

# Riverside University High School

## Economics, 2017-2018 School Year

### Course Syllabus

**Instructor:** Mr. Goldstein and Mrs. Nolan

**Email:** [goldstvx@milwaukee.k12.wi.us](mailto:goldstvx@milwaukee.k12.wi.us) [nnolan@uwm.edu](mailto:nnolan@uwm.edu)

**When:** Hour 2,6

**Where:** Room 334

**Phone:** 414-906-4971

**Course Description:** This course will provide a basic understanding of economics to make personal financial decisions and understand the national economy as a whole. Students will be able to define economics terms, illustrate an understanding of the economic concepts, and then be able to apply them to their own life and communities.

\*This is a one semester course which ends at the conclusion of the first semester. This class is a graduation **requirement**!! You cannot graduate from Riverside University High School without passing this class!!

**Required Text:** Miller, Roger LeRoy. Economics: Today and Tomorrow. New York, NY: Glencoe/McGraw-Hill, 2008. Print.

- There will be 9 sessions of Financial Literacy throughout the semester. These modules will be accessed through the Everfi program. Completion of this component of the course is a course requirement
  - These will be done in class using the chromebooks
  - Activities include “Buying a Car Simulation” and “Lease Agreement Exploration” , Student Loan simulation etc
  - Upon completion of this in-class financial literacy course, you will receive a certificate of completion. This can be used on job applications, college applications etc.

### **Grading:**

RUHS will continue to use standards based grading in order to assess student performance. In this particular class, student will be assessed on their mastery of economics standards. Grades will be based on assessments linked to economics standards that you can find here:

### **Standards:**

D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices
D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time
D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy
D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world
D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices
D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world
D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events
D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade
D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)
D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system
D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials
D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems
D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies
D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System

### **Grade Meaning of Grade**

Advanced (AD) · The student consistently exhibits exceptional mastery of the course objective. · Student is exceeding grade level expectations.

Proficient (PR) · The student provides evidence of mastery of the course objectives with regularity. · Student is meeting grade level expectations.

Basic (BA) · The student provides evidence of a beginning understanding of the course objective. · Means the student almost understands, but make significant errors that need to be remedied. · Student is performing just below grade level expectations.

Minimal (MI) · The student attempts the task but provides no evidence of mastery of the objective. · Means that you are still learning and make some major errors. · Student is performing far below grade level expectations.

No Evidence (O) · The work was not attempted or it was plagiarized.

**Amnesty & Exemption Policy:** All students will be taking the course final assessments at the end of Semesters 1 and 2. Students that have demonstrated proficiency in a course and have met the following criteria will be exempt from the final assessment for the course.

The criteria for students to exempt from the Course Final Assessment are:

1. Must demonstrate proficiency (letter grade of 'B' or higher)
2. Have 95% attendance or higher in the course (No more than 4 excused absences)
3. No unexcused absences
4. Off the Unfinished Business List (fees and fines)

Two Amnesty days will be held during the course of each semester, the week prior to Grade Snapshots. These days are built in to provide students the opportunity to **Review, Revise, and Redo** assessments to show proficiency within the course's standards.

**Final Assessments:** All students will be taking the course final assessments at the end of semesters 1 and 2. Students that have demonstrated proficiency (letter grade of 'B' or higher) in a course and have met the following criteria will be exempt from the final assessment for the course.

The criteria for students to exempt from the Course Final Assessment are:

1. Must demonstrate proficiency (Letter grade of 'B' or higher)
2. Have 95% attendance or higher in the course (No more than 4 excused absences)
3. No unexcused absences
4. Off the Unfinished Business List (fees and fines)

**Homework Policy:** The policy of Riverside University High School is to assign homework in all classes. Research has demonstrated that schools that require homework show high student achievement than schools that make little use of it. Increased homework time results in more readiness to meet the require State Standards, and higher grades for students of all ability levels. Homework also develops responsibility, self-reliance and resourcefulness which are requisite

skills for success in postsecondary endeavors. To this end, students should use the daily planner to record and monitor homework assignments.

Students are not allowed to activate, use or display electronic communication devices while at school. If a student activates, uses or displays a cell phone or other electronic communication device, the staff member should request that the item be given to the teacher. Ensure that the item is stored in a secure location. If the student refuses to surrender the item, document the action on an Incident Referral Form and submit the form to an administrator via the Infinite Campus system. Do not attempt to forcibly obtain the item.

### **Cell Phones & Other Electronic Equipment**

Cell phones and all other electronic equipment should not be seen, heard, or used in the classroom/library, unless directed otherwise by the classroom teacher. If a student's phone is seen, heard or used in the classroom/library the following consequences will be adhered to:

**First Offense:** Warning and/or confiscation by teacher

**Second Offense:** Device is confiscated by or given to an administrator to be held until the end of the school day and documented.

**Third Offense:** Office referral to administration, phone confiscation until parent meeting.

Chronic or repeated violation of the use of cell phones or other electronic equipment beyond the third offense may result in a student being placed on an electronic device check in/check out contract and/or receiving a suspension from school.

If a student refuses to comply with the collection of their electronic device, an office referral will be submitted for Refusing to Follow Rules which will result in further disciplinary action (i.e. parent conference, detention, community service, or suspension.)


### **RUHS Progressive Discipline Plan:**

1. Review posted classroom expectations: Posted Citizen Rubric
2. Classroom management strategies (nonverbal cues, proximity, seat change...)
3. Verbal warning
4. Conference with student with 2<sup>nd</sup> verbal warning
5. Parent contact (phone, email, note home)
6. Electronic Behavior Referral to administrator with narrative of documented interventions with student/recommendation.

# RUHS Citizenship Rubric

*“Try your hardest, do your best and give your all.”*

To earn a RESPECT CITIZENSHIP grade you must meet 3 or more criteria in one number band.

	Be <u>R</u> esponsible	Be <u>R</u> espect <u>U</u>	<u>H</u> onorAcademics	Be <u>S</u> afe
4	<b>Always</b> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<b>Always</b> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<b>Always</b> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<b>Always</b> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
3	<b>Consistently</b> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<b>Consistently</b> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<b>Consistently</b> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<b>Consistently</b> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
2	<b>Occasionally</b> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<b>Occasionally</b> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<b>Occasionally</b> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<b>Occasionally</b> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
1	<b>Rarely</b> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<b>Rarely</b> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<b>Rarely</b> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<b>Rarely</b> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>