**Economics**

**Room \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher:** Dave Barritt | DABarritt@Dcsdk12.org

 LGC Office (8000s pod)

 Advisement Room: 8600

 Phone Extension: 69122

Welcome to *Economics*! In this course, students will investigate how individuals, businesses and governments make economic decisions. Each unit will explore a different component of macroeconomics, including supply and demand analyses, factors of production, federal economic policies, and personal finance. We will emphasize how cooperation and competition impact economic decision making, and how economics affects not only global relationships, but individual lives as well.

Please feel free to contact me via email, and expect a response within 48 hours.

**Colorado Academic Standards:**

CSS Social Studies 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

**World Class Outcomes:**

Justify and defend your role as a contributor to the global society.

Construct viable arguments and critique the reasoning of others.

**21st Century Skills:**

Financial Literacy, Critical Thinking

**Suggested Materials**: 1 2-inch 3-ring binder with paper

 One two-pocket folder

 Various pens/pencils/highlighters, etc.

 JA Economics Textbook / Finance Book (provided by teacher)

Students are encouraged to develop their own methods of organization. These are suggested items, but not required. However, **students are expected to keep track of all notes, worksheets, etc.**

**First 15**:

Every day, you will see a Topic, Aim and Do Now on the board. *Write all three down* in your notebook and answer the Do Now question with meaningful thought and reflection. This will serve as a way to refresh your memory about where we left off with our previous lesson, and to provide a point of reference about the broader context of our lesson. These Do Now activities will be spot-graded from time to time, and should be clearly labeled and organized according to the date of the lesson.

**Course Policies:**

Attendance – Three words: *come to class*. Don’t be late. Just as you expect me to come to class on time and prepared to teach, I expect the same respect from you. We will use our time in class wisely, and the more mindful we are of attendance, the easier it is to keep you from having extensive homework. All assessments will be open-notes, but students who come to class tardy are *ineligible* to use their notes on assessments.

Late work –

Late assignments can be submitted within 5 school days of its due date for partial-credit. I will not remind students about missing or late work; rather, it is your responsibility to stay organized and be mindful of due dates and assignments. After 5 school days, late work will not be accepted. As most of you are upper classmen, it is important that you learn accountability; most careers and college professors maintain strict deadlines and place the onus on students to manage their time. Please be sure to speak to me directly and in person should there be extenuating circumstances. Once an assignment is entered into Infinite Campus, you **MAY NOT** submit it for credit.

Missed Assignments –If you know you’re going to be absent before a due date, get your assignment to me via email before you go**.** If you are absent, you get as many days as you were gone to make up an assignment plus one day. This is the policy at Castle View High School. After those dates, the late work policy applies.

IF YOU ARE ABSENT: It is YOUR responsibility to email me regarding missed assignments/notes/etc. I am more than happy to work with you during advisement or at another pre-arranged time to help you get caught up. I also am more than happy to email you anything that you missed. **Be sure to do so within the given time frame as stated above.** Do NOT wait until an assignment is added to the grade book to say, “Well I was absent that day and you never gave it to me.” This will NOT be an acceptable excuse.

Don’t cheat. Don’t steal. Don’t plagiarize. Don’t cut and paste entire paragraphs from Wikipedia and put the website name in parenthesis to “cite” the information. Trust your ability to create new and interesting ideas.

Cell Phones – We live in a digital world with constant stimulation. Educators and professionals consistently debate the role cell phones should play in a learning environment. Let’s look at some data:

🡺 Humans possess separate systems for processing pictorial and verbal material… and each channel is limited in the amount of material that can be processed at one time… Cognitive overload [occurs] when the learner’s intended cognitive processing exceeds the learner’s available cognitive capacity.

Mayer, Richard E. and Roxana Moreno. “Nine Ways to Reduce Cognitive Load.” *Journal of Educational Psychologists* Vol 38 Issue 1. 2003.

🡺 Students who were not using their mobile phones wrote down 62% more information in their notes, took more detailed notes, were able to recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple choice test than those students who were actively using their mobile phones.

Kuznekoff, Jeffrey H. and Scott Tilsworth. “The Impact of Mobile Phone Usage on Student Learning.” *Communication Education*: Vol 62 Issue 3. 2013.

🡺 Participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to users and fellow students.

Sana, Faria ,Tina Weston, and Nicholas Cepeda. “Laptop multitasking hinders classroom learning for both users and nearby peers,” *Computers and Education* Vol 62 (24-31). March 2013.

What can we do with this information? The last point is the most important. Many of us read data and think to ourselves, “That’s not me though; I can multi-task! I can still pay attention!” However, this classroom is a **collaborative** **learning community**. Your actions have an impact on those around you; in order to promote a positive learning environment for **all** of us, cell phones will not be permitted except under explicit direction from the teacher. As per DCSD’s Code of Conduct Policy JIHA, “students are not allowed to use cell phones… during instructional time unless authorized by the teacher for academic purposes.” A verbal warning will be issued after the first violation of this policy; any further violations may result in the confiscation of the electronic device. This **includes wearing headphones/ear buds** during class time.

**Grading Policy:**

All assignments are worth a set amount of points, which accumulate throughout the term. Point values are determined by the nature of the assignment (i.e. short homework assignments might be 5 or 10 points, while more complex projects will be worth 50 or more). By the end of the term, homework and classwork assignments will be equivalent to one project score, so it is imperative that you stay on top of your work. Students with late and/or missing assignments **WILL NOT be eligible to have a grade rounded** at term’s end.

**Please sign below and return no later than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**I have read and understand the policies for Economics with Barritt.**

**Student Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent or Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**