

# Economics Syllabus

Mr. Hansen

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Class Website: <https://dubuque.instructure.com>



Room B141

563-552-5642

## *My Philosophy:*

I try to teach what is relevant and interesting. I like to use activities and stories of people, places and events to help make subjects interesting. I like to ask questions and have students ask questions. I look at learning a subject like a car accident; everyone has their own view of what happened. I believe that even though I try to make things interesting, ultimately not everything can be exciting, some things take work, but remember it is the worth the end result. I believe the end result is an education that will teach skills which will be useful in the real world.

## *Class Description, Content & Instructional Strategies:*

**Economics:** Economics is designed to acquaint students with the economic problems a society must cope with in order to satisfy its economic wants and aspirations beginning with the basic problem of scarcity. Economics attempts to demonstrate to the student the complex and dynamic nature of the national and global economy. Special emphasis is placed on the principle of interdependence and comparative advantage in achieving the maximum efficient topics such as the differing economic systems in the world, the market structure, the nature of economic growth and productivity, monetary and fiscal operation of the U.S. economy, as well as international trade. Chapters covered from our Economics textbook this year will be:

<b><u>Chapter 1</u> The Economic Way of Thinking</b>	<b><u>Chapter 6</u> Demand, Supply and Prices</b>	<b><u>Chapter 14</u> Government Revenue and Spending</b>
<b><u>Chapter 2</u> Economic Systems</b>	<b><u>Chapter 10</u> Money and Banking</b>	<b><u>Chapter 15</u> Using Fiscal Policy</b>
<b><u>Chapter 4</u> Demand</b>	<b><u>Chapter 11</u> Financial Markets</b>	<b><u>Chapter 18</u> Issues of Economic Development</b>
<b><u>Chapter 5</u> Supply</b>		

A topical/thematic approach will be employed in the teaching of economics to students of varied background and interests. The general format of the class will include lecture/discussion, reading assignments that focus on contemporary economic developments and happenings, audiovisual items and simulation activities.

Alignment to the Iowa Core in Economics Grades 11-12: Understand how universal economic concepts present themselves in various types of economies throughout the world.

### *Standards:*

To view standards for this class please click on this link: [Economics Standards](#)

### *Resources/Textbook:*

This class's textbook is Economics: Concepts and Choices copyright 2011

Your number one resource for this class will be your textbook. Extra resources to go along with the textbook are available at [www.classzone.com](http://www.classzone.com) If a student does not have reliable internet access, but has access to a computer, the school can provide CDs with this information. Please ask me if you need this.

### *Classroom's Purpose:*

Our ultimate purpose in school is to learn life skills that will help us to be successful in school and the real world. We will learn practical skills such as reasoning, writing, reading, math etc. You will also learn things such as ethics(morals), work ethic and social and cultural understanding. In my class the main purpose will be for you to learn these life skills through the window of Economics.

### *Rules of our Classroom:*

- **RESPECT!** It is Mr. Hansen's expectation that you respect the beliefs/opinions, feelings, space and property of others. This means disrespectful, inappropriate and distracting behavior is unacceptable. Therefore students who are disrespectful and excessively distracting to others or themselves should expect consequences (refer to consequence ladder at the bottom). All students are expected to behave as the young adults they are.
- **Rule 1: Quiet?** Fun is important, stories are important, questions are important, discussion is important for learning, but only at appropriate times, when given permission. Quietly listen while another is speaking. If this doesn't work, the class will have to raise their hand to speak.
- **Rule 2: Distracting?** DO NOT distract yourself or other students from learning. Therefore no cell phones out or other electronic devices or other class work out(unless given permission). While class is in session, if someone needs to get up from what they are doing, they need to do what they do in a non-distracting way.
- **Rule 3: Prepared?** Students should be to class on time and bring their textbook, notebook, pens, pencils and other necessary materials. Students should participate in classroom activities. Students should turn their work in on time. Students should work to the best of their ability.

# Classroom Procedures

## *Grading Plan:*

- Assignments and homework will count for 10% of your grade. Quizzes, Tests, Projects and other categories of student assessment will count towards 90% of students' grades. When turning in assignment students need to make sure they turn the assignments in by placing them in their classes designated tray on my filing cabinets. Each student will be responsible for all of the assigned work and activities in each of the units. The instructor evaluates by means of the total point system. The point total of the student is divided by the total of the points possible to determine the student's grade percentage. The letter grade the student earns which corresponds to a given percentage range is:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-76
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

## *Assessments:*

- There will be practice multiple choice and matching quizzes throughout the semester that will not count towards a student's grade. They will be for the purpose of checking students understanding and for students to reflect and set goals for improving. There will be summative assessments every unit. The summative assessments vary from multiple choice tests, to projects, to essays, to class discussions. Each unit assessment includes students answering a focus question.

## *Hallway:*

- I expect you to come to class prepared with materials and having gone to the bathroom, water fountain, etc. I do not appreciate when students leave because this takes away time from their education and distracts the class. I have a key to the hallway that allows students to leave if necessary, but first they must get my attention before leaving. Students with their agenda's may use their agendas as a key to the hallway as well. Students who abuse this privilege will lose it.

## *Late to Class:*

- Students are expected to be in the classroom by the time the bell rings for class to begin. Excessive tardies and absences will be dealt with according to the policies outlined in your student handbook agenda on page 40. If you are late with or without a pass, whatever the pass says put the passes in my basket and quietly join the class without distracting learning.

## *Absences:*

- Students who have been absent need to check in with me to make sure they know what they need to make up, like tests and assignments. Students are responsible for checking in with me. After a week of being absent I will put 0s in for tests. Students will have the chance to make up for activities missed while they were gone. Students' work assigned to them before their absence will be due on their return. Students must make up for assignments missed while absent. They will have the amount of time they were absent to make up the work. Use the class website to find out what happened while you were gone:  
<https://dubugue.instructure.com/login/canvas>

## *Late Work:*

- Late work will be accepted, however with 30% taken off the earned grade. An assignment is considered late immediately after I collect the assignment in class. I will only accept late work 1 day after it's due. After 2 days it is no longer accepted and the student will receive a 0 for the assignment. Example: Mr. Hansen assigns a paper due on Monday, Joe Bob turns it in on Tuesday. Joe Bob did a pretty good job and got an 82%, but because it was late Joe Bob received a 52% for the paper. If Joe Bob turns it in on Wednesday the paper is worth 0.

## *Cheating:*

- If you are caught cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating will result zero points for that assignment, test, or project. Students are also at risk of losing class credit if caught cheating. Students must complete their own schoolwork. Both persons, the one copying and the one being copied from will be dealt with in like manner. Getting an electronic device out without permission during an assessment is considered cheating. Do you want your surgeon to have been a cheater? How about your pilot? Auto mechanic?

## *Beginning of Class:*

- At the beginning of class will be a time when attendance is taken. Put your cell phone away. Be in your seat get homework out and get other materials out to be prepared for class. Every other Friday there will be CNN student news shown pay attention as there will be a class discussion after the video. If you do not have materials for class first ask a partner near you for help in a non-distracting way. Then ask your teacher.

### *Cell Phone Policy:*

- Cell phones should be put away. If a cell phone comes out for any reason they will go into the class designated cell phone holder, no arguing or else the phone will be sent to the office. The first offense a student will get the phone back at the end of the hour. If a student is caught with their cell phone a second time or more, then the teacher will put the cell phone in the hanging cell phone holder for the day to be delivered to the office at the teacher's convenience. The office will deal with your cell phones according to their policies. We the teachers will allow cell phones for important things like kahoots, looking up things in the online books, etc. but only we will allow cell phones out and we will be clear about when you can use them.

### *Ending of Class:*

- At the end of every class students should stay seated in their desks. I dismiss the class, not the bell. I do this so that you keep working up to the bell. Over a year those minutes add up for you, equaling more quality learning and less homework.

### *Communication Plan:*

- Parents and students can contact me via the phone number, email and room numbers listed on the first page. Please refer to my schedule below if looking for me in the building.

### *Schedule:*

<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>Period 5/HR</b>	<b>Period 6</b>	<b>Period 7</b>
<b>7:35-8:20</b>	<b>8:25-9:10</b>	<b>9:15-10:00</b>	<b>10:05-10:50</b>	<b>10:55-12:40</b>	<b>12:45-1:30</b>	<b>1:35-2:20</b>
US His B141 US His B141	US His B141 US His B141	AP Econ B141 AP Econ B141	Econ B141 Econ B141	PREP PREP	US His B141 US His B141	US His B141 US His B141

### *Contract:*

I agree that I \_\_\_\_\_ (print name) will follow the class rules and procedures.

\_\_\_\_\_ (signature of agreement)

I parent/guardian of \_\_\_\_\_ (print name) have read the above rules and find them sufficient for the classroom.

\_\_\_\_\_ (signature of agreement)

# Consequence Ladder

**6. Students sent to the office to debrief with an A.P. & with a written debrief to fill out**

**5. Student to guidance office to get some help with a verbal debriefing from a guidance counselor**

**4. Reflection with a written debrief and verbal debrief**

**3. Reflection: some time out in the hall to think and calm down**

**2. Silent observer status to help a student**

**1. Reminder**