

Economics - Syllabus

Guidelines for Mr. Wood's 2013/14 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 make our study more interesting than merely working through the text. 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. 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. This can be a very valuable and enlightening class for you.

HOMEWORK - 25%

Homework will consist primarily of readings of usually three to eight pages, and accompanying focus questions (no more than two page assignments) 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 prior to class discussion on the economic issues within the chapter and 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. **Reflections** will also serve as a part of your homework grade - stay tuned for details.

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.

QUIZZES - 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 our course quizzes. Two question, twenty 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 hour is posted for that particular term, it is fair game for any quiz. You will not know when these quizzes will be announced.

PROJECTS- 25% (REAL WORLD ECONOMICS & PERSONAL ECONOMICS)

Real World Economics will serve as a primary focus in this course. See RWE syllabus for specific guidelines. RWE will two or three times a Marking Period assignment consisting of two options. For Option T (Teacher) I will provide students a Newspaper article (or series of articles) that deals with some issue of world economics. The reading will be accompanied by a 12 question writing assignment. An internet search will serve as a portion of that assignment. For Option S (Student) I will provide students a focus of study (ie...OIL,, China, Home Mortgage crisis). Students will find an article on their own, read and research that article, and fulfill the guidelines required. For this option students will get one day in the computer lab. Options T and S are due on Friday. Fridays will consist of student oral presentations on their RWE topic of the week. Students need to take notes on these presentations. Students will be given a final Real World Economics tests covering the oral presentations which will count under the Common Assessment portion of their final grade. This test will be **OPEN NOTES**. Students may work in teams of two on Real World Economics. Once teams are chosen they may not be altered until end of the Marking Period. At that time you may drop your partner, but not choose another, so make your team choices wisely.

Personal Economics will serve as a primary focus of this course. It is imperative that you are aware of your economic choices following high school. In the 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 further education, as well as the liabilities that await without it. So, we will work on this.

COMMON ASSESSMENTS - 25%

Four common assessment exams will concentrate on the basic terminology and fundamental concepts of Economics. These common assessments will not be Open Notes. You will also have a final Real World Economics a Common Assessment that will be open notes. See course breakdown below for CA topics.

OHS Handbook Proficiency Policy for passing Economics

- 1 - A student must average 60% on three 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

#1 - Intro to Economics	Chapters 1 & 2
#2 - American Free Enterprise & Government Involvement	Chapters 3 & 14
#3 - How the Markets Work	Chapters 4, 5, & 6
#4 - Personal Economics	Outside Resources
#5 - International Economics	Real World Economics & Chapter 17