



# Economics Syllabus 2022 -2023

**Mr. Richard Pauly - Facilitator**

**Department Chair**

Room C-317

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## **General Course Description:**

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, models, measurement, and methods.



## **Units:**

Unit I: Opening Unit: some key vocabulary words (1 ½ weeks)

Unit II: Budget Project (3 weeks)

Unit III: The Economic Way of Thinking/Fundamental Economic Concepts and Reasoning (4 weeks)

Unit IV: U.S. Labor Market (3 weeks)

Unit V: Globalization/International Trade (4 weeks)

Unit VI: Problem Based Learning - High School Food Court (2 weeks)

Finals (1 week)

***This course will be based on a students mastery of the standards found in the documents 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>

Also, a book:

- **Grading for Equity** by Joe Feldman (2019: Corwin, Thousand Oaks, CA)

## **COURSE REQUIREMENTS & RIGOR:**

**FORMATIVE ASSESSMENT**: 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 ASSESSMENT**: After being introduced to a particular topic, students will be expected to prepare for in-class content application (Presentations/Writing Assignments/Portfolio/Quizzes/Tests). Students will be allowed to select from a “Menu Option” on particular summative Assessments.

**MANDATORY retakes are required until a student demonstrates “Proficiency” or “Superb” understanding of the standard(s). Students must present his/her/they “Student Reflection on Formative Assessment by Standard” worksheet.**

This class is void of “busy work”; every assignment is given with the intent of expanding understanding, developing cognitive skill sets, and preparing students for becoming economic thinkers.

## **Grading Scale**

<b>Grade</b>	<b>Score Point</b>	<b>Criteria</b>
<b>A</b>	<b>4</b>	<b>SUPERB - Exceeded the standard</b>
<b>B</b>	<b>3</b>	<b>PROFICIENT - Met the standard</b>

<b>C</b>	<b>2</b>	<b>ADEQUATE - Student has key gaps in their understanding of the standard</b>
<b>D</b>	<b>1</b>	<b>NOVICE - Student is unable to demonstrate Proficient or Superb levels without assistance</b>
<b>Incomplete</b>	<b>Incomplete</b>	<b>No evidence</b>

Learners will be given a 1, 2, 3, or 4 for each of the Economic (Fall), Government (Spring) and Common Core Social Standards that will be taught throughout the school year.

**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- Adequate:** Learner knows part of the standard but still make 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 and Infinite Campus:**

As of right now, Infinite Campus (IC) does not allow teachers to change the grade scale so here is how the standard score will correlate with the SCUSD mandated grade scale

0	50 pts	3	87 pts
1	62 pts	4	100 pts
2	75 pts		

### **Grade Breakdown:**

Summative Assessments (Quizzes/Tests)	<b>60%</b>
Student Reflection Logs per Standard	<b>10%</b>
Projects 1. Budget Project: 3 components - Evidence Binder, Written Reflection Paper and Presentation 2. High School Food Court	<b>30%</b>

**Extra Credit:** No extra credit will be allowed as this is highly inequitable!

### **Practice and Confidence Building:**

- There will be assigned practice (**Formative Assessments**) and confidence building. It is a crucial part of the course. Practice and confidence building is designed to reinforce lecture material and application of the material.
- *“It’s not what we do once in a while that shapes our lives. It’s what we do consistently” - Tony Robbins*

### **Ongoing Self-Assessment:**

- This will be a google document that learners will keep track of where they are in the learning process. It will be similar to a portfolio of all their work. It will be a reflective exercise done after each assignment, practice and confidence building, group activity, discussions, reading, and write-ups.

### **Day to Day stuff:**

1. Classroom norms will be established together.
2. Communicate and advocate for yourself.
3. Check your email and google classroom daily.
4. Plagiarism: taking credit for another person’s work is unacceptable in all school and professional situations. This is for ALL submitted work...SO just don’t do it.

### **Integrity:**

This class is based on trust, respect, and responsibility. I trust that you will do the right thing when no one is looking. You will be respectful of the facilitator when he is lecturing (NO TALKING during lecture), respectful of others' learning, and respectful of your own learning. It is your responsibility to be self-disciplined to do the great amount of work that is being asked of you. It is your responsibility to your friends to not copy or cheat, it is disrespectful to the learning process and to your/their/them development.

### **Class Textbooks & Readings:**

We will be PILOTING two new textbooks:

***TCI - Econ Alive! The Power to Choose*** (Chapters 1- 10)

***McGraw-Hill - Impact*** (Chapters TBD)

Various Articles and Readings (Handouts and/or Posted on Google Classroom and Class Website as needed.

### **Additional Requirements:**

1. Electronic device for completing online assignments such as a laptop, phone, iPad, tablet or home computer.
2. Check Infinite Campus for grades.
3. Check Infinite Campus for Weekly Discussion Posts.
4. Check the Google Class Website Daily.
5. Enroll in Google Classroom.
6. Enroll in CLEVER.
7. Use district email addresses when communicating with your Facilitator.

### **BEHAVIOR EXPECTATIONS:**

Students are expected to be respectful, courteous, and civil. The following are a few of the more notable expectations students will follow:

1. Be in your seat and ready to begin work when the bell rings.
2. Don't throw sand in the sandbox!
3. Treat others with respect at all times
4. Be on task, and offer help to others if you finish early (when appropriate)
5. Keep your electronic devices hidden and silent unless the instructor approves use.

6. Adhere to the JFK expectations of academic integrity as detailed in the JFK Student Handbook.

### **Academic Skills**

- \* Interpret and analyze text, identify and explain an author's use of rhetorical strategies and techniques;
- \* Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- \* Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- \* Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- \* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- \* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### **CLASS MEETS/ZOOM ETIQUETTE (IF NEEDED):**

1. Be prompt to the meeting.
2. Use appropriate language.
3. Only one person speaks at a time, wait for your turn.
4. Mute yourself while you're listening.
5. Click the virtual hand button to be called upon to speak.
6. Students may be removed from Zoom meetings (for up to 3 days) if rules are not followed.

### **IF NEEDED:**

Online Distance Learning, we understand that there will be some learning curve and we will do our best to communicate via digital platforms to keep you and your child informed. If needed, I am requesting that students check in to Zoom at their designated

time to confirm attendance and participate in lessons. More information on instruction and assignments will be available on our Google Classroom and Google Website and Zoom meetings.

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**Parent/Guardian: This is your job....please send me an email**

Please send an email ([richard-pauly@scusd.edu](mailto:richard-pauly@scusd.edu)) and *write that you have reviewed the syllabus.*

- Tell me whose parent/guardian you are
- your preferred language
- your preferred contact method (email, phone, text)
- your favorite thing about your child
- questions and/or words of wisdom about your child