



AP Microeconomics COURSE SYLLABUS

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District 203 Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

Social Studies Department Mission:

Our mission is to equip students with knowledge and skills so they can be active global citizens, curious thinkers and empathetic and compassionate human beings through our dynamic teaching and collaboration

Course Description

This course gives students an understanding of the principles of economics based on decisions made by individuals. It places primary influence on the nature and functions of individual firms in the product markets and includes the study of factor markets, profit motivation, and the role of government in the business world. Students must take both Macro economics and Microeconomics to fulfill the Consumer Economics requirement for graduation. If a student does not require the Consumer Economics credit, both courses will be counted as a Social Studies credit. This course is designed to prepare students for the APtest in Microeconomics; students are expected to take the College Board exam in May. This course is open to Juniors and Seniors only.

Course Skills

- Visual Literacy (including maps, charts, graphs, political cartoons)
- Identify cause and effect relationships
- Textual Analysis
- Claim Writing and identification of appropriate support
- Research Skills including using the library databases

Textbook: Krugman's Economics for the AP Course. Available from: Macmillan, Macmillan Higher Education, [].

Grading Disbursement and Grading Practices

A=100-89.5%, B=89.4-79.5%, C= 79.4-69.5%, D=69.4-59.5%, F=59.4-0%

Semester Grade = Coursework (85%) + Final (15%)

Coursework consists of...

- **Evidence Work- 100%** - Reading Quizzes, Vocabulary Quizzes, Unit Tests & Projects

Grading Practices

At Naperville North we define "**Practice**" and "**Evidence**" work as follows:

- Practice work is a fundamental part of the learning and preparation process and will not be accepted after the due date unless specifically requested by the teacher.

- Evidence of learning (Summative or formative assessments) submitted after the due date cannot be penalized more than a total of 10% and must be submitted within 5 school days after the original due date.
- A zero on a summative assessment will only indicate that no attempt was made by the student. OR If a legitimate attempt is made on an assessment, a score of 50% will be the lowest possible grade.
 - Students will be eligible for the 50% floor through timely and consistent completion of practice work and formative assessments

Reassessment Policy

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Given the district re-assessment policy, students will have practice packets and quizzes as formative assessment to master the material. Given that students will receive ample feedback on these assessments, unit exams will not be eligible for re-assessment.

Academic Integrity Code Statement

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. **The classroom teacher and**

administration will collaborate and exercise professional judgment in determining academic integrity violations.

- **D203 AI Belief Statement:** At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

Course Units:

Unit 1: Basic Economic Concepts 12–15%

- Scarcity
- Resource Allocation
- Production Possibilities
- Comparative Advantage
- Cost Benefit Analysis
- Marginal Analysis and Consumer Choice

Unit 2: Supply and Demand 20–25%

- Demand
- Supply
- Equilibrium
- Elasticity
- Consumer and Producer Surplus
- Market Disequilibrium
- Effects of Government Intervention
- International Trade and Public Policy

Unit 3: Production, Cost, and the Perfect Competition Model 22–25%

- The Production Function
- Short Run Production Costs
- Long Run Production Costs
- Types of Profit
- Profit Maximization
- Firms' Short Run and Long Run Production Decisions
- Perfect Competition

Unit 4: Imperfect Competition 15–22%

- Imperfect Competition
- Monopoly
- Price Discrimination
- Monopolistic Competition
- Oligopoly and Game Theory

Unit 5: Factor Markets 10–13%

- Introduction to Factor Markets
- Changes in Factor Demand and Supply
- Profit Maximizing Behavior in Perfectly Competitive Factor Markets
- Monopsonistic Markets

Unit 6: Market Failure and the Role of Government 8-13%

- Socially Efficient and Inefficient Market Outcomes
- Externalities
- Public and Private Goods
- Inequality

Communication

- You are encouraged to communicate with your teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered

Films

This course may utilize the use of films to support the learning targets and essential standards of the course. Any permission slip will be sent home (via hardcopy or through Infinite Campus) for any film that is Rated R and an alternative assignment and/or learning experience will be provided for students who choose not to view the film.

Field Trips

The field trips are designed to enrich the learning experience of the students to make more solid connections to the content of the course. **The field trips, while such great learning experiences, are a privilege.** Students must be passing all of their classes and in compliance with our attendance policy in order to qualify for the field trip experience

Additional Resources for Support

- You can make an appointment with your teacher should they need additional instruction or support in learning material.
- You can attend your teachers WIN sessions to review material or work on mastery of content
- Peer Tutoring is provided during all Lunch periods in the Literacy Center

Parents or Guardians

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

We encourage students and parents to:

- Actively check Infinite Campus for their student's grade.
 - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks and review upcoming projects and assessments.