**Economics (H8)**

**Spring 2013 – Term 2**

**Teacher: Ms. Lyons**

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**Classroom: 129**

1. **Course Description and Objectives:** This is a one semester course. There is no Regents at the end of this course. This course will review the basic foundations of economics and economic issues. It will culminate in a budget project in which students will design their own budget for life after high school.
2. **Student Performance Objectives:**

*in accordance with Common Core Learning Standards (CCLS)*

*\** demonstrate independence

\* build content knowledge

\* respond to varying demands of audience, task, purpose and discipline

\* comprehend as well as critique

\* value evidence

\* use technology and digital media strategically and capably

\* come to understand other perspectives and cultures

1. **Evaluation and Requirements:**

**Grading Policy**

Character (Attendance, Punctuality, Behavior): 10%

Homework Assignments: 10%

Journal Writing: 10%

Quizzes: 10%

Portfolio: 15%

Class Assignments: 20%

Tests (including midterm): 25%

**Character** is similar to participation, which is the best way to learn. If you are trying hard in class (asking questions, contributing to classroom discussions,) that effort should be reflected in your grade.

**Homework** is necessary because it will allow you to participate in class discussions. If you do not complete the homework, it will be difficult to get credit for participation (or character, which is 10% of your grade). Usually, homework will be graded based on: “yes, you did it” or “no, you did not do it.” If homework is completed on-time and it is clear you put effort into it, you will get a 100% for the homework grade.

**Journal Writing** is a way to improve writing skills, while engaging in a lesson’s material. This will be a regular occurrence, and may be as simple as answering the “Aim” for each day’s lesson.

**Quizzes** will be fairly short. Some quizzes will be a surprise and others will be announced a day ahead of time. Quizzes are only worth 10% of your grade because they help improve test taking skills and also help me understand what students are learning & what I may need to review again.

**Projects** are great for creative minds and are helpful for people that do not like to take tests. I will offer choices for many of the projects assigned. I will also be flexible with “groups,” as I know some students prefer to work alone. However, at least one project must be done in a group or alone, so students have an opportunity to experience both situations.

**Class Assignments** are notes and other worksheets we complete in class. Come to class and work hard, and this grade should be 100. Occasional binder checks may help to determine your grade for this category.

**Tests** are not worth more than 25% because I do not want to create test anxiety. At the same time, the Regents exam is very important, and you will need to practice dealing with test anxiety.

1. **Textbook:** We will use the textbook provided by the school, but we will also supplement the textbook with articles and readings from various sources.
2. **Instructional Materials:** Please come to class everyday with a folder to put your work, lined paper, and a pen or pencil.
3. **Classroom Rules & Policies**

**Classroom Culture**

I aim to provide choices: academically and behaviorally. I am willing to be flexible within reason, and I welcome student feedback. If you have a suggestion on how to do things differently, I will take your opinion into consideration.

**Rules**

I only have two rules:

1. Don’t quit. *[Don’t give up on me; I won’t give up on you]*
2. RESPECT: Gospel of Aretha Franklin *[Respect the learning environment: others, yourself, property, diversity…]*

**Late assignments:**

HOMEWORK: There will be occasional days in which students may complete “make-up” assignments, but it is best to continue turning in homework on time, as it builds up and can become unmanageable.

PAPERS/PROJECTS: You will receive **10 points** off for each day the assignment is late.

**Bathroom:** One person at a time; take the pass with you. You may not use the bathroom if you arrive late to class.

**Cell phones:** are distracting to all students as well as the teacher. Be respectful; don’t take it out in class.

**Class discussions:** Use prompts I provide for you; respect others; one at a time; “3 before me” (to allow others a chance to speak;) “blue light special” (to address something offensive or problematic.)

**Eating, hats**: Refer to school policy. It becomes a problem when you do not remain attentive.

**Homework collection:** During the DO NOW, a designated student will walk around with the homework bin. You must make sure your work goes into this bin to receive credit. I will look at it & grade with a “check minus,” “check,” or “check plus.” You will get a sticker on the assignments chart, so you can keep track of which assignments you have completed.

**CLASS SCHEDULE AND SEQUENCE OF INSTRUCTION**

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| --- | --- |
| Jan. 29 – Feb. 1 | Rules & Procedures, Learning Styles, & Self-Advocacy |
| Feb. 4 – Feb. 8 | Geography Project |
| Feb. 11 – Feb. 15 | Basic Economic Terms |
| Feb. 20 – Feb. 22 | Types of Economies |
| Feb. 25 – Mar. 1 | Economic Problems |
| Mar. 4 – Mar. 8 | Composition of the Labor Force |
| Mar. 11 – Mar. 15 | Prepare for Midterm |
| Mar. 18 – Mar. 22 | Midterm |
| Mar. 25 – Apr. 2 | Spring Break |
| Apr. 3 – Apr. 5 | Affirmative Action |
| Apr. 8 – Apr. 12 | Credit/Debit/Checking |
| Apr. 15 – Apr. 19 | Book |
| Apr. 22 – Apr. 26 | Book |
| Apr. 29 – May 3 | Book |
| May 6 – May 10 | Test/Project |
| May 13 – May 17 | How to Create a Resume & Cover Letter |
| May 20 – May 24 | Introduce Budget Project |
| May 28 – May 31 | Budget Project Presentations |
| June 3 – June 5 | Prepare for Final |
| June 7 - June 20 | Finals/Regents |