

**SANDIA HIGH SCHOOL SPRING 2020**  
**ADVANCED PLACEMENT (AP) MACROECONOMICS**

**Semester Course: 18 weeks; ½ credit**

**Necessary for graduation**

**Instructor: Mr. Beck**

**Class period \_\_\_\_\_**

**beck\_t@aps.edu**

**Meeting days:**

**Ext 30192**

**timbeckclassroom.com**

**Room F-2**

**@tbeck1029**

**COURSE DESCRIPTION**

**This course is an introduction to MACROECONOMICS. It deals with economic principles for a total economic system. The focus goals are the economic concepts of aggregate demand and supply, unemployment, economic growth, inflation, international trade, currency exchange, and fiscal and monetary policy. MICROECONOMICS is the study of individual economic entities and deals with focus goals of supply and demand, market structures, and allocation of resources on individual economic segments. Microeconomics will be included in the curriculum, both as its own learning concept, as well as a building block to better understanding Macroeconomics. The specific goals for each unit are included later in the syllabus.**

**THIS IS A COLLEGE-LEVEL COURSE. The majority of instruction will be lecture/discussion, as well as graphing. The student must have a basic understanding of math, and also must keep up with the homework and reading. It is the responsibility of the student to complete assignments PRIOR to class. Students receive a weighted grade due to the high-level academic demands of advanced placement courses.**

**All students will be encouraged to sit for the Advanced Placement Macroeconomics exam given on Thursday, May 14, 2020 at noon. Many universities give college credit for a passing score (3 or higher) on this exam. There is a fee charged for the exam.**

## NEW MEXICO STATE STANDARDS: ECONOMICS

### **CONTENT STANDARD IV: STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS**

BENCHMARK 4-A: ANALYZE THE WAYS INDIVIDUALS, HOUSEHOLDS, BUSINESSES, GOVERNMENTS, AND SOCIETIES MAKE DECISIONS, ARE INFLUENCED BY INCENTIVES (ECONOMIC AND INTRINSIC) AND THE AVAILABILITY AND USE OF SCARCE RESOURCES, AND THAT THEIR CHOICES INVOLVE COSTS AND VARYING WAYS OF ALLOCATING

BENCHMARK 4-B: ANALYZE AND EVALUATE HOW ECONOMIC SYSTEMS IMPACT THE WAY INDIVIDUALS, HOUSEHOLDS, BUSINESSES, GOVERNMENTS AND SOCIETIES MAKE DECISIONS ABOUT RESOURCES AND THE PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES.

BENCHMARK 4-C: ANALYZE AND EVALUATE THE PATTERNS AND RESULTS OF TRADE, EXCHANGE, AND INTERDEPENDENCE BETWEEN THE UNITED STATES AND THE WORLD SINCE 1900.

### **REQUIRED MATERIALS:**

**Textbook:** McConnell and Brue, Essentials of Economics, 2nd edition

**Supplemental Materials:** NCEE AP Student Activities workbook; Virtual Economics CD; "5 Steps to a 5" AP review book; Albuquerque Journal articles; Wall Street Journal Articles; Annenberg Foundation: Economics USA videos;

This class will follow the scope and sequence delineated in the AP Macroeconomics ACORN book, as well as the NM State Standards.

READING, WRITING, and MATHEMATICAL skills are necessary for success in the class.

### **TIPS FOR BEING SUCCESSFUL IN AP MACROECONOMICS:**

- 1. Understand, rather than just memorize the information.**
- 2. Understand and explain cause and effect relationships.**
- 3. Stay up with current economic events. The newspaper and magazines will be used and will be essential resources.**
- 4. Use study groups or peers in class to understand key concepts, homework, review, etc.**

5. **Learn to speak and THINK in economic terms. Understand that terms like investment and cost have totally different meanings in economics as compared to their normal real world meanings.**
6. **BE IN CLASS AND BE PREPARED. Do NOT fall behind. These economic concepts build upon each other and it is crucial that students understand the currently studied economic concepts before they move on in the class.**

### Grading Scale

The grading scale used in this class is as follows:

(in percentages – grades are not rounded up)

<b>100-98=A+</b>	<b>86-81=B</b>	<b>71-67=C-</b>
<b>97-91=A</b>	<b>80-79=B-</b>	<b>66- 65=D+</b>
<b>90-89=A-</b>	<b>78-77=C+</b>	<b>64-62=D</b>
<b>88-87=B+</b>	<b>77-72=C</b>	<b>61-57=D-</b>

Below 57 is failing

Grades will be averaged for report cards every six weeks. It is a rolling grade number. The average is determined by dividing total points earned by total points possible to date. Tests are 30%, Quizzes 15%, Homework 25%, Classwork 25% and Participation 5%. That totals 100%. That total of 100% is 90% of your final grade. The Final will be 10% of the total grade. A 30% penalty will be assessed for work turned in past the due date. After 5 school days, the work will NOT be accepted for credit. If a student has an excused absence, the assignment will be due at the beginning of the period on the day they return. Assignments may be requested BEFORE the date of a school-related absence. **In order to monitor your grade, please log onto Student-Vue or Parent-Vue.**

**Homework:** Students will be assigned graphing and mathematical worksheets. The graphing and mathematics require BASIC math skills and I expect the basic arithmetic be done WITHOUT a calculator. At times there will be quizzes, sometimes planned and sometimes surprise, that will ensure understanding of the concepts from the homework. **Please plan on a minimum of four hours of homework per week. There will be weeks where more work will be necessary. In most cases, work will be due 3-4 days out rather than the next day. It is the student’s responsibility to plan their time accordingly.** This is a crucial study skill necessary for college. Graded homework is accepted only on the day it is due at the beginning of the period. If a student is absent, they may turn in the work on the day that they return. If the assignment is of acceptable quality, it may remove the zero from their average, but it might not receive a letter grade.

**Exams:** Students will take unit exams, as well as exams for key content areas. These will consist of multiple-choice questions similar to those given on the AP exam. There will also be a written problem-solving portion similar to the longer 3 questions on the AP exam. The semester final exam will have a value equal to either two or three unit exams. The exam will be comprehensive for the semester.

**Exam Practice:** Students will be given the opportunity to practice their exam skills during class and in additional time during lunch and after school. Special emphasis will be given to developing AP essay skills.

**The Notebook:** A three-ring notebook (2-3”) is required for this course. The notebook will be organized by the following sections: BASICS, PRICE QUANTITY AND EFFICIENCY(DEMAND AND SUPPLY), MICROECONOMICS, MACROECONOMIC MEASUREMENTS, AGGREGATE DEMAND AND SUPPLY, FISCAL POLICY, MONETARY POLICY, INTERNATIONAL TRADE. The notebook can be requested for a grade at any time. The expectation is that it will be organized and all paperwork will be included.

*All papers are to be properly headed with name, date and period number.*

Work completed in an inappropriate manner will not receive credit.

If a student is absent, they will need to check the class summary board and MAKE-UP BOARD for the work missed and make-up information. On tests and quizzes, the make-up date is usually the next Tuesday or Thursday lunch after the absence. CHECKING FOR MAKE-UP IS THE STUDENT’S RESPONSIBILITY! Make-up quizzes and tests are usually in a different format than the in-class tests and quizzes. Students MUST sign up to take a make-up test.

### **CLASSROOM MANAGEMENT POLICIES**

The attendance and tardy policies will be followed. Being prepared for class includes BEING ON TIME AND PREPARED TO LEARN. Students are expected to be in class and seated when I am ready to begin class.

Students in this class DO receive a participation grade as part of the total grade.

***If you are not here, you are not participating!***

#### **Study Hall**

Study halls will be on most Tuesdays or Wednesdays during lunch. Students are welcome to utilize this for tutoring, group work or make-ups. Please make specific arrangements with me for any needed work.

#### ***REMINDERS:***

No food or drink in the classroom (water is fine).

NO CELL PHONES AT ALL. PLEASE TURN THEM OFF!

It is my discretion as to the use of ipods, mp3 players,etc. Please do NOT assume you can use them.

The use of any electronic device for recording/ taking pictures etc. without permission is in violation of the student privacy/ confidentiality policy. I will take those away and you can get them at the administration office the following Thursday afternoon.

**ALWAYS BRING YOUR BOOK, PAPER, PEN, AND PENCIL TO CLASS!!!**

**GENERAL COURSE SYLLABUS:**

<b>UNIT 1: Introduction to Economics; Ch. 1, 2</b>	<b>2.5 weeks</b>
<b>UNIT 2: Price, Quantity and Efficiency: Ch. 3, 4 &amp;5</b>	<b>2 weeks</b>
<b>UNIT 3: Business Organizations; Ch. 6, 7,8 and 9</b>	<b>.5 weeks</b>
<b>UNIT 4: Resource Markets; Ch. 10,11</b>	<b>.5 weeks</b>
<b>UNIT 5: Key Macro Economic Measurements: Ch. 12 &amp; 13</b>	<b>2.5 weeks</b>
<b>UNIT 6: AD &amp; AS: Ch. 14</b>	<b>1.5 weeks</b>
<b>UNIT 7: Fiscal Policy: Ch. 15</b>	<b>1.5 weeks</b>
<b>UNIT 8: Banking and Monetary Policy: Ch 16, 17</b>	<b>2 weeks</b>
<b>UNIT 9: International Trade and Currency Exchange: Ch. 18</b>	<b>2 weeks</b>
<b>REVIEW</b>	<b>1 week</b>
<b>TOTAL</b>	<b>16 weeks</b>

**I HAVE READ THE SYLLABUS AND UNDERSTAND MY RESPONSIBILITIES:**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**PARENT/GUARDIAN**

\_\_\_\_\_  
**DATE**

# SPRING 2012 AP ECONOMICS COURSE OUTLINE

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## **UNIT 1: Introduction to Economics – Ch 1, 2 (McConnell, Brue, 2nd edition)**

### **2.5 WEEKS**

- Students will be introduced to the economic concepts of scarcity, opportunity costs, and marginal analysis for economic thinking skills
- Students will learn the concepts of factors of production, and will utilize those concepts for the production possibilities curve and circular flow models
- Understanding the interplay of entrepreneurs and the usage of the factors of production for risk/return
- Students will use the production possibilities curve to analyze the benefits of voluntary exchange.
  - o Additional readings and work: Naked Economics, Ch. 1-2; Economics By Example, Ch 1 & 2
  - o Video: Economics USA: Resources and Scarcity
  - o Survival Game Exercise
  - o NCEE Scarcity, Opportunity Cost and PPC worksheet
  - o NCEE circular flow activity
  - o Economic Reasoning Exercise
  - o Free Response exercise – PPC

## **UNIT 2: Price, Quantity and Efficiency: Ch. 3, 4 & 5 (McConnell, Brue, 2nd edition)**

### **2.5 WEEKS**

- Students will use the market models to analyze changes in demand, supply, quantity demanded and quantity supplied
- Student will discern the changes in the model in demand and supply due to either price, or non-price determinants
- Students will be able to determine the new equilibrium price and quantity after understanding the effect of the changes to demand and supply

- **Students will understand how price controls affect equilibrium and the market forces that move toward equilibrium**
  - o **Additional readings: Economics by Example, Ch. 3 and 4; The Richest Man in Babylon**
  - o **Video: Economics USA #16 Supply and Demand; #17 Perfect competition and Inelastic demand**
  - o **NCEE Demand Curves, Movements Along Demand Curves and Shifts in Demand Curves worksheet**
  - o **NCEE Why is the Demand Curve Downward Sloping worksheet**
  - o **NCEE Supply Curves, Movements Along Supply Curves and Shifts in Supply Curves**
  - o **NCEE Reasons for Changes in Supply**
  - o **NCEE Equilibrium Price and Equilibrium Quantity**
  - o **Shifts in Supply and Demand exercise**
  - o **Price controls worksheet**
  - o **Timed Free Response on Supply and Demand**

**UNIT 3: Business Organizations – Ch. 6,7,8, &9 (McConnell, Brue, 2<sup>nd</sup> edition)**

**.5 WEEKS**

- **Students will understand the characteristics and workings of a capitalistic economy**
- **Students will analyze the households, firms and government as economic participants in capitalism**
- **Students will be able to describe the types of market structures and how firms operate.**
- **Students will understand the types of economic systems and where the U.S. economy fits**

**UNIT 4: Resource Markets: Ch. 10, 11 (McConnell, Brue, 2<sup>nd</sup> edition) .5 weeks**

- **Students will be able to understand the forces of labor demand, productivity and elasticity**
- **Students will understand how resource pricing affects output.**
- **Students will learn wage and employment determination within competitive and non-competitive markets.**
- **Students will learn the inefficiencies within labor markets and how human capital contributes to greater efficiencies.**
- **Students will learn income inequalities represented by the Lorenz Curve and the Gini Ratio.**
- **Students will learn how government deals with income inequality.**
- **Students will understand the inefficiencies caused by poverty and discrimination.**

**UNIT 5: Key Macro Economic Measurements: Ch. 12, 13 (McConnell, Brue, 2<sup>nd</sup> edition)**

**2.5 WEEKS**

- **Students will be able to calculate Gross Domestic Product by two methods: Income and Expenditure**
- **Students will be able to understand and calculate other national accounts by the NIPA**
- **Students will understand the difference between nominal and real accounts, as well as the difference between GDP and GNP**
- **Students will be able to explain the business cycle model and level of business activity the model describes; they will be able to understand the interplay between real GDP and business cycle movement**
- **Students will be able to understand the economic challenges presented by unemployment, poverty and inflation**

- Students will describe the four types of unemployment
- Students will understand the natural rate of unemployment and the relation to cyclical unemployment
- Students will understand the price index model and how it relates to inflation, real and nominal
  - Additional Readings: Economics By Example, Ch. 19, 21; Ms. Ann Flation play; Naked Economics, Ch. 9
  - Video: Economics USA #3 Economic Growth; #7 Inflation
  - NCEE All About GDP worksheet
  - Inflation at the Movies exercise
  - Free Response work from “5 Steps to a 5” workbook on GDP

**UNIT 6: Aggregate Supply and Aggregate Demand; Ch. 14 (McConnell, Brue, 2<sup>nd</sup> edition)**

**1.5 WEEKS**

- Students will understand the difference between basic supply and demand and aggregate supply and aggregate demand
- Students will understand the models that determine macroeconomic conditions and equilibrium
- Students will be able to understand and graphically represent the shifts and changes in aggregate supply and aggregate demand due to non-price determinants
- Students will graph and understand the effects of the income multiplier and tax multiplier.
- Students will be able to graph and understand the Phillips curve with both short and long run unemployment
- Students will understand the difference between short run and long run aggregate supply
  - Additional Readings: The Naked Economy, Ch. 7; Economics By Example, Ch. 9
  - Video: Economics USA #10 Stagflation
  - NCEE Short-Run Equilibrium Price Level and Output worksheet
  - NCEE The Macroeconomic Model: Short Run to Long Run
  - NCEE The Tools of Fiscal Policy worksheet
  - Analyzing the Macroeconomy exercises

**UNIT 7: Fiscal Policy, Ch. 15 (McConnell, Brue, 2<sup>nd</sup> edition)**

**1.5 WEEKS**

- Students will identify fiscal policies implemented by government; demand management and supply side economics through the Laffer Curve analysis
- Students will be able to link fiscal policy, the loanable funds market, and the crowding out effect
- Students will be able to link fiscal policy with net exports
  - Additional Readings: Economics By Example, Ch. 26;
  - Video: Economics USA, #5, John Maynard Keynes, #6 Fiscal Policy, #12 Federal Deficits
  - NCEE Private or Public? Public Goods and Services worksheet
  - NCEE Externalities worksheet
  - NCEE What is a Fair Tax worksheet
  - Timed 2005 Free Response Question #1



**UNIT 8: Banking and Monetary Policy: Ch. 16, 17 (McConnell, Brue, 2nd edition)  
2.5 WEEKS**

- Students will understand the characteristics, functions, and sources of value for money
- Students will understand the components of the money supply
- Students will be able to understand the banking system
- Students will be able to calculate and understand how money is created in the banking system
- Students will describe the structure and functions of the Federal Reserve System
- Students will be able to use the tools of monetary policy to moderate instability in the economy and its effects on interest rates and deficits
- Students will understand the components of the money market and use modeling for analysis of monetary policy and its effects
  - o Additional Readings: Economics By Example: Ch. 22; Naked Economics, Ch. 12; The Richest Man in Babylon
  - o Video: Economics USA, #13, Monetary Policy, #14 Stabilization Policy
  - o NCEE The Federal Reserve: Monetary Policy and Macroeconomics worksheet
  - o NCEE The Short-Run Phillips Curve worksheet
  - o The Federal Reserve Treasure Hunt exercise
  - o Comparing Fiscal and Monetary Policy exercise

**UNIT 9: International Trade and Currency Exchange: Ch 18 (McConnell, Brue, 2nd edition)  
2 WEEKS**

- Students will understand the benefits of specialization and trade through analysis of production possibilities frontier.
- Students will debate and determine the pros and cons of free trade versus protectionism
- Students will understand the difference between absolute and comparative advantage in trade
- Students will analyze trade data to determine the opportunity cost, comparative advantage, and terms of trade
- Students will utilize mathematical and graphical models to determine changes in exchange rates and the effects on exports, imports and currency values
  - o Additional readings: Naked Economics, Ch. 11; Economics By Example, Ch. 27,28,29,30
  - o Video: Inside the Global Economy, #2, Protectionism and Free Trade, #7 Fixed vs. Floating Exchange Rates, #9 Exchange Rates, Capital Flight, and Hyperinflation
  - o Video: Economics USA, # 27 International Trade, #28 Exchange Rates
  - o NCEE Lesson 3 Activity 6 Opportunity Cost and Comparative Advantage worksheet
  - o NCEE Exchange Rates worksheet
  - o NCEE Balance of Payments exercise
  - o 2005 Free Response Question 2 and 3 timed response

**UNIT 10: Review for AP Macroeconomics Exam: 1 week**

- Students will review all applicable macroeconomic concepts, equations, graphs and terminology
  - o Work on multiple choice section in small groups/ analyze reasons for correct answers
  - o Work on extended responses in small groups/ analyze reasons for correct answers.

- **Timed practice on both multiple choice and extended response.**  
**Full 2009 AP practice test.**