



# 2023-2024 COURSE SYLLABUS

## 2023-2024 COURSE SYLLABUS

### ECONOMICS

(5 credits/semester) SXS 203

### GENERAL INFORMATION

Term and Year: Spring 2024

Name of Instructor: Brett Williams

Office Number: C-304

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E-mail Address: [brett-williams@scusd.edu](mailto:brett-williams@scusd.edu)

Class Website: <https://sites.google.com/scusd.edu/economicswithwilliams/home>



Scan to access the website.

### COURSE OBJECTIVE

Ever wonder why gas prices keep rising? What will determine whether you can afford to live on your own once you graduate? What about how to invest in the stock market or file your taxes? Would rent control measures help ensure I find a place to live when I graduate from college? These questions and many more will be explored. The ultimate aim is to learn how to read, listen, and write with a critical eye. Knowing how to read, speak, and write well will take you anywhere, and those are all a large part of this class.

### TEXTBOOK

VanFossen, Phillip J. *Econ Alive: The Power to Choose*. 3rd ed., Teacher’s Curriculum Institute, 2020.

### COURSE OUTLINE

Content Area	Chapters	Dates
1. Introduction to Economics	1-4	1/30-2/17
2. How Markets Work	5-7	2/20-2/24, 3/5-3/16
*3. Operation Protect and Defend	–	2/26-3/4
4. Labor, Business, and Investing	9-10	3/19-3/25, 4/1-4/5
5. The Government's Role in the Economy	11+12	4/8-4/12
6. Measuring and Managing the Economy	13-14	4/15-4/26
**7. APGOPO Exam Review	–	4/29-5/3
8. 5-Year Plan Projects	—	5/9-6/4

\*Operation Protect and Defend is a curriculum offered by lawyers and judges here in the area to engage local students in civic discussions and come up with viable solutions. Students will also have the opportunity to enter an essay and art contest.



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\*\*Since AP Government was completed in the Fall, we will need time to review to better prepare for the College Board Exam in May.

## GRADING

Ongoing Self Assessments	A log where students keep track of their progress on all class assignments preparing them for the Summative Assessment.	10%
Projects	Debate Project, 5-Year Plan Project	30%
Summative Assessments	Multiple choice, short answer, and essay.	60%

## GRADING SCALE

A=89.5%+ B=79.5%+ C=69.5%+ D=59.5%+ F=59.4% or below

**GRADING BASED ON MASTERY** (On the standards indicated below)

[California State Standards](#)

[National Standards for Personal Financial Education](#)

[Common Core Standards for Social Studies](#) (pp. 85-95).

## STANDARDS-BASED GRADING

Here are a few articles to learn about Standards Based Grading

- <https://kappanonline.org/standards-based-grading-equity-reform-feldman/>
- <http://my.aasa.org/AASA/Resources/SAMag/2019/May19/Feldman.aspx>
- **Grading for Equity** by Joe Feldman (2019: Corwin, Thousand Oaks, CA)

## COURSE REQUIREMENTS & RIGOR:

**Formative Assessments:** Mastery of content in this class requires participation in group and class discussions and activities, as well as individual study and preparation. Students will be required to complete an ongoing **Student Reflection on Formative Assessment by Standard** to help prepare them for summative assessments. **Formative assessments will be reviewed for accuracy (in class), but not graded!**

**Summative Assessments:** After being introduced to a particular topic, students will be expected to prepare for in-class content application (Presentations/Writing Assignments/Portfolios/Quizzes/Tests).

**Retakes: Standards-based grading** is about developing a growth mindset. So retakes are a large part of the course. Students will have the opportunity to retake a given assessment on the target standards they are seeking to reach proficiency or above. Retakes will be offered twice a week on Wednesdays at lunch or before school at 7:30 a.m. In order to do a retake, the OSA for that content must be complete.



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**Makeups:** Students who miss class, will need to make up any Summative Assessments they are missing **ASAP**. Students can do that on the same day and time retakes are offered. Students who need to catch up should reach out through Remind, or email so we can coordinate a plan together to get caught up. Don't let yourself fall behind; advocate for yourself.

## GRADING SCALE

Grade	Score Point	Criteria
A	4 (89.5-100%)	<b>SUPERB - Exceeded the standard</b>
B	3 (79.5-89.4%)	<b>PROFICIENT - Met the standard</b>
C	2 (69.5-79.4%)	<b>DEVELOPING - Student has key gaps in their understanding of the standard</b>
D	1 (59.5-69.4%)	<b>NOVICE - Student is unable to demonstrate Proficient or Superb levels without assistance</b>
Incomplete	Incomplete	<b>No evidence</b>

Rubrics will be used for assignments ranging from presentations to papers. The 1-4 scale demonstrates their proficiency in those areas. The percentages used for summative assessments in IC should be viewed relative to this scale as well.

**1- Novice** Learner knows part of the standard, but may still have learning to accomplish, misconceptions to clear up and practice is needed. They are beginning to understand the standard.

**2- Developing:** Learner knows part of the standard, but still makes mistakes because confidence in their knowledge is developing. More practice is needed to improve their confidence.

**3- Proficient:** Learner knows the standard, but might make a few small mistakes because they are human. They are confident in their learning.

**4- Superb:** Learner knows the standard and can make connections to how this standard relates to other standards. They make little to no mistakes and can justify their thoughts with background knowledge. They can transfer their knowledge to similar, yet different scenarios.

## GRADING & INFINITE CAMPUS

Instead of assignment headings like Ch.1 Quiz, you will see something like this 1. Circular Flow, 2. Econ. Principles. This is intended to demonstrate to students and parents alike exactly where a student is on a given standard. Students can then pinpoint their challenge areas, and retake the quiz portion that only targets that specific area. In this respect, this grading system should help make grades more transparent and students more empowered.

**Extra Credit:** You have enough work to do in the class without extra credit. Focus on developing proficiency on the required standards instead by taking advantage of retakes, and prepping extensively for the projects.



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**Late/Incomplete Work form** to your assignment before submitting it. You can find it on my [website](#), in the sidebar, and on Google Classroom. Late Forms will primarily be used on project stages. **I do not accept late work for your Ongoing Self Assessments (OSAs)**. My reason is that the whole purpose of the OSA is to prepare you for the quizzes. Turning in OSAs after your quizzes then makes no sense. If you're absent for a quiz, just turn in your OSA for that week after your makeup quiz.

## Ongoing Self-Assessments

- This will be a document you will receive in class at the start of each unit, almost always on Monday, and it will be submitted with your assignments from that week's unit, stapled to the back. View it as a portfolio of your work, and a chance to reflect on where you are succeeding, and where you need to better focus your efforts. The reflections here should help considerably both with retakes and progressing through the semester.

## REQUIRED MATERIALS

- Computer - bring to class every day
- A binder with binder section dividers for this class (Class Assignments, Handouts, Warmups, Your Choice)
- Lined binder paper
- Pencils and pens(black or blue only please)

## PROJECTS

### 5 Year Plans

The newly revised 5-Year Plans project is a chance for you to peer into the future. You will be developing a Five-Year Plan that will consist of several mini-projects, a paper, and a culminating presentation that will wrap up the semester. The goal of this project above all else is to provide you with a strong sense of confidence in topics ranging from a job search to investing in the stock market. Recognizing that the plans you set here aren't written in stone but a chance for you to explore your future with the right kind of tools is the ultimate aim here. Find out more about the project [here](#).

### Debate Project

You will also be engaging in a team debate on one of nine different issues that will be occurring throughout the semester. You will either be affirming the prompt, or negating it. The objective here is to learn how to effectively construct strong arguments based on valid sources, as well as how to refute counterarguments. Reading and listening critically are the keys to success here. Find out more about the debate project [here](#).

## TESTS/QUIZZES/PRESENTATIONS

Quizzes will be given once a week. The quizzes will be a combination of multiple choice, short answer, and essay. The notes templates should prove quite helpful in preparing for them. Find them [here](#). The textbook will be your primary resource, but the chapter slides that can be found on my [website](#) can also be of great use. I have posted numerous resources on my website from Crash Course videos to presentation models.

## BEHAVIOR EXPECTATIONS



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The following are a few of the more notable expectations students will follow:

1. Be on time physically and mentally.
2. Treat others with respect at all times, especially when confronting ideas different from your own.
3. Be on task, and offer help to others if you finish early (when appropriate)
4. Keep your electronic devices hidden and silent unless the instructor approves use.
5. Adhere to the JFK expectations of academic integrity.\*

\*Plagiarism: Plagiarism is the attempt to pass off the ideas, research, theories, or words of others as one's own" (College Board). There are however a number of assignments throughout the year where the teacher will encourage you to talk about your responses with your classmates, but note that your work is your work and should always remain in your possession unless the teacher is currently grading it. Plagiarizing any assignment will result in a 0 for that assignment. Cheating on any quiz or exam will also immediately result in a zero for that assignment. Students caught cheating will not be able to make up the points lost on these assignments. Plagiarizing or cheating a second time will lead to an Unsatisfactory mark for Citizenship for the semester and a parent conference with the possibility of more severe consequences depending on the situation. The teacher and administration determine the degree of the severity of the consequence. In this class, my ultimate goal is for you to develop YOUR VOICE. You may use the cited ideas and arguments of others to help support your arguments, but they still must be YOUR arguments. It's YOUR position that I want above all else in this class.

## FINAL NOTE

Please note that after teaching for 20 years I have learned that every group of students is different. With that in mind, I reserve the right to change the policies indicated above at any time during the semester. Before these changes occur though I will be sure to communicate those changes with the students in advance, and announce those changes using Google Classroom and where possible, on my website.

I want to end by saying what an honor it is to teach you this year. Please consider me your advocate here at Kennedy High School. You have a support system here at Kennedy as well as at home. Remember that and it will be a good year.



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This executive summary of the Syllabus is meant for your binder. The full syllabus should be accessed at <https://sites.google.com/scusd.edu/economicswithwilliams/home> and read closely. Once you and your parent have done so, please complete the Syllabus Verification form on Google Classroom where the full Syllabus can also be found.

- Keep this page in your binder and have it with you throughout the semester.
- Be ready to take risks. We're all going to be wrong at some point this semester, and likely at multiple points. Let's grow from that.
- Your grade will be based on the standards related to this course alone. Formative assessments, which are practice-based, will not be graded.
- Summative assessments (quizzes, exams, presentations) and projects (the debate project and the CEP) represent 90% of your grade in the class. Prepare accordingly, and be willing to try different approaches.
- Retakes (on summative assessments) are an integral part of the class. Take advantage of them and build your proficiency in all the required standards. Retakes will be offered on Wednesdays during B Lunch or before school at 7:30.
- The homework will largely consist of reading the assigned chapters of the textbook, and preparation for the projects/presentations, quizzes, and other assessments throughout the semester.
- Some projects are group projects, so please be ready to work as part of a diverse team.
- Assessments will happen once a week and typically fall on **Fridays**, so please don't miss those days.
- The chapter notes, the chapter slides and other items on my [website](#) can serve as critical resources for your summative assessments. Please use them, and use them consistently.
- Assessments will involve multiple-choice, short answer, essays, and presentations.
- If you cannot be there for the makeup of the quiz on a given week then we will need to work out a time that works for us both.
- Late work will not be accepted without a completed Late/Incomplete form attached. You can find the Late Forms on my [website](#) on the right-hand side under General Resources, or on Google Classroom.
- **I do not accept Late Work for OSAs.**
- Please check your student email, and Google Classroom each evening. I also send messages through Remind frequently.
- Remember above all, that I am your advocate here, but in order to fight for you, I need you to be open with me about how I can best do that. We're part of a team.

Again, please fill out the Syllabus Verification Form on Google Classroom to ask any questions or express any concerns about the course. You can also email me anytime at [brett-williams@scusd.edu](mailto:brett-williams@scusd.edu) or call me at 916-395-5090 Ext. 506304.

Scan the QR code below to access the full class syllabus.

