

Economics Syllabus

Mr. Richard - dave.richard@ankenyschools.org

Textbook - [Econ Alive](#) (TCi 2020)

Scheduled Assistance – Room 1216

- 8:00 to 8:20 daily
- Period 3 MTThF
- Period 4 Daily

Performance Scale	
4	Advanced (100)
3	Meeting (90)
2	Progressing (75)
1	Beginning (60)
0	Insufficient Evidence (0)

All students will get the opportunity to provide evidence for each level only after they have provided evidence from the preceding performance level. For example, Progressing Level assessments will not be available until successful (80%) Beginning Level evidence has been submitted and no Meeting Level assessments will be given until successful (80%) Progressing Level evidence has been provided.

CHS Grading Scale			
A	92.5 - 100	C	72.5 - 76
A-	89.5 - 92	C-	69.5 - 72
B+	86.5 - 89	D+	66.5 - 69
B	82.5 - 86	D	62.5 - 66
B-	79.5 - 82	D-	59.5 - 62
C+	76.5 - 79	F	0 - 59

Academics

Evidence

Beginning Level Evidence (BLE) will be provided to establish a foundation for learning. This will include reading and practice at the knowledge level. Students are required to successfully complete BLEs as a minimum requirement to earn credit for the course.

Progressing Level Evidence (PLE) will be gathered on a formal and informal basis to determine if students are progressing towards the skills and understanding of content for the chapter/unit. PLEs provide an opportunity for self-assessment, but also allow me to provide feedback, and determine the next steps that need to be taken to ensure individual learning and group progress towards course standards.

Meeting Level Evidence (MLE) will be gathered at the end of units to determine if skills and content standards have been met. These assessments will take various forms and may include matching, multiple choice, and multiple correct questions; they may also include writing and graphing.

Advanced Level Evidence (ALE) may be collected based on student choice. Students who have met the Meeting Level of performance and want to show that their learning has surpassed what was expected for proficiency will be afforded the opportunity to provide this evidence with a loosely structured assessment based on student choice.

Standard reassessment is available to any student and will utilize an alternative assessment; skills and content will be the same, but the format may differ. The focus of this process is RELEARNING. The deadline for relearning and reassessment will be 2 weeks barring extenuating circumstances as determined by the teacher. Students need to make an appointment to discuss their relearning prior to reassessment and the highest performance level, regardless of the date completed, will be used.

Grading

A student's highest performance level in each standard will determine 100% of the semester grade to ensure that grades reflect progress toward and achievement of the standards. Thus, no extra credit/bonus points will be awarded for any reason.

Behavior

Work Habits

These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

Performance Levels for Work Habits/Behavior Standards			
MS	PM	DM	NE
Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence

The work habits tool can be accessed [here](#).

Attendance

There is no substitute for the engagement between student, teacher and peers in the learning process. My ability to monitor your progress and address your individual learning needs will be a direct result of your being in class each day. Attendance is the best predictor of success in the classroom that I know of.

Phones

We all know that mobile phones are a major part of our daily operations. We also know that they can command our attention in a negative way. Based on school policy, phones should only be used during class when there is a need for them, not for entertainment. Proper phone management will correlate to higher success levels.

Due Dates & Deadlines

Due dates are time expectations designed to assist students in successfully progressing toward learning goals. Deadlines denote the last chance to demonstrate learning.

The Jaguar Creed

The Jaguar Creed is the standard of expectations for every person at Centennial High School. We believe that a Jaguar...

- Cares first for others
- Respects the diverse natures and opinions of their peers and teachers
- Pursues excellence through hard work
- Creates a welcoming environment so every person feels valued and important
- Brings honor to themselves and their school through character and integrity
- Collaborates with peers to accomplish common goals

Economics Pacing

Fundamentals of Learning

1 week

Introduction to Economics

4 weeks

Grade Level Standard SS.Econ.01

Microeconomics

6 weeks

Grade Level Standard SS.Econ.02

Macroeconomics

4 weeks

Grade Level Standard SS.Econ.03

Globalization

1 week

Grade Level Standard SS.Econ.04

Consumer Economics

Alternate Wednesdays

Grade Level Standard SS.Econ.05

Grade Level Standard: **SS.Econ.01** Students will apply economic thinking skills to help make decisions.

Advanced The student demonstrates learning beyond the expectations of proficiency	Meeting The student demonstrates learning that meets the expectations of proficiency	Progressing The student demonstrates learning that partially meets the expectations of proficiency	Beginning The student demonstrates learning that begins to meet the expectations of proficiency
<p><i>The student will ...</i></p> <p>connect real world use of economic thinking skills such as scarcity, cost-benefit analysis, etc.</p>	<p><i>The student will...</i></p> <p>apply economic thinking skills to help make decisions.</p> <p>apply the concept of scarcity when making economic decisions.</p> <p>use cost-benefit analysis to argue for or against an economic decision.</p>	<p><i>The student will...</i></p> <p>understand economic thinking skills that help make decisions.</p> <p>define the concept of scarcity when making economic decisions.</p> <p>understand cost-benefit analysis as it applies to making an economic decision.</p>	<p><i>The student will...</i></p> <p>demonstrate partial success with the content in the progressing level.</p>

Grade Level Standard: **SS.Econ.02** Students will evaluate how producers and consumers interact in a market economy.

Advanced The student demonstrates learning beyond the expectations of proficiency	Meeting The student demonstrates learning that meets the expectations of proficiency	Progressing The student demonstrates learning that partially meets the expectations of proficiency	Beginning The student demonstrates learning that begins to meet the expectations of proficiency
<p><i>The student will...</i></p> <p>create visual models that include all components at the meeting level.</p>	<p><i>The student will...</i></p> <p>evaluate how producers and consumers interact in a market economy.</p> <p>analyze the factors that determine what, how, and who decides what is produced and distributed in a market system.</p> <p>explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.</p> <p>evaluate the effectiveness of government policies altering market outcomes.</p> <p>diagnose how changes in the level of competition can affect price and output levels in specific markets.</p>	<p><i>The student will...</i></p> <p>illustrate how producers and consumers interact in a market economy.</p> <p>identify the factors that determine what, how, and who decides what is produced and distributed in a market system.</p> <p>identify how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.</p> <p>define government policies that alter market outcomes.</p> <p>describe how changes in the level of competition can affect price and output levels in specific markets.</p>	<p><i>The student will...</i></p> <p>demonstrate partial success with the content in the progressing level.</p>

Grade Level Standard: **SS.Econ.03** Students will use economic indicators to evaluate economic conditions.

Advanced The student demonstrates learning beyond the expectations of proficiency	Meeting The student demonstrates learning that meets the expectations of proficiency	Progressing The student demonstrates learning that partially meets the expectations of proficiency	Beginning The student demonstrates learning that begins to meet the expectations of proficiency
<i>The student will...</i> predict the economic outcomes and propose policy actions based on given data.	<i>The student will...</i> use economic indicators to evaluate economic conditions. categorize government actions in response to economic conditions.	<i>The student will...</i> define economic indicators that are used to evaluate economic conditions. identify government actions in response to economic conditions.	<i>The student will...</i> demonstrate partial success with the content in the progressing level.

Grade Level Standard: **SS.Econ.04** Students will explain how global issues affect the economy.

Advanced The student demonstrates learning beyond the expectations of proficiency	Meeting The student demonstrates learning that meets the expectations of proficiency	Progressing The student demonstrates learning that partially meets the expectations of proficiency	Beginning The student demonstrates learning that begins to meet the expectations of proficiency
<i>The student will...</i> analyze how a current global issue is impacting the U.S. economy.	<i>The student will...</i> explain how global issues affect the economy.	<i>The student will...</i> identify global issues that affect the economy.	<i>The student will...</i> demonstrate partial success with the content in the progressing level.

Grade Level Standard: **SS.Econ.05** Students will evaluate financial decision-making.

Advanced The student demonstrates learning beyond the expectations of proficiency	Meeting The student demonstrates learning that meets the expectations of proficiency	Progressing The student demonstrates learning that partially meets the expectations of proficiency	Beginning The student demonstrates learning that begins to meet the expectations of proficiency
<i>The student will...</i> develop and communicate a plan for living on one's own based on the student's individual 5 year strategy that addresses each of the components at the meeting levels.	<i>The student will...</i> evaluate financial decision-making. develop short- and long-term financial goals. evaluate the effect of taxes and other factors on income. analyze the cost and benefits of different types of credit and debt. summarize a borrower's rights and responsibilities. investigate strategies to avoid and manage debt effectively. evaluate short-term savings tools. apply investment tools to meet financial goals.	<i>The student will...</i> define the components of financial decision-making. identify short- and long-term financial goals. understand the effect of taxes and other factors on income. list the cost and benefits of different types of credit and debt. recall a borrower's rights and responsibilities. identify strategies to avoid and manage debt effectively. identify short-term savings tools. recognize investment tools to meet financial goals.	<i>The student will...</i> demonstrate partial success with the content in the progressing level.