

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.

The screenshot shows the AP Economics course dashboard. The left sidebar contains navigation links: My Programs, Dashboard, Course, Gradebook, Calendar, Assignments, Roster, Reports, and Assessments. The main content area is titled 'AP Economics' and features a search bar. Below the search bar is a large banner for 'McConnell, Economics, AP® Edition (21st Edition)' with a 'Where do you want to go?' section containing a 'Browse Your Course' button. A calendar widget shows 'Friday, August 30, 2019' with a note 'No calendar items scheduled for this day.' To the right, there are 'eBook Options' for 'eBook' and 'SmartBook'. Below these are 'Additional Resources' including 'AP® Course and Exam Information' (for both Macro and Micro), 'QuickStart Guide', 'AP Microeconomics Chapter Correlation', 'AP Macroeconomics Chapter Correlation', and 'AP Teacher Manual Complete'. Red callout boxes with arrows point to specific features: one points to the 'Browse Your Course' button, another to the 'AP® Course and Exam Information' links, a third to the 'AP Macroeconomics Chapter Correlation' link, a fourth to the 'AP Teacher Manual Complete' link, and a fifth to the 'AP® Course and Exam Information' link in the 'Additional Resources' section.

Link directly to the new course and exam description.

View the correlations by discrete chapter to help bring focus to chapter-level instruction.

The updated program correlation highlights where and how the program aligns to the Framework at a glance.

The updated Teacher Manual includes chapter level correlations to the units, pacing guides, and innovative instructional strategies.

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 as long as 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*)

Chapter level resources include an *AP Chapter Overview*, *Pacing Guide*, tips for *Teaching the Chapter*, *AP Suggested Assignments*, and *Benchmarks* that articulate the specific standards addressed within the chapter. Direct links in this section show the standard number and the standard's description.

The searchable Assessments allow you the create test banks aligned to the updated framework by content standard or skill.