

# AP MICROECONOMICS

Class Syllabus

Ms. J

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Students in MICROECONOMICS classes are expected to attend class regularly, on time, and with materials ready to work. An enormous amount of material will be covered, please keep up on your work so we are able to have meaningful discussions. There is no time available for discipline problems, it is expected at this level that students have basic classroom skills.

**Academic integrity is the most important educational component of this course**

**Plagiarism is illegal and will be treated as a serious infraction**

**Class Rules:**

**Respect**  
**Responsibility**  
**Collaboration**

## Notebook: 5 Sections

1. Lecture notes/reading journal
2. Journal
3. EAP timed write "Going for the Look"
4. Small Business Project
5. Stock Market Project

**Required Text:**

Bade, Robin and Michael Perkin. *Foundations of Economics: AP Edition*.

**Supplemental Readings:**

MyEconLab. Pearson Addison Wesley.

Wallstreet Journal Classroom Edition

WorldView Software. *Economics*. Hicksville, NY.

### **Participation:**

***All students involved in extracurricular activities are responsible for all missed work and should choose a classmate that is not involved in the same activities to gather papers and assignments in their absence.***

**Collaboration:** Being able to work, organize, communicate and successfully accomplish tasks in a group setting is a requirement for success in the 21<sup>st</sup> Century. Students are expected to work cooperatively on specific tasks through completion. Students will be able to capitalize on their strengths and are encouraged to focus on improving areas of relative weakness. Collaboration requires individuals to work as a team to brainstorm, problem-solve, and follow through on tasks to completion. **Mutual respect and trust are requirements for successful collaboration.**

### **Technology use:**

The use of technology in class is a privilege that can be taken away at any time. Our class focuses on using our smartphone technology academically and collaboratively, **NOT SOCIALLY or with MALICE.** Any inappropriate use of cell phones will not be permitted. This includes, but is not limited to: Snapchat, Instagram, and Facebook with a non-academic purpose, video or photographs obtained without permission, and texting.

### **Homework:**

Homework assignments are meant to familiarize you with the material being covered. Traditional homework assignments should be completed by reading the assigned text and taking Cornell Notes. An alternative is to research the topics assigned on the syllabus at Hippocampus or by finding youtube tutorials on the internet and taking Cornell Notes. **A minimum of thirty minutes per night should be spent on homework.** An alternative homework matrix is available.

Supplemental textbook support: [www.glencoe.com](http://www.glencoe.com) place a check under the picture of the textbook, enter the state of California, and 2008 for the copyright year.

A website has been created to enable easier access to helpful class tools.  
[www.msjnths.weebly.com](http://www.msjnths.weebly.com)

### **Current Events:**

Current events must be relevant. Two articles from different sources must be compared and contrasted using the template provided. Each source must be cited using MLA Format. Students are encouraged to analyze stated facts and statistics, points of view, biases, similarities, and

differences represented in the articles. Computer publications, newspapers, and magazines may be used.

**This assignment is meant to improve analytic and evaluative skills.**

**EAP TIMED write:**

“Going for the Look” is the topic that we will be preparing in class for a 45-minute timed write. We will follow the standards the Cal State University EAP program set to practice expository reading and writing. The timed writing will be prepared in class, and the rubric used by colleges to determine if student writing meets the college expectation will be used for student feedback. We will be incorporating **Step-Up to Writing** strategies to complete this assignment.

**Assessments:** Assessments are meant to provide critical feedback. They are an opportunity to determine your individual level of competence. Multiple opportunities will be provided to individual students to progress to higher levels of understanding. **Assessments should be viewed as a tool to determine areas that need the practice to cultivate proficiency.**

**Grading:** In order to provide more constructive feedback on student work, four-point rubrics will be utilized. A sample of a generic rubric is included below with the corresponding percentage scale. Competency of any skill or standard can be improved throughout the semester by demonstrating knowledge or a specific skill through multiple modalities.

**Generic Rubric:**

<b>Score 4.0</b>	<i>Analysis Matching categorize, compare and contrast, differentiate, discriminate, distinguish, sort, Classifying: organize, sort, identify a broader category, identify a category, Analyzing errors: identify errors, critique, diagnose, evaluate, edit, revise, Generalizing: conclusions, inferences drawn, create a principle, rule, argue: Knowledge Utilization: decision making, decide, select the best among the following alternatives, which among the following would be the best, what is the best way, Problem-Solving: solve, overcome, adopt a strategy, figure out how, how will you reach your goal, Investigate: research, find out about, what are the different features, take a position, Experiment: generate, what would happen, how could this be explained, test that, determine if, based on experiment make predictions.</i>
<b>Score 3.0</b>	<i>Comprehension: Symbolize depict, represent, illustrate, show, draw, use models, diagrams, and charts; Integrate describe how or why, key parts, the effects, the relationship between, explains ways in which, paraphrase, and summarize.</i>
<b>Score 2.0</b>	<i>Retrieval: Recognize (from a list), select from (a list), identify from a list, determine (if the following statements are true); Recall exemplify, name, list, label, state, describe, identify who, describe what, identify where, identify when; Executing use, demonstrate, show, make, complete, draft.</i>
<b>Score 1.0</b>	<i>With help, partial success at 2.0 content and score 3.0 content</i>

**Primary Sources:** Analysis and interpretation of primary sources is an important aspect of this course and an integral part of Economics. Students will be required to evaluate, analyze and interpret various types of primary sources including documents, maps, statistical tables, art, music, pictorials, and graphic materials. All class lectures are supplemented with primary

sources using computer-generated representations of various types. Anticipatory sets at the beginning of units and lectures include primary sources. Class time will be taken for discussion. Specific instruction will be given to students to facilitate their understanding and interpretation of these materials. Class projects should always include the use of primary sources to support the time period or event being covered. Course Readings include the use of primary sources and students should be prepared for class discussions regarding the specific sources. Exposure to primary sources for interpretation will occur at minimum 3-5 times weekly in formal class activities, and further exposure exists in homework assignments, research projects, group and individual assignments.

**Graphing:** Graphing is an essential skill for AP Economics students. *MyEconLab* is a computer program that provides opportunities to master your graphing skills and provides immediate feedback. Assignments to practice these skills will be given a minimum of once a week in class with the computers provided.

**Analytical and Free Response Questions:** To be successful on the AP test in this subject, students are required to answer analytical and free-response questions. Students will receive instruction in strategies for answering these questions and will also be given many opportunities to practice these skills formally and informally. Class activities, lecture topics, and anticipatory sets introducing new topics will allow students to discuss, think about, and write responses to provocative questions. These activities will occur at a minimum of 2-3 times per week. Students will also receive sample questions from previous AP tests that have been administered every two weeks to answer homework. Student responses will be evaluated and scored in class by their peers using a rubric provided. This information will provide feedback and discussion opportunities for students. Additional opportunities for practice are provided in the sample test requirements discussed later.

**Participation:**

Participation points lost for any missed classes, for any reason, may be made up by reading any article out of the magazines: Forbes, Money, The Economist, Time, Newsweek, or any current article relating to Economics, several are available upon request. ***All students involved in extracurricular activities are responsible for all missed work and should choose a classmate that is not involved in the same activities to gather papers and assignments in their absence.***

**Final Exam:**

A cumulative final exam will be administered. The test will include multiple-choice questions, short answers, fill-in-the-blank, and essay questions. Study guides will be distributed.

**Look forward to working with you, welcome:**

All students are encouraged to raise their awareness of national and global events by keeping abreast of current issues, and exploring how they predict that these events will impact foreign or domestic policies of the United States, and them directly as citizens. My door is open to all

students, at all times; no problem is too big or too small. Please pull me aside whenever necessary. Look forward to class discussions and all of your great minds at work. **Any supervisory concerns should be directed to Ms. Mitchell or Mr. Padilla.**

*Revised: 1/2023 Economics: AP Syllabus*

# *AP ECONOMICS*

Students who are participating in the Advanced Preparation (AP) program in Economics are required to complete all of the assignments listed on the general class syllabus as well as the supplementary work described as follows. AP Economics students are expected to complete quality work all of the time. The purpose of this class is to emulate the experience of a college-level course. Specific readings and activities are chosen to facilitate student success on AP exams. This is your opportunity to enhance your understanding of the subject area and expose yourself to the actual curriculum that is taught in college and the utilization of critical thinking skills that are expected of you.

## **Assigned Reading: (2 requirements)**

1. **Choose one of the following** books to read and write an analysis of

\* The General Theory of Employment, Interest, and Money, John Maynard Keynes

\* The Wealth of Nations, Adam Smith

\* The Communist Manifesto, Karl Marx

2. **Choose a book that interests you** about a topic or issue in economics and write a summary stating the author's position, your analysis of the author's perspective, and if you would recommend the text to another person in the class. Why or why not?

## **College Board-issued preparation packets:**

1. Students are expected to **elaborate on the existing outlines** that are provided in the College Board preparation packets. This assignment is to be typed and should include as much detail as possible. Once this outline is completed and printed out, it will serve as a study guide for all students taking the AP examination.

## **Sample AP Examinations:**

1. *After completing the College Board-issued preparation packets, students will be required to complete a minimum of **three sample AP tests provided on AP CENTRAL as well as Multiple Choice Questions (MCQ's) from AP CENTRAL scored according to the level of proficiency accomplished by the results that are posted by student account.***

*\*All of these assignments should be completed at the student's convenience, but **the last day to turn in AP assignments will be on Wednesday of the 15th week.** Students are encouraged to manage their time accordingly, after all, that is what college is all about. **PLEASE BE ADVISED THAT THE NUMBER OF ASSIGNMENTS DUE IN THE LAST THREE WEEKS OF CLASS SIGNIFICANTLY IMPACTS YOUR FINAL GRADE, FAILURE TO TURN THESE ASSIGNMENTS IN MAY RESULT IN FAILURE OF THE CLASS.***

***Please challenge yourselves as much as possible and make sure that you are evaluating and synthesizing information at all times.***

<b>WEEK #1</b>	<b>Chapter 1: Getting Started (pgs. 1-34)</b>
Monday:	The Economic Way of Thinking (pgs. 8-15)
Tuesday:	Appendix: Making and Using Graphs (pgs. 25-34)
	<i>Eye on the Past:</i> Adam Smith and the Birth of Economics as a Social Science (pg. 20) Read and Summarize
	<b>Chapter 2: The U.S. and Global Economy (pgs. 35-61)</b>
Wednesday:	The Global Economy (pgs. 43-49) The Circular Flows (pgs. 50-57)
Thursday:	Chapter Checkpoint ALL (pgs. 58-60) <i>Eye on the Past:</i> Changes in What We Produce (pg. 38) Read and Summarize
Friday:	Current Event #1
<b>WEEK #3</b>	<b>Chapter 3: The Economic Problem (pgs. 61-84)</b>
Monday:	<b>Using Resources Efficiently (pgs. 72-78)</b> Economic Growth (pgs. 72-79)
Tuesday:	<b>Specialization and Trade (pgs. 81-88)</b> <i>Eye on the Environment:</i> Is Wind Power Free (pg 70) <i>Eye on the Global Economy:</i> Hong Kong (pg. 74) Read and summarize both with bullet points
	<b>Chapter 4: Supply and Demand (pgs. 85-114)</b>
Wednesday:	Competitive Markets (pgs. 86-92) Demand (pgs. 87-92) Supply (pgs. 94-100) Market Equilibrium (pgs. 102-109)
	<b>Chapter 5: Elasticities of Demand and Supply (pgs. 115-)</b>
Thursday:	The Price Elasticity of Demand (pgs. 118-125) The Price Elasticity of Supply (pgs. 128-130) Cross Elasticity and Income Elasticity (pgs. 133-135)
Friday:	Current Event #2
<b>WEEK #5</b>	<b>Chapter 6: Efficiency and Fairness of Markets (pgs. 141-170)</b>
Monday:	Allocation Methods (pgs. 142-148) Value, Price, and Producer Surplus (pgs. 150-151)
Tuesday:	Cost, Price, and Producer Surplus (pgs. 153-154) Are Markets Efficient? (pgs. 156-162)
Wednesday:	Are Markets Fair? (pgs. 164-165)
Thursday:	<i>Eye on the U.S. Economy:</i> The Invisible Hand and e-commerce (pg. 158 Read and Summarize)
Friday:	Current Event #3
<b>WEEK #7</b>	<b>Chapter 7: Government Actions in Markets (pgs. 171-192)</b>

Monday: Price Ceilings (pgs. 171-177)  
Price Floors (pgs. 178-184)

Tuesday: Production Quotas (pgs. 185-189)  
*Eye on the U.S. Economy*: Federal Minimum Wage (pg. 181 Read and Summarize)

Wednesday: **Chapter 8: Taxes (pgs.193-216)**  
Taxes and Buyers and Sellers (pgs. 193-199)  
Income Tax and Social Security (pgs. 200-211)

Thursday: *Eye on Congress*: Does Congress Decide Who Pays Taxes (pg. 205 Read and Summarize)  
*Eye on the U.S. Economy*: The Progressive INcome Tax( (pg. 210 Read and Summarize)

Friday: Current Event #4

**WEEK #9**

Monday: **Chapter 13: Consumer Choice and Demand (pgs. 321-348)**  
Consumption Possibilities (pgs. 322-334)  
Efficiency, Price, and Value (pgs.335-338)

Tuesday: Chapter Checkpoint ALL (pgs. 340-342)  
Appendix: Indifference Curves (pgs. 343-347)  
Appendix Checkpoint: (pg. 348 ALL)

Wednesday: **Chapter 14: Production and Cost (pgs. 349 -376)**  
Economic Cost and Profit (pgs. 350-353)  
Short-Run Production (pgs. 354-360)

Thursday: Short-Run Cost (pgs. 361-368)  
**MAKE SURE TO WRITE DOWN & UNDERSTAND ALL OF THE FORMULAS**  
Current Event #5

**WEEK #11**

Monday: **Chapter 15: Perfect Competition (pgs. 377-404)**  
Market Types (pg. 378)  
A Firm's Profit-Maximizing Choices (pgs. 379-386)  
Output, Price and Profit in the Short Run (pgs. 387-391)

Tuesday: Output, Price and Profit in the Long Run (pgs. 392-399)  
Chapter Checkpoint (pgs. 401-404 ALL)  
**Chapter 16: Monopoly (pgs. 405-436)**

Wednesday: Single-Price Monopoly (pgs. 410--414)  
Monopoly and Competition Compared (pgs. 415-419)

Thursday: Monopoly Regulation (pgs. 426-432)  
Current Event #6

**WEEK #13**

Monday: **Chapter 17: Monopolistic Competition (pgs. 437-460)**  
What is Monopolistic Competition? (pgs. 438-443)  
Output and Price Decision (pgs 444-449).

Tuesday: *Eye on the U.S. Economy*: Examples of Monopolistic Competition (pg. 442 Read and Summarize)  
**Chapter 18 Oligopoly (pgs. 461-488)**



What is Oligopoly? (pgs. 462-465)  
*Eye on the Global Economy*: The OPEC Global Oil Cartel (pg. 469 Read and Summarize)

Wednesday: Sample AP Tests (3 tests) AP CENTRAL  
 Thursday: Sample AP Tests (3 tests) AP CENTRAL  
 Friday: Complete the money and banking magazine

**WEEK #15**  
**Chapter 18 Oligopoly (pgs. 461-488)**

Monday: Game Theory (pgs. 471-478)  
 Antitrust Law (pgs. 479-484)

Tuesday: **Chapter 21: GDP A Measure of Total Production & Income (pgs. 539-564)**  
 Wednesday: The use and Limitations of Real GDP (pgs. 553-560)  
*Eye on the U.S. Economy*: Is a Computer Program an Intermediate Good or Final Good? (pg. 54 Read and Summarize)

**Chapter 19: Markets for Factors of Production (489-512)**  
 The Anatomy of Factor Markets (pgs. 490)  
 The Demand for a Factor of Production (pgs. 491-495)

Thursday: Labor Markets (pgs. 496-502)  
 Capital and Natural Resource Markets (pgs. 503-508)  
 Current Event #7

**WEEK #17**  
**Chapter 20: Economic Inequality (pgs. 513-538)**

Monday: Measuring Economic Inequality (pgs. 514-521)  
 Tuesday: How Economic Inequality Arises (pgs. 522-527)  
 Income Redistribution (pgs. 528-534)

Wednesday: *Eye on the Global Economy*: Global Inequality (pg. 519 Read and Summarize)  
*Eye on the US Economy*: Does Education Pay? (pg. 524) Read and Summarize)

**STOCK MARKET PROJECT DUE (Calculations, analysis, summary & graphs)**  
**ALL AP ASSIGNMENTS ARE DUE**  
**CUMULATIVE FINAL**

Thursday:

Name:	Current Event #	Period:
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## CONVERSATIONS ABOUT CURRENT EVENTS

<b>AUTHOR</b> Last name, FIRST.	
<b>"TITLE"</b> OF THE ARTICLE	
<b>PUBLICATION</b> or source (CNN,, FOX NEWS, ETC.)	
<b>DATE</b>	

<p><b><u>summary and significance:</u></b> Briefly describe what happened and explain the significance of the event to the world. Why is it important? Why should people throughout the world care? What historical significance does it have? Provide evidence from the text.</p>	
<p><b><u>EFFECTS AND PREDICTIONS:</u></b> Describe one effect (make a prediction about what could or will likely happen in the future because of the event). Use your common sense to think of realistic effects. Provide detailed evidence from the text to support your thinking.</p>	
<p><b><u>PERSONAL OPINION:</u></b> Give your opinion about the article and topic in general. Back up your opinion with facts, experiences, historical references, personal beliefs or experiences, etc.</p>	
<p><b><u>Presentation TALKING POINTS:</u></b> Provide context, and relevant evidence necessary to understand the event and facilitate a class discussion. Think about what questions you can ask the class to help them interact with the ideas you present.</p>	<p>DISCUSSION...Open-ended questions <b>CAN'T BE</b> ANSWERED WITH YES OR NO...<b>IF you start a sentence WITH "HOW" IT WILL RESULT in an OPEN-ENDED QUESTION...</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

