



Greenwich Public Schools Curriculum Overview

AP Micro and Macroeconomics

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

The AP Micro and Macroeconomics course prepares students to think like economists by using principles and models to describe economic situations and predict and explain outcomes. Like economists, students do so by using graphs, charts, and data.

Microeconomics is the study of individual and institutional decision-making in a world of scarcity. These decisions happen in markets, where buyers and sellers interact to determine the best products and the most efficient use of resources. Moreover, market behaviors and outcomes sometimes require government regulations to promote the common good.

Macroeconomics will examine the broader functioning of the US economy, with a focus on economic indicators, such as gross domestic product, price levels and employment; students will use this data when considering possible fiscal and monetary policy decisions. Students will also address key US policy issues, both in addressing national and international macroeconomic challenges.

Unit Pacing Guide

Microeconomics - 16 weeks (September - Early January + Midterm Review)

Unit 1: Basic Economic Concepts - 2 weeks

Unit 2: Supply and Demand - 3-4 weeks

Unit 3: Production, Cost, and the Perfect Competition Model - 3 weeks

Unit 4: Imperfect Competition - 3 weeks

Unit 5: Factor Markets - 2 weeks

Unit 6: Market Failure and the Role of Government - 2 weeks

Macroeconomics - 13 weeks (Late January to Early May + Exam Review)

Unit 7: Economic Indicators and the Business Cycle - 2 weeks

Unit 8: National Income and Price Determination - 2 weeks

Unit 9: Financial Sector - 3 weeks

Unit 10: Long-Run Consequences of Stabilization Policies - 3-4 weeks

Unit 11: Open Economy—International Trade and Finance - 2 weeks

Enduring Understandings for the Course

Microeconomics will primarily consider market decisions of individuals and firms in a world of scarcity, and evaluate the costs and benefits of potential government policies. Macroeconomics will consider measurements to monitor the state of the economy and will evaluate how

individuals, firms and governments use these measurements to inform policy, business and personal decisions.

Enduring Understandings By Unit

- **Unit I: Basic Economic Concepts**
 - a. Individuals and economies confront the problem of scarcity.
 - b. People and countries trade with one another.
 - c. All decisions have costs.
 - d. People consider the additional costs and benefits of possible actions rather than just the total costs and benefits when making decisions.
- **Unit II: Supply and Demand**
 - a. Individuals and firms respond to incentives and face constraints.
 - b. Although equilibria are stable, an economy can move from one equilibrium to another if market conditions change.
 - c. Government policies influence consumer and producer behavior and therefore affect market outcomes.
- **Unit III: Production, Cost, and the Perfect Competition Model**
 - a. Firms and businesses use marginal analysis to make decisions.
 - b. Firms and businesses operate with both explicit and implicit costs.
 - c. Increasing inputs does not always increase outputs and this is reflected in the costs of production.
 - d. The qualities of perfectly competitive markets affect price, quantity and costs.
 - e. Market forces of supply and demand affect firm decision making.
- **Unit IV: Imperfect Competition**
 - a. Monopolistic firms benefit from sources of concentrated market share.
 - b. Imperfectly competitive markets are inefficient compared to perfectly competitive markets and result in deadweight loss.
 - c. Governments may regulate monopolistic firms to promote greater competition.
 - d. Even imperfectly competitive firms might still face intensely competitive strategic decision making.
- **Unit V: Factor Markets**
 - a. Demand for factor markets is derived from product markets.
 - b. Firms utilize marginal analysis to make decisions about how much of a factor or even multiple factors to hire.
 - c. Firms hiring factors in competitive markets must use market wages while firms in non competitive markets can make their own wages.
- **Unit VI: Market Failure and the Role of Government**
 - a. Market failures occur and how they cause inefficiency.
 - b. Government interventions can improve market outcomes.
- **Unit VII: Economic Indicators and the Business Cycle**
 - a. One person's spending another person's income.
 - b. An economy's relative health can be measured using key economic indicators (GDP, inflation, and unemployment).
 - c. No single indicator perfectly encapsulates the health of an economy.
- **Unit VIII: National Income and Price Determination**
 - a. Spending and production decisions made by households, businesses, the government, and the rest of the world affect economic outcomes.
 - b. Policy decisions regarding taxation and government spending affect economic output and growth.

- **Unit IX: Financial Sector**
 - a. Money serves many purposes.
 - b. The price of money is determined by many factors including the money supply.
 - c. Central banks create money through a variety of tools.
 - d. The actions of a country's central bank affect decision-making and the overall economy.
- **Unit X: Long-Run Consequences of Stabilization Policies**
 - a. Long-run economic growth is dependent on aggregate production.
 - b. Levels of inflation and unemployment are related.
 - c. Monetary and fiscal policies affect the economy in the long run.
- **Unit XI: Open Economy—International Trade and Finance**
 - a. The balance of payments balance.
 - b. The price of one nation's currency changes to another nation's currency due to changes in economic activity.
 - c. The changes in the value of a country's currency have an effect on that country's economy.

Standards

CONNECTICUT SOCIAL STUDIES FRAMEWORK

Economic Decision-Making

ECO 9–12.1

Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Compelling Question: • Can a government's economic decisions both help and hurt different groups of people?

Supporting Questions: • How does government at the federal, state, and local levels raise money? • What are the main categories of government spending at the federal, state, and local levels? • What groups receive government (local, state, federal, international) assistance through social insurance, public assistance, or other aid programs? • What factors influence the government's decisions about raising money? • What factors influence the government's decisions about spending money? • Why are some tradeoffs inevitable when the government raises and spends money?

Exchange and Markets

ECO 9–12.2

Generate possible explanations for a government role in markets when market inefficiencies exist.

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

Compelling Question:

• How do laws both shape and reflect economic decision-making?

Supporting Questions: • What is the role of buyers and sellers in a free market economy? • Why does the government provide farm subsidies in the agricultural sector of the American economy? • Does the government offer subsidies to other producers in the American economy? • What is eminent domain? Under what circumstances can the government take private property?

for public use? • Why does the government use tax revenues to supply public goods to the people? • Why does the government protect creators' rights to certain innovations and creative expressions?

VISION OF THE GRADUATE CONNECTIONS

- *Pose and pursue substantive questions*
Students will develop and explore their own research questions about markets and the American economy through class discussion and debate.
- *Critically interpret, evaluate, and synthesize information*
Students will critically interpret, evaluate and synthesize information from charts, tables and graphs. They will have to explain their work in a variety of formats.
- *Explore, define, and solve complex problems*
Students will apply knowledge to critically analyze current problems and issues using skills of the micro and macroeconomics course.
- *Communicate effectively for a given purpose*
Students will be evaluated on their ability to communicate effectively through a variety of methods that include class discussions, presentations and written responses to class prompts.
- *Advocate for ideas, causes and actions*
Students will evaluate past and present economic policies using economic thinking and reasoning skills.
- *Generate innovative, creative ideas and products*
Students will demonstrate their mastery of curriculum objectives with connections to current issues and policy debates.
- *Collaborate with others to produce a unified work and/or heightened understanding*
Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- *Contribute to community through dialogue, service, and/or leadership*
Through the study of different market structures, theorists and current economic issues, students gain the skills they need to evaluate possible outcomes of policies.
- *Conduct themselves in an ethical and responsible manner*
Economic case studies will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- *Recognize and respect other cultural contexts and points of view*
By teaching about the tradeoff between efficiency and equity involved in markets and policy making, students will understand that there are various perspectives and values that must be weighed in all economic decisions.
- *Pursue their unique interests, passions and curiosities*
Students will have choice in many assignments and will be able to pursue their interests.
- *Respond to failures and successes with reflection and resilience*
Students will reflect on their performance in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to ensure continuous reflection and refinement.
- *Be responsible for their own mental and physical health*
Social studies classes will help students develop study skills, and reduce stress through organization and planning.

COMMON CORE STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Assessments / Resources

Assessments

All exams are based on the College Board's format. This includes a mix of multiple choice and free response questions that require students to apply concepts, analyze data, interpret charts and graphs and draw and explain models.

Beyond these assessments, AP Economics students will...

- Engage in simulation activities to better understand economic concepts.
- Apply market concepts to real life scenarios and current events.
- Interview local businesses to understand market forces and cost curves.
- Debate micro/macro issues in class, utilizing course graphs as necessary to make and dispute arguments.

Suggested Resources

Popular News Outlets

- [Wall Street Journal, Real Time Economics \(WSJ Blog\)](#)
- [New York Times Business Section](#)
- [The Economist](#)
- [CNN -- Money](#)
- [Fox Business Section](#)
- [Bloomberg, Bloomberg Businessweek, Bloomberg View \(Blog\)](#)
- [FiveThirtyEight](#)

Institutions and DATA

- [Federal Reserve Economic Data](#)
- [Trading Economics](#)
- [US Bureau of Labor Statistics](#)
- [US Bureau of Economic Analysis \(BEA\)](#)
- [National Bureau of Economic Research](#)
- [XE Currency](#)
- [GeoFRED](#)
- [Economic Indicators Calendar - FEDERAL RESERVE BANK of NEW YORK](#)
- [Observatory of Economic Complexity \(MIT\)](#)
- [GapMinder](#)
- [Home - Eurostat](#)
- [EuroStat -- Statistical Atlas](#)
- [OECD: Home page](#)
- [The World Bank](#)
- [The International Monetary Fund](#)
- [World Trade Organization](#)
- [United Nations Development Programme](#)

Blogs and Econ 101

- [Review Econ](#)
- [Marginal Revolution](#)
- [The Undercover Economist](#)
- [The Conversable Economist](#)
- [Economics Online Home UK](#)

Podcasts

- [Planet Money NPR](#)
- [Planet Money, the Indicator \(shorter daily podcast\)](#)
- [The Journal \(WSJ\)](#)
- [Freakonomics](#)
- [American Public Media Marketplace](#)
- [The Economist Radio](#)
- [Intelligence Squared Debates](#)
- [Slate Money](#)
- [Business Wars \(in depth market rivalries\)](#)

- [Business Wars Daily](#) (shorter daily current events)
- [50 Things that Made the Modern Economy](#) (BBC)

Required Textbook: Mankiw, *Principles of Economics-AP Edition*