**IB Economics – Course Syllabus**

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The course aims to develop in students an understanding of microeconomic and macroeconomic theories and concepts and their real-world application. Students begin with a study of microeconomics in which important characteristics of markets are identified. The role played by consumers, producers and the government in different market structures are highlighted. The failures of a market system are recognized and possible solutions are examined. Students follow this up with a study of macroeconomics. Students conduct a detailed examination of the major macro­­economic issues facing countries' economic growth, economic development, unemployment and inflation rates, and income distribution.

Students then consider the impact of economic interactions between nations on individuals and societies and gain an awareness of development issues facing nations as they undergo the process of change. Key aspects of international economics are explored with the goal of understanding why countries trade, the problems involved and how these problems are or are not currently addressed. Students will end the year with a study of development economics aimed at learning terminology and concepts related to this field and understanding the problems faced by ‘developing’ countries.

**Textbooks**

Dorton, Ian. *IB Economics Course Companion*. Oxford, England: Oxford University Press, 2012. Print.

Tragakes, Ellie. *Economics for the IB Diploma*. Cambridge: Cambridge UP, 2009. Print.

**Supplementary Materials**

Selected articles from periodicals and newspapers

DVD and video clips

Podcasts

**Required Supplies**

Notebook (Ideally graph paper)

Ruler

**One Class, Two grades**

**TRANSCRIPT GRADE CATEGORIES**

|  |  |
| --- | --- |
| **CLASSWORK** | **5%** |
| **TESTS** | **75%** |
| **INTERNAL ASSESSMENTS** | **20%** |

**Classwork**

Classwork consists of the in-class practice assignments completed each day. Such assignments offer a chance to practice with economic topics of study and will be graded based on completion and effort, rather than on mastery of new skills. **It is important that students take responsibility for collecting and completing any classwork missed due to absence.**

**Tests**

The culmination of each unit of study will be a unit test. The aim of these tests is to assess student mastery of the topic of study and to prepare students for the IB external assessments. These tests will seek to replicate the format and grading of the IB exams.

**International Assessments**

Students must produce a portfolio of three commentaries based on articles from published news media. Each article must be based on a different section of the syllabus (microeconomics, macroeconomics, and international economics). Each commentary must not exceed 750 words. Commentaries should explain the linkages between the article and economic theory taken from the section of the syllabus on which the article is based and demonstrate economic insights into the implications of the article. The portfolio will be used as a basis for students transcript grade **and** submitted to the IB for the students’ IB grade.

**IB GRADE CATEGORIES**

|  |  |
| --- | --- |
| **EXTERNAL ASSESSMENT** **PAPER 1: MICROECONOMICS, MACROECONOMICS** | **40%** |
| **EXTERNAL ASSESSMENT** **PAPER 2: INTERNATIONAL ECONOMICS, DEVELOPMENT ECONOMICS** | **40%** |
| **INTERNAL ASSESSMENTS** | **20%** |

**Course Units & Assessments:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Microeconomics** | **Dates** | **Test Date** | **Test type** | **Standard** |
| Competitive Markets, Elasticity | Sept. 5- Sept. 25 (8 classes) | Sept. 27 | Paper 1 | SS.HS.51SS.HS.53 |
| Government Intervention | Oct. 1 – Oct. 9(4 classes) | Oct. 14 | SS.HS.51 |
| Market Failure | Oct. 16 – Oct. 29(5 classes) | Oct. 31 | SS.HS.51 |
| Microeconomic IA | ROUGH DRAFT: Nov. 12FINAL COPY: Nov. 20 |  | SS.HS.51 |
| **Macroeconomics** | **Dates** | **Test Date** |  |  |
| Overall level of economic activity, AD/AS | Nov. 6 – Nov. 20(5 classes) | Nov. 22 | Paper 1 | SS.HS.56SS.HS.55SS.HS.50 |
| Macroeconomic Objectives | Dec. 3 – Dec. 17(6 classes) | Dec. 19 | SS.HS.50 |
| Fiscal policy, Monetary policy, Supply-side policies | Jan. 6 – Jan. 21(6 classes) | Jan. 23 | SS.HS.46 |
| Macroeconomic IA | ROUGH DRAFT: Feb. 12FINAL COPY: Feb. 24 |  | SS.HS.50SS.HS.46 |
| **International Economics** | **Dates** | **Test Date** |  |  |
| International trade, Exchange rates | Feb. 6 – Feb. 24(5 classes) | Feb. 27 | Paper 2 | SS.HS.47 |
| Balance of payments, Economic integration  | Mar. 2 – Mar. 10(4 classes) | Mar. 12 | SS.HS.47 |
| International Economics IA | ROUGH DRAFT: Mar. 20FINAL COPY: Apr. 8 |  | SS.HS.47 |
| **Development Economics** | **Dates** | **Test Date** |  |  |
| Economic Development, Measuring Development, Domestic and International Factors | Mar. 18 – Apr. 7(6 classes) | Apr. 9 | Paper 2 | SS.HS.48 |
| Foreign investment, Aid, Debt, Balance between markets and intervention | Apr. 14 – Apr. 22(4 classes) | Apr. 24 | SS.HS.48 |
| **IB Test** | **Test Date** |  |  |
| Papers 1 and 2 (In-Class Non-Test Takers) | May 12 – Paper 1May 14 – Paper 2 | Paper 1, 2 |  |
| Papers 1 and 2 (IB Test) | May 13 – Paper 1May 14 – Paper 2 | Paper 1, 2 |  |

**Grade Boundaries**

**Paper 1 Grade Boundaries**

Each question contains a Part a and Part b, worth a combined 25 points

|  |  |  |  |
| --- | --- | --- | --- |
| **Score out of 25** | **IB Grade** (what will be entered into synergy) | **Letter Grade** | **Proficiency Grade** |
| 19-25 | 7 | A | 4 |
| 16-18 | 6 | A | 4 |
| 13-15 | 5 | B | 3 |
| 11-12 | 4 | C | 3 |
| 8-10 | 3 | D | 2 |
| 5-7 | 2 | D | 1 |
| 0-4 | 1 | F | 1 |

**Paper 2 Grade Boundaries**

Each question contains Parts a-d, worth a combined 20 points

|  |  |  |  |
| --- | --- | --- | --- |
| **Score out of 20** | **IB Grade** (what will be entered into synergy) | **Letter Grade** | **Proficiency Grade** |
| 15-20 | 7 | A | 4 |
| 13-14 | 6 | A | 4 |
| 10-12 | 5 | B | 3 |
| 8-9 | 4 | C | 3 |
| 6-7 | 3 | D | 2 |
| 3-5 | 2 | D | 1 |
| 0-3 | 1 | F | 1 |

**Internal Assessments**

Each commentary can earn up to 14 points

|  |  |  |  |
| --- | --- | --- | --- |
| **Score out of 14** | **IB Grade** (what will be entered into synergy) | **Letter Grade** | **Proficiency Grade** |
| 12-14 | 7 | A | 4 |
| 9-11 | 6 | A | 4 |
| 8 | 5 | B | 3 |
| 6-7 | 4 | C | 3 |
| 4-5 | 3 | D | 2 |
| 2-3 | 2 | D | 1 |
| 1 | 1 | F | 1 |

**A:** 100-82.5% **B:** 82.4-64% **C:** 63.9-45% **D:** 44.9-24% **F:** 0-23.9%

**STATE STANDARDS**

|  |  |  |
| --- | --- | --- |
| SS  | HS.46 | Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve. |
| SS | HS.47 | Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, IMF, WTO, World Bank, and technology. |
| SS | HS.48 | Explain economic challenges to growth in developing countries. |
| SS | HS.50 | Explain how economic indicators (including, but not limited to GDP, unemployment, ConsumerPrice Index [CPI], inflation) describe the condition of the economy. |
| SS | HS.51 | Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy. |
| SS | HS.53 | Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living. |
| SS | HS.55 | Explain business cycles and how they affect producers and consumers. |
| SS | HS.56 | Describe the “circular flow” of economic activity and the role of producers, consumers, and government. |

**Important items:**

* Successful completion of the second semester of this course satisfies the Economics 0.5 credit requirement for graduation.
* Please check your grade frequently and contact me immediately if you feel you need extra help.
* *Important information about revision and retake opportunities:*

Students may do one RETAKE of class tests, if the first score was below a 5 (Note: 5 is the maximum level awarded for a retake test) within an announced time frame after the initial test date.

* *Work missed due to absence should be made up as soon as is reasonable.* If some standards-based assessments are not completed, an “NA” (Not Attempted) score will be entered until it is turned in. This can drop the overall grade to an F until it is made up. This is because credit cannot be awarded if there is no sample to assess you on one of the main standards.

*\* Different standards have* ***specific rubrics****, but they are all similar to this one:*

|  |  |  |  |
| --- | --- | --- | --- |
| **4   Exceeds** | Consistently grasps, applies and extends the grade level standard beyond the expected level of mastery. | **1   Beginning** | Working well below grade level standard. |
| **3   Meets** | Grasps and applies the grade level standard. Has met the standard. | **0   Not Attempted** | No attempt to meet the standard was made |
| **2   Approaching standard** | Making progress towards the grade level standard. |  |  |

**Late Work**

Students are expected to complete and return assignments by the specified deadline. Repeated failure to do so may result in parental contact, lunch-time detentions, or other interventions. Deadlines for submission of late work with be clearly communicated by the teacher during each grading period.

**Attendance**

Students are expected to be in every class everyday. Understandably, occasions will arise that make it impossible for a student to attend class. In those instances, a student will be accountable for any work assigned while they are gone. The student will be expected to approach the instructor and request make-up work upon their return**. It is not the instructor’s job to seek out the student.**

Admit slips will only be necessary if the student misses a part of a class due to an appointment or other excused absence. Please utilize the class website to access information and assignments concerning make-up work for absences.

Repeated tardies will result in parental notification, detention, and/or referral to administration, per school-wide tardy policy.

Anyone who arrives at class more than 10 minutes late will be marked absent.

**Behavior**

Students will be expected to follow Tualatin High School’s “House Rules”.

* **Be respectful**
* **Be responsible**
* **Be safe**

These rules will be discussed at length during the first day of class, and revisited throughout the year. Severe misbehavior may result in referral to the school’s administration.

**TTSD Technology AUP and Academic Honesty**

Please refer to the TTSD acceptable use policy and TuHS Student Handbook regarding use of school provided technologies and academic honesty expectations.

**Student Planners**

Students must have their planners with them daily in class, as they will be required as a hall pass. They will also have the opportunity to keep track of their weekly assignments and due dates in their planners. Students will not be allowed to leave class without their planners**.** Students may not use another student’s planner because they don’t have their own. These conditions do not apply to an emergency situation. If a student loses their planner they may purchase another one at cost as long as supplies last.

**Food and Drink/ Dress code**

No food or drink is allowed in the classroom. This includes chewing gum. Students are permitted to have water in the classroom. Repeat offenders may be reported to the SAO.

Students are expected to familiarize themselves with and abide by the school’s dress code policies.

**TAG Students**

To ensure that students designated as "Talented and Gifted" (TAG) receive academic instruction that is appropriate for their rate and level of learning, the curriculum and instruction of this course may be differentiated to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension/challenge activities (this will be different work of a complementary nature and not extra work on top of existing assignments). At any time, TAG students are encouraged to meet with me if they feel the rate or level of learning in the class does not meet their needs.