

Economics - Syllabus

Guidelines for Mr. Wood's 2017/18 Economics Course

While students will learn the basic terminology for the study of Economics, they will do so within a real world context. Since we live in a global economic environment and because the world is so interdependent economically, politically, and socially we will focus our study primarily on those connections. This look at current events should help to reinforce Economic terminology so that you aren't studying words for the sake of definitions. This should also make our study more interesting. Finally, personal economics, particularly your future and how to successfully shape it, will be of concentration. If you are going to "make it" in the world today your educational journey cannot end at Oakridge High School. You must go further - whether that route takes you to two year college, a four year university, a tech school or trade school or the military, you need more education and training. The cost of that education, if not handled correctly, can be life changing....in a bad way. We will look hard at the costs and benefits of higher education and help you to make it work. And we will concentrate on learning the value of the Trades as a career choice. The ultimate goal is to enlighten you as a young person to a growing and increasingly competitive global economic marketplace, and to highlight your opportunities and responsibilities within this highly competitive world.

SCHOOLGY - We will use Schoology as our primary source of organization in this course. Lesson Plans, Course Standards, Word of the Week, tests, quizzes, and homework will all base from the web. Buddha Blog posts will often be linked to Schoology as support reference. Get comfortable with the program and check regularly for messages.

HOMEWORK - 25%

VOCABULARY - PODCAST POSTS on the Buddha Blog

I have been working diligently in the past couple of years to incorporate the Buddha Blog into your comprehension of course terms. Nearly all of the terms posted on the front white board for Economics and Government, are defined by me in audio podcasts located on my blog. The podcasts generally run 3:00 to 5:00 in length. Make sure to listen and review these terms regularly through out the course as they will be the basis for all quizzes, and as a review for chapter tests and the Final Exam.

Homework will consist primarily of readings of usually three to eight pages, and accompanying Focus Questions that guide those readings. These assignments will normally count 50 points and will serve to introduce you to the main economic ideas in the chapter. Focus Questions will be due posted to Schoology prior to class discussion on the economic issues within the chapter. Your research will provide you a basis for that discussion. Focussed discussion is a key to our study of economics; relevant economic terms from the chapter will also help to guide your understanding of this discussion.

QUIZ & TEST - 25%

A list of key Economic terms will be located on the front white board throughout the chapter study. Make careful note of these terms as they will serve as a basis for course quizzes. Two question, thirty point quizzes of the closed note variety will be assigned regularly, so you should be reviewing your discussion notes on your own. You can review these terms on audio podcasts located on the Buddha blog. We will not quiz until you fully understand posted terms. This understanding will be measurable - I will place the number of the class hour next to an individual term when I feel the class has full understanding. I will NOT put the numeral up until everybody in the class agrees on its placement. One person may veto the

placement of the numeral. However, once the class period is posted for that particular term, it is fair game for any quiz. Quizzes will be timed and posted to Schoology. You will not know when these quizzes will be announced.

PROJECTS- 25%

Third World Girls and Micro-credit in the Developing World - has turned into a cornerstone of enlightenment in this course. Midway through the course we will take a break from the text and move on-line to an NPR Series on - "Girls at Fifteen." This series - brought to us through professional audio storytelling from National Public Radio provides a poignant and sometimes painful look into the life of girls in the third world. We hope to follow this study up with one on the power of micro-credit in the third world. Looking at how young people live when "their little sperm and their little egg" come together in deep and sometimes dangerous poverty, will provide insight, not only into continents abroad, but your life here in the first world.

Building Human Capital - will serve as a primary focus of this course. It is imperative that you are aware of your economic choices following high school. In this highly competitive era in which we live, you must have a post high school plan. That plan must involve some kind of education. Whether you decide to head into the military or towards a vocation, or you seek the more traditional college route, without some kind of awareness of what awaits, and an ensuing course of action, you'll find high school graduation a big fat dead end. That high school diploma isn't worth much these days.

You need to know the opportunities and the cost of higher education, as well as the liabilities that await without it. We will look at a couple of routes to success. By the end of the Marking Period you will know the costs and the opportunities that await regarding the pursuance of a college / university route. We will also look closely at the Trades and the opportunities afforded by a career in that direction. Included in this study is a series of new events - "Learning the Trades" - Media Center presentations, much like those provided by various college reps - only the focus will be the Trades. Stay tuned for more info.

COMMON ASSESSMENTS - 25%

Three common assessment exams will be required. Two of them will concentrate on the basic terminology and fundamental concepts of Economics. The third will serve as a culmination of our Building Human Capital Unit in the Second Marking Period. These common assessments will not be Open Notes.

OHS Handbook Proficiency Policy for passing Economics

- 1 - A student must average 60% on two Marking Periods and Final Exam totals.
- 2 - All students must take the final exam.
- 2 - A student must average 60% on all Common Assessments.
- 3 - Student must satisfy the high school attendance policy (Student Handbook page 17).

Primary Materials Provided: Textbook

O'Sullivan, Arthur and Sheffrin, Steven M., Economics Principles in Action, (Illinois: Prentice Hall, 2001. ISBN 0-13-437329-4

Common Assessment / Text Chapters / Topics

- | | |
|--|--------------------|
| - Intro to Economics | Chapters 1 & 2 |
| #1 - How the Markets Work | Chapters 4, 5, & 6 |
| #2 - Building Human Capital | Outside sources |
| - International Economics | Outside sources |
| #3 - American Free Enterprise & Government Involvement | Chapters 3 & 14 |