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## Course Syllabus

<b>Class Title:</b>	Economics
<b>Instructor:</b>	Mr. Hall & Mr. Karlins
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<b>Office Hours:</b>	By Appointment

### IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### IB Learner Profile

<i>Inquirers</i>	<i>Knowledgeable</i>	<i>Thinkers</i>
<i>Communicators</i>	<i>Principled</i>	<i>Open-Minded</i>
<i>Caring</i>	<i>Risk-Takers</i>	<i>Balanced</i>
	<i>Reflective</i>	

### Course Summary

Hello and welcome to Mr. Hall's Economics course! This course will help you to understand the basic principles of economics and how these principles apply to yourself, our country, and the world around us. Throughout this course, we will discover topics within microeconomics and macroeconomics (don't worry, we will learn what those words mean) through discussion, activities, lectures, and tasks that are authentic. Upon completion of this course, you will have a better understanding of the economic sector of the world that awaits outside of high school and you will be better prepared to become a contributing member of society!

### Common Core Standards Addressed

Throughout the course of the year, our lessons, activities, and exams will be centered around the Common Core Standards. Some of the standards, in particular, that we will address are as follows:



- [CCSS.ELA-LITERACY.RH.11-12.6](#)  
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- [CCSS.ELA-LITERACY.RH.11-12.7](#)  
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- [CCSS.ELA-LITERACY.RH.11-12.9](#)  
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- [CCSS.ELA-LITERACY.RH.11-12.10](#)  
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- [CCSS.ELA-LITERACY.WHST.11-12.1](#)  
Write arguments focused on *discipline-specific content*.
- [CCSS.ELA-LITERACY.WHST.11-12.4](#)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-LITERACY.WHST.11-12.10](#)  
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Course Materials

Teacher will provide....	Student is responsible for....
<ul style="list-style-type: none"> <li>• Clayton, Gary E. <i>Glencoe Economics: Principles &amp; Practices</i>. New York, NY: Glencoe/McGraw-Hill, 2012. Print.</li> </ul>	<ul style="list-style-type: none"> <li>• Economics binder and notebook</li> <li>• Access to computer and internet outside of classroom.</li> <li>• Writing Utensils</li> <li>• A positive attitude</li> </ul>

### Grade Scale

<b>A</b>	100 - 90	<b>B</b>	89 - 80	<b>C</b>	79 - 70	<b>D</b>	69 - 60	<b>F</b>	59 and below
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### Grade Categories

#### High School:

<b>Formative Assessments</b>	Classwork, Quizzes, Bellringers, Participation	35%
<b>Summative Assessments</b>	Unit Exams, Projects	35%
<b>Homework</b>	2-3 Assignments per week on average	20%
<b>Final Exams</b>	At Semester's End	10%

### Late Work and Absence Policy

Students with excused absences may have one extra day to complete their work for each excused absence. If homework/assignments are not completed within this time frame, students will lose one letter grade for each

day the assignment is late. Students with unexcused absences will NOT be given an extra day to make up work and will also lose one letter grade for each day work is missing. The best way to avoid having to deal with this policy is to simply show up to class! If you know you will be absent ahead of time, please notify me so I can get you your work and be sure that you will not be missing a test. If you are absent on the day of an exam or quiz, it is your responsibility to work out a time to make up your exam or quiz. I am extremely flexible and willing to work with you in whatever way possible, but you need to be proactive about your education.

In addition, late homework assignments will NOT be accepted after the completion of the corresponding unit. This means that once we move on to a new unit, all work from the previous unit will not be accepted. Once again, be proactive about your education and stay on top of your assignments. Check gradebook regularly to make sure you are not missing any assignments.

### General Classroom Procedures

Rules & regulations as outlined in the Student Code of Conduct (SCC) will be strictly enforced for each student. In addition, students in this class are expected to:

- Regularly attend and participate in class discussions, activities, and exercises
- Complete assigned readings and homework before class, which will help to make you more engaged within the class.
- Come to class prepared, which includes having a writing utensil, notebook/binder, textbook or assigned readings, and most importantly... be mentally prepared!
- Cell phones should not be audible or visible. Cell phones are subject to confiscation and submission to the dean’s office if compliance is not met.
- Above all, come to class with an open mind and be prepared to learn about people, places, and cultures different from your own. Always exercise cultural sensitivity within our classroom; be kind and treat others with the utmost respect!

### Computer Access and Usage

Students who do not have access to a computer at home must make special arrangements for access to complete assignments. All essays and projects required for class **must be typed** unless otherwise noted. This allows for students and teachers to easily grade, edit, save, and access student work. Students will not always be given lab time to complete assignments during class. **It is the student’s responsibly to complete work and print out assignments BEFORE arriving to class.**

### Course Overview

Unit	<u>MYP Unit Question/DP Topic</u>	<u>Concepts covered in unit</u>	<u>Summative Assessment</u>
1	Fundamental Economic Concepts	-What is “economics?” -Economic Systems -Decision Making -Business Organizations -Importance of Entrepreneurs	“Create Your Own Business”
2	Microeconomics: Prices and Markets	-Supply and Demand	“Supply and Demand Headlines”

		-Prices and Decision Making -Market Structures	
3	Economic Institutions and Issues	-Employment, Labor, and Wages -Government Revenue and Spending -Financial Markets	“Top 100 Jobs Research Task”
4	Macroeconomics & Financial Markets	-Macroeconomic Performance -Economic Instability -Money, Banking, and the Fed -Equilibrium	“Stock Market Game”
5	The Global Economy	-International Trade -Developing Countries -Global Economic Challenges	“Global Poverty Case Studies”
6	Personal Finance: making sound decisions for a sound future	-budgeting -credit -personal banking -taxes -cost of college and savings plans	“Budget project”

### **Academic Honesty Policy**

The Ogden International School of Chicago’s Academic Policy supports the school’s mission statement to “focus on a curriculum that immerses an individual in a rich and safe environment, to obtain awareness of world cultures through language, studies, and interactive field experiences, to apply skills necessary for global citizenship and competency,” and to purposely align the Ogden policy with the IB policy on Academic Honesty.

For all students, the school and IBO expect and support student integrity in conducting research, preparing work and projects, test-taking, and collaborating with others. The school recognizes that in a knowledge-based century the value of knowledge is high, and the freedom to share knowledge is essential. Academic dishonesty devalues knowledge and creates an atmosphere in which undue restrictions must be placed on the sharing of knowledge.

**Academic honesty:** *Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people and behaving appropriately when sitting for class.*

**Plagiarism:** *The representation of other’s thoughts or work as the student’s own in order to gain an unfair advantage. This includes using others work without citation or sourcing.*

**Collusion:** *Allowing one’s work to be copied or submitted for assessment by another. There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student.*

**Duplication:** *Presentation of the same work for different assessment components or course requirements.*

**Cheating:** *Gaining an unfair advantage, including but not limited to:*

- *Falsifying a record, data, etc.*
- *Using notes or a test*

- *Commissioning another person to do the work*
- *Using an electronic language translator to 'launder' language*
- *Submitting work which has been submitted by yourself or another student for a previous or different assessment task or for a task at a different school*
- *Stealing papers, or downloading free papers from the internet*
- *Having a parent or tutor do assignments/assessments*

In addition to academic strengths, it is assumed that one's participation in IB is indicative of character traits which align with the IB Learner Profile. Specifically, IB students are required to be principled learners who act with honesty and integrity. Without exception, Ogden students are expected to adhere to a policy of strict academic honesty. Such a policy requires that students carefully scrutinize their own actions and behaviors for incidences of cheating/plagiarism.

The aforementioned actions and behaviors have the potential to severely compromise the academic integrity of the individual and The Ogden International School of Chicago as an institution. Under no circumstances will any such behaviors go without penalty. Minimum penalties include academic sanctions for the individual/s involved in accordance with the CPS Uniform Discipline Code. Major infractions will be handled by both the teacher and administration.

### **STUDENT and PARENT DECLARATION**

I have read, understand, and agree to abide by The Ogden International School of Chicago's Academic Honesty Policy. All Ogden students and their parents are required to review and sign the Academic Honesty Policy.

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Role of the Teacher:**

This year, I will provide all students with an enriching and engaging curriculum that meets the mandated education standards as well their developmental needs. Additionally, I will provide multiple forms support to students who are struggling in order to ensure an effective and transformative educational experience.

\_\_\_\_\_  
Teacher Name (Printed)

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**Role of the Student:**

This year, I will work to the best of my abilities and conduct myself with dignity and respect at all times. I will complete required assignments, and if I am having difficulty, I will speak with my teacher in order to perform at the best of my abilities.

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Role of Parent/Guardian:**

This year, I will provide my student with the support he or she needs in order to be successful in this course. I will work collaboratively with the teacher in order to ensure my child is receiving the best individual educational experience.

\_\_\_\_\_  
Parent Name (Printed)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Home Address

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
email Address