



Washington Office of Superintendent of
PUBLIC INSTRUCTION

**Career & Technical Education
Curriculum Framework**

Required Form
EVERETT PUBLIC SCHOOLS

Course Information		
Course Title: AP Macroeconomics		Total Framework Actual Hours: 180
CIP Code: 450601	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 11.2024
Career Cluster: Finance		Cluster Pathway: <i>Finance</i>
Course Summary: AP Macroeconomics is an introductory college-level course with a focus on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops student familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.		

Industry-Recognized Credentials:

You Science Precision Exams - [21st Century Success Skills](#)

Work-Based Learning:

Career Research and Job Interview/Job Shadow in Course-Related Area
Guest Speaker(In-person and/or remote)
Industry Related Field Trips

CTSO:

FBLA
DECA

Course Software:

Currently not available

Course Equipment:

Currently not available

Unit Information

Unit: 1 – Basic Economic Concepts	Total Learning Hours for Unit: 8-10 hours of instruction plus assessment
Unit Summary: To understand economics, students need to understand that because most resources are scarce, individuals and societies must make choices. When making rational choices, people do so “on the margin,” taking into account the additional costs and benefits of their decisions. The foundational economic ideas addressed in this unit form the basis for more advanced analysis of consumer and producer behavior that will be developed throughout the course.	
Components and Assessments	
Performance Assessments: End of unit summative assessment. Multiple formative assessment enroute. Many of the formative assessments and parts of the summative assessment are built from released items from past AP exams.	
Leadership Alignment: 1.A Think Creatively: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 1.B Work Creatively with Others: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings. 2.A Reason Effectively: The student will analyze, refine, and apply decision-making skills to family, community, and business and industry (work-related) experiences. 2.B Use Systems Thinking: The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems. 2.C Make Judgments and Decisions: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences. 2.D Solve Problems: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 3.A Communicate Clearly Student Outcome: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. 3.B Collaborate with Others Student Outcome: The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. 7.B Be Flexible Student Outcome: The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds. 8.B Work Independently Student Outcome: The student will demonstrate self-advocacy skills by achieving planned, individual goals. 8.C Be Self-Directed Learners 9.A Interact Effectively with Others Student Outcome: The student will demonstrate knowledge of conflict resolution and challenge management. 9.B Work Effectively in Diverse Teams Student Outcome: The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.	

12.B Financial, Economic, Business and Entrepreneurial Literacy	
Industry Standards and/or Competencies	
Name of standards: Advanced Placement Course and Description Guide for Macroeconomics	Website: https://apcentral.collegeboard.org/media/pdf/ap-microeconomics-course-and-exam-description.pdf
<ul style="list-style-type: none"> 1.A Describe economic concepts, principles, or models. 1.C Identify an economic concept, principle, or model using quantitative data or calculations. 4.A Draw an accurately labeled graph or visual to represent an economic model or market. 4.C Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual. <p>Big Idea 2 (Markets)</p> <ul style="list-style-type: none"> Why do people and countries trade with one another? What determines the market price for a good or service? <p>Big Idea 3 (Macroeconomic models)</p> <ul style="list-style-type: none"> Why is there no such thing as a free lunch? 	
Aligned Washington State Learning Standards	
<i>In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.</i>	
<u>English Language Arts</u>	<p>Reading Standards for Informational Text</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>4.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently</p>
<u>Financial Education</u>	<p>Spending and Saving</p> <ul style="list-style-type: none"> Develop a plan for spending and saving. Apply consumer skills to spending and saving decisions. <p>Employment and Income</p> <ul style="list-style-type: none"> Explore job and career options. Compare sources of personal income and compensation.

	<ul style="list-style-type: none"> Analyze factors that affect net income. <p>Financial Decision-Making</p> <ul style="list-style-type: none"> Use reliable resources when making financial decisions. Make criterion-based financial decisions by systemically considering alternatives and consequences
<u>Mathematics</u>	<p>Standards for Mathematic Practice</p> <ol style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics
<u>Social Studies</u>	<p>SSS1: Uses critical reasoning skills to analyze and evaluate claims.</p> <ul style="list-style-type: none"> Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence. <p>SSS2: Uses inquiry-based research.</p> <ul style="list-style-type: none"> The ability of develop questions is the foundation of a rich social studies experience. The next step to initiate an inquiry is the ability to answer those questions by planning how to find reliable and credible answers. <p>SSS3: Deliberates public issues.</p> <ul style="list-style-type: none"> Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources. <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <ul style="list-style-type: none"> People make decision about how to use resources to maximize their well-being. They do this by assessing their available resources; considering the wants and needs of individuals and communities; and weighing the costs and benefits of various decisions. <p>E2: Understands how economic systems function.</p> <ul style="list-style-type: none"> People exchange goods and services when both parties expect to gain from the trade. Within each type of economic system, resources, income, technology, government policies, and the interaction between buyers and sellers are analyzed to determine what the best decision is for each country. <p>E4: Understands the economic issues and problems that all societies face.</p> <ul style="list-style-type: none"> Economic globalization happens when people separated by border and boundaries trade goods and services. Economic interdependence has a variety of costs and benefits that influence what goods and services are produced and traded.
Unit Information	
Unit: 2 – Economic Indicators and the Business Cycle	Total Learning Hours for Unit: 9-11 hours of instruction plus assessment

Unit Summary: While Unit 1 provided students with an understanding of basic economic theory, Unit 2 sets them up for future analysis of macroeconomic concepts and issues. Students will learn how the economy works with a model of the circular flow of inputs and outputs and the money that pays for them. Students will also explore how economists assess the performance of the economy with an introduction to measures of economic performance and the business cycle. These concepts will be revisited in different contexts and models in the units that follow.

Components and Assessments

Performance Assessments: End of unit summative assessment. Multiple formative assessment enroute. Many of the formative assessments and parts of the summative assessment are built from released items from past AP exams.

Leadership Alignment:

1.A Think Creatively: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

1.B Work Creatively with Others: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

2.A Reason Effectively: The student will analyze, refine, and apply decision-making skills to family, community, and business and industry (work-related) experiences.

2.B Use Systems Thinking: The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

2.C Make Judgments and Decisions: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.

2.D Solve Problems: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

3.A Communicate Clearly Student Outcome: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

3.B Collaborate with Others Student Outcome: The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

7.B Be Flexible Student Outcome: The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

8.B Work Independently Student Outcome: The student will demonstrate self-advocacy skills by achieving planned, individual goals.

8.C Be Self-Directed Learners

9.A Interact Effectively with Others Student Outcome: The student will demonstrate knowledge of conflict resolution and challenge management.

9.B Work Effectively in Diverse Teams Student Outcome: The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

12.B Financial, Economic, Business and Entrepreneurial Literacy

Industry Standards and/or Competencies

Name of standards: Advanced Placement Course and Description Guide for Macroeconomics	Website: https://apcentral.collegeboard.org/media/pdf/ap-microeconomics-course-and-exam-description.pdf
<ul style="list-style-type: none"> • 1.A Describe economic concepts, principles, or models. • 1.B Identify an economic concept, principle, or model illustrated by an example. • 1.C Identify an economic concept, principle, or model using quantitative data or calculations. • 1.D Describe the similarities, differences, and limitations of economic concepts, principles, or models. • 2.C Interpret a specific economic outcome using quantitative data or calculations. • 3.A Determine the outcome of an economic situation using economic concepts, principles, or models. <p>Big Idea 1 (Economic Measurements)</p> <ul style="list-style-type: none"> • How is one persons' spending another person's income? • How do we know if an economy is doing well or poorly? 	
<p style="text-align: center;">Aligned Washington State Learning Standards</p> <p style="text-align: center;"><i>In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.</i></p>	
<p><u>English Language Arts</u></p>	<p>Reading Standards for Informational Text</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>4.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently</p>
<p><u>Financial Education</u></p>	<p>Spending and Saving</p> <ul style="list-style-type: none"> • Develop a plan for spending and saving. • Apply consumer skills to spending and saving decisions. <p>Employment and Income</p>

	<ul style="list-style-type: none"> • Explore job and career options. • Compare sources of personal income and compensation. • Analyze factors that affect net income. <p>Investing</p> <ul style="list-style-type: none"> • Explain how investing may build wealth and help meet financial goals. • Evaluate investment alternatives. • Demonstrate how to buy and sell investments. • Investigate how agencies protect investors and regulate financial markets and products. <p>Financial Decision-Making</p> <ul style="list-style-type: none"> • Use reliable resources when making financial decisions. • Make criterion-based financial decisions by systemically considering alternatives and consequences
<u>Mathematics</u>	<p>Standards for Mathematic Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 7. Look for and make use of structure.
<u>Social Studies</u>	<p>SSS1: Uses critical reasoning skills to analyze and evaluate claims.</p> <ul style="list-style-type: none"> • Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence. <p>SSS2: Uses inquiry-based research.</p> <ul style="list-style-type: none"> • The ability of develop questions is the foundation of a rich social studies experience. The next step to initiate an inquiry is the ability to answer those questions by planning how to find reliable and credible answers. <p>SSS3: Deliberates public issues.</p> <ul style="list-style-type: none"> • Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources. <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <ul style="list-style-type: none"> • People make decision about how to use resources to maximize their well-being. They do this by assessing their available resources; considering the wants and needs of individuals and communities; and weighing the costs and benefits of various decisions. <p>E2: Understands how economic systems function.</p>

	<ul style="list-style-type: none"> People exchange goods and services when both parties expect to gain from the trade. Within each type of economic system, resources, income, technology, government policies, and the interaction between buyers and sellers are analyzed to determine what the best decision is for each country. <p>E4: Understands the economic issues and problems that all societies face.</p> <ul style="list-style-type: none"> Economic globalization happens when people separated by border and boundaries trade goods and services. Economic interdependence has a variety of costs and benefits that influence what goods and services are produced and traded.
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Unit Information	
Unit: 3– National Income and Price Determination	Total Learning Hours for Unit: 10-12 hours of instruction plus assessment
<p>Unit Summary: In the previous unit, students were introduced to key macroeconomic indicators and the business cycle. In this unit, students will learn how to represent and evaluate these concepts in the context of a specific economic model: the aggregate demand–aggregate supply model. The aggregate demand–aggregate supply model is a powerful tool that allows economists to represent the impact of spending and production decisions, economic fluctuations, and policy actions on macroeconomic outcomes, including output, income, unemployment, and inflation.</p>	
Components and Assessments	
<p>Performance Assessments: End of unit summative assessment. Multiple formative assessment enroute. Many of the formative assessments and parts of the summative assessment are built from released items from past AP exams.</p>	
<p>Leadership Alignment:</p> <p>1.A Think Creatively: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>1.B Work Creatively with Others: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>2.A Reason Effectively: The student will analyze, refine, and apply decision-making skills to family, community, and business and industry (work-related) experiences.</p> <p>2.B Use Systems Thinking: The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.</p> <p>2.C Make Judgments and Decisions: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p> <p>2.D Solve Problems: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>3.A Communicate Clearly Student Outcome: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p>	

3.B Collaborate with Others Student Outcome: The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

7.B Be Flexible Student Outcome: The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

8.B Work Independently Student Outcome: The student will demonstrate self-advocacy skills by achieving planned, individual goals.

8.C Be Self-Directed Learners

9.A Interact Effectively with Others Student Outcome: The student will demonstrate knowledge of conflict resolution and challenge management.

9.B Work Effectively in Diverse Teams Student Outcome: The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

12.B Financial, Economic, Business and Entrepreneurial Literacy

Industry Standards and/or Competencies

Name of standards: Advanced Placement Course and Description Guide for Macroeconomics

Website: <https://apcentral.collegeboard.org/media/pdf/ap-microeconomics-course-and-exam-description.pdf>

- 1.A Describe economic concepts, principles, or models.
- 2.A Using economic concepts, principles, or models, explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome.
- 2.C Interpret a specific economic outcome using quantitative data or calculations.
- 3.A Determine the outcome of an economic situation using economic concepts, principles, or models.
- 3.C Determine the effect(s) of a change in an economic situation using quantitative data or calculations.
- 4.A Draw a accurately labeled graph or visual to represent an economic model or market.
- 4.B Demonstrate your understanding or a specific economic situation on an accurately labeled graph or visual.
- 4.C Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual.

Big Idea 3 (Macroeconomic models)

- How do spending and production decisions made by households, businesses, the government, and the rest of the world affect an economy?

Big Idea 4 (Macroeconomic policies)

- How do policy decisions regarding taxation and government spending affect an economy?

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

English Language Arts

Reading Standards for Informational Text

4.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

	<p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently</p>
<u>Financial Education</u>	<p>Spending and Saving</p> <ul style="list-style-type: none"> • Develop a plan for spending and saving. • Apply consumer skills to spending and saving decisions. <p>Employment and Income</p> <ul style="list-style-type: none"> • Explore job and career options. • Compare sources of personal income and compensation. • Analyze factors that affect net income. <p>Investing</p> <ul style="list-style-type: none"> • Explain how investing may build wealth and help meet financial goals. • Evaluate investment alternatives. • Demonstrate how to buy and sell investments. • Investigate how agencies protect investors and regulate financial markets and products. <p>Financial Decision-Making</p> <ul style="list-style-type: none"> • Use reliable resources when making financial decisions. • Make criterion-based financial decisions by systemically considering alternatives and consequences
<u>Mathematics</u>	<p>Standards for Mathematic Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 7. Look for and make use of structure.
<u>Social Studies</u>	<p>SSS1: Uses critical reasoning skills to analyze and evaluate claims.</p> <ul style="list-style-type: none"> • Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence. <p>SSS2: Uses inquiry-based research.</p> <ul style="list-style-type: none"> • The ability of develop questions is the foundation of a rich social studies experience. The next step to initiate an inquiry is the ability to answer those questions by planning how to find reliable and credible answers.

	<p>SSS3: Deliberates public issues.</p> <ul style="list-style-type: none"> • Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources. <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <ul style="list-style-type: none"> • People make decision about how to use resources to maximize their well-being. They do this by assessing their available resources; considering the wants and needs of individuals and communities; and weighing the costs and benefits of various decisions. <p>E2: Understands how economic systems function.</p> <ul style="list-style-type: none"> • People exchange goods and services when both parties expect to gain from the trade. Within each type of economic system, resources, income, technology, government policies, and the interaction between buyers and sellers are analyzed to determine what the best decision is for each country. <p>E3: Understands the government's role in the economy.</p> <ul style="list-style-type: none"> • Government fiscal and monetary policies affect a country's economy and how it trades globally. Governments have to make decisions in order to try to control economic fluctuations to maintain or increase the standard of living for their people. <p>E4: Understands the economic issues and problems that all societies face.</p> <ul style="list-style-type: none"> • Economic globalization happens when people separated by border and boundaries trade goods and services. Economic interdependence has a variety of costs and benefits that influence what goods and services are produced and traded.
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Unit Information	
Unit: 4 – Financial Sector	Total Learning Hours for Unit: 11-13 hours of instruction plus assessment
<p>Unit Summary: In the previous unit, students explored the effects of fiscal policy. In this unit, students will evaluate the macroeconomic effects of monetary policy. Before doing so, though, they should first have an understanding of how the financial sector works and be able to describe how monetary policy is implemented and transmitted through the banking system. This understanding begins with an introduction to financial assets, including money, and the way in which fractional reserve banking allows for the expansion of the money supply. Students will then build on their understanding of the financial sector by learning how to model the money market, the reserve market, and the loanable funds market.</p>	
Components and Assessments	
<p>Performance Assessments: End of unit summative assessment. Multiple formative assessment enroute. Many of the formative assessments and parts of the summative assessment are built from released items from past AP exams.</p>	
<p>Leadership Alignment:</p>	

- 1.A Think Creatively:** The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.B Work Creatively with Others:** The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.
- 2.A Reason Effectively:** The student will analyze, refine, and apply decision-making skills to family, community, and business and industry (work-related) experiences.
- 2.B Use Systems Thinking:** The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- 2.C Make Judgments and Decisions:** The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 2.D Solve Problems:** The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 3.A Communicate Clearly Student Outcome:** The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.
- 3.B Collaborate with Others Student Outcome:** The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.
- 7.B Be Flexible Student Outcome:** The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.
- 8.B Work Independently Student Outcome:** The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- 8.C Be Self-Directed Learners**
- 9.A Interact Effectively with Others Student Outcome:** The student will demonstrate knowledge of conflict resolution and challenge management.
- 9.B Work Effectively in Diverse Teams Student Outcome:** The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- 12.B Financial, Economic, Business and Entrepreneurial Literacy**

Industry Standards and/or Competencies

Name of standards: Advanced Placement Course and Description Guide for Macroeconomics

Website: <https://apcentral.collegeboard.org/media/pdf/ap-microeconomics-course-and-exam-description.pdf>

- 1.A Describe economic concepts, principles, or models.
- 1.B Identify an economic concept, principle, or model illustrated by an example.
- 1.D Describe the similarities, differences, and limitations of economic concepts, principles, or models.
- 2.A Using economic concepts, principles, or models, explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome.
- 3.C Determine the effect(s) of a change in an economic situation using quantitative data or calculations.

- 4.A Draw a accurately labeled graph or visual to represent an economic model or market.
- 4.C Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual.

Big Idea 1 (Economic measurements)

- What is money?

Big Idea 2 (Markets)

- How is the price of money determined?

Big Idea 4 (Macroeconomic policies)

- How do banks create money?
- How do the actions of a country's central bank affect financial decision making and the economy?

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<p><u>English Language Arts</u></p>	<p>Reading Standards for Informational Text</p> <p>4.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently</p>
<p><u>Financial Education</u></p>	<p>Spending and Saving</p> <ul style="list-style-type: none"> • Develop a plan for spending and saving. • Apply consumer skills to spending and saving decisions. <p>Credit and Debt</p> <ul style="list-style-type: none"> • Analyze the costs and benefits of various types of credit. <p>Employment and Income</p> <ul style="list-style-type: none"> • Explore job and career options. • Compare sources of personal income and compensation. • Analyze factors that affect net income. <p>Investing</p> <ul style="list-style-type: none"> • Explain how investing may build wealth and help meet financial goals. • Evaluate investment alternatives. • Demonstrate how to buy and sell investments. • Investigate how agencies protect investors and regulate financial markets and products. <p>Financial Decision-Making</p>

	<ul style="list-style-type: none"> • Use reliable resources when making financial decisions. • Make criterion-based financial decisions by systemically considering alternatives and consequences
<u>Mathematics</u>	<p>Standards for Mathematic Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and preserver in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics
<u>Social Studies</u>	<p>SSS1: Uses critical reasoning skills to analyze and evaluate claims.</p> <ul style="list-style-type: none"> • Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence. <p>SSS2: Uses inquiry-based research.</p> <ul style="list-style-type: none"> • The ability of develop questions is the foundation of a rich social studies experience. The next step to initiate an inquiry is the ability to answer those questions by planning how to find reliable and credible answers. <p>SSS3: Deliberates public issues.</p> <ul style="list-style-type: none"> • Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources. <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <ul style="list-style-type: none"> • People make decision about how to use resources to maximize their well-being. They do this by assessing their available resources; considering the wants and needs of individuals and communities; and weighing the costs and benefits of various decisions. <p>E2: Understands how economic systems function.</p> <ul style="list-style-type: none"> • People exchange goods and services when both parties expect to gain from the trade. Within each type of economic system, resources, income, technology, government policies, and the interaction between buyers and sellers are analyzed to determine what the best decision is for each country. <p>E3: Understands the government's role in the economy.</p> <ul style="list-style-type: none"> • Government fiscal and monetary policies affect a country's economy and how it trades globally. Governments have to make decisions in order to try to control economic fluctuations to maintain or increase the standard of living for their people. <p>E4: Understands the economic issues and problems that all societies face.</p> <ul style="list-style-type: none"> • Economic globalization happens when people separated by border and boundaries trade goods and services. Economic interdependence has a variety of costs and benefits that influence what goods and services are produced and traded.

Unit Information	
Unit: 5 – Long-Run Consequences of Stabilization Policies	Total Learning Hours for Unit: 8-10 hours of instruction plus assessment
<p>Unit Summary: In many ways, Unit 5 is a culmination and an extension of material that has been introduced previously. For example, in Units 3 and 4, students learned that public policy can affect the economy’s output, price level, and level of employment in the short run; in this unit, students will build on this understanding to examine the long-run implications of policy actions and the concept of economic growth. Similarly, in Unit 2 students were introduced to inflation and unemployment as economic indicators, and in Unit 3 they learned about the relationship between inflation and unemployment; in this unit, students explore how the Phillips curve model is used to represent this relationship in the short run and long run.</p>	
Components and Assessments	
<p>Performance Assessments: End of unit summative assessment. Multiple formative assessment enroute. Many of the formative assessments and parts of the summative assessment are built from released items from past AP exams.</p>	
<p>Leadership Alignment:</p> <p>1.A Think Creatively: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>1.B Work Creatively with Others: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p> <p>2.A Reason Effectively: The student will analyze, refine, and apply decision-making skills to family, community, and business and industry (work-related) experiences.</p> <p>2.B Use Systems Thinking: The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.</p> <p>2.C Make Judgments and Decisions: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p> <p>2.D Solve Problems: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>3.A Communicate Clearly Student Outcome: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p>3.B Collaborate with Others Student Outcome: The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>7.B Be Flexible Student Outcome: The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.</p> <p>8.B Work Independently Student Outcome: The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p> <p>8.C Be Self-Directed Learners</p>	

9.A Interact Effectively with Others Student Outcome: The student will demonstrate knowledge of conflict resolution and challenge management.

9.B Work Effectively in Diverse Teams Student Outcome: The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

12.B Financial, Economic, Business and Entrepreneurial Literacy

Industry Standards and/or Competencies

Name of standards: Advanced Placement Course and Description Guide for Macroeconomics	Website: https://apcentral.collegeboard.org/media/pdf/ap-microeconomics-course-and-exam-description.pdf
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- 2.A Using economic concepts, principles, or models, explain how a specific economic outcome occurs or what action should be taken in order to achieve a specific economic outcome.
- 2.B Using economic concepts, principles, or models, explain how a specific economic outcome occurs when there are multiple contributing variables or what multiple actions should be taken in order to achieve a specific economic outcome.
- 3.A Determine the outcome of an economic situation using economic concepts, principles, or models.
- 3.B Determine the effect(s) of one or more changes on other economic markets.
- 4.B Demonstrate your understanding of a specific economic situation on an accurately labeled graph or visual.

Big Idea 1 (Economic measurements)

- How does an economy grow?

Big Idea 3 (Macroeconomic Models)

- What is the relationship between inflation and unemployment?

Big Idea 4 (Macroeconomic policies)

- How do monetary and fiscal policies affect the economy in the long run?

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>English Language Arts</u>	<p>Reading Standards for Informational Text</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>4.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text</p>
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	<p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently</p>
<u>Financial Education</u>	<p>Employment and Income</p> <ul style="list-style-type: none"> • Explore job and career options. • Compare sources of personal income and compensation. • Analyze factors that affect net income. <p>Investing</p> <ul style="list-style-type: none"> • Explain how investing may build wealth and help meet financial goals. • Evaluate investment alternatives. • Demonstrate how to buy and sell investments. • Investigate how agencies protect investors and regulate financial markets and products. <p>Financial Decision-Making</p> <ul style="list-style-type: none"> • Use reliable resources when making financial decisions. • Make criterion-based financial decisions by systemically considering alternatives and consequences
<u>Mathematics</u>	<p>Standards for Mathematic Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics
<u>Social Studies</u>	<p>SSS1: Uses critical reasoning skills to analyze and evaluate claims.</p> <ul style="list-style-type: none"> • Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence. <p>SSS2: Uses inquiry-based research.</p> <ul style="list-style-type: none"> • The ability of develop questions is the foundation of a rich social studies experience. The next step to initiate an inquiry is the ability to answer those questions by planning how to find reliable and credible answers. <p>SSS3: Deliberates public issues.</p> <ul style="list-style-type: none"> • Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources. <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p>

	<ul style="list-style-type: none"> • People make decision about how to use resources to maximize their well-being. They do this by assessing their available resources; considering the wants and needs of individuals and communities; and weighing the costs and benefits of various decisions. <p>E2: Understands how economic systems function.</p> <ul style="list-style-type: none"> • People exchange goods and services when both parties expect to gain from the trade. Within each type of economic system, resources, income, technology, government policies, and the interaction between buyers and sellers are analyzed to determine what the best decision is for each country. <p>E3: Understands the government's role in the economy.</p> <ul style="list-style-type: none"> • Government fiscal and monetary policies affect a country's economy and how it trades globally. Governments have to make decisions in order to try to control economic fluctuations to maintain or increase the standard of living for their people. <p>E4: Understands the economic issues and problems that all societies face.</p> <ul style="list-style-type: none"> • Economic globalization happens when people separated by border and boundaries trade goods and services. Economic interdependence has a variety of costs and benefits that influence what goods and services are produced and traded.
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Unit Information	
Unit: 6 – Open Economy – International Trade and Finance	Total Learning Hours for Unit: 5-7 hours of instruction plus assessment
<p>Unit Summary: Unit 6 introduces students to the concept of an open economy in which a country interacts with the rest of the world through both product and financial markets. This unit is often challenging for students because economic activity between nations must be facilitated by currency exchange, which introduces another market to be considered when analyzing macroeconomic situations. Changes in economic activity affect the supply of and demand for a nation's currency and subsequently the value of that currency. But it is also true that changes in the value of a country's currency can affect economic activity in that country. In addition to these insights, students have the opportunity in this unit to consider the effects of economic policy on exchange rates and the implications of such changes.</p>	
Components and Assessments	
<p>Performance Assessments: End of unit summative assessment. Multiple formative assessment enroute. Many of the formative assessments and parts of the summative assessment are built from released items from past AP exams.</p>	
<p>Leadership Alignment:</p> <p>1.A Think Creatively: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>1.B Work Creatively with Others: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.</p>	

2.A Reason Effectively: The student will analyze, refine, and apply decision-making skills to family, community, and business and industry (work-related) experiences.

2.B Use Systems Thinking: The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

2.C Make Judgments and Decisions: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.

2.D Solve Problems: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

3.A Communicate Clearly Student Outcome: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

3.B Collaborate with Others Student Outcome: The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

7.B Be Flexible Student Outcome: The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

8.B Work Independently Student Outcome: The student will demonstrate self-advocacy skills by achieving planned, individual goals.

8.C Be Self-Directed Learners

9.A Interact Effectively with Others Student Outcome: The student will demonstrate knowledge of conflict resolution and challenge management.

9.B Work Effectively in Diverse Teams Student Outcome: The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

12.B Financial, Economic, Business and Entrepreneurial Literacy

Industry Standards and/or Competencies

Name of standards: Advanced Placement Course and Description Guide for Macroeconomics

Website: <https://apcentral.collegeboard.org/media/pdf/ap-microeconomics-course-and-exam-description.pdf>

- 1.A Describe economic concepts, principles, or models.
- 1.C Identify an economic concept, principle, or model using quantitative data or calculations.
- 3.A Determine the outcome of an economic situation using economic concepts, principles, or models.
- 3.B Determine the effect(s) of one or more changes on other economic markets.
- 4.A Draw an accurately labeled graph or visual to represent an economic model or market.
- 4.C Demonstrate the effect of a change in an economic situation on an accurately labeled graph or visual.

Big Idea 1 (Economic measurements)

- Why does the balance of payments balance?

Big Idea 2 (Markets)

- Why does the price on one nation's currency relative to another nation's currency change?

- How do changes in the value of a country's currency affect that country's economy?

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

English Language Arts

Reading Standards for Informational Text
 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently

Financial Education

Employment and Income

- Explore job and career options.
- Compare sources of personal income and compensation.
- Analyze factors that affect net income.

Investing

- Explain how investing may build wealth and help meet financial goals.
- Evaluate investment alternatives.
- Demonstrate how to buy and sell investments.
- Investigate how agencies protect investors and regulate financial markets and products.

Financial Decision-Making

- Use reliable resources when making financial decisions.
- Make criterion-based financial decisions by systemically considering alternatives and consequences

Mathematics

Standards for Mathematic Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
7. Look for and make use of structure.

Social Studies

SSS1: Uses critical reasoning skills to analyze and evaluate claims.

- Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.

SSS2: Uses inquiry-based research.

- The ability of develop questions is the foundation of a rich social studies experience. The next step to initiate an inquiry is the ability to answer those questions by planning how to find reliable and credible answers.

SSS3: Deliberates public issues.

- Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.

E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.

- People make decision about how to use resources to maximize their well-being. They do this by assessing their available resources; considering the wants and needs of individuals and communities; and weighing the costs and benefits of various decisions.

E2: Understands how economic systems function.

- People exchange goods and services when both parties expect to gain from the trade. Within each type of economic system, resources, income, technology, government policies, and the interaction between buyers and sellers are analyzed to determine what the best decision is for each country.

E4: Understands the economic issues and problems that all societies face.

- Economic globalization happens when people separated by border and boundaries trade goods and services. Economic interdependence has a variety of costs and benefits that influence what goods and services are produced and traded.

CTE Application Assurances: Education Data System (EDS)

1. **Sequence of Courses**

District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. **Course Oversight**

- a. *District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).*
- b. *District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.*
 - *This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.*
- c. *District assures that an appropriately certified CTE teacher will be instructing this/these course(s).*
 - *If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.*

3. **Course Content**

- a. *Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.*
- b. *Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.*
- c. *Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.*
- d. *District assures course content reflected in framework identifies standards which are taught and assessed.*

4. **Course Outcomes**

- a. *District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.*
 - *Extended learning is managed and/or supervised by certified CTE teachers.*
 - *CTE instructors are provided the time and resources to connect student learning with work, home, and community.*
- b. *District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.*
- c. *District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.*
- d. *District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.*
 - *If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.*
 - *If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion*