



visit: <http://caggiasocialstudies.com/APEcon.html>

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Welcome

Economics is quite possibly the most important course you will learn in high school; it deals with more than money. It studies how people make decisions. The original idea goes back to the Enlightenment in Europe. The great thinkers of the age attempted understand the world around them by applying reason to what they observed. They even attempted to try understanding human behavior in this way, as if humans behave logically. What they discovered was, for the most part, we do.

"Everybody thinks of economics whether he is aware of it or not. In joining a political party and in casting his ballot, the citizen implicitly takes a stand upon essential economic theories."

- Ludwig Elder von Mises

Economics impacts us in more ways than we are aware. Technically, every time we make a decision we are thinking economically. When we make a decision, we are forced to choose because at that moment we cannot have or do both. We must choose to give up something in order to have something else. Overtime our opinions will be formed based on what we *value*. These opinions help shape our decisions.

"The age of chivalry is gone. – That of sophisters, economists, and calculators, has succeeded; and the glory of Europe is extinguished forever."

- Edmund Burke

More and more we are entering an age of economics. For the past few years all that we hear on the news are stories relating to the economy: the causes, the impacts, the politics. To be able to "compete" in today's world we must be savvy to the ideas of economics. To agree or disagree is not important, but to understand the economic world is. One of the biggest goals of this course is to expand your "economic literacy." Understanding economics, the role it plays in everyday life, the implications of decisions big and small, is an invaluable advantage.

"The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood . . . Practical men, who believe themselves to be quite exempt from intellectual influences, are usually the slaves of some defunct economist. Madmen in authority, who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back."

- John Maynard Keynes

Knowledge is power. And when so much policy is determined by economics, the advantage goes to those who know how economics works. Therefore, those with a clear knowledge of economics are the ones who have the power.

Supplies

1. Loose leaf binder
2. Highlighter(s)
3. Ink Pens (Blue or Black) and Pencil(s) – Colored Pencils Optional
4. Calculator? (Not allowed on the AP Exam)

Considerations and Study Ideas for AP Economics

Important Things to Consider as you set forth to take on learning AP Economics

1. Why are you taking AP Economics? Are you ready for a college level class? Do you want to learn the workings of our economy?
2. Where are academics in your list of priorities? Where does academics rank compared with other aspects of high school such as athletics, a part-time job, television, family responsibilities, etc.?
3. How much time are you willing to devote to this class? Would you consider 4, 5, 6 hours per week too much?
4. Are you a strong reader? Can you be an independent learner?
5. Can you be self-motivated? How motivated are you to keep up with the material and the course work?

The pace of the course is rigorous. Do not allow yourself to fall behind. You **MUST** make a commitment to this course in order to succeed.

What can you do to help yourself in this class?

1. Come to every class! And be ONTIME!
2. Remember that your number one goal in this class is to learn economics.
3. Ask questions.
4. Come for help.
5. Keep up with the reading. Do not fall behind. Keep a schedule and maintain it.
6. Learn the vocabulary.

7. Take thorough, dated notes in class. Keep track of ALL your materials. Be organized.
8. Learn to read more efficiently (note: the more you read, the better you get – practice, practice, practice).
9. Preview chapters; look over the graphs and charts and conclusion to the chapter.
10. Develop effective study habits.
11. Remember that learning is more effective when it is done over time. Do NOT cram!
12. Form a study group to help each other. Exchange telephone numbers and email addresses to help communicate and share ideas, and more.
13. Discuss concepts you learn in class (this has been shown to increase understanding by helping to apply knowledge in other circumstances).
14. Use your parents as a valuable source of information. Believe it or not, they know about economic ideas (even if not formally or admittedly).
15. Visit the website daily.
16. Attend the Spring Semester review and practice sessions.

How will this class be taught?

1. A variety of techniques will be used, including, but not limited to:
 - simulations
 - group work
 - graphs (these are THE key to economics, at any level)
 - essays
 - timed writings
 - Economic Literacy Project
 - readings outside the textbook
 - computer and website use
 - handouts and activities
 - lecture
2. With the energy and excitement I feel that comes from understanding your role in the economy and how the economy works as well as how it works with the rest of the global community. Hopefully you will eventually become as excited about this information as well.
3. We will use a college level textbook as well as current reading to stay current on the economy.

Common Core & Literacy

North Carolina is on board with the nationwide push to increase literacy in public schools. Where typically, literacy is simply thought of as “reading” and “writing,” it encompasses far more. Common Core has become North Carolina’s standard for literacy goals for all K-12 classes and schools. These standards, broken down by grade level, are found on the [Common Core](#) website. It is the hope that students will build through the grades from kindergarten through senior year, and beyond, to improve their ability to not only read and understand the words on the page, but to also interpret, analyze, synthesize, and apply what they read to become more meaningful, more creative, and more personal. I will attempt to use many sources of reading to improve your literacy but also attempt to give you opportunity to demonstrate that literacy by using what you have read and learned together. It is my goal to not only increase your proficiency in Common Core standards of literacy, but to improve your economic literacy simultaneously. As we look toward the future, one of the most important components of your education is literacy. Regardless of how much actual core content from a course you use in your daily life, your ability to understand, comprehend, analyze, and synthesize will ALWAYS be necessary.

Class Policies

Eating and Drinking in Class: A limited variety of foods are permitted in class. However, overtime insect related problems can sometimes arise due to the lack of responsibility of the students. Food will be permitted as long as the students are responsible to clean up after themselves and not leave crumbs, wrappers, or other such food items in the desks. I will not wait until bugs become a problem to prohibit food in class.

Electronic Devices and Nuisance Items Policy: LRHS has created a uniform policy for electronic devices or other items disruptive to class/learning environment (found within the disciplinary procedures section of the LRHS student handbook, pages 18 – 20). If I see a nuisance item (including but not limited to iPod, mp3 player, walkman, cell phone, gaming device (such as PS Vita), laser pointer) I will call home and am required to take the following steps:

- 1) **First Incident:** Confiscation with parent notification and return of device at the end of the period.
- 2) **Second Incident:** 2 days of Disciplinary Detention (DD) and the parent is required to pick up the device/item.
- 3) **Third Incident:** 1 day ISS and the parent is required to pick up the device/item.
- 4) **Fourth Incident:** 2 days ISS and the parent is required to pick up the device/item.

Grading: Assignments will be graded using a “point system.” That is, each task of which you are asked will be assigned a certain amount of points. At any given time, you can determine your current grade by simply adding up the number of points you have earned and dividing that number by the total number of points that were possible. The chart below will give a sample line from a grade book:

	HW/CW	Test	Quiz	HW/CW	Quiz	Test	Sum
<i>Points Earned</i>	9	55	17	8	20	57	166
<i>Points Possible</i>	10	65	20	10	20	60	185
<i>Percentage</i>	90%	85%	85%	80%	100%	95%	90% (B)

Tests	Tests, projects, reports
Quizzes	Periodic evaluation of learning throughout the unit. – Potentially daily quizzes involving written explanations based on the homework from the night before.
Homework / Classwork	These tasks are graded for accuracy/correctness. These tasks are based on information already covered in class – review of prior information. <u>Homework:</u> Assignments given that are to be completed AT HOME. If there is a question if an assignment will be counted as "homework", please ask. <u>Classwork:</u> Assignment given in class. I will specify if it is homework or Classwork. Often times you will not finish Classwork in class, YOU ARE EXPECTED TO FINISH IT AT HOME.
Minor Assignment	These tasks are checked for completeness. It will include assignments that are due that covers information that we have not yet covered in class. Preview of new information. Only three grades are issued for this type of assessment: Complete (100%), Incomplete (50%), Not Turned In – NHI (0%).

The quarter and semester grades will be recorded as per the school's grading policy (presently this policy is determined by the State Department of Public Education). I will not round grades that are further than .5 away from the next letter grade. (i.e. 92.5 = A, 92.4 ≠ A)

A = 93 – 100

B = 85 – 92

C = 77 – 84

D = 70 – 76

F = less than 70

Make-up Work:

Homework/Classwork:

Absences:	An absent student may make-up missed homework and classwork at home and is expected to turn it in as soon as possible according to the Wake County make-up policy.
"Late work"	This includes any homework/classwork assignment that the student is in class to receive and is present on the day it is due but fails to submit it. These assignments can be turned in late for reduced credit.

Tests & Quizzes:

Absences:	Students are expected to make up tests and quizzes that are missed due to absence in a timely manner. This should be done after school.
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IT IS THE STUDENT'S RESPONSIBILITY TO FIND OUT THE WORK THAT WAS MISSED DURING A PARTICULAR ABSENCE. THE TEACHER WILL NOT REMIND THE STUDENT TO SUBMIT THIS ABSENT WORK (as per Wake County Schools make-up policy). The primary way to learn what work was missed during a student absence is from the website. This website will contain the links to handouts distributed and websites utilized on that day. The student should be sure to schedule a time and date to make up any tests and quizzes missed.

Also remember, everything that you do is a reflection of you. If you turn in a sloppy, folded/creased, half completed assignment, it tells people something different than if you turned in a neat complete assignment. So before you turn something in, look at it and say to yourself, "what does this paper / assignment say about *me*?"

Paper/less: This semester I will attempt to minimize the amount of paper copies we use in class. As a result, you will need to acquire many of the worksheets from the website and through links via twitter above.

Amendments: I reserve the right to amend these policies, as the situation makes necessary. A handout explaining any changes will accompany any amendments to the above policies.

I expect that we will have a GREAT term. We will all be successful by trying to do our best, and hopefully we will all look back on this term as one of the most positively memorable.

Sincerely,
Matthew P. Caggia

(detach here)

CAGGIA

AP MACROECONOMICS

Please read the course expectations and return this signed portion of the paper by _____ it will be your first homework assignment of the term. (date due)

Student's Name: (please print) _____

Student's Signature: _____

Date: _____

Parent / Guardian's Name: (please print) _____

Parent / Guardian's Signature: _____

Date: _____

