

ECONOMICS SYLLABUS

Coach Draine

Course Description

Students in economics will have the opportunity to learn about the structure, function, principles, basic concepts, and problems of the American economy. The study of scarcity, opportunity cost, and the fundamental economic problem will form the conceptual framework for a systematic analysis of the factors of production, economic systems, supply and demand, and forms of business organization, market structures, and market failure. Special emphasis will be given to the role of government in our economy. Students will learn about the use of monetary and fiscal policies to bring about economic stability, international trade and the role of the United States in the global economy, and economic problems facing our nation today.



The core of the course's content will be: individual and household choices, business choices, and the role of government in the economy, economic systems, and trade. The course will provide a foundation of basic economic knowledge to prepare students for the study of economics at the college level.

Economics will be studied from both analytical and critical perspectives. Students will have the opportunity to use their substantive knowledge and thinking skills to critically examine current public policy issues.

Supplies

Each day the student should bring the following materials to class:

1. Pencil/Pen
2. MacBook

Daily Class Expectations

Students are expected to listen carefully and contribute to the class discussion made by the teacher, their classmates, and multimedia presentations. Taking written notes is required not suggested. Students are encouraged to take an active part in the learning process by responding to the teacher's questions and asking questions about the economic concepts being discussed. Each student is expected to conduct himself/herself in a mature, responsible, considerate, and courteous manner that exemplifies the core values of Madison County School District.

Assignments

Students are expected to complete assigned reading prior to class. Unannounced quizzes on the reading assignments may be given. Students are encouraged to study the notes taken in class each night.

Homework assignments will be given throughout the semester. Students should use ink on all written assignments. Assignments are expected to have a neat and scholarly appearance.

Turn assignments in on the day that they are due. Students should check canvas daily. You are responsible for all assignments listed in Canvas and any others announced verbally by the teacher.

Absence

It is your responsibility to find out what work you missed during an absence. If you are absent on a day that a test is given or an assignment is due, you will take the test or submit the assignment on the day that you return to school. An unexcused absence on the day a test or quiz is given or an assignment is due will result in a grade of zero for that test, quiz, or assignment within 3 days.

Evaluation and Grading

Written **tests** are given periodically to evaluate the student's progress. These tests cover assigned reading, class work, handouts, and homework assignments. The course will conclude with an end of semester exam that will evaluate the student's knowledge of the entire course.

Quizzes and **written homework assignments** are also given periodically throughout the semester. Unannounced quizzes may be given to assess the student's knowledge and understanding of assigned reading due on the day of the quiz.

Class participation demonstrates a student's knowledge, preparation, interest, motivation, and acceptance of individual responsibility for learning. Both answers and questions volunteered by students on a daily basis are critical to the learning process.

Students are expected to read and study the assigned reading and their class notes. They should come to class the next day prepared to respond to the teacher's questions, ask questions of their own, and discuss issues raised in the reading assignment. Students are strongly urged to volunteer answers in class, but students will be called upon to recite even if they do not volunteer.

*******Projects will be assigned throughout the semester assignment!!!*******

The student's final semester grade is determined by:

Tests
Projects
Daily Assignments
Quizzes
Homework

Attitude

A positive attitude toward learning is essential for academic achievement. Motivation, interest, enthusiasm, cooperation, courtesy, self-discipline, and personal pride are all factors, which contribute to academic success.

Student Conferences

Students who wish to speak with me about material covered in class, assignments, grades, or personal concerns are invited and encouraged to come to the classroom at an appointed time. If possible please let me know in advance if you wish to meet with me. As a student in my class, you are important and special.

Academic Honesty

Honesty and integrity are core values of the Madison County School District. Academic and personal honesty are required of all students at Velma Jackson High School. Standards for student behavior are outlined in the Madison County School District's *Student Code of Conduct*.

Copying or attempting to copy another student's work, the possession of unauthorized notes or aids during written evaluations, talking during written evaluations, any form of communication of quiz or test content to other students, and intentionally aiding the academic dishonesty of another student are some examples of academic dishonesty.

Consequences for academic dishonesty include a grade of **zero** on the assignment, quiz, or test.

Class Structure

Students will utilize MacBook with Internet capabilities, textbook, outside reading including articles from internet, scholarly journals, newspapers and other respected sources for learning and assignments. Students are expected to behave as young adults and demonstrate a superior intellect in the classroom without constant reprimand for childish and undignified behavior. All students are REQUIRED to receive a passing mark in US Government and Economics in order to graduate from any public high school in Mississippi. Therefore, students please do not jeopardize your academic career with unwise decisions.



Economics

1/2 Carnegie Unit

*The examples listed within the document are not an exhaustive list.

Economics**½ Carnegie Unit**

Standard	Objectives
E.1 Explain the problem of scarcity, choice, decision making, and opportunity cost.	<ol style="list-style-type: none">1. Explain the problem of scarcity and discuss how it is experienced by individuals, governments, and societies.2. Explain that all choices involving tradeoffs and opportunity costs.3. Discuss ways that decisions made by individuals, firms, or government officials often have unintended consequences that can, partially or entirely, offset or supplement the initial effects of the decision.4. Relate marginal benefit and marginal cost to choice.5. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification.6. Examine the household as a major institution in which consumption and production take place.
E.2 Evaluate different economic systems.	<ol style="list-style-type: none">1. Explain that scarcity requires the use of some distribution method to allocate goods, services, and resources, whether the method is selected explicitly or not.2. Discuss the differences among market, command, mixed, and traditional economies.3. Analyze how the different economic systems answer the three major economic questions:<ul style="list-style-type: none">• What goods and services will be produced?• How will these goods and services be produced?• Who will consume them?4. Describe how various economic systems rely on government directives (central planning) and signals (prices) from private markets to allocate scarce goods, services, and productive resources.5. Compare the benefits and costs of different allocation methods.

Standard	Objectives
<p>E.3 Examine how voluntary exchanges and trade are reflections of positive and negative incentives.</p>	<ol style="list-style-type: none"> 1. Describe how consumers, producers, workers, savers, investors, and citizens respond to incentives to allocate their scarce resources in ways that provide them the highest possible net benefits. 2. Explain how free trade increases the worldwide material standard of living. 3. Identify gains from free trade and recognize they are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced. 4. Explain why many nations employ trade barriers for national defense, protection of key industries and protection of workers. 5. Explain why import restrictions result in higher prices and decreased job opportunities and profits. 6. Define labor productivity. 7. Evaluate how international economic interdependence causes economic conditions and policies in one nation to be affected by economic conditions and policies in other nations. 8. Describe the comparative advantage in the production of goods or services when a product is produced at a lower opportunity cost than other individuals or nations. 9. Evaluate the reasons for international trade (e.g., comparative advantage, availability of resources, market price, etc.). 10. Define transaction cost and explain why trade increases if transaction costs decrease (e.g., the cost of locating buyers or sellers, negotiating the terms of an exchange, ensuring the exchange occurs on the agreed upon terms, etc.). 11. Illustrate how goods can be produced at the lowest opportunity cost regarding resources, technology, political institutions, and economic institutions.

Standard	Objectives
E.4 Analyze the role of price on the market, the buyer, and the seller.	<ol style="list-style-type: none"> 1. Define relative price, market clearing/equilibrium price, shortage, and surplus. 2. Investigate the relationship between market clearing price and supply and demand. 3. Explain that market outcomes depend on available resources and government policies. 4. Relate shortages and surpluses to changes in price. 5. Discuss the concept of market price and exchange rates. 6. Examine how changes in supply or demand cause relative prices to change. 7. Relate government enforced price ceilings and floors to persistent shortages or surpluses.

Standard	Objectives
<p>E.5 Analyze the impact of market structures on the economy.</p>	<ol style="list-style-type: none"> 1. Describe how pursuit of self-interest in competitive markets usually leads to choices and behavior that also promotes the national level of well-being. 2. Evaluate how the level of competition in an industry is affected by the ease with which new producers can enter the industry, and by consumers' information about the availability, price and quantity of substitute goods and services. 3. Explore how companies are categorized based on the amount of competition they face (e.g., monopoly, oligopoly, etc.). 4. Describe the role of banks and other financial institutions in channeling funds from savers to borrowers and investors. 5. Explain the purpose of labor unions and how they influence laws created in market economies. 6. Identify the role not-for-profit organizations have and that they are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes. 7. Evaluate the factors that regulate price and market security.
<p>E.6 Assess entrepreneurship.</p>	<ol style="list-style-type: none"> 1. Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits. 2. Describe how entrepreneurs earn profits and incur losses. 3. Compare and contrast positive and negative aspects of entrepreneurship. 4. Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.

Standard	Objectives
E.7 Examine the factors that influence personal income.	<ol style="list-style-type: none"> 1. Define and explain the different forms of earning income (e.g., labor, capital, natural resources, entrepreneurial talents, etc.). 2. Relate income to choices made for education, training, skill development, and careers. 3. Demonstrate how changes in the structure of the economy can influence personal income. 4. Examine factors related to personal spending with respect to maintaining a household budget.
E.8 Evaluate the role of money and its relationship to the market economy.	<ol style="list-style-type: none"> 1. Define and explain the purpose of CPI, annual inflation rate, and interest rate. 2. Describe the three functions of money: a store of value, a unit of account, and a medium of exchange. 3. Explain inflation and its impact on the value of money. 4. Compare and contrast M-1 and M-2 money in the United States. 5. Explain what is and is not considered money. 6. Evaluate real and nominal interest rates and discuss their impact on consumers. 7. Evaluate the impact of higher real interest rates on business investment spending and consumer spending on major purchases. 8. Examine the types of unemployment and its effects on society. 9. Describe how unexpected inflation imposes costs on some people and benefits others.

Standard	Objectives
<p>E.9 Describe economic growth and evaluate the cause and effect of economic fluctuations.</p>	<ol style="list-style-type: none"> 1. Describe the characteristics of economic growth in the long and short term. 2. Illustrate how economic growth has been a vehicle for alleviating poverty and raising standards of living. 3. Justify the importance of investing in new physical or human capital for future productivity and consumption. 4. Investigate how lower interest rates encourage investment. 5. Define and explain GDP, its components, and how it can be calculated. 6. Compare and contrast GDP and GDP per capita. 7. Compare and contrast real and nominal GDP. 8. Evaluate the business cycle, specifically the fluctuations in real GDP around its potential level.
<p>E.10 Evaluate the role of the government in correcting market failures.</p>	<ol style="list-style-type: none"> 1. Describe the reasons for a market failure. 2. Discuss the role of government in the economy to define, establish, and enforce property rights. 3. Compare and contrast positive and negative externalities on the market. 4. Identify methods the United States government can use to address externalities (e.g., subsidies, laws, government ownership, income redistribution through tax laws, price controls, etc.). 5. Evaluate the benefits and costs of market intervention by government.

Standard	Objectives
<p>E.11 Compare and contrast fiscal and monetary policy in the United States economy.</p>	<ol style="list-style-type: none"> 1. Discuss how fiscal policies are decisions to change spending and taxation levels by the federal government to influence national levels of output, employment, and prices. 2. Describe the short-term and long-term benefits and costs of fiscal policy. 3. Discuss how monetary policy by the Federal Reserve Bank influences the overall levels of employment, output, and prices. 4. Differentiate budget deficit, budget surplus and balanced budget. 5. Explain why and how government debt is created. 6. Evaluate how monetary policies lead to changes in the supply of money, short term interest rates, and the availability of credit. 7. Describe the Federal Reserve System's three major monetary policy tools. 8. Differentiate the federal funds rate from the discount rate and the prime rate. 9. Evaluate why the Federal Reserve would increase interest rate targets.