

MT. DIABLO UNIFIED SCHOOL DISTRICT

COURSE OF STUDY

COURSE TITLE:	AP Macroeconomics
COURSE NUMBER:	3140
DEPARTMENT:	History/Social Science
LENGTH OF COURSE:	One semester
CREDITS PER SEMESTER:	5
GRADE LEVEL:	12
REQUIRED OR ELECTIVE:	Elective (fulfills district graduation requirement)
PREREQUISITES:	Successful Application *
BOARD OF EDUCATION ADOPTION:	

COURSE DESCRIPTION

The AP course in Macroeconomics gives students an understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics.

COURSE OUTLINE (MACROECONOMICS)

1. MAJOR GOALS

- 1.1 To gain a thorough understanding of macroeconomics and put the macroeconomic material of the course in proper perspective
 - 1.2 To develop an understanding of econometric models as tools to evaluate the significance of U.S. inflation, unemployment, and gross domestic product as they relate to broad social goals of the economy
 - 1.3 To develop participation skills, the critical thinking skills, and the basic study skills essential for the study and understanding of contemporary and historical economic forces
 - 1.4 To understand the determinants of economic growth to the overall well-being of the economy
 - 1.5 To understand that the formulation of macroeconomic policy has important ramifications for international economics
- *procedure attached*
- 1.6 To understand how domestic policy actions affect international finance and trade, and how international exchange rates affect domestic policy goals

2. PERFORMANCE OBJECTIVES

Knowledge

- 2.1 Identify the role and function of money and banking in the American economy
- 2.2 Demonstrate knowledge of the major economic systems and how they work
- 2.3 Use tools of economic analysis to identify economic problems and recommend appropriate fiscal and monetary solutions
- 2.4 Demonstrate knowledge of interdependence and interrelatedness of national and worldwide economic decisions and their consequence
- 2.5 Identify the interplay between political and economic issues
- 2.6 Create graphs and other economic models to analyze and evaluate economic data

Skills Attainment and Social Participation

- 2.7 Research Skills
 - 2.7.1 Acquire information through listening, observing, reading, and using community resources
 - 2.7.2 Locate information in textbooks, encyclopedias, specialized dictionaries, almanacs, Internet, and other reference materials
 - 2.7.3 Evaluate information from models, graphs, charts, tables, pictures, and cartoons
 - 2.7.4 Extract and analyze information by using computers, CD-ROM, microfilm, and other electronic media
- 2.8 Communication Skills:
 - 2.8.1 Communicate orally and in writing
- 2.9 Analytic Skills
 - 2.9.1 Compare similarities and differences among two or more ideas, events, or situations at the same or different points in time
 - 2.9.2 Classify or group items according to rational criteria
 - 2.9.3 Formulate appropriate and searching questions
 - 2.9.4 Draw probable conclusions, hypothesis or inferences from evidence and develop possible alternatives
 - 2.9.5 Evaluate or make informed judgments based on rational criteria
 - 2.9.6 Compare American political and economic values and capabilities with those of other cultures
 - 2.9.7 Identify historical, cultural, and social bias/prejudice in political and economic phenomena
 - 2.9.8 Take the perspective of others

3. CONTENT OUTLINE

- 3.1 Basic economic concepts (5-10% *percentage goals for examination*)
 - 3.1.1 Scarcity: the nature of economic systems
 - 3.1.2 Opportunity costs and production possibilities
 - 3.1.3 Specialization and comparative advantage: the basis for international trade
 - 3.1.4 The functions of any economic system (what, how, and for whom to produce)
 - 3.1.5 Demand, supply, price determination
- 3.2 Measurement of economic performance (8-12%)
 - 3.2.1 Gross national product, gross domestic product, and national income concepts
 - 3.2.2 Inflation and price indices
 - 3.2.3 Unemployment
- 3.3 National income and price determination (70-75%)
 - 3.3.1 Aggregate supply (8-12%)
 - 3.3.1.1 Classical analysis
 - 3.3.1.2 Keynesian analysis
 - 3.3.1.3 Rational expectations
 - 3.3.2 Aggregate demand (25-35%)
 - 3.3.2.1 Circular flow
 - 3.3.2.2 Components of aggregate demand
 - 3.3.2.3 Multiplier
 - 3.3.2.4 Fiscal policy
 - 3.3.2.5 Monetary policy
 - 3.3.3 Money and banking (10-15%)
 - 3.3.3.1 Definition of money and its creation
 - 3.3.3.2 Tools of central bank policy
 - 3.3.4 Fiscal- monetary mix (10-15%)
 - 3.3.4.1 Interaction of fiscal and monetary policies
 - 3.3.4.2 Monetarist-Keynesian controversy
 - 3.3.4.3 Deficits

3.3.5 Trade-offs between inflation and unemployment (8-10%)

3.3.5.1 Long run versus short run

3.3.5.2 Supply shocks

3.3.5.3 Role of expectations

(Subsequent courses of study will reflect updated content from the College Board.)

4. TIME ESTIMATES

4.1 Percentage of time spent on each content area should reflect the emphasis provided by the A.P. Macroeconomics course outline

5. INSTRUCTIONAL MATERIALS

5.1 Textbooks

5.2 AP Instructional Program

5.3 Curriculum guide

5.4 Multi-media technology

5.5 Primary source materials

5.6 Simulations/computer programs, Internet

5.7 Library materials

5.8 Graphs, charts, tables

6. EVALUATION

6.1 Class participation

6.2 Testing (quiz and exam)

6.3 Oral presentations

6.4 Research projects and/or papers

6.5 Essay

Committee Members:

Jacki Della Rosa	Clayton Valley High School
Tom Turnbull	Clayton Valley High School
Bette Spagel	College Park High School

Alec Thompson	Concord High School
Sarah West	Mt. Diablo High School
Joe Poppas	Mt. Diablo High School
Jed Morrow	Ygnacio Valley High School
Evie Groch	Curriculum Specialist, Dent Center

Updating the course as a separate Macroeconomics Course as requested by the University of California Admissions' Office is made by Spoogmai Habibi, former Curriculum Specialist for the school year 2010-2011 and thereafter until further revisions are needed.