



COURSE: ADVANCED PLACEMENT MACRO ECONOMICS

Mr. Asato

Year: 2019 // ONE SEMESTER

AP MACROECONOMICS

COURSE DESCRIPTION

Economics is both a practical and an academic discipline. As a result, economic theories are affected by changes in world economic trends and by advances in economic research. In this course, students will acquire an understanding of several macroeconomic theories by examining how the economy functions within the context of pertinent economic issues from current and historical perspectives. Students taking the course can expect to learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed, and how to apply them to assess, evaluate, and/or predict the macroeconomic conditions of an economy.

TEXTBOOK & RESOURCE MATERIALS

McConnell, Campbell R., and Brue, Stanley L. *Economics: Principles, Problems, and Policies*. 20th edition
Boston: Irwin/McGraw-Hill, 2015.

Ray, Maragaret, and Anderson, David *Krugman's Economics for AP 2nd Edition*

Other supplemental readings, videos, and resources as needed – noted in Course Outline.

COURSE OUTLINE FOR MACROECONOMICS

UNIT 1: Basic Economic Concepts (approx. 10 days)

Students will address the major objectives of an economy, examine the problem of scarcity, and address issues of production and choices. They will then consider different types of economic systems, focusing on the nature of capitalism. Next, they analyze the market – how buyers and sellers behave and interact. Finally, students consider the private sector of the economy, especially free enterprise and the financial system; the public sector – how taxes and spending are carried out; and the nature of income and its impact on the capitalist system. Topics of study include Economic Goals, Scarcity, Opportunity Costs, Production Possibilities, Specialization and Comparative Advantage, Economic Systems, Demand and Supply, Sectors of the Economy

Lessons include:

1	Basic Terms & Concepts; Economic Goals	5	Laws of Supply & Demand; Market Analysis (Supply & Demand graphs)
2	The Impact of Scarcity; the Production Possibilities Curve	6	Advanced Market Analysis (long-run S&D)
3	Economic Systems; video: "Greed" with John Stossel	7	Sectors of the Economy; the Private Sector – Business & Finance
4	Features of American Capitalism; the Circular Flow of Capitalism; video excerpt: "Is America #1?"	8	The Public Sector – taxes & government spending
		9	Income Distribution & Mobility

Reading Assignments include:

Ch. 1 – The Nature and Method of Economics (study questions); Ch. 2 – The Economizing Problem (study questions); Ch. 3 – Understanding Individual Markets: Supply and Demand (study questions); Ch. 5 – The Mixed Economy: Public and Private Sectors (reading quiz)

Daily Assignments include:

Ch. 1 – Web-based Economic Goals Research; Ch. 2 – Production Possibilities Curve Analysis; Ch. 3 – Market Analysis using Supply & Demand Curves; Ch. 5 – Analysis of Income Mobility in the U.S.

Test/Projects include:

UNIT 1 EXAM: Multiple Choice and Free Response

UNIT 1 PROJECT: Supply & Demand graph analysis (students draw graphs and outline scripts based on given market situations and changes)

UNIT 2: Measurement of Economic Performance (approx. 11 days)

Students will address how the macroeconomy is measured and tracked. This includes learning accounting procedures used by economists to measure national income and aggregate expenditures, calculation of inflation and unemployment, and factoring out inflation to determine the difference between nominal total and real totals. Students then learn the rationale behind the Keynesian interpretation of aggregate expenditures and the Multiplier. Finally, students apply all these principles to the Aggregate Supply/Aggregate Demand model of the macroeconomy, interpreting this graph from both Classical and Keynesian perspectives. Topics of study include Gross Domestic Product, Inflation, Unemployment, The Multiplier Principle, and Aggregate Supply/Aggregate Demand.

Lessons include:

10	Gross Domestic Product – what it is, what’s included/excluded, how to calculate	15	The Multiplier Effect; determining changes in Real GDP from changes in Aggregate Expenditures
11	Price Indices; Determining Real GDP	16	Working with the Multiplier - advanced
12	The Business Cycle – phases, how to graph & interpret; Unemployment – types, calculation, correlations	17	Aggregate Supply & Demand – interpreting the graphs, using the graphs to determine conditions
13	Inflation – types, calculation, correlations, implications	18	Applying the Multiplier to AS/AD
14	Keynesian principles – Consumption vs. Spending, Expenditures/Leakage-Injection models	19	Advanced AS/AD – Classical vs. Keynesian interpretations

Reading Assignments include:

Ch. 7 – Measuring Domestic Output, National Income, and the Price Level (study questions); Ch. 8 – Macroeconomic Instability: Unemployment and Inflation (study questions); Ch. 9 – Building the Aggregate Expenditures Model (reading quiz); Ch. 11 – Aggregate Demand and Aggregate Supply (study questions)

Daily Assignments include:

Ch. 7 – Calculation of GDP, NDP, etc., Calculation of Price Index and Real GDP, Quiz over all GDP-related calculations; Ch. 8 – Calculation and Analysis of Unemployment and Inflation applied to Business Cycle & GDP; Ch. 9/10 – Applying the Multiplier to changes in aggregate expenditures to determine changes in Real GDP; Ch. 11 – Basic Analysis of AD/AS changes on Output & Price Level, applying Multiplier to changes in AD and AS, Free Response practice analyzing AD/AS changes from Keynesian and Classical perspectives

Test/Projects include:

UNIT 2 EXAM: Multiple Choice and Free Response

UNIT 2 PROJECT: Aggregate Demand & Aggregate Supply numeric/graphic analysis (students calculate changes in Output and graph changes in AD/AS to show changes in Output & Price Level based on a chain of hypothetical events)

UNIT 3: National Income and Price Determination (approx. 10 days)

Students will address how the government attempts to impact the macro economy to ensure growth of Output while maintaining stability of the Price Level. This includes examining Fiscal Policy changes – how they're implemented and what happens in both the short-run and long-run. Students then examine the nature of money, banking, and finance, and how the financial system creates money within the economy. This leads to study of Monetary Policy – how the Federal Reserve manipulates the banking system to influence interest rates, thereby influencing the economy, both in the short-run and the long-run. Finally, students address the interactions of Fiscal and Monetary Policy, as well as the shortcomings of each. Topics of study include Classical vs. Keynesian Theory, Fiscal & Monetary Policy, Money & Banking.

Lessons include:

20	Classical vs. Keynesian perspectives on Fiscal Policy; video: "The Battle of Ideas"	24	Overview of the Federal Reserve; The Banking System; How Banks Create Money
21	Discretionary Fiscal Policy	25	Video: "The Power of Money;" Monetary Policy; Shortcomings of Monetary Policy
22	Non-Discretionary Fiscal Policy; Structural vs. Cyclical Budgets; Shortcomings of Fiscal Policy	26	Interaction of Fiscal & Monetary Policy
23	Money; the Money Supply; the Money Market; video: "Inside the World's Mightiest Bank"	27	Advanced Fiscal & Monetary Policy (long-run effects)

Reading Assignments include:

Ch. 12 – Fiscal Policy (study questions); Ch. 13 – Money and Banking (reading quiz); Ch. 15 – Monetary Policy (study questions)

Daily Assignments include:

Ch. 12 – Applying changes in Taxes and Spending to AD and Real GDP; Ch. 13/14 – Calculating changes in the Money Supply using the Money Multiplier; Ch. 15 – Applying changes in the Money Supply to AD and Real GDP, Applying changes in both Fiscal and Monetary Policy to AD and Real GDP, Free Response practice analyzing effects of Fiscal and Monetary Policy on AD/AS

Test/Projects include:

UNIT 3 EXAM: Multiple Choice and Free Response

UNIT 4: International Finance (approx. 5 days)

Students will address how and why nations trade with one another, and the effects of that trade. This includes determining trade advantages (both Absolute and Comparative), determining changes in exchange rates and analyzing the effects of those changes, and relating changes in international markets to AD/AS, Fiscal Policy, and Monetary Policy. Topics of study include Assumptions of Trade, Purposes of Trade, Trade Advantages, International Trade Policy, Exchange Rates, and Balance of Payments.

Lessons include:

28	Assumptions of Trade; the Trade Process; Why Nations Trade; Free Trade vs. Protectionism; video: “The New Rules of the Game”	30	Currency Exchange – causes and effects; Balance of Payments
29	Absolute Advantage; Comparative Advantage; determining exports vs. imports and terms of trade	31	Interest Rates – interdependence with Fiscal Policy, Monetary Policy, and Currency Exchange

Reading Assignments include:

Ch. 37 – International Trade (study questions); Ch. 38 – Exchange Rates, the Balance of Payments, and Trade Deficits (reading quiz)

Daily Assignments include:

Ch. 37 – Determining Opportunity Cost, Absolute Advantage, Comparative Advantage, and Terms of Trade; Ch. 38 – Determining changes in Exchange Rates and effects of Exchange Rate fluctuations, Free Response practice analyzing interactions of Fiscal and Monetary Policy with International Trade

Unit 4 to be combined with Unit 5 for a single Exam

UNIT 5: Economic Growth (approx. 4 days)

Students will address how and why Economic Growth occurs. This includes differentiating Aggregate Supply into Short- and Long-Run concerns, examination of the Phillips Curve, considering the potential concerns of the federal debt, and examining Classical and Keynesian interpretations of growth. Topics of study include Long-Run Aggregate Supply, the Phillips Curve, Productivity & Growth, the Impact of the Debt, and the Evolution of Economic Thought.

Lessons include:

32	Long-Run Aggregate Supply; Controversies over Inflation & Unemployment; the Phillips Curve	34	The Tree of Economic Thought – Classical & Keynesian roots, modern approaches
33	Economic Growth – what it is, how it’s measured, why it occurs; Impact of the Federal Debt		

Reading Assignments include:

Ch. 16 – Extending the Analysis of Aggregate Supply (study questions); Ch. 17 – Economic Growth (reading quiz); Ch. 19 – Disputes in Macro Theory and Policy (study questions)

Daily Assignments include:

Ch. 16 – Applying changes in AD/AS with focus on LRAS; Ch. 19 – Analyzing theoretical basis of specific policy objectives

Test/Projects include:

UNIT 4-5 EXAM: Multiple Choice and Free Response

AP EXAM

FINAL REVIEW

FINAL EXAM

Addendum for Macro Economics

AP Macroeconomics Course Syllabus (Rev 2018) // Spring Semester – January 8th, 2019 to May 23, 2019

FHS Syllabus

Mr. Asato (A-Saw-Toe)

12th Grade

Room A105

Email: michaelasato@misdmail.org

<u>A-Day Schedule (Legacy High School)</u>	<u>B-Day Schedule (Frontier High School)</u>
Block 1: Conference 7:25 – 8:55	Block 5 : Conference 1 7:00 – 8:25
Block 2: Economics 9:00 – 10:30	Block 6 : US Government Advisory 8:30 – 9:55 10:00 – 10:35
Advisory 10:30 – 10:50	Block 7 : AP US Government 10:40 – 12:55
Block 3: Economics 10:50 – 1:20	Block 8 : US Government 1:00 – 2:30
Block 4: Economics 1:25 – 2:55	
I offer tutoring after school daily while on campus beginning at 2:45 p.m. Please see me for an appointment.	

Certifications: Since this is an academics course, there are no Certifications available for students to obtain.

Course Grading: It is important for you to monitor your grades and assignments. If your grade is not at least a ‘C’ average, I will need to make a phone call home. Grading policies for each 6 week grading period:

Major Grades: 50%	//	Daily Work 50%	//	Overall Grades:
90 – 100% = A		80 – 89.9% = B		Below 70% = F

Students with a grade of “I” or with a grade of 69 or below are ineligible for extracurricular activities (TEC 33.081).

An ‘Incomplete’ (I) reflects incomplete student work and is not considered an academic grade. * See MISD Board Policy EIC (Local)

Weighted Credit: Per MISD Board Policy EIC (LOCAL): The District uses a weighted numerical grading system. In calculating GPA, ten points (per semester) shall be added to a student’s average in Advanced Placement (AP), Pre-AP, Academic Decathlon, and courses considered to be District-approved college level dual credit courses. All other courses shall not receive weighted points for completion. No weighted credit point shall be added for grades lower than 70. Weighted grading shall be reflected in the student’s GPA and not numerically per course on either the student’s report card or transcript.

Assignments/Quizzes/Tests: Six weeks grades shall be obtained by averaging student work as detailed below. Daily assignments may count more than once, but no more than twice. MISD Curriculum Based Assessments (CBA) are calculated as part of the daily work category.

A minimum of 8 grades and two forms of major assessment will be given for each 6-week grading period. Student grades will be posted in the Skyward Parent Portal within 5 business days for daily grades and major grades. Special consideration is given to major projects, including lengthy writing assignments. Be prepared to complete these assignments when they are due on a timely basis.

Semester Grades: Semester grades are computed by averaging the numerical grades recorded for each of the three six week reporting periods and the course semester exam. Each six-week grading period and semester exam contributes to your overall grade. Here is a breakdown of each 6 week grading period: 1st 6 weeks = 26%; 2nd six weeks = 27%; 3rd six weeks = 27%; Semester exam = 20%.

Year Long Courses: Course credit is awarded with a grade of 70% or higher. If a student fails either semester of any MISD yearlong course and passes the opposite semester with a high enough grade for an overall average of 70% for the full course, full credit will be granted. In this situation, for averaging to occur, the courses must have been taken during the same school year and in consecutive semesters. Example: Final score for 1st semester = 60%. Final score for 2nd Semester = 80%. $(80\%+60\%)/2=70\%$. This example would award course credit since the average is 70% overall.

Semester Exam: Each semester, specific exam schedules are designated for MISD high schools and as related to dual credit courses. These schedules must be followed. Neither mid-term nor final exams are given early. If the student is absent on the day of an exam he/she will take the exam at a school designated time and date. A student is expected to contact the course teacher to schedule a makeup time for a **first semester exam** missed because of a student absence and the school-counseling department to schedule a make-up time for any **second semester exam** missed because of a student absence.

Student Work: The amount of time to complete assignments may vary with each student's study habits, academic skills and selected course load. This includes major projects such as research reports, book reports, major essays, and other assignments teachers designate as major projects.

UIL Eligibility (No Pass/No Play): Semester grades are computed by averaging the numerical grades recorded for each of the three six week reporting periods. Each six week grading period will stand alone for eligibility purposes. A student who is declared academically ineligible after a six week grading period will be able to regain eligibility if all of the student's grade averages are 70% or higher at the subsequent (next) 3-week grade reporting period. ** See MISD Board Policy FM (LOCAL) for exempt courses.

Re-takes: Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This **does not include** semester examinations. Students are expected to make arrangements with the teacher to retake or correct a major test/assessment. Students are encouraged to participate in tutoring opportunities before retaking a test. All retakes or corrections **must** be completed prior to the end of each six-week grading period unless the student is afforded time, after the six-week grading period, as a result of the district's absence/make-up guidelines. See UIL ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

Late Work: Teacher shall designate due date and time for assignment (Beginning of class period, End of class period, designated time of day). If student fails to meet the due date and time, then the student has till the next class period (next A day or B day) to turn in assignment to be considered for up to one class period late. Students shall be assessed a penalty of no more than 30 points per day for up to one class period late. A score of a zero may be given for work turned in after one day late.

Missed Exams or Assignments: Teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering essential knowledge and skills or in meeting subject or course requirements. Students shall be responsible for obtaining and completing all makeup work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in makeup work. [A/B Block Example:

A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence would be considered late after Friday and student work from Tuesday's absence would be considered late after the following Monday.] Students who do not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Students are encouraged to speak with their teacher if they know of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.

Students will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

See UIL ("No Pass/No Play") guidelines for additional information related to grades and UIL eligibility.

Academic Dishonesty: Academic dishonesty includes, but is not limited to: plagiarism, fabrication of information or citations, submitting the work of another person, allowing another person to substitute for oneself in completing course work or taking a course test, submitting work previously used without informing the instructor and securing written approval, or tampering with computer files and/or academic work of other students. Violations of this policy will result in one or more of the following:

Daily work: Every offense –

- Academic and disciplinary consequences
- Assign grade of zero
- Write a referral
- Teacher contacts parents
- Consequences from administrator would be a minimum of AC placement

Exams or other major assessments: Every offense –

- Academic and disciplinary consequences
- Assign grade of zero
- Write a referral
- Teacher contacts parents
- Consequences from administrator would be a minimum of AC placement
- An alternative exam or major assessment can be completed for a maximum grade of a 70%
- Academic Associate is notified and will schedule a meeting with student, parent, and teacher.

Notebook: This course requires a 3-ring notebook (or equivalent). You will be asked to submit a notebook with all of your notes in it for 50 points at the end of each semester. There will be notebook checks worth 20 points each (unannounced). Late or missing notebooks are worth ½ the points being offered. It should be organized and complete. All notebooks collected at the end of each semester **must** be in a notebook or binder or they will not be accepted.

Note taking: All students are required to utilize good listening skills and to take notes. Information that is presented in class shall be utilized on class assessments/quizzes, and End of course exams for U.S. History. Review your notebook periodically to keep up with the information presented. Graphic organizers shall be provided for you to help you organize your notes. Use these notes to complete review worksheets/assignments.

Course Expectations:

Attendance: Make sure that you sign in on my roll sheet when you come into class and that you sit in your assigned seat. Don't forget: **10** absences from this course will result in an absence failure. Absences are reported to both counselors and parents/guardians.

Tardies: Learn to be on time. Your future professors and/or employers will expect it, and professionalism demands it. You are considered tardy when the official class time begins unless you have a valid classroom pass or other unforeseen circumstances as determined by school administration. In addition, any student who misses more than 20 minutes in any period of the day will be considered absent. Please follow the policy as outlined in your Student Handbook.

ID Policy – Students are to wear their ID's at all times per district policy. It may NOT be attached to purses, backpacks, pants, keys, or etc. ID's must be visible from the waist up. Students may clip their ID's to their clothing or display them on a lanyard. If you do not have your ID you will be required to get another ID. The wearing of ID cards is not optional. ** Note: Replacement ID's result in the assessment of a student fine.

Restroom Policy: Each student is expected to be in class from bell to bell. Students are to take advantage of the passing time between classes. **No restroom pass will be issued in the first 15 minutes or the last 15 minutes of class, and it is the responsibility of the student to return within a reasonable amount of time.** The teacher will consider emergency situations.

Sleeping: Stay awake during class. It is unacceptable to sleep during instruction. You will miss out on important information! Parent contact will result for all students who continuously exhibit this behavior.

Behavior Expectations: In regards to class participation, all students are expected to participate in class discussions and lessons. Students are expected to listen/respect each other, including another student's opinion/property. Refrain from engaging in side conversations during presentations/lectures. Failure to comply with MISD guidelines for student behavior will result in first, a warning (verbal or non-verbal), followed by a phone call/email home (if the behavior continues), and finally, referral(s) to a student's Associate Principal (determined by a student's last name).

Parent Contacts: All Parents/Guardians **must** be informed of their student’s progress and/or behavior in class. If there is an issue that needs to be addressed, parents/guardians shall be notified when appropriate. Informing parents/guardians of their student's progress/behavior is **not an option**. It is mandatory and will be conducted.

Technology: Except for MISD Student tablets, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Students who violate this policy shall have their electronic device turned into the principal’s office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Cell Phones: Cell phones are not seen - out of site! This means in all FHS classes, no cell phones will be out. If a student forgets their iPad or laptop, they cannot use phone instead. If a student violates this expectation, the following disciplinary action shall be enforced:

1. 1st offense – Warning and parent contact.
2. 2nd offense – Teacher hold it for class period and parent contact
3. 3rd offense and beyond – Teacher take up and turn phone into AP. Student pays \$15 fine. Assistant Principal shall contact parent.

In addition, each teacher shall have 4 laptops. Students can check out for class period. If a student forgets to bring their laptop, the following disciplinary actions shall be enforced:

1. 1st offense – Students shall be allowed to borrow one for the period and given warning.
2. 2nd offense – Students shall be allowed to borrow one for the period and parent notified.
3. 3rd offense and beyond – Results in referral to the office.

Cheating/Plagiarism: Academic dishonesty includes, but is not limited to: plagiarism, fabrication of information or citations, submitting the work of another person, allowing another person to substitute for oneself in completing course work or taking a course test, submitting work previously used without informing the instructor and securing written approval, or tampering with computer files and/or academic work of other students. Refer to student handbook for more clarification.

Handbook: The school’s student handbook policies are in effect. NOTE: A copy of these policies and additional information is posted on MISD's school website.

Citizenship: All students are required to abide all class expectations. They are important and helps maintain a safe and welcome learning environment for everyone to enjoy.

Note about AP Exams – It is to your advantage to take the AP Exam during their spring semester. Students who receive a passing score on the AP Exams not only earn college credit, but save money as well! That’s one less class that you have to take in college **plus** you’ll get done that much sooner! So if you take this course to heart, do the worksheets and keep up with the readings, a passing score is doable! I believe in you!

1st 6 Weeks Calendar

Unit 1: Basic Economic Concepts - Assignments/Activities include:

- Sample Practice Exam
- Circular Flow Diagram Chart Activity
- Trade Advantage Diagrams/Problems
- Supply and Demand Graphing
- Unit 1 Exam - Basic Economic Concepts

Unit 2: Measurement of Economic Performance

- Video Analysis - The Blame Game
- Nominal vs. Real GDP Worksheet
- Consumer Price Index Worksheet
- Unit 2 Exam - Measurement of Economic Performance

Sample Practice Exam	January 9 th , 2019	Blame Game Analysis	February 5 th , 2018
Circular Flow Diagram WS	January 11 th , 2019	Nominal vs. Real GDP WS	February 7 th , 2018
Trade Advantage Practice	January 15 th , 2019	Consumer Price Index WS	February 11 th , 2018
Supply/Demand Graphing	January 17 th , 2019	Economic Performance Packet	February 13 th , 2018
Unit 1 Exam	January 24 th , 2019	Unit 2 Exam	February 15 th , 2018
Exit Ticket Assessments (To be determined)		Pop Quiz (To be determined)	