

ECONOMICS

SYLLABUS 2016-2017

INSTRUCTOR: JONATHAN HANSEN

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CONFERENCE: 11:20AM-12:20PM / CLASSROOM: B219

CLASS WEBSITE: www.fortbendisd.com/Page/5782

PURPOSE OF THE COURSE

Welcome to economics! Economics is the study of human responses to economic incentives – which are usually, but not always, financial or monetary in nature. Since it largely involves money, and money is denominated in numerals, unlike many social studies classes economics in many cases involves *math*. Sorry. Although advanced economic theory does involve complex calculus, for this class all a student will be need to be able to do is add, subtract, multiply, and divide. The key is to know when to do what. Your math teacher might call that applied mathematics.

The field of economics is broken up into two major categories: microeconomics and macroeconomics. This semester we will take a brief look at both.

Microeconomics is the study of the behavior of individual households and firms. Macroeconomics is the study of the performance, structure, behavior, and decision-making of an economy as a whole.

Personal finance is probably the part of the course that has the potential to be of the most immediate benefit to all students. However, *personal finance is not economics*, per se. It is, however, mandated by the state to be covered in high school economics classes, and it is probably the high school course it fits in most naturally. Although it is separate and distinct from economics as a field of study, the parallels between personal finance and economics are usually much closer than many economists care to concede. Still, students should know that although personal finance is covered in high school economics it should not be confused with the field of economics and no college economics class will cover the topics we cover in the personal finance portion of the course.

ONLINE TEXTBOOK ACCESS:

<https://connected.mcgraw-hill.com/connected/login.do>

Username: FBISD123456

Password: FBISD123456

Instead of 123456 use your lunch ID, excluding the first zero.

GRADING PROCEDURES

Daily grades, which make up 50% of your average, may consist of homework, independent practice exercises, quizzes, and classroom engagement.

Major grades are 50% of your average and may include tests, projects (in-class and take-home). District policy requires at least 11 daily grades and a minimum of 3 major grades per term.

CLASSROOM ENGAGEMENT

I employ the Socratic Method to assess classroom engagement.

There will be questions posted at the front of the classroom to begin the class on an almost daily basis to review the previous day's learning. While attendance is taken and homework is collected, students will be expected to use all available resources to answer those questions well enough to be able to fully explain their answers when they come into class.

This is the students' opportunity to review notes and collaborate with their contiguously-seated peers to discover, develop, and formulate answers.

When I have finished my beginning of class tasks (taking attendance, collecting homework,) I will call on a student more or less at random to answer one or more questions from the daily warm-up.

The important aspect of the randomization of the selection of students is that it ensures that all students are equally afforded the opportunity to demonstrate where they are in the learning process. This is invaluable feedback.

Likewise, once homework has been checked for completion and returned to students, students will be called upon to answer the questions so we may check for accuracy as a class.

In order to get credit when called upon – either to answer one of the daily questions posted at the front of the classroom or to answer a homework problem – a student must be able to provide an answer and a coherent explanation based upon a classroom resource. Students are encouraged to bring in outside knowledge and information, also, but since the questions are based upon information covered in class they will be expected to be able to tie that outside information and knowledge to something we have covered.

In other words, the student is expected to demonstrate reason, logic, and/or understanding.

A student can provide the wrong answer and receive credit for class engagement if the student is able to construct a reasonable rationale for one's answer based upon information we have covered in class. This allows the instructor to clarify a misconception that is likely more broadly held than one individual student.

Likewise, a student may be denied credit for classroom engagement if the student provides the correct answer but cannot explain why it is the correct answer or how the student arrived at the answer.

Students will usually receive one class engagement daily grade per grading period (one prior to each Progress Report and one prior to the end of Term) based upon the proportion of opportunities a student receives credit when called upon to the proportion of opportunities a student failed to receive credit when called upon.

For example, if a student was called on five times in those three weeks, if the student wasn't able to give any sort of answer that was tied to the material in any way but was

able to the other four times, the student would receive an 80 for his or her Classroom Engagement grade that grading period.

LATE WORK

Days Late/Maximum Grade Before Deductions for Incomplete/Incorrect Answers

1/70	6/40
2/60	7/30
3/50	8/20
4/50	9/10
5/50	10/0

MAKE UP WORK

Make up work is ultimately the student's responsibility. Please refer to the student handbook and remain in communication with your teacher. If possible, please e-mail me when you will be out or on the day you are out. I will then reply with what you missed that day so that you can come to class the next day knowing what you need.

TUTORIALS

Tutorials will be held Tuesdays and Wednesdays 6:50-7:20am until mid-February when the swim season concludes. At that time, tutorials will move to Monday and Friday afternoon from 2:50-3:20pm. If one plans to come to tutorials, one is highly encouraged to let your instructor know either by letting him know in class the day prior or via e-mail (jonathan.hansen@fortbendisd.com.)

Tutorial sessions will also be available by appointment as set up by the student or parent and teacher. Please be cognizant, however, that since your instructor also has coaching duties in the afternoons, unfortunately there will not be any opportunity for after school tutorials during the swimming and diving season which runs from September through the middle-to-late February.

TECHNOLOGY

Technology will only be permitted when directed by the teacher. I'm going to try my best to incorporate technology when it is relevant and will increase student learning and meaningful engagement with the material (i.e. not just for the sake of incorporating technology.) However, any unauthorized use of technology will result in disciplinary action. Mobile devices used without authorization will be taken up and turned into the student's principal as soon as possible.

MATERIALS

You will need the following supplies in class every day:

- Pens or Pencils (Pencils for test days.)
- A multi-subject spiral notebook for notes.
- Basic calculator for addition, subtraction, multiplication, and division.

CLASSROOM RULES:

1. Be on time.
2. Be prepared.
3. Be respectful.
4. One may not answer a question with an "I don't know" (and receive class engagement credit.) Instead, try:

- I'm not sure if this is exactly correct, but after reviewing the available information, based upon the best of my recollection, and after discussing with my colleagues my best answer is...
5. Participate positively. *This is essential in the learning process.*
 6. Take care of personal business prior to class.
 7. A warning to one is a warning to all.
 8. All class work not completed in class is considered homework unless instructor states otherwise.

SCOPE AND SEQUENCE:

FIRST/THIRD TERM

- **Economic Systems**
 - Economics Basics: Resources, Wants and Needs
 - Scarcity and Opportunity Costs
 - Production Possibility Curve
 - Comparing Economic Systems
 - Economists and Economic Philosophers
- **International Trade**
- **Supply & Demand**
 - Supply, Demand, Market Equilibrium, and the role of prices including artificial price floors and price ceilings
- **Market Structures**
 - Perfect Competition
 - Monopolistic Competition
 - Oligopolies
 - Monopolies
- **Business Organizations & Business Models**
 - Sole Proprietorships
 - Partnerships
 - Corporations
 - Franchises

SECOND/FOURTH TERM

- **Banking, Financial Markets & Personal Financial Literacy**
 - Role of Money
 - Types of Currency
 - Debt and Credit-financing
 - Financial institutions
 - Savings, Interest, and Investments
 - Stocks and Bonds
 - Insurance
- **Macroeconomic Indicators & Challenges**
 - Gross Domestic Product (GDP)
 - Gross National Product (GNP)
 - Net National Product (NNP)
 - National Income (NI)
 - Personal Income (PI)
 - Disposable Personal Income (DI)
 - Four Economic Sectors (Public, Private, Investment, and International)
- **Fiscal & Monetary Policy**
 - Taxes and Spending
 - Money Supply
 - Effects on Aggregate Supply and Aggregate Demand