



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION
Social Studies | AP Macroeconomics



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: BASIC ECONOMIC CONCEPTS</p> <p>Suggested Time Frame: Quarter 1/3 2-3 weeks</p>	<p>How are people, governments, and societies constrained by Economics in terms of choices they can make?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>What roles do Comparative Advantage, absolute advantage, specialization, and exchange play in the global marketplace?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>How do demand and supply determine the market price and quantity? How do changes in demand and supply affect this equilibrium?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How does the concept of the business cycle describe the macroeconomic realities of economic growth, inflation, and unemployment?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 2: MEASUREMENT OF ECONOMIC PERFORMANCE</p> <p>Suggested Time Frame: Quarter 1/3 3 weeks</p>	<p>How do we measure the size of an economy at the macroeconomic level? How do the various parts interact?</p> <ul style="list-style-type: none"> The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What role does inflation play in our national and international economic system? How is it an indicator of economic health and performance?</p> <ul style="list-style-type: none"> The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>How is unemployment an indicator of economic health and performance? In what ways it a sufficient or insufficient measure of economic health?</p> <ul style="list-style-type: none"> The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

<p>UNIT 3: NATIONAL INCOME & PRICE DETERMINATION</p> <p>Suggested Time Frame: Quarter 1/3 2 weeks</p>	<p>How does the aggregation of demand data show a change in real Gross Domestic Product in relation to consumption?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How does the aggregation of supply data show a change in real Gross Domestic Product in relation to investment?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How does the combination of Aggregate Demand and Aggregate Supply form Macroeconomic Equilibrium?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
<p>UNIT 4: FINANCIAL SECTOR</p> <p>Suggested Time Frame: Quarter 2/4 3 weeks</p>	<p>How does an economy's financial and banking system work to help achieve macroeconomic goals?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>How does the Fed fulfill its dual mandate from Congress to both attain full employment and maintain price stability?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How can domestic and foreign investment opportunities drive investment and savings? The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</p>
<p>UNIT 5: STABILIZATION POLICIES</p> <p>Suggested Time Frame: Quarter 2/4 3 weeks</p>	<p>What is Fiscal Policy and how does it impact the economy?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>What is Monetary Policy and how does it impact the economy?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>What is the Phillips Curve and how is it used to address inflation and unemployment?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)
<p>UNIT 6: ECONOMIC GROWTH</p> <p>Suggested Time Frame: Quarter 2/4 2-3 class periods (less than one week)</p>	<p>How do economies determine long run real economic growth?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>Why do growth rates of economies differ?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)

**UNIT 7: OPEN ECONOMY:
INTERNATIONAL TRADE &
FINANCE**

Suggested Time Frame:
Quarter 2/4
2 weeks

How does an economy measure inflow and outflow of goods and capital?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

Why do nations trade?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)

What role do currency values play in international trade?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

How are an economy's preferences for goods and financial capital shaped by the opportunities of the international market?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)