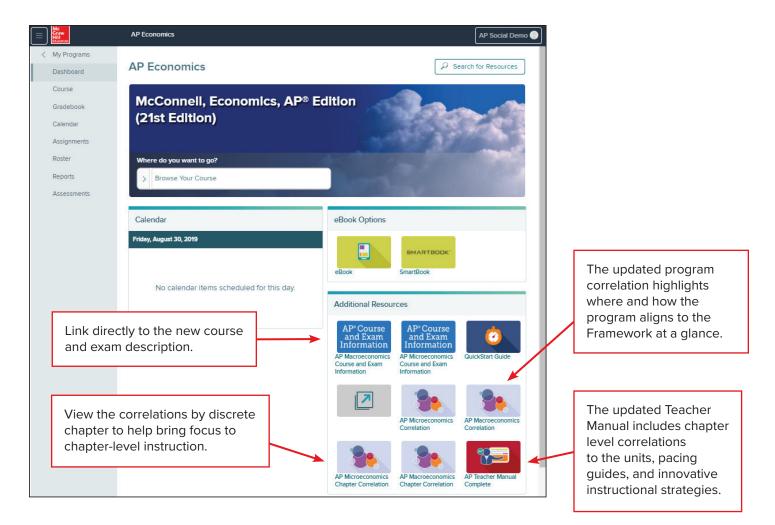


Updated Digital Resources Aligned to the New Framework

The digital resources have been updated to help you deliver instruction aligned to the new curriculum Framework.

The course dashboard aggregates a variety of resources, including the updated Teacher Manual, updated Correlations, and a direct link to the new College Board Course and Exam Description, essential to meeting the new standards.



In addition to the updates that align the program contents to the new curriculum, the Teacher Manual includes a section dedicated to addressing the updated Framework.

Addressing the Updated Framework

The topics covered in this chapter fall under:

- Microeconomics:
 - Unit 1: Basic Economic Concepts
 - Unit 6: Market Failure and the Role of Government
 - Macroeconomics:
 - Unit 1: Basic Economic Concepts
 - Unit 5: Long-Run Consequences of Stabilization Policies

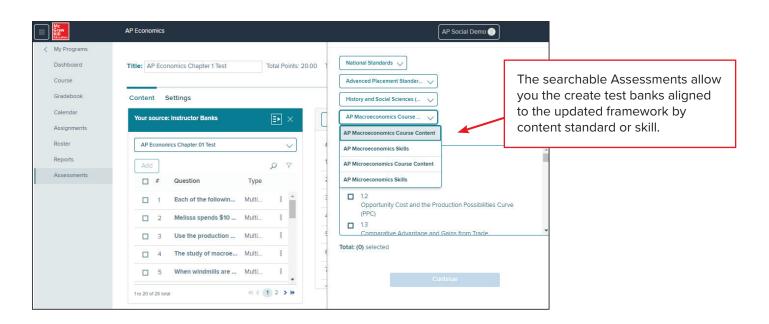
Microeconomics:

- Students must understand that Economics is the study of how societies allocate scarce land, labor, and capital resources. They should recognize that scarcity forces people and societies to make choices about how to use resources. (*Topic 1.1: Scarcity*)
- Students must be able to identify and calculate opportunity costs associated with choices. They should recognize that rational agents consider these opportunity costs when making choices. (*Topic 1.5: Cost-Benefit Analysis*)
- Students must understand that rational actors use cost-benefit analysis to make decisions, and actions should be undertaken <u>as long as</u> the marginal benefit is greater than or equal to the marginal cost. The optimal quantity occurs where MC = MB. They should recognize that consumers face budget constraints which limit their ability to make choices. (*Topic 1.6: Marginal Analysis and Consumer Choice*)
- Students must recognize that the socially optimal quantity of a good for society occurs where the marginal social cost of producing the last unit equals the marginal social benefit of consuming the last unit. (*Topic 6.1: Socially Efficient and Inefficient Market Outcomes*)
- Students must be able to draw and interpret production possibilities curves to show the tradeoffs involved in allocating resources. They should recognize the reasons for differences in the shape of the PPC. They must use the PPC to illustrate opportunity cost, efficiency, unemployment, and economic growth. They should be able to identify factors – such as changes in the amount of resources, productivity, and technology – which promote economic growth. (*Topic 1.3: Production Possibilities Curve*)
- Students must be able to explain and illustrate how comparative advantage allows countries to specialize production and trade to consume beyond their own production possibilities curves. (*Topic 1.4: Comparative Advantage and Trade*)

Macroeconomics:

- Students must understand that Economics is the study of how societies allocate scarce land, labor, and capital resources. They should recognize that scarcity forces people and societies to make choices about how to use resources. (*Topic 1.1: Scarcity*)
- Students must be able to draw and interpret production possibilities curves to show the tradeoffs involved in allocating resources. They should recognize the reasons for differences in the shape of the PPC. They must be able to use the PPC to illustrate opportunity cost, efficiency, unemployment, and economic growth. They should be able to identify factors which shift the PPC. (*Topic 1.2: Opportunity Cost and the Production Possibilities Curve*)
- Students must recognize the factors which promote economic growth, including changes in the quantity and quality of resources, increases in productivity, and improvements in technology. They should be able to explain how government policies enhance economic growth. (Topic 5.6: Economic Growth; Topic 5.7: Public Policy and Economic Growth)

Graw Hill Hausation	McConnell, Economics, AP ^e Edition (21st Edition)	indy Tanguay 🌒
 My Programs Dashboard Course 	McConnell, Economics, AP® Edition (21st Edition)	
Gradebook Calendar Assignments Roster	Course Resources AP Core: / Part 1: Preview Student Page Launch Presentation Microeconomics / Introduction to / Limits	Edit 8
Reports Assessments	 1: Limits, Alternatives, and Choices	Chapter level resources include an AP Chapter Overview, Pacing Guide, tips for Teaching the Chapter, AP Suggested Assignments, and
	Hide Chapter Info AP Chapter Overview Teaching the Chapter AP Suggested Assignments Benchmarks Pacing MKT-1B1 MOD-1B1 MOD-1B2 MOD-1B3 MOD-1B4 MOD-1B5 1A 1C 4A CBA-1A1 CBA-1A2 CBA-1B2 CBA-2A1 CBA-2B1 CBA-2B3 MKT-1A1 MKT-1A2 MKT-1C1 MKT-1C2 MKT-1C3 MKT-1C4 MKT- MKT-2B1 2C CBA-1B.2: Some decisions permit rational agents to look at only marginal benefit and marginal cost. Other decisions cannot b	Benchmarks that articulate the specific standards addressed within the chapter. Direct links in this section show the standard number and the standard's description.
	 Cuer Tube: Some versions permit routine agents to took a vinny magnational permit and magnatic cue cuer versions cannot be down into increments in this way and must be evaluated by looking at total looking at total looks. 2.C: Interpret a specific economic outcome using quantitative data or calculations. 	





Click here to request access to the full digital course to review the updated resources, including the complete online Teacher Manual.