

E.15 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure. (C, E)

E.16 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets, including drawing and reading supply and demand curves. (E)

E.17 Identify factors that cause changes in market supply and demand. (E)

E.18 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets. (E)

E.19 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (E)

E.21 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate. (E)

E.55 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service. (E, G)

E.56 Define trade barriers, such as quotas and tariffs. (E, G)

E.57 Explain why countries sometimes erect barriers to trade such as quotas and tariffs, or through subsidies to domestic producers and the consequences of those trade barriers and subsidies on consumers and producers. (E, G, H)

E.60 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. (E, G)

Test Three (Third 3 Weeks) Topics/Schedule:

E.23 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. (E)

E.26 Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure competition. (H, E)

E.28 Demonstrate how firms with market power can determine price and output through marginal analysis. (E)

E.29 Explain ways that firms engage in price and non-price competition. (E)

E.33 Explain how government responds to perceived social needs by providing public goods and services. (E, P)

E.36 Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities. (E, P)

E.39 Research textual evidence in diverse formats to write a problem-solution piece recommending a course of action in regard to the national debt. (E, P)