



Mountain Range High School
 12500 Huron Street & Westminster, CO 80234
 Office: (720) 972-6300 & Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>

School Year	2018-2019	Teacher Name	
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Course Name		Economics (1 st Semester) and U.S. Government/Civics (2 nd Semester)	
Course Description		<p>Economics will explore economic systems with a main focus on market economies. It probes how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help individuals understand how to manage their own scarce resources using a logical decision-making process of prioritization based on analysis of the costs and benefits of every choice.</p> <p>Government is a semester course paired with Economics. It examines the basic principles of the American constitutional, legal, and political systems. Students will explore topics that have immediate impact on their lives and will be able to look at government from a variety of perspectives. The Government program is committed to helping students develop and improve academic skills in reading, writing, speaking and critical thinking skills. (This is a required social studies course for graduation.)</p>	
Unit of Study	Grade Level Expectations/Content Standards		Approximate Time Spent or Percent of time Spent
Economics : Economic Thinking	<p>Economics 1b: Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs (DOK 1-2)</p> <p>Economics 1c: Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits (DOK1-2)</p> <p>Economics 1d: Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services</p> <p>Economics 2e: Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies (DOK1-3)</p>		12-15 Days
Economics : Economic Systems	<p>Economics 1a: Analyze the relationships between economic goals and the allocation of scarce resources (DOK 2-3)</p> <p>Economics 3a: Analyze the role of government within different economies. Topics to include but not limited to command economies, socialism, communism, and capitalism (DOK1-3)</p> <p>Economics 3c: Compare and contrast economic systems in terms of their ability to achieve economic goals (DOK2-3)</p> <p>Geography 1b: Create and interpret various graphs, tables, charts, and thematic maps (DOK1-3 Geog)</p>		10-12 Days
Role of Government in Economic Systems	<p>Economics 2a: Analyze how government activities influence the economy. Topics to include but not limited to taxation, monetary policy, and the Federal Reserve</p> <p>Economics 3b: Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, monopoly (DOK1-3)</p> <p>Economics 3d: Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and proportional (DOK 2-3)</p>		20-25 Days



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	<p>Economics 2d. Give examples of the role of government in a market economic system (DOK1)</p> <p>Economics 2f: Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy</p> <p>Economics 2c: Identify government activities that affect the local, state or national economy</p> <p>Economics 2b: Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies (DOK1-2)</p> <p>Economics 5c. Explain how economic cycles affect personal financial decisions (DOK1-3)</p>	
Economics : Financial Planning: Saving and Investing	<p>Economics 4a. Develop a financial plan including a budget based on short- and long-term goals (DOK1-4)</p> <p>Economics 5a: Compare and contrast the variety of investments available for a diversified portfolio</p> <p>Economics 5b: Evaluate factors to consider when managing savings and investment accounts (DOK2-3)</p> <p>Economics 5d: Describe the appropriate types or investments to achieve the objectives of liquidity, income, and growth</p>	7-10 Days
Economics : Financial Planning: Borrowing	<p>Economics 4d: Identify sources of personal income and likely deductibles and expenditures as a basis for a financial plan</p> <p>Economics 6a: Analyze various lending sources, services and financial institutions (DOK1-2)</p> <p>Economics 6b: Investigate legal and personal responsibilities affecting lenders and borrowers (DOK1-2)</p> <p>Economics 6c: Make connections between building and maintaining credit history and its impact of lifestyle (DOK1-3)</p>	7-10 Days
Economics : Financial Planning: Insurance	<p>Economics 4e: Describe legal and ethical responsibilities regarding tax liabilities (DOK1-2)</p> <p>Economics 4c: Describe factors affecting take-home pay (DOK1)</p> <p>Economics 4 b: Analyze financial information for accuracy, relevance, and steps for identity protection (DOK2-3)</p> <p>Economics 7a: Differentiate between types of insurance (DOK1-2)</p> <p>Economics 7b: Explain the function and purpose of insurance (DOK1)</p> <p>Economics 7c: Select and evaluate strategies to mitigate risk (DOK1-3)</p>	7-10 Days
Civics: Comparative Government	<p>Civics 2a: Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)</p> <p>Civics 3e: Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK1-3)</p> <p>Civics 3f: Compare and contrast how different systems of government function (DOK 1-2)</p>	10 – 12 Days



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Civics: American Democracy	<p>Civics 2b: Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)</p> <p>Civics 2c: Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3)</p> <p>Civics 2d: Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3)</p> <p>Civics 2f: Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (DOK 2-3)</p>	12-15 Days
Civics: Policy in Action	<p>Civics 1b: Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK1-3).</p> <p>Civics 1d: Identify which level of government is appropriate for various policies and demonstrate ability to appropriately engage with that level of government (DOK 1-3)</p> <p>Civics 2g: Evaluate the effectiveness of our justice system in protecting life, liberty, and property (DOK 3-4)</p> <p>Civics 3c: Explain how to monitor and influence public policy (DOK 1-2)</p> <p>Civics 3d: Analyze goals and tools used by the United States in developing foreign policy (DOK 1-2)</p>	26-29 Days
Civics: Civic Engagement	<p>Civics 1a: Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4).</p> <p>Civics 1c: Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)</p> <p>Civics 1d: Identify which level of government is appropriate for various policies and demonstrate ability to appropriately engage with that level of government (DOK 1-3)</p> <p>Civics 1e: Critique various media sources for accuracy and perspective (DOK 2-3)</p> <p>Civics 2e: Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK1-3)</p> <p>Civics 3a: Discuss multiple perspectives on local issues and options for participating in civic life (DOK 1-3).</p>	21-24 Days



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SRG: Standards Referenced Grading

Assessment/Practice Proficiency Levels	
4	Advanced Understanding of the Standard
3	Meets the Standard
2	Approaches the Standard
1	Does not Meet the Standard

- * **SEMESTER FINALS WILL BE WEIGHTED 2x MORE THAN A NORMAL TEST**
- * **Other major assignments/assessments may be weighted more heavily than others due to complexity and time**

Course Grade Scale	
A	89.5 - 100
B	79.5 - 89.4
C	69.5 - 79.4
D	59.5 - 69.4
F	0 - 59.4

	Scale Score Percentages
4	100%
3.5	92%
3	85%
2.5	77%
2	70%
1.5	60%
1	50%
M	0
S	100%
I	75%
U	50%

Grade Reporting Criteria/Weights	
Content Knowledge	45%
Skills	45%
Practice	10%
Grades are based on achievement of Content Standards and Grade Level Expectations. *Weekly progress grades are posted at https://ic.adasm12.org/campus/portal/adams12.isp	

General Expectations

- Grades are based upon the demonstration of proficiency on units associated within specific grade reporting criteria.
 - **Assessment:** Assessments are a means to determine a student's mastery and understanding of information, skills, concepts, or processes.
 - **Practice: 10%** Practice includes opportunities for students to receive clear, specific, and timely feedback as they are developing knowledge and skills, prior to assessments.
 - Assessments will be graded based on teacher/district/state rubrics.
 - o Multiple opportunities will be offered on some assessments through the practice of looping content.
 - o There will be no multiple opportunities on assessments that are considered finals.
 - o Multiple opportunities does not mean endless opportunities.
- Attendance policy will be followed in the administration of assessments.

Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work will be followed for this course. **They state that it is the student's responsibility to request and obtain missing work.** When a student has an excused absence, the student has the same number of days they were absent plus one day to make up assignments. Students who are unexcused may not be able to receive feedback from practice prior to required assessments.



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