Welcome to 12th grade Economics! This course is a requirement for graduation but can also provide you with a solid foundation in how the economic world interacts at a personal, national and international level. This semester, you will study supply and demand, productivity, business organizations, and financial institutions. In addition to the economic theory, you will also gain practical financial knowledge and skills that will help you live independently in the world.

**ECONOMICS: CALIFORNIA STANDARDS TO BE STUDIED**

12.1 Students understand common economic terms and concepts and economic reasoning.
12.2 Students analyze the elements of America’s market economy in a global setting.
12.3 Students analyze the influence of the federal government on the American economy.
12.4 Students analyze the elements of the U.S. labor market in a global setting.
12.5 Students analyze the aggregate economic behavior of the U.S. economy.
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’ border.

**ECONOMICS: UNITS OF STUDY**

1. Introduction to Economics
2. The Basics: Demand, Supply and Price
3. Microeconomics
4. Macroeconomics
5. Trade and Investment
6. Personal Finances

**CLASSROOM GUIDELINES:**

- **RESPECT** peers, teachers, administrators, visitors, textbooks, supplies and facilities. The use of swearing, derogatory comments and put-downs is not only disrespectful but also inappropriate for the school and work environment. Therefore, they will not be tolerated.
- **RESPONSIBILITY** and **ACCOUNTABILITY**: Be responsible and accountable for all of YOUR actions! The grade you earn in this class will be a reflection of your effort and learning. **It is the responsibility of the student to be aware of their academic standing and bring any questions they have about their grade to the attention of the teacher.**
- **PREPARATION**: Be on time to class with all materials. *(WR Tardy Policy will be enforced)*
- **All school rules will be enforced according to the West Ranch Student Handbook.**
- **ELECTRONICS POLICY**: Cell phones and any other electronic devices will NOT be allowed for use during class time, except at teacher’s discretion at appropriate times. Any violation will result in confiscation of the item which will be turned in to the student’s Assistant Principal’s office.
  - **Consequences for actions that violate any of the above may result in teacher detention or referral to an administrator.**
**Special Note:** Please do not eat or drink in class (except water)….especially the LAB!! No FOOD or DRINK in the LAB!! There is potential for ant problems in the classroom and leaving food out will only make it uncomfortable for you by attracting ants to your workspace.

**Attendance and Tardy Policy:**
- Regular attendance is a critical element to success in this and all classes. All absences need to be excused and any class that is missed becomes the student’s responsibility to learn what they missed at an appropriate time that does not interrupt the learning of others. Any missed assignments due to an excused absence are due the next class that the student attends. Students with excused absences will have one week to make up assessments. It is the student’s responsibility to make arrangements with the teacher for make-up exams. Any assignments/assessments missed due to an unexcused or disciplinary absence will be recorded as a zero (including assessments).
- Be on time to class! Students who are not inside the classroom when the bell rings will be considered tardy and will lose points in the professionalism category of their grade. In addition, the West Ranch Tardy Policy will be enforced. Please respect the teaching and learning environment by arriving to class on time ready to learn.

**Restrooms**
Students will be given six Bathroom Passes at the beginning of the semester. They are to be used only when given permission by the teacher – you are NOT entitled to leave whenever you want to just because you have a pass. Any passes not used by the end of the semester may be turned in for extra credit (the number of points will be determined later but it will not constitute more than 2% of a student’s grade). **Students will lose one bathroom pass for every 3 tardies to class and therefore will lose potential extra credit points.**

**Academic Honesty**
West Ranch High School will consistently enforce the William S. Hart Union High School District Board Policy on Academic Integrity which is based on Educational Code 44806.

The following actions will be deemed violations of Academic Integrity and/or Board Policy
- When a student takes credit for work that is not their own or allows someone else to copy their work, this will be deemed a violation of our Academic Integrity Standards.
- If a student looks at another student’s paper or sends or receives test data during or before a quiz or test or uses materials on a test or quiz that has not been approved, this is a breach of Board Policy.
- If a student plagiarizes someone’s work, whether it is another student’s or reference material, this will be a violation of Board Policy.

The following consequences **will** be enacted if a violation occurs:
- The parents of the student who has been academically dishonest will be notified of the event and a report will be filed in the student’s permanent record
- The student will receive an automatic zero (failing grade) on the assignment or test; no make-up work will be offered to compensate for the zero.
- The student will be dropped from the National Honors Society (NHS) if the student is a member of that organization.
- The student will be dropped from the California Scholarship Federation (CSF) if the student is a member of that organization.

The following consequences **may** be enacted if a violation occurs:
- The student may be removed from the class for one day at the teacher’s discretion, according to the California Educational Code.
- The student may serve a four hour Saturday School.
- The student may face suspension from extra-curricular activities, including sports programs.
There may be times when I am out of the classroom for school/district business, family issues, or illness. Any time there is a guest teacher in class students are expected to complete all work and maintain a respectful atmosphere. Students that waste time or challenge a guest teacher will face academic and disciplinary consequences including, but not limited to, lower grades for incomplete work, referral and/or suspension from class.

ALL SCHOOL DISTRICT RULES APPLY!
If a student is unable to follow the rules stated, the following steps and procedures will be taken:
1. Verbal reminder.
2. Student/teacher conference.
3. Parent contact.
4. Parent/teacher/counselor conference and one-day suspension from class.

Keep in mind that these are school and district guidelines and are in place to foster a healthy and positive learning environment.

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TEXTBOOKS:
Arnold, Roger A. *Economics: New Ways of Thinking*. St. Paul, MN: EMC Publishing, 2007 (students do NOT need to check out a textbook; we will use a set in class for any textbook work that needs to be completed)

SUPPLEMENTAL LEARNING ASSISTANCE:
All work completed in class is posted on my website on the school website. Each day I post what was completed in class as well as any handouts and links students need to complete the work.

Most assessments will be completed online using the Juno testing system. Students are expected to follow academic honesty expectations regardless of whether they are using paper/pencil or technology-based assessments.

They will also be using the Internet for up to date economic, financial and business information.

Students will participate in an online competition throughout the semester to support their learning in class called The H&R Block Budget Challenge. This competition provide opportunities for students to deal with budgeting using a real-world online simulation.

The H&R Block Budget Challenge (from their website): By participating in the H&R Block Budget Challenge, you will learn and practice many real-world money management skills: Paying bills, managing expenses, saving money, investing in retirement and more. We consider three skill areas to be the most important and those determine your individual leaderboard score.

Balancing your current and future cash needs: Maximizing your tax-deferred savings while maintaining enough money in a checking account to pay for bills. Your skill at balancing the present while building for the future is evaluated by the amount of money saved into your 401(k) savings account.
**Paying bills on time and on budget:** Managing your cash flow on a tight budget. This skill is evaluated by fee avoidance, with a special emphasis on timeliness of bill payments.

**Resourcefulness, understanding and practical application of financial concepts:** This means being proactive in searching for information and applying it to your benefit on a quiz, or in communicating with vendor customer service to resolve any unexpected issues that may arise. This skill is evaluated by quiz points and any point rewards from negotiation with customer service.

You may have heard the expression: “Timing is everything.” In this game, like in real life, timing is at the heart of putting all of these skills together in real time to balance your budget and save for the future.

Other informational texts will be assigned and used in class, and will include articles from current newspapers and magazines, including *Bloomberg, Yahoo Finance, Google Finance, Time, Newsweek, The Economist, New York Time, and the Wall Street Journal.*

In addition, video clips will be used throughout the semester to highlight key content using modern media that students can relate to. Typically video clips range from 5-15 minutes long and students will be required to analyze them for specific economic content. Unless stated, the clips are all PG or PG-13. In rare circumstances, full length documentaries of 35-60 minutes may be shown as well. A list of potential video clips/documentaries is included below but is subject to change as new resources become available that enhance the content of the course.

<table>
<thead>
<tr>
<th><strong>Course Content</strong></th>
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<td>Opportunity Cost</td>
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<td><em>A Christmas Carol</em></td>
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<td>The Great Depression</td>
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<td>Money as a Medium of Exchange</td>
<td><em>Waterworld</em></td>
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<td>The Banking System</td>
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<td>Income</td>
<td><em>Parenthood</em></td>
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<tr>
<td>Environmental Economics</td>
<td><em>Erin Brockovich</em> (Rated R - clip is edited 2 min, 3 sec)</td>
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<tr>
<td>Macroeconomics</td>
<td><em>I.O.U.S.A.</em> (documentary)</td>
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<td>Capitalism</td>
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<td>Wants vs. Needs</td>
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<td>Competitive Markets</td>
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<td><em>Slumdog Millionaire</em></td>
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<td>Supply and Demand</td>
<td><em>Jingle All the Way</em></td>
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<td></td>
<td><em>Blood Diamonds</em> (Rated R – clip is edited 2 minutes)*</td>
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* In addition, clips from various TV shows that support course content may also be shown.
GRADING POLICY
Grading will be based, approximately, on the percentage of total accumulated grades (A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%). Grades are weighted based on the following categories (**Subject to change as needed**)

Assessments (40%)
Assessments will be further subdivided into three different levels…

- **Level 1 (L1)** assessments are short formative assessments that we will use to check for understanding and reading. There will typically be 1 per chapter taking only 10-15 minutes of class time for completion and in-class grading. Points will be assigned for completion and corrections.

- **Level 2 (L2)** assessments will occur at the end of each chapter. These will consist of 20 multiple choice questions and 1 short answer/essay worth 5 points for a total of 25 points. Students will have 30 minutes to complete the L2 assessments. The questions will mostly come from the publisher’s test bank with direct correlation to your textbook. Test corrections will be available for students to complete during Tutorial for one week after the L2 assessment.

- **Level 3 (L3)** assessments will be the equivalent of unit tests. These will consist of 50 multiple choice questions followed by 2-3 FRQs. Because these assessments are designed to show your critical thinking and application of key content, the questions will come from a variety of reliable sources. Each will be worth 100 points.
  - **A NOTE ON TEST CORRECTIONS**: In my experience, the opportunity for test corrections has resulted in students being less prepared for tests and not putting forth the amount of studying that should be appropriate for a high school course. With that in mind, there will NOT be any opportunities for test corrections on the L3 assessments. Within a couple of days of the test, I will review commonly missed questions and students will have a chance to review and reflect on what they missed, but they will not be able to re-take the test or do corrections to earn more points.

Final Exam (15%)
The final exam will be scheduled on the last day of classes for seniors. The test will be cumulative over the entire semester and will include both multiple choice and free response questions. There will be NO opportunities for re-takes or corrections.

Projects and Discussions (25%)
A variety of individual and group projects will challenge students to study economic topics in more depth. This category will also include formal discussions, debates, simulations, research papers, and unit review activities that will help students gain a better understanding when studying economics. This category will also include student participation in our online budget competition.

Class Work (15%)
As I am well aware of the high level of outside commitments for seniors, I typically do not assign outside homework for this class. With that said, though, please be aware that if you are not using your class time effectively, you will be expected to complete your work as homework outside of class. Due dates for unit packets will be posted on my website. Please be aware that I do not grade EVERY assignment. It is impossible for me to do an effective job teaching and making this course a great experience for you if I am grading your note-taking and class activities daily. That does NOT mean that you should not do the work because every assignment has a purpose and is relevant to your progress in the class. In addition, I will randomly collect class work in order to keep students on task and to check your work.
Participation and Professionalism (5%)

Participation is an integral part of the class and will consist of everyday class participation, individual and group activities, presentations, formal and impromptu speeches, and other activities. In addition, all projects, discussions, reflections, and significant written assignments will be given a professionalism grade. Although I allow students to make-up work for full credit, I also want to reward those students that turn work in on time. Therefore, the professionalism grade will be a “separate” 10-point grade at the time that work is turned in.

10 points = Work was turned in COMPLETED on time.
5 points = Work was turned in on time but incomplete (less than 60% done) OR was turned in within one week of the due date
0 points = Work was turned in more than one week late.

Extra Credit

I do not offer extra credit. I strongly believe that students need to complete the work required for the course in order to earn their grade and that an extra credit assignment should not replace that work. Replacing required work with extra credit gives less value to the work and assessments for the class.

Expectations

As your teacher, here is what you can expect from me to help you succeed in this course:
1. I will be prepared to teach each day.
2. I may not know the answer to every one of your questions but I WILL find you an answer.
3. I will teach the district-approved curriculum.
4. I will prepare interesting and engaging lessons.
5. I will be available during Tutorial if you need extra help.

Here is what you, as a student, can do to be successful in my class:
1. Come to class on time, prepared to learn each day. Informed discussion and questions are the keys to a lively, interesting, compelling class.
2. Complete your class work (and homework when appropriate) efficiently and on time.
3. Identify a study buddy that you can contact if you are absent from class to get assignments or extra help.
4. Come to Tutorial if you need help.
5. Take responsibility for your learning.

As parents you can help your student by:
1. Taking an interest in your student’s studies.
2. Talking with your student each night about what they learned in school and ask to see their notebooks.
3. Helping your student develop good time management strategies.
4. Working with your student to set realistic goals for success.
5. If you see that your student is having difficulties in a class, please intervene immediately – contact me and encourage your student to attend Tutorial each morning with the teacher from 8:00 a.m. to 8:25 a.m.
6. Attending Parent Advisory Council (PAC) meetings and other school events.
ACCEPTABLE USE POLICY FOR ELECTRONIC DEVICES
I will be allowing students the option of using a cell phone or tablet as a personal learning device (PLD) as a means to enhance their education. In addition, students will regularly be using the computer lab and laptop cart for technology-based learning.

The purpose of this policy is to ensure that students recognize, to quote from Spiderman, “with great power comes great responsibility.” The power to use technology in the classroom and in the computer labs carries with it a responsibility to use it appropriately. Technology is also constantly changing so it is possible that during the course of the year, additional rules regarding the use of PLDs and computers may become part of this policy. Every student is expected to follow all guidelines, written or orally given, and to demonstrate responsible and ethical behavior.

General Usage (this policy applies to devices used in the classroom and the school computers)

1. Student use of a PLD must at all times support instructional activities in the classroom. Students are expected to use their technology devices in a professional manner, in a way that supports the educational mission of our classroom and of the school.
2. Games, music, or other entertainment on a PLD or school computer is prohibited in the classroom and our labs.
3. The use of any electronic device for photography, audio recording, or video recording is prohibited unless such activity is explicitly approved in each instance of use by your teacher.
4. Personal communications via a PLD are prohibited unless explicitly approved by your teacher for educational purposes.
5. All audio must be muted and **headphones are prohibited** during instructional time unless such activity is explicitly approved in each instance of use by your teacher for educational purposes.
6. There are times when use of PLDs during class time will be permitted, and other times when it is not. If your teacher or a guest teacher asks a student to put his/her PLD away, the student must comply immediately and without question.
7. Use of a cell phone/tablet as a PLD is **completely optional** and all students in my class can complete all assignments with or without a PLD. Students who choose to use their cell phones/tablets as a PLD in the classroom assume all liability for its use. **Standard text message and data rates apply.** Neither your teacher, Golden Valley High School, nor the William S. Hart Union High School District shall be held responsible for cell phone charges, or if the device is lost, stolen or damaged.
8. Students are responsible for any damage they cause to a school computer. Students are expected to sit in their assigned computer lab seats (or use their assigned laptop) and report any technology issues before beginning their own work. Failure to do so will result in the student being held responsible for any damage.
9. **PLD use shall be permitted only when your teacher is in the classroom.** When there is another teacher or substitute teaching the class, no electronic devices of any kind are permitted.

Consequences of Misuse of Personal Learning Device
If a student fails to comply with these guidelines, the privilege of using a PLD may be suspended for the remainder of the grading period or permanently.
Mrs. Povletich
12th Grade Economics
West Ranch High School

Spring 2015
Course Syllabus Contract

We have read Mrs. Povletich’s Economics Course Syllabus and understand all that is expected. We are aware of the guidelines and intend to follow them at all times. We agree to the Video Policy and Acceptable Use Policy for Electronic Devices as stated in the syllabus.

Print Student Name: ___________________________________________  Period: ________
Student Signature: _____________________________________________  Date: ___________

Print Parent Name: _____________________________________________
Parent Signature: _____________________________________________  Date: ___________

Please list any other information that would be important for me to know in order to help make this a successful semester for you (for example, you have difficult seeing from the back of the room, you prefer to sit in the front/back, you have family commitments outside of school that may prevent you from completing your work, or any other information you think may be helpful).

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Please sign and return this page by Wednesday 1/20 (Even) or Thursday 1/21 (Odd).
Thank you.