

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Advanced Placement Macroeconomics

Born on: August, 2018
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/28/2023

AP Macroeconomics: Course Description

This AP level macroeconomics course gives students a thorough understanding of the principles of economics that apply to the economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will be asked to generate charts and graphs to explain economic concepts and are expected to take the AP Examination in May.

1. Introduction to economics and its basic principles
2. The role of supply and demand in determining prices in a free market economy
3. The common forms of market structures that exist in a free market economy and their impact on producers and consumers
4. The common forms of business organizations in the free market economy and their impact on producers and consumers
5. The role of the Federal Reserve System in the economy of the United States

COURSE OBJECTIVES:**Students Will Be Able To:**

1. explain, evaluate and analyze the economic concepts and events that have and are affecting the economy of the United States;
2. describe and analyze the spectrum of relationships between producers and consumers, the government and producers, and the government and consumers in the United States;
3. apply the key concepts from each unit to serve as more efficient and informed producers and consumers;
4. Identify the strengths and weaknesses of the economic system as found in the mixed economy of the United States and compare that system to command and traditional economies.

SKILLS OBJECTIVES:**Students Will Be Able To:**

1. continue learning and demonstrating the skills of critical thinking and inquiry necessary in helping make more informed social, economic, and political decisions and judgments;
2. demonstrate the ability to locate and use information sources required in the Social Studies that include, but are not limited to, the:
 - a. internet search engines
 - b. computer databases for books and periodicals
3. Demonstrate the ability to combine concepts, principles, and generalizations by using various resource materials to develop an analysis of a stock portfolio and an assessment of the current monetary policy of the Federal Reserve Bank.

Each Unit will take about 2-4 weeks to complete for the semester course

*AP Macroeconomics follows the scope and sequence of the College Board Advanced Placement Model Curriculum.

Student Outcomes:

After successfully completing this course, the student will:

- provide an understanding of business practices and economic concepts that are important to everyone as a citizen and consumer.
- provide an understanding of the nature and the functions of business activities in our personal, social, civic, and national life.
- explain the difference between wants and needs and discuss what businesses do to provide goods and services to meet a consumer's wants and needs.
- identify four factors of production and explain why the scarcity of economic resources is a problem for every country.
- describe the four phases of the business cycle and how economic performance is measured and discuss how the needs and motivations of consumers affect this cycle.
- describe the private enterprise system, how it motivates business and some benefits businesses provide.
- explain how prices are determined and how this affects consumers and producers.
- define competition and explain how consumers benefit from business competition.
- identify the four elements that make up the marketing mix.
- describe the role of pricing, packaging, and promotion in marketing goods and services.

- describe how the government regulates business to protect the public and the impact on business.
- describe the three major types of tax bases in the US and name the major types of taxes levied by governments.
- distinguish among progressive, proportional and regressive taxes.
- explain how taxes affect economic activity.
- describe the functions and characteristics of money and banks.
- demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- Identify how unconscious beliefs such as money avoidant, money worship, money status, money vigilant influence financial decision-making
- demonstrate their knowledge of consumer issues.

Interdisciplinary Connections

Connections are made to mathematics by using a variety of arithmetic formulas, as well as higher mathematical concepts.

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/modifications are found at the end of the document.

SUBJECT: AP MACRO ECONOMICS

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
<p>I. BASIC ECONOMIC CONCEPTS Time: 2 weeks</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Define economics and the features of the economic perspective Distinguish microeconomics from macroeconomics and positive economics from normative economics Explain the individual's economizing problem and how trade-offs, opportunity costs, and attainable combinations can be illustrated with budget line Apply production possibilities analysis, increasing opportunity costs, and economic growth Explain how economic growth and international trade increase consumption possibilities Understand graphs, curves and slopes as they relate to economics 	<ul style="list-style-type: none"> Construct, label, interpret, and manipulate a production possibilities curve. Illustrate the effects of economic growth and trade on a production possibility graph. Graphically illustrate the optimal allocation of resources (MB = MC). Analyze a production possibilities curve for economic growth <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking</p>	<p>Methods of Assessment</p> <p><i>Student Assessment</i></p> <ul style="list-style-type: none"> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S FRQs from previous AP exams Vocabulary assessments 	<p>6.1.12.EconNE.3.a</p> <p>6.1.12.EconET.3.a</p> <p>6.1.12.EconNE.13.b</p>

	<p>Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>		
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SUBJECT: AP MACRO ECONOMICS

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
<p>II. SUPPLY AND DEMAND</p> <p>Time: 3 weeks</p> <p>Students Will Be Able To:</p> <ol style="list-style-type: none"> Characterize and describe a variety of markets. Define demand and supply, and explain how it can change. Identify the determinants of demand and 	<ul style="list-style-type: none"> Construct and label a supply and demand graph. <ol style="list-style-type: none"> Depict changes in supply and demand. Illustrate a change in demand or supply. Illustrate a change in quantity demanded or quantity supplied. 	<ul style="list-style-type: none"> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S 	<p>6.1.12.EconEM.6.a</p> <p>6.1.12.EconET.11.a</p>

<p>determinants of supply.</p> <p>4. Illustrate supply and demand through schedules and graphs.</p> <p>5. Differentiate between a change in supply/demand a change in quantity supplied/demanded.</p> <p>6. Describe how supply and demand interact to determine market equilibrium.</p> <p>7. Assess the impact of changes in supply and demand on the equilibrium price and quantity in the market?</p> <p>8. How to define price controls in the market, and evaluate their impacts.</p> <p>9. How to compute equilibrium price and quantity from data, using graphs.</p> <p>10. Evaluate the impact of government controls on market efficiency.</p>	<ul style="list-style-type: none"> ● depict the effect of a price ceiling or a price floor in the market. <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented:</p>	<ul style="list-style-type: none"> ● Document-based essays and free-response essays S ● Class participation F ● Debates/Socratic Seminars F ● Project Based Assessments S ● FRQs from previous AP exams ● Vocabulary assessments ● Supply and demand market simulation. F ● Debate on the effectiveness of real-world price ceilings and price floors. F 	
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	Vary level of reading and primary source documents		
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SUBJECT: AP MACRO ECONOMICS

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
<p>III. MEASUREMENTS OF ECONOMIC PERFORMANCE Time: 3 weeks</p> <p>Students Will Be Able To:</p> <ol style="list-style-type: none"> 1. Explain how Gross Domestic Product (GDP) is defined and calculated 2. Describe the relationships among GDP, net domestic product, national income, personal income, and disposable income 3. Discuss the nature and function of a GDP price index. 4. Illustrate how unemployment is measured. 5. Analyze measures of inflation. 6. Explain why economists focus on GDP, inflation, and unemployment when assessing the health of an entire economy 7. Identify the general supply, demand, and efficiency forces that give rise to economic growth 8. Discuss differing perspectives as to whether economic growth is desirable and sustainable 	<ul style="list-style-type: none"> • Illustrate the flow of goods and services, resources, and money through the circular flow diagram. • Calculate GDP using the expenditure approach and the income approach. • Calculate the unemployment rate. • Calculate the labor force participation rate. • Calculate inflation rate. • Calculate CPI and PPI. <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation</p>	<ul style="list-style-type: none"> • Homework F • Class discussion F • Group projects and reports F • Alternate assessments F • Research papers S • Tests and quizzes S • Document-based essays and free-response essays S • Class participation F • Debates/Socratic Seminars F • Project Based Assessments S • FRQs from previous AP exams • Vocabulary assessments 	<p>6.1.12.EconEM.2.b</p> <p>6.1.12.EconNE.6.a</p> <p>6.1.12.EconNE.13.b</p>

	<p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>	<ul style="list-style-type: none"> ● Circular flow model physical simulation F ● Unemployment calculations classroom simulation F 	
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
<p>IV. NATIONAL INCOME AND PRICE DETERMINATION</p> <p>Time: 2 weeks</p> <p>Students Will Be Able To:</p> <ol style="list-style-type: none"> 1. Distinguish between a change in aggregate demand and a change in the price level that causes a movement along the aggregate demand curve 2. Distinguish between a change in aggregate supply and a change in the price level that causes a movement along the aggregate supply curve 3. Show how the shape of the aggregate supply curve differs between the short run and the long run. 4. Determine the potential (or full-employment) level of output 5. Demonstrate the effects of expansionary or contractionary fiscal policy on price levels, aggregate demand, and real GDP 6. Determine the size of a tax multiplier and assess its impact on aggregate demand. 7. Understand the differences between discretionary fiscal policy and automatic stabilizers 	<ul style="list-style-type: none"> • Graphically illustrate the relationship between consumption and disposable income. • Construct a consumption schedule and a saving schedule. • Graph aggregate supply and aggregate demand to find equilibrium price level and level of output. • Graph aggregate supply in the short run and the long run. • Graph expansionary and contractionary fiscal policy actions on the aggregate supply and demand <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.</p>	<ul style="list-style-type: none"> • Homework F • Class discussion F • Group projects and reports F • Alternate assessments F • Research papers S • Tests and quizzes S • Document-based essays and free-response essays S • Class participation F • Debates/Socratic Seminars F • Project Based Assessments S • FRQs from previous AP exams • Vocabulary assessments 	<p>6.1.12.EconEM.2.c</p> <p>6.1.12.EconNE.13.b:</p>

	<p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>		
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
<p>V. THE FINANCIAL SECTOR</p> <p>Time: 2 weeks</p> <p>Students Will Be Able To:</p> <ol style="list-style-type: none"> 1. Explain how the three tasks of a financial system bring forth efficiency in the financial markets 2. Describe how a bank creates money and increases the money supply, and how the monetary base defines the money multiplier 3. Explore how the Federal Reserve System acts as a central bank for the US. 4. Compare how the Fed responded to banking crises in the Great Depression, the 1980s, and in 2008. 5. Explain how the concept of present value can help one make decisions when costs or benefits materialize in the future 6. Describe how crowding out leads to a decrease in investment spending. 	<ul style="list-style-type: none"> • Draw and label the supply and demand curves in a loanable funds market. • Graphically illustrate the crowding out effect • Draw and label the demand for money, the supply of money, and the equilibrium interest rate. • Graphically illustrate expansionary monetary policy and contractionary monetary policy, as it relates to the amount of money demanded and supplied, the real interest rate, real GDP, and price level <p>.Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.</p>	<ul style="list-style-type: none"> • Homework F • Class discussion F • Group projects and reports F • Alternate assessments F • Research papers S • Tests and quizzes S • Document-based essays and free-response essays S • Class participation F • Debates/Socratic Seminars F • Project Based Assessments S • FRQs from previous AP exams • Vocabulary assessments • Model an FOMC meeting and debate on the appropriate Federal Funds Rate Target. 	<p>6.1.12.EconoNM.10.a</p> <p>6.1.12.EconNE.13.a</p> <p>6.1.12.EconoNM.10.b</p>

	<p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>	<ul style="list-style-type: none"> ● Money creation simulation. ● Fiscal/monetary policy debates. 	
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
<p>VI. INFLATION, UNEMPLOYMENT, AND STABILIZATION POLICIES</p> <p>Time: 2 weeks</p> <p>Students Will Be Able To:</p> <ol style="list-style-type: none"> Explore how the long-run implications of government deficit budgets and crowding out create concern Explain how implicit liabilities - Social Security and Medicare - pose problems for budget planners Show how expansionary and contractionary monetary policy affects interest rates, investment, AD, price level and real GDP in the short and long run Understand the differences between short and long run effects of fiscal and monetary policies Differentiate between classical and Keynesian views of economics 	<ul style="list-style-type: none"> Draw and interpret the Phillips Curve. Draw and interpret the Laffer Curve. Graphically illustrate the impact of monetary policy actions on the money supply and equilibrium interest rate. Determine the appropriate monetary policy move in a given economic situation and assess its impact. Discuss the point-of-view of various economic schools of thought. <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.</p>	<ul style="list-style-type: none"> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S FRQs from previous AP exams Vocabulary assessments Economic research on present day challenges with a policy approach to addressing the issue. F 	<p>6.1.12.CivicsPR.10.b</p> <p>6.1.12.EconNE.13.b:</p> <p>6.1.12.EconNE.6.a</p> <p>6.1.12.EconNE.9.b</p>

	<p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>		
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
<p>VII. ECONOMIC GROWTH AND PRODUCTIVITY Time: 2 weeks</p> <p>Students Will Be Able To:</p> <ol style="list-style-type: none"> 1. Measure long-run economic growth 2. Define the factors that stimulate long-run economic growth 3. Understand how productivity is driven by physical and human capital, and technological progress 4. Understand how changes in productivity are shown using an aggregate production function 5. Show how economic growth has varied among regions of the world and why the convergence hypothesis applies to economically advanced countries 6. Define factors to explain why long-run economic growth rates differ among countries 7. Consider how the scarcity of natural resources and efforts to make growth sustainable pose challenges to growth 8. Demonstrate how long-run economic growth is represented in macroeconomic models and how to model growth effects in these models 	<ul style="list-style-type: none"> • Calculate growth rates. • Use the rule of 70 to calculate the number of years for the economy to double at a given rate of economic growth. • Calculate GDP per worker and use it as an aggregate production function. • Use growth accounting to estimate the contributions of factors to economic growth. • Illustrate economic growth on the production possibilities curve. • Illustrate long-run economic growth on the LRAS curve. <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</p>	<ul style="list-style-type: none"> • Homework F • Class discussion F • Group projects and reports F • Alternate assessments F • Research papers S • Tests and quizzes S • Document-based essays and free-response essays S • Class participation F • Debates/Socratic Seminars F • Project Based Assessments S • FRQs from previous AP exams • Vocabulary assessments 	<p>6.1.12.EconET.3.a</p> <p>6.1.12.EconNE.13.b</p> <p>6.1.12.EconNE.6.a</p>

	<p>Provide copies of notes and presentation</p> <p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>		
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
<p>VIII. THE OPEN ECONOMY: INTERNATIONAL TRADE</p> <p>Time: 4 weeks</p> <p>Students Will Be Able To:</p> <ol style="list-style-type: none"> 1. Record and analyze the balance of payments in accounts 2. Create a loanable funds market graph to model international capital flows 3. Explain how market forces and public policy affect currency demand and currency supply 4. Model the equilibrium exchange rate using supply/demand analysis 5. Show how changes in capital flows affect the balance of payments accounts 6. Show how a fixed exchange rate system differs from a floating exchange rate system 7. How to illustrate the effects of a tariff and an import quota 	<ul style="list-style-type: none"> • Graph the production possibilities curve for two countries, and illustrate the gains from trade that could occur. • Draw and label the U.S. export supply and import demand curve. • Graph and label the equilibrium world price and quantity of exports and imports. • Draw and label the supply and demand for foreign currency. • Use the loanable funds market graph to illustrate international capital flows. Model the foreign exchange market and calculate equilibrium exchange rate. • Analyze the impact of tariffs and quotas on the market. 	<ul style="list-style-type: none"> • Homework F • Class discussion F • Group projects and reports F • Alternate assessments F • Research papers S • Tests and quizzes S • Document-based essays and free-response essays S • Class participation F • Debates/Socratic Seminars F • Project Based Assessments S • FRQs from previous AP exams • Vocabulary assessments 	<p>6.1.12.EconEM.2.c</p> <p>6.1.12.EconNE.9.b</p>

	<p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>		
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Possible Curricular Modifications:

<p>Interdisciplinary Connections</p>	<p><u>Connections to NJSLA – English Language Arts:</u></p> <p>WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research</p> <p>RST.11-12.1: Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><u>Connections to NJSLA – Mathematics</u></p> <p>MP.4: Model with mathematics.</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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21st Century Life and Careers	<ul style="list-style-type: none">● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.● 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.● 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).● 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.● 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.● 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.● 9.1.12.CDM.3: Determine ways to leverage debt beneficially.● 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.● 9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.● 9.1.12.EG.2: Explain why various forms of income are taxed differently● 9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.● 9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.● 9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.● 9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
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	<ul style="list-style-type: none">● 9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income● 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
Computer Science and Design Thinking	<ul style="list-style-type: none">● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented

<p>Display labeled images of individuals, terms and content</p> <p>Use body movement and gestures to further explain concepts to students.</p> <p>Restate design steps aloud before project activity.</p> <p>Assign a native language partner.</p>	<p>Provide adequate scaffolds for the educational process.</p> <p>Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency.</p> <p>Provide an outline of lessons</p> <p>Get a written list of instructions</p> <p>Work or take a test in a different setting, such as a quiet room with few distractions.</p> <p>Sit where they learn best (for example, near the teacher).</p> <p>Use an alarm to help with time management.</p> <p>Work with a partner.</p>	<p>Incorporate student choice</p> <p>Invite parents, neighbors, friends, the school principal and other community members to support classroom activities.</p> <p>Provide peer mentoring to improve techniques.</p>	<p>Take on an additional or more complex reading and writing prompts</p> <p>Investigate different levels and concepts relevant to the presented topics</p>
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Career information - Business

A business degree is a great way to develop many of the transferable skills needed for working in a business environment. There are a number of business degrees which you can undertake, one of the most common of which is an undergraduate business studies degree. Often a business studies degree will cover subjects such as accounting, finance, management and, increasingly, entrepreneurship. This wide range of subjects reflects the multidisciplinary nature of business, and the importance of understanding all the key elements needed to make a business successful.

If you're looking for a degree which specializes more in a particular aspect of the business world (e.g. economics or marketing), consider taking a dedicated program in that area, or a joint honors degree (e.g. Business & Economics). The advantage of a joint degree is that you acquire general business skills along with more specialized ones, leaving you well placed when it comes to applying for graduate jobs.

Corporate business careers are available in pretty much every sector you can think of; all industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal – including careers in the banking and financial sectors, consultancy, human resources and marketing roles.

If a straightforward corporate career is failing to get you excited, then a business program can also give you the skills to create your own business, or to take on business and management roles within more creative industries, be that fashion, media, or even the charity sector.

The good thing about a business studies qualification is that it can lead to many entry-level roles upon graduation, while still allowing those who wish to specialize further the chance to improve their return on investment with a graduate degree. Examples of postgraduate programs include Masters in Management, Masters in Finance and (for those who've gained some professional experience) the Masters in Business Administration (MBA).

Typical careers with a business degree

Don't assume that studying business is a one-way route into business leadership and management roles – while this is a common path, business careers span multiple industries. Good business and management skills are key elements of any profitable company, and therefore effective leaders, strategic thinkers and financial experts are all in great demand. Big or small, global or local, companies all over the world are looking for business graduates like you.

Business careers in accounting and finance

Generalized business studies degrees will usually cover aspects of accountancy and finance, however, if you wish to pursue a career in accounting or finance, you'll usually need to gain further qualifications. A good option for business graduates is to apply for a graduate role and complete a specialized qualification while you work. In many larger companies, the course costs will be covered by the employer.

If you decide to go into accounting or finance, your job may involve reviewing your company's financial situation both past and present; advising clients and colleagues on tax and expenditure; managing records and business transactions; playing a role in mergers and acquisitions; and taking responsibility for preventing bad practice as well as fraud and negligence.

Business careers in management

Becoming a manager is a tough job, with long hours and heavy responsibilities. The upside is that managerial roles are known for being higher-paid, as well as boasting many opportunities for career progression or even a career U-turn. Managers can be found across all industries and fields, and their job is to provide structure and strategy to a workplace.

Because of the responsibility of such positions, it's unlikely you'll find a managerial role without first gaining a further degree or a number of years of mid-level work experience. Despite this, business graduates are well-placed to become managers later on in life, and with determination and steady career progression an additional degree may not be necessary.

Business careers in consultancy

Another option which may appeal is the field of business consultancy. This means working as part of a team, combining your business expertise and analytical skills in order to provide advice to other companies, usually focusing on how to optimize a specific project or part of the business. Projects and clients may vary widely, ensuring plenty of fresh challenges to get to grips with. Or you may specialize in a particular type of business, combining your business knowledge with a second field of interest, such as engineering or logistics.

Business careers in retail and sales

There's much more to retail and sales than shelf-stacking and cold-calling, especially if you're armed with a business degree. Opportunities within sales and retail are numerous, including shop-based and office-based roles, as well as traveling positions for which a good knowledge of global markets is a must.

For those looking to rise to the higher levels of retail and sales careers, large companies often offer the chance to undertake a graduate training program or trainee management program, in order to fast-track your position within the company. This can be highly valuable in gaining on-the-job experience, while continuing to develop your business and management skills in a commercial world.

Other common graduate careers with a business degree include roles within auditing, banking, communications, distribution, energy and utilities, hospitality and leisure, IT, insurance, journalism, law, logistics, manufacturing, media administration, production management, public relations, the public sector and defense, risk management and tax.

Less typical careers with a business degree

What can you do with a business degree *without* following the typical routes? Well, you can do a lot. Roles requiring business acumen and analytical thinking are innumerable, and your choice of which industry to head into is likely to be based on personal interests. It's a cliché, but true – if you work for a company, product or service you truly believe in, you're likely to be more motivated and effective in your role and progress more rapidly.

Business careers in media

Although business studies degrees may not seem like the most creative of pathways, they can in fact lead to many roles within creative industries. Media is one such widespread industry, an umbrella term covering TV, film, online, newspaper and magazine publishing, events and more. While you're unlikely to be directly involved in creative tasks such as writing, video editing or animation production, you'll need a solid understanding of the media sector within which you're working. Business careers in media include roles in sales, human resources, PR, finance and accounting, operations, marketing and branding, as well as overall management and strategic direction.

Business careers in marketing and advertising

Opportunities in marketing and advertising are numerous for business graduates, particularly for those with a bit of creative flair. In these industries, business graduates can use the analysis and report-writing skills honed during their degree in order to conduct market research, develop marketing strategies, manage client relationships, liaise with copywriters, designers and printers, analyze markets and evaluate campaign results. You're likely to be working alongside specialists such as designers, video producers and copywriters, and will need to continually broaden your own skillset to keep pace with changes in technology and market trends.

Business careers in human resources

Business doesn't have to be a dog-eat-dog world, and careers within human resources offer roles which require both business acumen and highly honed interpersonal skills. Recruitment, training and pay are all areas handled by the HR department. Great communication skills are essential, but you'll also be expected to have a good basic understanding of business operations and management as well as detailed and up-to-date knowledge of employment laws and company regulations.