

This course is designed as one-semester course committed to providing young adults with a practical business and basic economic education. Students will understand basic economic concepts, and be able to reason logically about key economic issues that affect their lives as workers, consumers and citizens. Students will be able to recognize that economists hold differing views on various economic issues. A special focus will be placed on learning the ins and outs of the stock market through simulation practice. Students will be able to recognize the various types of business organizations such as sole owner, partnership, and corporation and how each of these functions in the global economy.

During the course of the year, we will cover the following areas:

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| 1) Fundamental Economics Concepts | 3) Economic Institutions & Issues |
| a. Ch1: Basic Concepts (Factors of production, goods & services, etc.) | a. Ch11: Financial Markets |
| b. Ch2: Economic Systems | 4) Macroeconomics: Performance & Stabilization |
| c. Ch3: Business Organizations | a. Ch13: Economic Instability |
| 2) Microeconomics: Prices & Markets | 5) The Global Economy |
| a. Ch4-5: Demand & Supply | a. Ch16: International Trade |
| b. Ch6-7: Prices & Market Structures | b. Ch18: Global Challenge |



Economics Textbook:

Clayton, Gary E. *Economics: Principles and Practices*. Columbus, OH: Glencoe/McGraw Hill: 2012.

Class Behavior:

Learning can be fun and exciting if students behave and act appropriately. Therefore, it is expected that all students will behave and act accordingly. Listed below is the classroom discipline plan that will be followed in the classroom.

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| 1. Follow Directions | 4. No teasing, swearing, or obscene gestures |
| 2. Keep hands, feet and objects to yourself | 5. No severe behavior |
| 3. Be in seat with all materials when bell rings | |

Grading/Assessment Methods:

Everyone learns differently! For example, some students might prefer to do projects over tests while others would rather take a test than spend time on a project. Therefore, there will be a variety of ways to evaluate your work. This may be accomplished through daily discussion and participation, daily assignments, quizzes, chapter/unit tests, projects/presentations, and a final exam.

Assignments:

Organization is a key to being a successful student! It is expected that all assignments and projects will be handed in on time. Assignments are due at the beginning of the class period. If homework is handed in after the assignment is collected, it will be considered one day late. If homework is handed in late, you may lose up to one letter grade for each day it is late. The week's itinerary will be written out each Monday. Lesson plans, posted on my website, will be updated for each chapter/unit.

Cumulative Semester Exam:

In order to gauge information learned during the semester, a cumulative semester exam may be given at the end of each semester.

Class Projects & Experiences

Class projects and experiences are a fun way to learn class material. This allows you to have hands on experience with information being discussed. These projects are graded on a separate basis and may be equal to or count more in value than an exam.

Website/Technology

I have a website you may check out. This site will have the history lesson plans for the current unit. You will be able to find out what you are doing the next day in class and when you are having a test or a quiz. You can find cool links and maybe even some extra credit opportunities! The address is www.mrsfischbach.weebly.com . Check it out!

Technology can be a fundamental tool in the education process as long as it is utilized appropriately and as intended. Technology will be an integral part of my classroom. Misuse of technology in my classroom may result in sanctions.

Faith Grading Scale
A+→100-98%
A→96-97%
A-→94-95%
B+→93-92%
B→89-91%
B-→87-88%
C+→84-86%
C→80-83-%
C-→77-79%
D+→75-76%
D→73-74%
D-→72-70%
F→69% & below

Technology utilized in my classroom includes Google Classroom. The class code is **atcg3ww** and will be also given to students at the beginning of the course.

Lesson Plans are on Planbook.com. You will need to choose **Log In/Register**, type in my email (deanna.fischbach@k12.sd.us) & the student key: Fischbach.

Email Address:

You can email me anytime with questions or concerns. I will get back to you as soon as possible. My email address is deanna.fischbach@k12.sd.us.

Extra Credit:

Extra credit will be available throughout each semester. Please keep in mind that some extra credit will not be added to your grade until the end of each quarter.

Bonus Question of the Week: This is a weekly extra credit opportunity. At the beginning of each week, a question will be posted on the board. Answers are to be turned in by the end of the week. If correct, one extra credit point will be awarded. The correct answer will be given the following week. If you bring in a question (with the correct answer), and it is used in class, you will be awarded two points for that week.

2015 SOUTH DAKOTA SOCIAL STUDIES STANDARDS (9-12) ECONOMICS STANDARDS (9-12)

K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.

9-12.E.1.1 Through the construction of compelling questions, explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels

9-12.E.1.2 Analyze the factors that may lead to different responses to the basic economic questions

9-12.E.1.3 Differentiate among the factors of production of land, labor, capital, and entrepreneurship

9-12.E.1.4 Analyze the relationship between households and businesses in a market economy using the circular flow chart

9-12.E.1.5 Define and assess advantages and disadvantages of sole-proprietorship, partnership, and corporations in a market economy

9-12.E.1.6 Explain how scarcity, choice, and opportunity costs impact economic decision making at all levels by using a production possibilities curve

9-12.E.1.7 Apply marginal analysis in the economic decision making process

K-12.E.2 Students will demonstrate how the forces of supply and demand impact economic decision making.

9-12.E.2.1 Compare and contrast the characteristics of perfectly competitive and less competitive market structures

9-12.E.2.2 Explain the law of supply and analyze the factors that create a change in supply

9-12.E.2.3 Explain the law of demand and analyze the factors that create a change in demand

9-12.E.2.4 Connect the role of supply and demand in creating price and quantity equilibriums in a perfectly competitive market

9-12.E.2.5 Analyze how price and quantity equilibriums can be impacted through changes in supply, demand, and elasticity

9-12.E.2.6 Explain the concerns with surplus and shortage in the marketplace and what factors can potentially create disequilibrium in a market

K-12.E.3 Students will analyze the ways government can impact the market.

9-12.E.3.1 Identify and critique the socio-economic goals of various countries including the U.S.

9-12.E.3.2 Analyze and explain the relationship between households, businesses, and government agencies in the economy of the U.S. by using the circular flow chart

9-12.E.3.3 Interpret economic indicators used by economists that may lead to differing conclusions regarding the current phase of the business cycle

9-12.E.3.4 Predict the degree of economic impact of different types of unemployment and different variables creating inflation by using appropriate data

9-12.E.3.5 Describe the ways in which each level of government in the U.S. generates revenue and critique the method of using that revenue for public services

9-12.E.3.6 Analyze the potential positive and/or negative impact of changes in government policy

9-12.E.3.7 Compare and contrast economic stabilization approaches to the U.S. economy

9-12.E.3.8 Explain the structure of U.S. banking system

9-12.E.3.9 Assess and critique the tools used by the Federal Reserve System to influence the money supply

K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

9-12.E.4.1 Compare the general characteristics of communism, socialism, and capitalism

9-12.E.4.2 Give a detailed explanation of the characteristics of capitalism citing examples from the U.S.

9-12.E.4.3 Weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation's economic growth

9-12.E.4.4 Explain, citing evidence, why the U.S. is an example of a mixed economy

9-12.E.4.5 Differentiate between a developing and newly developed nations

9-12.E.4.6 Analyze differing arguments regarding the impact of transitional economies on the global economy and specifically on the U.S. economy

K-12.E.5 Students will describe how trade generates economic development and interdependence.

9-12.E.5.1 Apply the concept of comparative advantage to explain why goods and services are produced in one nation versus another

9-12.E.5.2 Construct an argument for free-traders and construct a counter-argument for protectionists

9-12.E.5.3 Identify and critique various barriers to international trade

9-12.E.5.4 Identify and provide the historical foundations for various international trade agreements and any impact on the U.S. economy

9-12.E.5.5 Explain the impact of exchange rates on the value of goods and services

9-12.E.5.6 Analyze how the global economy has changed the interaction of buyers and sellers in the U.S. economy