

Course Name: Online Secondary AP Economics – Micro

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Course type: online

Course website:

Course Description

The AP Economics – Microeconomics provides you with a broad introduction to the field of economics, microeconomics, one of the social sciences. The course ends with AP Examination in Spring. Course is designed to be taught in about 75 class periods of 45 minutes each. The course is divided into five essential units.

In Microeconomics we gain a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The course provides a foundation for life-long learning and interactions with issues in economics.

Course Requirements

None, but a solid knowledge of algebra and a recommendation from instructor is recommended. It is recommended that students in either third or fourth year of Secondary School apply.

Course Structure

This course is divided into five essential units. All five units need to be mastered to meet QSI graduation requirement. Each unit is further divided into numerous lessons. Each lesson contains items to be completed such as required readings and assessments.

Essential Units

E01 – Basic Economic Concepts

E02 – The Nature and Functions of Product Markets

E03 – The Theory of the Firm

E04 – Factor Markets

E05 – The Role of the Government

75 periods total (approximate amount of time)

Course Skills

In these courses you will develop the following skills:

- demonstrate economics questioning and analysis skills with a special emphasis on marginal analysis;
- interpret a variety of graphical models and economic concepts;
- analyze the development of modern economic theory;
- apply economic skills and concept knowledge to higher college-level economic courses.

Course Assessment

QSI is a standard-based school, where students' work is assessed for mastery. When you combine the relevance of our academic system with the rigor of AP, the result is a stringent college-level course where consistent excellence is expected.

- **Examinations** are given at the end of each unit and include AP styles multiple choice and essays:
- **Free Response Questions** are assigned frequently both as part of examinations and as stand-alone assessment tools. Responses will be assessed in terms of both core structure and content. You will be introduced to the AP Essay Grading system, and learn to appreciate the vital importance of a well-crafted thesis. Paragraphs will be scored for evidence of both factual knowledge and analytical ability.
- **Project and activities** will be focused on increasing the students' analysis, assessment and writing skills.

Text and Course Materials

Primary Text:

- Bade, Robin and Parkin, Michael *Foundations of Economics, AP Edition*, 8th Ed. (Upper Saddle River, New Jersey: Prentice Hall, 2010), e-book

Secondary Texts:

- Ray, Margaret, Paul R. Krugman, and David A. Anderson. *Krugman's Economics for AP*. New York: Worth Publishers, 2011. Print.
- McConnell, Campbell R., Stanley L. Brue, and Sean Masaki Flynn. *Economics: Principles, Problems, and Policies*. 19th ed. New York: McGraw-Hill/Irwin, 2012. Print.

Supporting Materials:

- Anderson, David A. *Cracking the AP Economics Macro & Micro Exams*. 2011 ed. New York: Random House, 2010. Print.
- Anderson, David A. *Economics by Example*. New York, NY: Worth Publishers, 2007. Print.

- Anderson, David A. *Economics by Example Teacher's Manual*. New York, NY: Worth Publishers, 2007. Print.
- Collegeboard. *AP Macroeconomics Monetary Policy Curriculum Module*. Collegeboard 2011.
- Collegeboard. *Professional Development AP Economics Workshop Handbook 2010-11*. Collegeboard, 2010.
- Dodge, Eric R. *AP Microeconomics/Macroeconomics, 2010-2011*. Dubuque, Iowa: McGraw-Hill Contemporary Learning, 2011. Print.
- Lopus, Jane S. *Capstone: Exemplary Lessons for High School Economics*. New York, N.Y.: National Council on Economic Education, 2003. Print.
- Lopus, Jane S. *Capstone: Exemplary Lessons for High School Economics: Teacher's Guide*. New York, N.Y.: National Council on Economic Education, 2003. Print.
- Lopus, Jane S., and Amy M. Willis. *Economics in Action: 14 Greatest Hits for Teaching High School Economics*. New York, N.Y.: National Council on Economic Education and Junior Achievement Japan, 2003. Print
- Morton, John S., and Rae Jean B. Goodman. *Advanced Placement Economics: Teacher Resource Manual*. 3rd ed. New York, N.Y.: National Council on Economic Education, 2003. Print.
- Morton, John S., and Rae Jean B. Goodman. *Advanced Placement Economics: Microeconomics Student Activities Workbook*. 3rd ed. New York, N.Y.: National Council on Economic Education, 2003. Print.
- Solman, Paul. *The Paul Solman Video Series*. McGraw-Hill Publishing Company, 2006. Video.
- Wheelan, Charles. *Naked Economics: Undressing the Dismal Science*. Fully rev. and updated. New York: W. W. Norton, 2010. Print.

Online Sources

Khan Academy: <https://www.khanacademy.org>

Marginal Revolution University: <https://www.mruniversity.com>

Different podcasts:

- Freakonomics
- The Economist Radio
- Econ Talk

Various blogs

Unit Objectives / Outcomes

E01: Essential Unit 1 – Basic Economic Concepts

Unit Statement: In this unit, the student will learn the economic way of thinking, employing basic economic concepts such as scarcity, opportunity costs, trade-offs, marginal analysis, production possibility curves and comparative vs. absolute advantage to gain an understanding of economic decision-making.

Essential Outcomes: (must be assessed for mastery)

1. **The Student Will** explain scarcity, choice, opportunity costs and trade-offs, and illustrate these concepts by using a production possibilities curve.
2. **TSW** draw, label and explain the circular flow of income model.
3. **TSW** explain how because of scarcity, economic systems must determine what goods to produce, how to produce them, and for whom to produce them.
4. **TSW** describe how specialization and exchange increase the total output of goods and services.
5. **TSW** explain and differentiate between absolute advantage and comparative advantage, particularly in terms of their influence on trade and specialization.
6. **TSW** explain the importance of property rights and the role of incentives in economic systems.
7. **TSW** apply marginal analysis, demonstrating an understanding that allocative efficiency is the equality of marginal social cost and marginal social benefit.

Materials:

Foundations of Economics Chapters 1, 2, 3,9
*Advanced Placement Economics Teacher
Resource Manual Advanced Placement
Microeconomics Student Workbook*

Key words:

- Benefits, economic model, economics, goods and services, incentive, microeconomics, marginal benefit, marginal cost, opportunity cost, rational choice, scarcity, self interest, social interest, trade-off

- Cross-section graph, direct relationship, inverse relationship, linear relationship, negative relationship, positive relationship, scatter diagram, slope, time-series graph, trend;
- Capital, capital goods, circular flow model, consumption goods and services, entrepreneurship, factor market, factors of production, firm, goods markets, households, human capital, interest, labor, land, profit, loss, rent, wages;
- Absolute advantage, comparative advantage, economic growth, productive efficiency, production possibility frontier, tradeoff;
- Dumping, export subsidy, exports, import quotas, imports, infant industry argument, rent seeking, tariff;

Websites:

- as defined in Course Resources

Mandatory Assessments:

1. AP style multiple-choice exams must be used. The majority of the questions should require students to use higher order thinking skills such as synthesis and evaluation in which the student must combine knowledge and skills across the unit.
2. Students must be required to complete the *Examination Analysis* form that is contained as an attachment to the *Course Outcomes*. Students who have taken the class report the value in helping them properly.
3. Teacher generated or AP published free-response questions. Free response questions can be taken directly from the AP Central site with rubrics already created to use as an assessment tool.

Optional Assessments:

1. Create flash cards for the unit. Students have reported after the AP Exam that they wish this was mandatory. Teachers may want to take this student feedback into account in designing their teaching for this and all other essential units.
2. Students present their approach to a free-response question to the class. This holds students accountable demonstrating the ability to dissect free- response questions and for developing an outline to answer the question. The focus is on students' learning to answer the question asked.

Teacher to Teacher:

1. Students should take a diagnostic assessment at the beginning of the course. The diagnostic assessment is helpful because students see their initial areas of strength and weakness. In addition, it gives them a low-stakes opportunity to try out an AP exam.
2. ESOL students can do well on the AP Economics Exam if they do well on the multiple choice section and learn to dissect the free-response questions to ensure their answers reflect key points. This exam requires content knowledge and an ability to connect content rather than fluid literary skills. In other words, it emphasizes content rather than the ability to write well.
3. It is important to emphasize that students learn the language of economics. In that regard it is highly recommended that students use flash cards to help them memorize these terms. Students report that creating their own flash cards is helpful in learning terms.

E02: Essential Unit 2 – Natures and Function of Product Markets

Unit Statement: In this unit, the student will learn about supply and demand, including their determinants, their elasticity, the effects of price ceilings and floors, movement of the supply and demand curves vs. movement along the curves, equilibrium, and the effects of supply and demand on the allocation of resources.

Essential Outcomes: (must be assessed for mastery)

1. **The Student Will** analyze the determinants of supply and demand and the ways in which these determinants affect equilibrium price and output (with emphasis on the distinction between movement along the curve and movement of the curve).
2. **TSW** describe in writing and in graphical form equilibrium price, equilibrium quantity and interrelationship of markets, including identification of consumer surplus and producer surplus.
3. **TSW** comprehend and apply the concepts of elasticity, including calculating price, cross-price, income elasticities of demand, and the price elasticity of supply.

4. **TSW** analyze and explain the impact of government policies, such as price floors and ceilings, excise taxes, tariffs, and quotas on the free-market price and quantity exchanged.
5. **TSW** identify and employ the basic postulates underlying consumer choice: utility, the law of diminishing marginal utility and utility-maximizing conditions, and how those choices affect the shape of the demand curve.
6. **TSW** analyze costs of production in the short run, describing the relationship between the quantity of inputs and the quantity of output, using average and marginal product costs, as well as the law of diminishing marginal returns.
7. **TSW** examine the relationships among short-run costs: total, average, and marginal.
8. **TSW** analyze economies and diseconomies of scale.

Materials:

Foundations of Economics: Chapters 4, 5, 6, 7,12, 8,13,14
Advanced Placement Economics Teacher Resource Manual.

KEYWORDS:

law of demand market	demand schedule
change in quantity demanded	demand curve
substitute	<i>ceteris paribus</i>
complement	diminishing marginal utility
income effect	normal goods, inferior goods
substitution effect	inverse relationship
consumer surplus	income effect
law of diminishing marginal utility	substitution
utility maximizing rule	utility
marginal utility	law of supply
supply schedule	supply shift
resources	producer surplus
equilibrium	equilibrium quantity
equilibrium price	rationing function of prices
surplus	price ceilings and price floors
shortage	elasticity
price elasticity of supply	price elasticity of demand
short run/long run	unit elastic
cross-elasticity	inelastic demand
price ceiling	total-revenue test
income elasticity	price floor

Mandatory Assessments:

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Optional Assessments:

1. Create flash cards for the unit. Students have reported after the AP Exam that they wish this was mandatory. Teachers may want to take this student feedback into account in designing their teaching for this and all other essential units.
2. Students present their approach to a free-response question to the class. This holds students accountable demonstrating the ability to dissect free- response questions and for developing an outline to answer the question. The focus is on students' learning to answer the question asked.

Teacher to Teacher:

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the course. The diagnostic assessment is helpful because students see their initial areas of strength and weakness. In addition, it gives them a low-stakes opportunity to try out an AP exam.

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E03: Essential Unit 3 – The Theory of the Firm

Unit Statement: In this unit, the student will learn about the behavior of firms in different types of market structures.

Essential Outcomes: (must be assessed for mastery)

1. **The Student Will** describe the major characteristics of perfect competition, monopolistic competition, oligopoly and monopoly.
2. **TSW** identify and apply the profit-maximizing rule using marginal analysis.
3. **TSW** explain and graph equilibrium relationships among price, marginal and average revenues, marginal and average costs, and profits.
4. **TSW** differentiate between short-run and long-run equilibria for both a profit-maximizing individual and for an industry.
5. **TSW** identify and examine the sources of monopoly power and understand the relationship between a monopolist's demand curve and its marginal revenue curve.
6. **TSW** articulate how a monopoly's total revenue changes along its demand curve as price varies.
7. **TSW** compare a monopolist's price, level of output and profits with price, level of output and profits of a perfect competitor.
8. **TSW** explain why monopoly is bad and competition is good using

deadweight loss as a point of comparison.

9. **TSW** use the model of price discrimination to provide another dimension of monopoly behavior.
10. **TSW** evaluate government regulation of monopoly.
11. **TSW** differentiate kinds of markets ranging between monopoly and perfect competition, including oligopoly and monopolistic competition.

Introduced Outcomes:

1. The **Student Will** explain the behavior and role of business in a capitalist economy, as well as the importance of income statements, balance sheets, stocks, bonds, and other financial instruments.
2. **TSW** explain current controversies regarding the government's attempt to regulate business.

Materials:

Foundations of Economics Chapters 15,16,17,18
Advanced Placement Economics Teacher Resource Manual

Key words:

- marginal revenue, monopolistic competition, monopoly, oligopoly, perfect competition, price taking, shutdown point;
- average cost pricing rule, barriers to entry, capture theory, deregulation, legal monopolies, marginal cost pricing rule, monopoly, natural monopoly, perfect price discrimination, price-cap regulation, rate of return regulation, regulation, rent-seeking, single-price monopoly, social interest theory;
- efficient scale, excess capacity, mark up, product differentiation, signal, Four-firm concentration ration, Herfindahl – Hirschman Index
- Antitrust laws. Cartel, duopoly, game theory, prisoner's dilemma, resale price maintenance, strategies, tying arrangements;

Websites:

- as defined above in Course Outcomes.

Mandatory Assessments:

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from the AP Central site with rubrics already created to use as an assessment tool.

Optional Assessments:

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E04: Essential Unit 4 – Factor Markets

Unit Statement: In this unit, the student will examine supply, demand, equilibrium, marginalism and profit-maximization as applied to inputs rather than to outputs. Marginal productivity analysis is used to analyze how wages, rents, interests and profits are determined (hiring inputs until marginal revenue product equals marginal resource cost). The student will also consider how wages are determined in a perfectly competitive labor market and in a monopsonistic labor market.

Essential Outcomes: (must be assessed for mastery)

1. The Student Will identify the differences between factor markets and product markets using the circular flow diagram.
2. TSW analyze the concept of derived demand.
3. TSW explain how a factor's marginal product and the marginal revenue product affect the demand for the factor.
4. TSW consider the role of factor prices in the allocation of scarce resources.
5. TSW analyze how wages are determined in competitive labor markets and in monopsonistic labor markets.
6. TSW apply the principles studied in the analysis of the labor market to the markets for land and capital.
7. TSW apply understanding of how factor prices are determined to how a market economy determines the distribution of income.
8. TSW apply factor market concepts to a variety of situations.

Materials:

Foundations of Economics Chapters 19,20
Advanced Placement Economics Teacher Resource Manual

Key Words:

- derived demand, factor markets, factor prices, labor union, nonrenewable natural resources, value of marginal product;
- disposable income, Lorenz curve, market income, median voter theorem, money income, negative income tax, poverty;

Websites:

As define above in Course Resources.

Mandatory Assessments:

1. AP style multiple-choice exams must be used. The majority of the questions should require students to use higher order thinking skills such as synthesis and evaluation in which the student must combine knowledge and skills across the unit.
2. Students must be required to complete the *Examination Analysis* form

that is contained as an attachment to the *Course Outcomes*. Students who have taken the class report the value in helping them properly learn the Teacher generated or AP published free-response questions. Free response questions can be taken directly from the AP Central site with rubrics already created to use as an assessment tool.

Optional Assessments:

1. Create flash cards for the unit. Students have reported after the AP Exam that they wish this was mandatory. Teachers may want to take this student feedback into account in designing their teaching for this and all other essential units.
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E05: Essential Unit 5 – The Role of the Government

Unit Statement: In this unit, the student will develop criteria to determine which activities government should undertake and to evaluate how well government performs these activities. Governments must provide public good and work to correct market failures. However, government officials may operate with mixed motives resulting in waste and inefficiency.

Essential Outcomes: (must be assessed for mastery)

1. **The Student Will** explain the conditions for economic efficiency, using the marginal social benefit and marginal social cost principle.
2. **TSW** articulate the ways in which externalities (both positive and negative), public goods and the market distribution of income create market failures even in competitive free-market economies.
3. **TSW** discuss and graph the effectiveness of government policies such as subsidies, taxes, quantity controls (quotas) and public provision of goods and services, which are designed to correct market failures and achieve economic efficiency.
4. **TSW** examine how governments balance market failures caused by monopolies with the government's attempt to solve such problems by using antitrust policy and regulations.
5. **TSW** consider whether a particular good or service should be provided by the private sector or by government.
6. **TSW** identify key measures of income distribution such as the Lorenz curve and Gini coefficient and examine the impact of government tax policies and transfer programs, both on the distribution of income and on economic efficiency.

Materials:

Foundations of Economics Chapters 9,10,11,12
Advanced Placement Economics Teacher Resource Manual

Key Words:

- dumping, export subsidy, exports, import quota, imports, infant-industry argument, rent-seeking, tariff;
- abatement technology, Coase theorem, command-and-control regulation, externality, marginal external costs, marginal private benefit, marginal private cost, marginal social benefit, marginal social cost, negative externalities, positive externalities, property rights, subsidy, voucher;
- benefit-cost analysis, common resource, excludable, free rider, individual transferable quotas, non-excludable, public good, rational ignorance, rival, tragedy of the commons;
- adverse selection, asymmetric information, lemons problem, moral hazard, pooling equilibrium, separating equilibrium, screening. Signaling, private information.

Websites:

- as define above in Course Outcome.

Mandatory Assessments:

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Course Schedule

Unit	Week	Dates	Topic
Orientation	NA	NA	Welcome and Orientation
E01	1	Sept. 6-12	E01 Lesson 1: How do economists think, marginal analysis, incentives, opportunities costs, specialization and trade, comparative advantage, making and using graphs
	2	Sept. 13-19	E01 Lesson 2: US and global economies, circular flows and "What, How and for Whom?"
E02	1	Sept. 20-26	E02 Lesson 1: Demand, change in demand and change in quantity demanded, Supply, change in supply and change in quantity supplied, market equilibrium
	2	Sept. 17 – Oct. 3	E02 Lesson 2: Elasticity of demand and Supply, efficiency and fairness of the markets
	3	Oct. 4-10	E02 Lesson 3: Consumer choice and demand, production and cost
	4	Oct. 11-17	E02 Lesson 4: Government intervention: price ceilings, price floors, production quotas, taxes on buyers and seller, income taxes and social security taxes
E03	1	Oct. 18-24	E03 Lesson 1: Perfect competition, determination of output, price and profit in the long and short run, efficiency of perfect competition
		Oct. 25 - 31	Fall Break
	2	Nov. 1-7	E03 Lesson 2: Monopoly, single price monopoly, comparing perfect competition and monopoly, natural monopoly
	3	Nov. 8-14	E03 Lesson 3: Monopolistic competition and determination of price and output and profit, advertising, costs
	4	Nov. 15-21	E03 Lesson 4: Description and identification of oligopoly market, relationship among firms in oligopolistic market and game theory, description of antitrust laws
E04	1	Nov. 22-28	E04 Lesson 1: Concept of factor market and derived demand, Marginal revenue and marginal product and derived demand
	2	Nov. 29-Dec.5	E04 Lesson 2: Inequality, role of government
	3	Dec. 6-12	Make up sessions
	4	Dec. 13-19	Make up session
	NA	Dec. 20 – Jan. 2	WINTER BREAK

E05	1	Jan. 3 -9	E05 Lesson 1: Defining externalities, Public goods and Common resources
	2	Jan. 10-16	E05 Lesson 2: Common resources and the role of government
	3	Jan. 17-23	E05 Lesson 3: Market failures and government action, private information
	4	Jan. 24-30	General review of Microeconomics and AP test practice

Course Outline

Week	Lesson	Required Readings	Assignments
Unit E01: Basic Economic Concepts			
1	E01 Lesson 1	Chapter 1, 2: economic way of thinking, "what, how and for whom goods are produced," circular flow model - assigned MRU videos	See unit activities
2	E01 Lesson 2	Chapters 3, 9: scarcity, productive efficiency, tradeoff, production possibility frontier; opportunity costs, specialization & trade, markets and international trade, effects of international trade barriers - assigned MRU videos	See Unit activities

The Nature and Functions of Product Markets			
1	E02 Lesson 1	Chapter 4,5: Demand and supply, change in demand and supply and change in quantity demanded and supplied, determination of demand and supply equilibrium price and quantity; price elasticity of demand and supply and cross and income elasticities - assigned MRU videos	See Unit activities
2	E02 Lesson 2	Chapter 6,7: alternative methods of allocation and efficiency; value, price and consumer and producer surplus; fairness vs. efficiency; price ceilings, price floors and production quotas; - assigned MRU videos	See Unit activities
3	E02 Lesson 3	Chapter 13,14: taxes on buyers and seller; tax incidence; consumption possibilities; - assigned MRU videos	See Unit activities
4	E02 Lesson 4	Chapter 8,12: marginal utility theory; price and value; indifference curves; economic cost and profit review	See Unit activities
Unit E03: The Theory of the Firm			
1	E03 Lesson 1	Chapter 15: perfect competition; maximization of profit in the short and in the long run; - assigned MRU videos	See Unit activities
2	E03 Lesson 2	Chapter 16,17: monopoly, comparison of competition and monopoly; price discrimination; monopolistic competition and maximization of profit; - assigned MRU videos	See Unit activities

3	E03 Lesson 3 and Unit Test	Chapter 18: oligopoly; game theory; antitrust law; - assigned MRU videos	See Unit activities
Unit E04: Factor Markets			
1	E04 Lesson 1	Chapter 19: demand for production factors; labor markets; capital and natural resources markets; - assigned MRU videos	See Unit activities
2	E04 Lesson 2	Chapter 20: Economic Inequality - assigned MRU videos	See Unit activities

3	E04 Lesson 3	Review	See Unit activities
Unit E05: The Role of Government			
1	E05 Lesson 1	Chapter 9,10: global markets in action; winners and losers and gains from trade; externalities (positive and negative)	See Unit activities
2	E05 Lesson 2	Chapter 11: public goods; free rider problem; the tragedy of the commons;	See Unit activities
3	E05 Lesson 3	Chapter 12: markets for lemons; private information; information problems and insurance markets; the economics of healthcare	See Unit activities
4	E05 Lesson 4	Review	See Unit activities

Grading Policy

Student will be assessed in a variety of ways. Students will be graded using formative assessments only. These assessments include lesson modules, Q&A and discussion forum posts and replies, case studies, lab activities, web quests, and self-assessment quizzes.

Furthermore, students will be assessed on participation, collaboration, critical thinking / problem solving, creativity, and their communication skills. For more information see the rubrics at the end of this syllabus.

Assignment / Unit Grades

All assignments, will be graded using the Assignment Scale:

- A (Above Mastery) = Student has displayed Above Mastery of content.

- B (Mastery Upgradable) = Student has displayed Mastery, but can upgrade assignment to Above Mastery.
- B (Mastery) = Student has displayed Mastery of content; no upgrade possible.
- P (In Progress) = assignment has been graded, but student has yet to display Mastery of content.
- D (Deficient; in danger of receiving D as unit grade) = Student is displaying insufficient effort and is danger of receiving a D as a unit grade. This may result in the student being put on probation. See Attendance Policy for more information.
- Completed = Assignment has been completed. Given when the completion of multiple assignments is required to display Mastery or Above Mastery.
- Not Submitted = Assignment has not been submitted.

Units will be graded using the Unit Scale:

- A = Above Mastery
- B = Mastery
- P = In Progress
- D = Insufficient Effort
- H = Hold

Cheating and Plagiarism Policy

Cheating and plagiarism are not allowed. Plagiarism can be defined as submitting someone else's ideas, words, images, or data without the proper acknowledgement of the source. Plagiarism is synonymous to stealing and fraud and is not tolerated at QVS. Here are some common examples of plagiarism if the sources are not clearly cited:

- Using words, phrases, or ideas that are not your own;
- Paraphrasing the work of another person, even though you may have changed the wording or syntax;
- Using facts or data not considered common knowledge;
- Submitting a paper from an essay service or agency, even though you may have paid for it;
- Submitting any work done by another person, even though he or she may have given you permission to use it.

You should also note that beyond written work, plagiarism might encompass computer data, research, musical scores, video programs, and visual arts.

Plagiarism is a serious offense, especially in an academic environment. QVS teachers must be able to rely on the students* integrity to maintain a climate for successful learning.

If you plagiarize even once, it will put into question all your previous work, so the consequences may go beyond redoing one assignment, and you may need to revisit your previously submitted work to prove mastery of your learning outcomes.

You should diligently avoid any deliberate or inadvertent plagiarism. When you are unsure if the acknowledgement of sources is needed, ask your teacher.

If your teachers detect that you have plagiarized, your parents, QVS administration, and your local school administration will be notified, and you

will face the consequences according to the discipline policy of your local QSI School.

The typical consequences are an N in one or several success orientations, loss of credit and new assignments for part of the unit or the whole unit, school suspension, a note in the permanent student discipline record, or even withdrawal from QVS.

Attendance Policy

Students are expected to attend class on a regular if not daily basis. By attending class, I mean logging in every weekday to check assignments, forum posts, collaborate with classmates, and submit your work. All work is to be submitted on time. Extra time must be pre-approved by the teacher and must be completed before the next unit is closed. With regard to forum posts, initial posts should be completed no later than Thursday. Secondary posts (replies) should be completed by Friday and any additional posts by Sunday.

If you fail to meet these expectations including attendance and participation and/or fall behind, a Skype meeting will be scheduled with your parents and/or your school's director or director of instruction. You may also be placed on probation until you meet these expectations and/or catch up. Probation means you will...

1. Have a weekly Skype appoint with your teacher.
2. Provide a detailed schedule/outline on how you plan to meet expectations and/or catch up.

Collaboration (Group Work)

- Students work effectively and respectfully with diverse groups to solve problems and accomplish a common goal. They assume shared responsibility for completing tasks. Team efforts are "greater than the sum of their parts" meaning that student teams accomplish better results than could be done by individuals working alone.
- Takes responsibility for the quality and timeliness of their own work; uses feedback; stays on task during group work.
- Accepts shared responsibility for the work of the group; helps improve the quality of the work and understanding of other members.
- Applies or encourages the use of strategies for facilitating discussion and decision-making.
- Manages project by identifying and prioritizing goals and tasks, creating timelines, organizing resources, and monitoring progress.
- Respects the ideas, opinions, abilities, values, and feelings of other group members.
- Works well with diverse group members.

Critical Thinking and Problem Solving

Students are able to analyze, evaluate, and understand complex systems; investigate questions for which there are no clear-cut answers; evaluate different points of view of sources of information; draw appropriate conclusions based on evidence and reasoning; and apply strategies to solve problems.

- Recognizes and defines problems accurately raises relevant questions and issues, formulating them clearly and precisely.
- Gathers pertinent information from a variety of sources evaluates the quality of information (source, validity, bias).
- Organizes, analyzes, and synthesizes information to develop well-reasoned conclusions and solutions, judging them against relative criteria.
- Considers alternatives recognizes and assesses assumptions, implications

and practical consequences.

Discussion and Q&A Forum Rubric (Participation)

Criteria	Above Mastery (A)	Mastery (B)	In Progress (P)
Development of Ideas	Well-developed ideas; introduces new ideas, and stimulates discussion.	Developing ideas; sometimes stimulates discussion.	Poorly developed ideas that do not add to the discussion.
Evidence of Critical Thinking	Clear evidence of critical thinking- application, analysis, synthesis, and evaluation. Clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance characterize postings. Sometimes includes unusual insights. Arguments are well supported.	Beginning of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues.	Poorly developed critical thinking.
Clarity	Posts are well articulated and understandable.	Posts are understandable, but some thought is required.	Posts are difficult to clarify.

Response to Other Students and Teacher	Interacts at least 3 times with other students and/or teacher	Interacts at least 2 times with other students or teacher.	No interaction.
Timeliness	Initial posts and replies posted before deadline.	Initial post made before deadline, but at least one reply is late.	Initial posting made after deadline or all replies late.

Written Paper Rubric

Criteria	Above Mastery (A)	Mastery (B)	In Progress (P)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.
Content	Exceptionally well presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.
Research (if assignment includes a research component)	Sources are exceptionally well integrated and they support claims argued in the paper very effectively. Quotations	Sources are well integrated and support the paper's claims. There may be occasional	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may

	and Works Cited conform to MLA style sheet.	errors, but the sources and Works Cited conform to MLA style sheet.	be a few errors in MLA style.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof reading.

Presentation Rubric

- Organizes ideas and develops content appropriate to audience and situations.

Criteria	Above Mastery (A)	Mastery (B)	In Progress (P)
Content	Student presents major points and fully supports them with convincing arguments, ideas and data.	Student presents major points and partially supports them with convincing arguments, ideas, and data.	Students unable to present major points or support them with convincing arguments, ideas, and data.
Organization	Student presents information in logical, interesting sequence.	Student presents information in logical sequence.	Information not presented in a logical manner.
Text	All slides present one idea and a few supporting facts.	Most slides present one idea and a few supporting facts.	Slides do not present ideas or supporting facts.
Font	Font on all slides is large enough to be read at a distance.	Font on most slides is large enough to be read at a distance.	Fonts on slides not large enough to read at a distance.
Contrast	There is good contrast between the font and background on all slides.	There is good contrast between the font and background on most slides.	There is little if any contrast between the font and background on most slides.
Images and Layout	All slides include one powerful, high-quality image per slide, which helps audience understand the content. Layout is visually pleasing	Most slides include one powerful, high-quality image that helps audience understand the content. Layout uses most space appropriately.	Slides do not include any powerful, high-quality images.
Citations	Bibliography/works cited list is properly formatted and complete (like a research paper)	Bibliography/works cited list is complete, but not properly formatted (e.g. bulleted list).	Bibliography/works not cited.
Subject Knowledge	Student answers all questions clearly and completely.	Student partially answers questions.	Student unable to answer questions.

- Uses effective oral presentation skills.
- Creates media / visual aids that enhance content delivery.
- Gauges audience reaction and / or understanding and adjusts presentation appropriately.
- Responds to questions appropriately.
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Examination and/or problem set sample:

- 1) Define supply and demand!
- 2) Draw graphs and explain the difference between the change in demand and change in quantity demanded.
- 3) With which elasticity do we define complement and substitute goods?
- 4) Which government action is most likely to cause black market?
- 5) Define the monopoly!
- 6) What defines monopolistic competition?