SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title:** **AP Economics**	7. **Action** XX New Course ☐ Course Revision ☐ Title Change Only
2. Date Submitted: Sept 2015	8. **Grade Level**(s) ☐ 6 ☐9 ☐11 ☐ 7 ☐10 XX 12 ☐ 8
3.Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) ☐ Required XX Recommended Students taking AP Macro Economics and AP Micro Economics will need a B or higher in their US History class, as well as basic understanding of math and graphing.
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** XX YES (Check one below.) ☐NO ☐Honors XX AP ☐Other
5. Subject Area Social Science	11. **Is this a CTE course?** ☐ YES XX NO **If YES, complete Section C**
6. **Department** History-Social Science	12. **Previously approved by UC? Unknown** __YES ☐ NO ☐ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Proposing eligibility?**☐ NA for 6th-8th **☐YES ☐NO** **a b☐ c☐ d☐ e☐ f☐ gXX** Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year XX 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other 10 Credits – as this will be a yearlong course.

15. School Contact:
Name: Ruby Smart
Phone: 510-618-4600 ext. 2214
Email: rsmart@slusd.us
Position: History-Social Science Teacher

16. Signatures:
Department Chair

Principal:

DISTRICT OFFICE USE ONLY
Date approved by Board Curriculum Committee

Date approved by Board

SECTION B. COURSE CONTENT

17. Course Description

AP Economics offers two courses in AP Macroeconomics, and AP Microeconomics. Each course corresponds to one semester of a typical college course in economics.
AP Macroeconomics focuses on the principles that apply to an economic system as a whole. AP Microeconomics on the principles of economics that apply to the functions of individual decision-makers, within the economic system.

18. Course Goals and/or Major Student Outcomes

The goal of these courses is to prepare students with the rigors of a college level course in both macroeconomics and microeconomics. Students are expected to take either the AP Macroeconomics test, or the AP Microeconomics test in May. Students also have the option of taking both tests in May. Students will be expected to work on skills needed to succeed – such as reading, and writing skills, and not limited to basic mathematical skills and graphing.

19. Course Objectives (standards)

The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

The AP Microeconomics course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets

may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

The California Common Core Standards for Grades level 11-12 will all be observed
Because of the nature of the AP course, students are expected to utilize all reading, writing and speaking skills set forth from the California Common Core standards.
Such skills are (but not limited to-)
Reading –

- *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.
    - Primary Source Analysis
  - 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.
    - Annual Editions Reading articles
  - 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.
    - Annual Editions Reading articles
- *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.
    - Solving Economic Issues
- *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.
    - Graphing practices
- *Range of Reading and Level of Text Complexity*

Writing –

- *Text types and purposes*
  - CCSS.ELA-Literacy.W.11-12.1
    Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. DBQ Essay
    - CCSS.ELA-Literacy.W.11-12.1.a
      Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    - CCSS.ELA-Literacy.W.11-12.1.b
      Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and

limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
        - CCSS.ELA-Literacy.W.11-12.1.c
          Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
        - CCSS.ELA-Literacy.W.11-12.1.d
          Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
        - CCSS.ELA-Literacy.W.11-12.1.e
          Provide a concluding statement or section that follows from and supports the argument presented.
    - CCSS.ELA-Literacy.W.11-12.2
      Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Long Essay Question
        - CCSS.ELA-Literacy.W.11-12.2.a
          Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
        - CCSS.ELA-Literacy.W.11-12.2.b
          Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
        - CCSS.ELA-Literacy.W.11-12.2.e
          Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
        - CCSS.ELA-Literacy.W.11-12.2.f
          Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- *Production and distribution of Writing*
    - CCSS.ELA-Literacy.W.11-12.4
      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
    - CCSS.ELA-Literacy.W.11-12.5
      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
    - CCSS.ELA-Literacy.W.11-12.6
      Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Stock Market Project, Graphing exercises

- *Research to build and present knowledge*
    - CCSS.ELA-Literacy.W.11-12.8
      Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Stock Market Project

- *Range of Writing*
  - CCSS.ELA-Literacy.W.11-12.10
    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Current Events

20. Course Outline
Introduction to Economics Concepts and Issues.
Macro Economics **Micro Economics**

I. Measurement of Economic Performance	**I. Nature and Function of Product Markets** **I.e. Supply, Demand**
II. National Income and Price determination	**II. Factor Markets**
III. Financial Sector	**III. Market Failure and the Role of Government**
IV. Stabilization Policies	
V. Economic Growth	
VI. Open Economy: International Trade and Finance	

21. Instructional Materials: Board approved required text
A new textbook will be required. The desired textbook covers both AP Macro Economics and AP Micro Economics.

McConnell, Campbell R., and Brue, Stanley L., Flynn, Sean Masaki. *Economics: Principles, Problems, and Policies*. New York: McGraw-Hill.

Supplementary materials
Unknown at this time as the course will be going through re-design by AP Central in 2015-16. Some possible supplemental materials may include, but not limited to:
- YouTube videos on Macro and Micro concepts
- *Annual Editions: Economics*, Don Cole, ed. (McGraw-Hill publishing)

22. Instructional Methods and/or Strategies (Key Assignments)
Students will be given college style lecture series, as well as working with graphing of economic concepts – all as part of the preparation of the AP test in May. Students will also be given project-based lessons, as well as a field trip experience. Key assignments will focus on the above concepts/lesson for each AP Macro and AP Micro economics. Students will also be required to do a mock Stock Market portfolio project as part of the AP Macro project. Students will write argumentative essays to support claims and complex ideas.

English Language Learners (ELLs) are encouraged to take AP Economics (Micro and Macro). Differentiation for teaching this college level course will be provided. Tutoring can be offered to students who are at risk of failing. However, because of the nature of the AP course, a college level expectation will be enforced.

23. Assessment Methods and/or Tools

Quizzes, previous College Board tests, essays, projects, and topical papers will measure competency. Quizzes include quantitative and visually presented information (charts/graphs, etc.) on a weekly basis as a review of materials presented from the previous week. Tests are given at the end of each of the units. Tests are designed to replicate the materials covered in the AP Exam, and thus prepare students for the actual test. Homework assignments require students to answer Free Response Questions on a bi-weekly basis. Students are also required to submit a research paper prior to the conclusion of the course.

24. Grading Policy
In accordance with SLUSD Board of

A teacher shall base a student's grades on impartial, consistent observation of the student's level of mastery of the course content and district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as performance tasks, projects, quizzes, tests, and portfolios.
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

For grades 10-12, grades for Student mastery of standards shall be reported for each grading period as follows:
A (90-100%) Standard Strongly Exceeded 4.0 grade points
B (80-89%) Standard Exceeded 3.0 grade points
C (70-79%) Standard Met 2.0 grade points
D (60-69%) Standard Nearly Met 1.0 grade points
F (0-59%) Standard Not Met 0 grade points
I Incomplete 0 grade points

An Incomplete may be given only when a student's work is not finished because of illness or other excused absence. The teacher/school should make a good faith effort to facilitate the student's completion of the incomplete work.

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A (90-100%) Standard Strongly Exceeded 5.0 grade points
B (80-89%) Standard Exceeded 4.0 grade points

C (70-79%) Standard Met 3.0 grade points
(cf. 6141.5 - Advanced Placement)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)

Grades will be based upon total points and be mostly from unit tests, quizzes, and essays. Some outside homework assignments will be counted.
100-91 = A
90-82 = B
81-73 = C
72-64 = D
60 –0 = F