

# Unit 1: Economic Indicators and the Business Cycle

Content Area:

Course(s):

Time Period:

**Year**

Length:

**180**

Status:

**Published**

## Summary

---

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. Adopted from the AP Macroeconomics Course and Exam Description, effective Fall 2022.

## Standards

---

### Priority Content Standards

---

H/SS.MACE.V	Stabilization Policies
H/SS.MACE.V.A	Fiscal and monetary policies
H/SS.MACE.II	Measurement of Economic Performance
H/SS.MACE.II.A	National income accounts
H/SS.MACE.II.A.2	Gross domestic product
H/SS.MACE.II.A.3	Components of gross domestic product
H/SS.MACE.II.A.4	Real versus nominal gross domestic product
H/SS.MACE.II.B	Inflation measurement and adjustment
H/SS.MACE.II.B.1	Price indices
H/SS.MACE.II.C.2	Types of unemployment

### Supplemental Content Standards

---

ECON.12.7	Markets and Prices
ECON.12.8	Role of Prices
ECON.12.9.2	Explain how changes in the level of competition in different markets can affect price and output levels.

### Interdisciplinary Connections (Standards)

---

Please select relevant "Standards for Mathematical Practice (2023)", science and engineering practice

standards "Grades 9-12/6-8 (2023)", ELA anchor statements, Social Studies practice standards. (3-6 total are suggested)

Planning and Carrying Out Investigations  
Obtaining, Evaluating, and Communicating Information  
Using Mathematics and Computational Thinking  
Developing and Using Models  
Constructing Explanations and Designing Solutions  
Analyzing and Interpreting Data  
Engaging in Argument from Evidence  
Asking Questions and Defining Problems

## **Career Readiness, Life Literacies, and Key Skills PRACTICES**

---

These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## **Climate Change Standards**

---

Select the Performance Expectations.

### **ClimateChange Education**

## **Stage I: Desired Results**

---

**STAGE I Desired Results**

**Learning Objective**

*Students will be able to independently use their learning to...*

**Mastery**

Enduring Understanding

*Students will understand that...*

There are three ways of measuring GDP: the expenditures approach, the income approach, and the value-added approach.

The labor force participation rate is another measure of the labor market activity in an economy. The labor force participation rate is the percentage of the adult population that is in the labor force.

Real variables, such as real wages, are the nominal variables deflated by the price level.

The inflation rate is determined by calculating the percentage change in a price index, such as CPI or the GDP deflator.

The difference between actual output and potential output is the output gap.

Essential Questions/ Big Ideas

How is one person's spending another person's income?

How do we know if an economy is doing well or poorly?

**Acquisition**

*Essential Knowledge . . .*

Define how GDP is measured and its components.

Define the labor force, the unemployment rate, and the labor force participation rate.

Explain how changes in employment and the labor market affect the unemployment rate and the labor force participation rate.

Calculate the unemployment rate and the labor force participation rate.

Define the limitations of the unemployment rate.

Define the consumer price index (CPI), inflation, deflation, disinflation, the inflation rate, and real variables.

Define nominal GDP and real GDP.

*Suggested skills. . .*

Describing economic concepts, principles, or models.

Interpreting a specific economic outcome using quantitative data or calculations.

Identifying an economic concept, principle, or model using quantitative data or calculations.

## Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
Unit I Progress Check GDP calculations Inflation calculations	Unit 1 Test Unemployment case study

### Modifications

---

Additional time on assessments

Guided notes

Audio/video examples

Study guides

### Acceleration

---

Additional graphing practice

Supplemental readings

Additional free response question practice

## Stage III: Learning Plan

---

Unit 1: 2 weeks

- Lesson 1.1: Economic indicators of the business cycle
- Lesson 1.2: GDP and limitations of GDP
- Lesson 1.3: Unemployment
- Lesson 2.1: Price Indices and Inflation/ Costs of Inflation
- Lesson 2.2: Real vs Nominal GDP
- Lesson 2.3: Business cycles
- Lesson 3.1: Unit 1 Test

### Modifications

---

Additional time on assessments

Guided notes

Audio/visual examples

Study guides

## **Acceleration**

---

Additional graphing practices

Supplemental readings

Additional free response questions

## **Diversity, Equity, & Inclusion**

---

### [Diversity, Equity & Inclusion](#)

This unit will discuss how individuals of varying backgrounds and identities are impacted by economic conditions

## **Specific Resources for Unit**

---

[jacob clifford youtube channel](#) & [website](#)

[Jason Welker youtube channel](#) (has useful videos aligned to the course and a ton of videos about graphs)

[Review Econ \(Jacob Reed\) youtube channel](#)

[Heimler History AP Macro](#)

[MRU online course](#)\* (has not only review videos but teacher resources, review games, etc to use)

[Federal Reserve Education](#) (can filter the site based on unit/topic and it will provide lesson plans that you can download as a PDF or link to google classroom)

[AP practice exams.com](#) (useful platform with practice questions, links to helpful videos/youtube channels)

[The Economist youtube channel](#) (various videos pertaining to economics)

[Economics Explained](#) (various videos pertaining to economics)

[Think Econ](#) (great resource with many videos pertaining to the course)

[One minute economics](#) (short videos about different economic topics)

[UMASS Amherst economics](#) (videos from professors)

[Department of Economics Oxford U](#)

[Crash course economics](#) (same as the John Green network making these crash course videos)

[AP Macro Khan Academy](#)

Links to helpful websites

[PBS learning](#)

[curious economist](#)

[science journal for kids](#)

## **Technology Integration**

---

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.