

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

IB Economics SL

Date: February 2015

Proposed Grade Level(s): 11-12

Grading: A-F

Articulation Units: 10

Prerequisites: B or higher in AP European History, U.S. History, or History of Americas

Subject Area: SS/Elective

Course Length: 1 year

Number of Credits: 5 per Semester

COURSE DESCRIPTION:

The IB economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economics with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum – rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The primary goal of IB Economics is to prepare students to take the IB exam at the course. In order to do this, students will need detailed knowledge of the unit topics listed below, as well as a skill set that allows them to think, act and write as a Social Scientist.

CCSS READING COMPONENT:

Students will read, understand and analyze primary and secondary historical documents. Students will learn to recognize and cite specific textual evidence to support analysis of these sources; they will determine and understand the central ideas of the sources, including author's intent with regard to words and phrases; students will analyze the structure of primary sources; students will read primary and secondary sources on the same subject from different authors, evaluation competing and complementary opinions.

One of the primary means through which students will be introduced to the topics of this course is through the reading, comprehension and analysis of historical documents. These documents will vary in type and format allowing students to satisfy the reading component of the Common Core State Standards.

CCSS WRITING COMPONENT:

Students do interpretive and research writing, including analyses and evaluations of historical and current issues and controversies. This expository writing requires students to make judgments that are interpretive, analytic, evaluative, and reflective.

Students will write internal assessments consisting of three commentaries each 650-700 words long, based on a news media article, linking economic theory with a real world situation. The commentaries must have as their main focus a different section of the syllabus. The articles may be from a newspaper, journal or the

internet but must not be from radio or television broadcasts. This component is internally assessed by the teacher and externally moderated by IB at the end of the course.

CCSS SPEAKING AND LISTENING COMPONENT:

Students engage in peer teaching, presentations of research findings, class panels, Socratic seminars, and debates.

DETAILED UNITS OF INSTRUCTION:

Students will learn the vital role Economics has in promoting international cooperation and mutual understanding because of its focus global issues. The course consists of four units and 16 topics which allows students to consider economic theories, ideas, and events from the points of view of different stakeholders in the world economy.

Unit One – Microeconomics

Foundations of Economics

Demand and Supply

Elasticity

Government Intervention

Market Failure

Unit Two – Macroeconomics

Overall Economic Activity

Aggregate Demand and Supply

Macroeconomics Objectives

Demand Side and Supply Side Policies

Unit Three – International Economics

International Trade

Exchange Rates and Balance of Payments

Economic Integration

Unit Four – Developmental Economics

Economic Development

Topics in Economic Development

Foreign Sources of Finance and Foreign Debt

Consequences of Economic Growth

TEXTBOOKS AND RESOURCE MATERIALS:

Tragakes, Ellie. Economics for the IB Diploma, 2nd ed. Cambridge, U.K., Cambridge Press, 2012 and other teacher selected materials: articles from current newspapers, such as the *Sacramento Bee*, *Washington Post*, *New York Times*, *London Guardian* or the *Wall Street Journal*; news footage and documentaries; numerous Web sites.

CCSS TO BE ADDRESSED:

IB courses promote student-led, inquiry based lessons. While teachers are there to provide contextual knowledge, much of the deeper analytical work is done by students. Students will gain the skills of a historian allowing them to conduct independent research, independently analyze newly learned historical information, and have a contextual understanding of world events. IB Economics SL will give students a strong foundation from which to become life-long learners.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learner:** Students will be required to work independently, monitor their progress and meet assignment requirements at stated intervals. This class will prepare students to be self-directed lifelong learners.
- **Effective Communicator:** Students will communicate their understanding of science concepts through written and oral expression.
- **Quality Producer/Performer:** Students will demonstrate successful performance through unit assessments, report on an appropriate topic, and labs.
- **Constructive Thinkers:** Reading and analysis of text provided case studies and opposing points of view will develop students' problem solving/critical thinking skills.
- **Collaborative Workers:** Students will need to identify and gather resources and information from outside the school and home to complete assignments.
- **Responsible Citizens:** Students will become more knowledgeable of issues concerning the environment on a regional and global scale.

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