



Economics Course Syllabus 2020-2021

Barry Goldwater High School, A+ School of Excellence

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GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student's future. **Each piece of work is crucial as it provides an opportunity for feedback on improvement and also for growth in the student's education. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of your student's learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, Arizona Career & College Readiness Standards, and Arizona content standards.

Final course marks ("grades" in a traditional system) are determined by the teachers' professional analysis of your student's most recent and consistent evidence of levels of achievement against those standards based on prescribed exit outcome levels, not by mathematical calculations such as averaging or curving the grade. Valuable feedback on student work may be provided through use of rubrics, on paper, or verbally during instructional time. Quality feedback is clear and timely to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire how levels of achievement for your student are determined by contacting the teacher.

SUPPLIES LIST

- School provided iPad
- 3-ring binder or folders with pockets for holding handouts (for each class)
- Loose leaf college ruled paper

COURSE OUTLINE of Units and Expected Time Frames*

| Fall Semester | | | |
|--|---|---|--------------------|
| Unit Title | Key and Related Concepts | AOI & Related District Assessment | Expected Timeframe |
| Foundations of Economics | <ul style="list-style-type: none"> • Scarcity • Factors of Production • Opportunity Costs and Trade Offs • Production Possibilities Curve • Property Rights, Profit Motive, Consumer Sovereignty TBD | <ul style="list-style-type: none"> • SRI • Organization Skills • Inferences • Summary Skills | Weeks 2-6 |
| Micro and Macro Economics | <ul style="list-style-type: none"> • Voluntary Exchange • Supply and Demand • Monopolistic Competition • Government Policies Influences • Types of Taxes • Unemployment and Inflation • Monetary Policy • Federal Reserve • Thinking • Communication • Social Skills | <ul style="list-style-type: none"> • Critical Thinking Skills-Inferences • Expository Writing Skills • INSPECT Benchmark Assessment • Research Skills for Personal Project | Weeks 7-12 |
| Personal Finance and Global Economics | Personal Finance and Global Economics <ul style="list-style-type: none"> • Critical Thinking Skills • Communication • Research Skills • Collaboration • Education and Career | <ul style="list-style-type: none"> • Collaboration Skills • Communication Skills • Expository Writing Assessment Personal Project | Weeks 13-18 |
| | | | |

*Subject to change at the discretion of the teaching team

GUARANTEED AND VIABLE CURRICULUM

BGHS students will develop their reading, writing, speaking and listening skills by utilizing analysis, organization, production and language skills in innovative and creative ways. The following rubric demonstrates the skills students will need to gain and demonstrate during the fall and spring semester to achieve both an MYP level of achievement and a BGHS/DVUSD letter grade. The skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement

and to challenge themselves to grow and learn to their highest ability. Please check Power Schools or ManageBac and the BGHS / course website for the Standards, Performance Objectives and Rubrics for grading.

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a “snap shot” of where a student is for the purpose of feedback; a final mark or “grade” can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

REPORTING TIMELINE

| Fall Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates (All grades are reported in Power Schools) | Spring Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates (All grades are reported in Power Schools) |
|---|--|
| August 28 th - Snapshot September 18 th - Snapshot October 9 th - Progress Report October 30 th -Snapshot November 20 th - Snapshot December 18 th -End of Semester January 4 th - End of Semester in PowerSchools | January 29 th -Snapshot February 19 th - Snapshot March 12 th - Progress Report April 9 th - Snapshot April 30 th - Snapshot May 14 th - Snapshot May 21 st - End of Semester in PowerSchools |

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

| FINAL GRADE DESCRIPTOR (ALL CONTENT AREAS) | POWERSCHOOL L FINAL GRADE | |
|--|---------------------------------|---|
| The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrated originality and insight and always produces work of high quality . | 10 | A |
| The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight. | 9 | A |
| The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight. | 8 | B |
| The student demonstrates a good, general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation. | 7 | C |
| The student demonstrates a limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrated a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support . | 6 | D |
| Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support . | 5 | F |
| The student demonstrates minimal achievement in terms of the objectives. | 5 | F |


CLASSROOM EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

What to do immediately upon entering this classroom:

1. Look at the White Board to determine learning goals and find your assigned chair.
2. Turn all electronic devices off and place in backpack or pocket*
3. Take out your iPad and all necessary materials and put backpack away as indicated.
4. Begin bellwork and/or join your team to actively engage in learning.
5. Contribute to the learning and work hard to demonstrate your abilities.

Barry Goldwater High School Expectation Matrix

|  iOwn It! | | | | | | |
|--|--|--|---|---|--|---|
| | Classroom | Common Areas | Eating Areas | Restroom | Locker Room | Campus Wide |
| Be Respectful | <ul style="list-style-type: none"> • Treat all school and personal property with care • Listen • Speak kindly and when appropriate • Use electronics appropriately | <ul style="list-style-type: none"> • Treat all school and personal property with care • Be kind • Pass politely | <ul style="list-style-type: none"> • Wait your turn in line • Be kind | <ul style="list-style-type: none"> • Honor privacy • Keep restroom area clean | <ul style="list-style-type: none"> • Honor privacy • Honor personal space and belongings | <ul style="list-style-type: none"> • Treat all school and personal property with care • Follow school dress code • Use appropriate language • Respect yourself and others |
| Be Responsible | <ul style="list-style-type: none"> • Eat/Drink in appropriate areas • Attend Class • Be on time • Be prepared • Bring iPad • Be involved • Own your actions | <ul style="list-style-type: none"> • Eat/Drink in appropriate areas • Throw away your trash • Move with a purpose to your destination • Have an official school pass | <ul style="list-style-type: none"> • Throw away your trash | <ul style="list-style-type: none"> • Use restroom for intended purpose • Use during passing periods or at lunch • Return to class promptly | <ul style="list-style-type: none"> • Lock your belongings in your locker | <ul style="list-style-type: none"> • Eat/Drink in appropriate areas • Use electronics appropriately • Have an official school pass • Use your locker during passing periods |
| Be Safe | <ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Ask permission to leave | <ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Walk to your destination | <ul style="list-style-type: none"> • Keep hands, feet, food and objects to yourself • Walk safely • Push in chairs | <ul style="list-style-type: none"> • Wash hands with soap and water • Water stays in the sink | <ul style="list-style-type: none"> • Keep hands, feet and objects to yourself | <ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Walk to your destination • Carry school ID |

Consequences of Positive Choices

| Increased Learning | Positive feelings | Positive attention |
|---------------------------|----------------------|-----------------------------------|
| Higher achievement levels | Increased confidence | Positive Peer relationships |
| More/ higher level skills | Increased success | Positive Relationships with staff |
| Scholarships, better jobs | Increased respect | Internships and Opportunities |

Consequences of Poor Choices

| Tier | Minor Offences | Major Offences |
|-----------------|--|---|
| 1st | Restate expectations, Redirect, Task change, Seat change, Conference | Referral to Administration Consequences issued in line with student handbook |
| 2nd | Buddy Teacher w/reflection, Conference, email communication to parent | |
| 3rd | Phone call home, In person conference w/parent, Thinking center, Detention | |
| 4 th | A referral to the administration/office | |

BGHS ELECTRONICS POLICY

At BGHS we know that technology is all around us and can enhance work outcomes. We embrace technology and strive to use it as a powerful learning tool. We provide iPads to our students and strive to integrate technology in our lessons. Because our students have access to both iPads and school computers they will not need to use cell phones during class time. We ask students to not access their phones or music devices, etc. during instructional time. This is an important part of preparing students for college and career. As they graduate, head to college or start jobs they will need to know how to manage their devices and understand the appropriate time and place for technology use.

BGHS students will use iPads or computers to complete tasks during class. If a student does not comply with this policy and his electronic device is being used or creates a disruption in the classroom, the following steps will be taken.

1st Offense: Teacher will request that the student to put technology away and that devices are not to be visible or used during class time. *

2nd Offense: Teacher will apply classroom consequence and document the offense. *

3rd Offense: Teacher will send the student with the device to the office where the electronic device will be stored to be picked up at the end of the day.

*If at any time during this process the student escalated this issue, the student can be referred to administration. *If a student has multiple instances where the office has taken their phone parent pick up will be required and a conference with parent may be requested.*

BGHS OUT OF CLASS PASS

At BGHS teaching and learning time is a priority. When a student is out of class they are often not directly supervised and are missing out on instruction. We limit the number of passes students use in a semester and students are taught to utilize the 5-minute passing periods and the 30-minute lunch hour

to check messages, go to the locker, use the restroom or to get a drink. Students are asked to make every effort to be in class from bell to bell. Each classroom uses a sign out log and students must have a pass each time they are out of class. Abuse of passes may need to be handled with a parent contact or a conference with administration.

Sign and return this page by August 12th

I have received the **Economics** Course_Syllabus and I am aware that a copy of this, and the course Exit Outcomes.

I understand the teachers and counselors are available to provide information and support and can be reached by email or I can leave a voicemail message.

My child's name is: _____

| | | |
|---------------------|--------------|------|
| STUDENT's SIGNATURE | PRINTED NAME | DATE |
|---------------------|--------------|------|

| | | |
|---------------------------|--------------|------|
| PARENT/GUARDIAN SIGNATURE | PRINTED NAME | DATE |
|---------------------------|--------------|------|