

## Course Syllabus

### Economics

Mr. Chamberlain

[jchamberlain@gatewayacademy.us](mailto:jchamberlain@gatewayacademy.us)

gatewayarchacademy@gmail.com

### **Introduction**

Welcome Students to Gateway Academy my name is Mr. Chamberlain and welcome to Economics Class. I have over 17 years of educational experience including 9 years as a Social Studies teacher and 5 years as an administrator. I am looking forward to giving you a quality education and help you accomplish your goals.

### **Classroom Expectations, Protocols and Accommodations**

- Always follow the Honor code Be Safe, Be Responsible, Be Respectful
- Students are encouraged to use Google for assignments, communication and organization of electronic classwork.
- Show up to class on time with materials and ready to learn
- Unfinished classwork can be finished at home
- Technology use is to be focused on Academics only
- When printing documents students must gain Teacher approval
- Students assignments can be completed electronically or handwritten
- Grades (see below for more info.)

### **Grade Configuration**

- **40% In-Class Assignments/Class Discussions**
- **40% Projects**
- **20% Assessments**

### **Learning Methods and Organizational Strategies**

Organizational skills and structure for all individual students will be promoted and implemented using AVID strategies. All students will have a

portfolio for the class, this portfolio can be created with the students google account. . Objective based learning combined with essential questions is the backbone of the Class. Inquiry will be fostered by helping students create high level questions and classroom discussions will also be used to allow students to express their interpretations and evaluations about the Curriculum. All assessments will be focused on the content covered and the curriculum is aligned to the State standards. Continuous feedback will be given using different methods to promote student retention of the Curriculum .

### **Core Discipline Descriptors**

**Economics (including financial literacy)** -The economic and financial literacy standards promote the concepts and tools necessary to make reasoned judgements about both personal economic questions and broader questions of economic policy. Economic decision making requires a strong understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate resources among alternative uses. This process involves the consideration of costs and benefits with the goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics explains historical developments and patterns, the impacts of trade, and the distribution of income and wealth in local, regional, national, and international economies. Economics also gives students the skills to analyze current issues and public policies.

### **Curriculum and Content Covered**

- Financial Literacy/ Personal Finance including but not limited to budgeting, saving, spending, investment, credit, banking, and insurance
- The U.S. Dollar and the history behind the currency
- The U.S. banking system including the federal reserve
- China's economy and their future ambitions
- The 2008 Financial Collapse

- Economic Reasoning including but not limited to the concepts of scarcity, factors of production, opportunity costs, and cost-benefit analysis
- Economic systems including but not limited to command, mixed, and free market, and economic philosophers and theories, including but not limited to Adam Smith, Karl Marx, and John Maynard Keynes
- Exchange and Markets including but not limited to supply and demand, private property rights, competition, incentives, entrepreneurship, prices, the invisible hand, competition and institutions in the private and public sector
- The National Economy including but not limited to fiscal and monetary policy, GDP, unemployment, inflation, economic growth, and distribution of wealth
- The Global Economy including but not limited to trade, tariffs, and exchange rates