

Economics Course



North Park High School
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Peace, love, & happiness

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What is economics?

Economics is the study of how people, both individuals and in groups deal with the problem of *scarcity*. **scarcity**, *noun, pl. -ties*. too small a supply; lack; rarity. **r.** (sing. in use.) the science of how people produce goods and services, how they distribute them among themselves, and how they use them; political economy. Economics deals with the material welfare of mankind and such problems as those of capital, labor, wages, prices, tariffs, and taxes. **2.** (pl. in use.) the economic part; details of economy or management.

What is an economist?

An economist studies how people and societies make decisions on the use of these goods and services, and/or production and control of the *commanding heights* [modes of production]. Culture, politics, history, geography are studied to see how the decision was made in economies.

Why is economics useful?

Economics helps society decide what products they make-the *producers*: how to make them, and who will get them. Economics also helps *consumers* decide what to buy, how to buy it, and who will get it once they have it. Also the study of economics enlightens the world on how its resources are being distributed over geography.

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One of America's founding father, Thomas Jefferson was quoted about banking industry: *"If the American people ever allow banks to control the issue of their currency. First by inflation and then deflation, the banks and the corporations that will grow up around them will deprive the people of all property until their children wake up homeless on the continent their father conquered"*(*The Secret World of Money*, Andrew Guase, p.58)

Content Standards that the course covers:

1. U.S. free enterprise system, capitalism and other economic systems, and explore their roles as citizens, producers, and consumers, while studying fundamental economic principles;
2. Describe the basic characteristics of the U.S. economic system (*Global economy*) with an emphasis on the role of private property, public property, the price system, competition and entrepreneurship;
3. Demonstrate how fundamental economic concepts such as market, economic incentives, and opportunity costs operate in the U.S. and other economic systems;
4. Develop an understanding of economic principles that influence business decisions;
5. Develop concepts for global sustainability and environmental consciousness (*Ecological literacy*);
6. Describe connections of economies with constitutions, laws, government policies;
7. Describe the economic role government plays in a market economy;
8. Help students understand the need for ethical standards for business leaders, producers and consumers;
9. Foster appropriate life, study, and decision making skills (*cost-benefit analysis*);
10. Enable students to explore career opportunities, consumer issues, local issues, global issues, and other aspects of personal economics;

II. Class Rules:

Classroom Rules

1. At *all* times people will respect each other.
2. Tardies are marked when not in your chosen seat and talking, and being disruptive inappropriately at the beginning of class.
3. Participation points are given each day when present and working. Zero when absent. Come prepared to class with pencils, paper, assigned reading, homework, etc.
4. Caught cheating an **F** grade will be given for that assignment.
5. When class is missed it is the student's responsibility to meet and approach Culbertson or a fellow student to know what was missed and the request for work will be fulfilled. Assigned work must be proficient to receive a grade towards the course. If not working on assignments then the Units for completion of the course can not be awarded.
6. All School rules must be followed at all times.

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III. Class Grade policy:

Participation, Classwork, Homework, Research Paper, Quizzes, Exams will all be used in a straight percentage scale. The different categories will not be weighted. Work will be turned in on time, no late work. Exams will be written and a test will be on each unit. Most likely the exams will be take home.

A. Summary of what you will be graded on:

1. Participation on current events: Notes, discussions, participation, etc.
2. Mini-lectures: Notes, participation
3. Cartoon Analysis: writ-ups from questions
4. Cases Studies: projects
5. Documentaries: Notes, questions
6. Debates, group work
7. Research Paper
8. Book Review
9. Final Exam (objective)
10. Homework

Units from book.

Unit 1: What is Economics	Unit 4:, \$, Banking & Finance
Unit 2: How do Markets Work	Unit 5:, Measuring Economic Performance
Unit 3:, Business & Labor	Unit 6: Government & the Economy

Always connecting with Unit 7: The Global Economy

B. Class schedule:

Due to the time constraints of 90 days of Economics course condensed into 24 days, we will have to be on an intense schedule and stick to a daily and monthly timeframe.

C. Research Paper:

6-10 page paper. Must contain a thesis on an approved topic by the instructor within Economics, Civics, Government, political philosophy, and Political Theory. Paper will be graded on organizational flow, definitions explained, coherence, examples used, and written understanding of the topics and implications for American government. Please follow the works cited system from the handout or any approved form of scholarly writing citations that you feel comfortable using. **Any academic dishonesty, meaning any form plagiarism or the use of ideas that are not your own without citations, will result in a possible F in the course.** Please see me if this is confusing.

D. Class time on Activities

Current Events

15-20 mins

After roll call the class will bring in some news via written, televised or broadcast media, class discussions, book notes (CNN, C-SPAN, NPR, PBS).

Mini-Lectures

30-40 mins

Since the class will be going through a *minimum* of a chapter a day, then a lecture/discussion format must be used to introduce the content. Students are expected to read chapters and be prepared before the next class.

Video Media

TBA

Documentaries and current political topics.

Political Cartoons

10-15 min.

Class will analyze cartoons for each chapter and writeup personal evaluations of the resources. Also a second cartoon will be used from current events.

Primary Resources

15-20 min.

Content of actual historical documents will be used when available. Including a Federal Supreme Court Case handout each chapter.

Independent/Group**Study:**

45-50 min.

Time will be given to students to work on course content so less time will be used at home.

Research paper should be given priority outside of class.

General Wrap-up/test preparation/reteach

5-10 min.

Re-cap content, review, recommendations, answer general questions

Notes:

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Date	standard	topic	hours	Proof/project

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Cartoon Analysis

1. What is the date and title if available?
2. List the key objects in the cartoon and describe what each represents
Object
Symbolizes
3. What techniques or devices does the cartoonist use? (ridicule, caricature, satire, puns, etc.)
4. What issue or event does the cartoon deal with?
5. Describe the action taking place.
6. What is the cartoon's message?
7. Who is the intended audience?
8. What is the cartoonist's point of view?
9. Does the cartoon clearly convey the desired message? Why or why not?
10. What groups would agree/disagree with the cartoon's message? Why?

please use a second sheet of lined paper for more room and staple to the back.

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Memorandum of Understanding

I have read these guidelines and understand that my child must follow these rules in class and on the NORTH PARK High School campus. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to *possibly* being dropped from the course.

Parent/Guardian's Signature _____

Print First & Last name _____

Date _____

E-mail _____

Home Phone(_____) _____ - _____

Work Phone(_____) _____ - _____

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document on the NORTH PARK HS campus. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I **may** be subject to *possibly* being dropped from the course.

Student's Signature _____

Print First & Last name _____

Student ID# _____

Date _____

E-mail _____

Any comments or feedback please write below and on the back: