

AP Macro Economics

CLASS DESCRIPTION

This AP level macroeconomics course gives students a thorough understanding of the principles of economics that apply to the economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will be asked to generate charts and graphs to explain economic concepts and are expected to take the AP Examination in May.

Our teachers have participated in AP workshops, Federal Reserve Board workshops and programs and have completed relevant graduate level course work as well as related work experience in international finance and banking.

This course provides a full year of Macroeconomics. Students are required to complete research projects including papers, graphing exercises, case studies, news article analysis and multimedia presentations. Students take comprehensive unit exams which including multiple choice questions with five choices, and both short and long answer AP-style free response questions. Emphasis is placed on analysis and graphing. Classroom discussion, active lessons and analysis of current economic and political situations are integral parts of the lessons.

- **Textbook:**

Bade, Robin, and Michael Parkin. *Foundations of Economics*. AP ed.
New York: Pearson Education, 2007.

- **Workbooks:**

Pride, Wright, and Mark Rush, *AP* Test Prep Series: AP* Economics*. .
New York: Pearson Education, 2007.

Chasey, James and Shaun Waldron, *Multiple Choice & Free Response Questions in Preparation for the AP Economics Examination (Micro and Macro) 4th ed.* D&S Marketing Systems, Inc., 2013

Ray, Margaret A. *Advanced Placement Economics: Macroeconomics*.
New York: National Council on Economics Education, 2012.
Two books: Student Activities and Teachers' Resource Manual

- **Resources:**

Reffonomics website interactive lessons and assessments:

<http://reffonomics.com/reff/index.html>

Virtual Economics v.4, lessons and activities.

Midland Park High School's grading policy states that letter grades are to be awarded to each student based on the following averages:

A+: 98-100	A: 94-97	A-: 90-93
B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 73-76	C-: 70-72
D+: 65-69	D: 60-64	F: 0-59

In order to determine each student's average, the following formula will be used:

40 % - Tests
25% - Quizzes
20% - Homework
10% - Class Work
5% - Participation

Projects: Quarter 1:

Unit 1: Basic Economic Concepts, Comparative Advantage

- Students will participate in a "Survivor" simulation to demonstrate scarcity and determine how they would answer the three basic economic questions in their "society"
- Students will analyze local newspaper articles using the "Handy Dandy Guide" to basic economic concepts to find these concepts in everyday life.
- Students will find and analyze articles on current events for economic content and to illustrate concepts discussed. Actual content will vary year by year and quarter to quarter depending on events. Examples may include the Fiscal Cliff, Sequester, government shutdown, new spending initiatives etc. and illustrate concepts such as the money multiplier and it's effect on the economy.
- Students will complete AP free response problems from past exams on comparative advantage.

Unit 2: Supply, Demand and Equilibrium

- Students will find five newspaper articles on their own and write a report discussing issues in both general economic concepts and supply

/ demand / equilibrium contained in the articles. The report must contain both graphs illustrating the supply /demand issues contained in the articles and the student's reasoning behind their illustration. The explanation must also explain how equilibrium was affected by any movement or shifts in the supply and demand curves

Quarter 2:

Unit 3: Measurement of Economic Performance

- Students will complete an in class simulation on circular flow and take part in a circular flow activity.
- Students compare and contrast the GDP for the United States for different time periods focusing on nominal and real GDP and explaining why GDP expansions and contractions occurred. They will examine the periods of recession, expansion and inflation and examine economic shocks.
- Students examine several key economic indicators such as the GDP, PPI, CPI, GDP Deflator and unemployment. They will explain the indicator and all components.
- Students will find and analyze 4 current news articles and write a report indicating how the events in the articles impact GDP, inflation and employment, including graphs of the Phillips curve.

Unit 4: National Income and Price Determination

- Students complete practice AP long and short free response questions on shifts in the AS/AD model
- Students will find and analyze 4 current news articles and write a report indicating how the events in the articles impact AS and AD including graphs of the impact. Report will include analysis of the Phillips Curve, inflation, unemployment and the effect on GDP including identifying which component of GDP is affected.
- Students will analyze a case study on past US economic conditions and manipulate the AS/AD model and explain the importance of potential GDP.
- Students will use FRED from the St. Louis Federal Reserve Bank as the basis to illustrate how different economic conditions are reflected

in the AS/AD model.

- Students will answer an in class free response question comparing long v. short run AS/AD

Unit 5: The Financial Sector

- Students will create an outline of the Federal Reserve System covering the structure, functions, goals, mandate, and tools of the Federal Reserve System. The outline will include graphs illustrating the effects of the implementation of Fed policy to combat various economic scenarios.
- Students will analyze current economic indicators and hold a mock FOMC meeting to recommend policy steps.
- Students will complete an in class AP free response essay that addresses the money multiplier.
- Students will write a 3-5 page paper on the Federal Reserve Bank's current monetary policy in light of current economic conditions and express an informed opinion on that policy, citing current and recent economic conditions. They will support their opinion with references to the various schools of economic thought. One page of the paper will consist of graphs illustrating their points.

Quarter 3:

Unit 6: Inflation and Employment

- Students will prepare group power point presentations to be presented to the class on each of the schools of economic thought and how they would approach inflation and unemployment issues. Groups will be assigned a school to present, covering Monetarism, Keynesian, Rational Expectations and Supply Side. The presentations must include graphs illustrating their points.
- Students will hold either a public policy debate or a mock congressional negotiation session on either the deficit / debt vs. government spending or a current event impacting the government budget, deficit and spending.
- Students will use information gathered from FRED from the St. Louis Federal Reserve Bank and the AS/AD models they drew based on that

information in Unit IV as a basis for fiscal and monetary policy recommendations to address the economic issues they found.

Unit 7: Economic Growth and Productivity

- Student groups will research a developing nation and examine different economic indicators and the overall state of the economy. They will then create an investment strategy to reduce poverty using monetary and fiscal policy measures to invest in both human and physical capital. They will then present their plan to the class in a Power point presentation. The class will critique each plan.

Unit 8: Open Economy - International Trade and Finance

- Students will write an editorial espousing either a weak or strong dollar vs. the Euro based on the point of view of a specific economic sector or party and covering both the pros and the cons of their choice on international trade, capital flows, and tourism.
- Students will use the Big Mac Index to explore the concept of purchasing power parity and compare the Big Mac Index to the actual exchange rate.
- Students will examine a case study on several different countries trading policies. They will then draw conclusions on how different countries domestic policy actions affect international trade and how trade can affect domestic policy.

Unit 9: Post AP Exam – Investment, Trading and Ethics; Poverty in the United States

- Students will examine insider trading, front running, bribery, corporate espionage and other SEC, trading and legal violations in film and current event articles.
- Using websites from local grocery stores and apartment rental agencies, students will compare the minimum wage in New Jersey to the cost of living and present their findings to the class. They will then debate whether or not the minimum wage in NJ should be raised.
- Students will investigate the short term and long term causes of poverty in America and develop policy recommendations for eliminating poverty.

Timeline:

Unit 1: Basic Economic Concepts - textbook chapters 1, 3 (15 class periods)

A. Opportunity Costs

- Scarcity
- Economic choices and three economic questions
- Production Possibilities Curve / Frontiers
- No Free Lunch

B. Comparative Advantage

- Specialization
- Trade

Core Information:

Margin	Explicit Costs	Implicit Costs
Scarcity	Resources	Land
Labor	Capital	Entrepreneurship
Trade Offs	Choice	Free Goods
Needs vs. Wants	Comparative Advantage	Opportunity Cost
Absolute Advantage	Production Possibilities Curve	Specialization
Goods & Services	Marginal Decision Making	Economic Theory

Activities:

- Survivor simulation on economic decisions for scarce resources
- Analysis of recent news articles for the “Economic Way of Thought”
- Ray AP Economics exercises on PPC and Comparative Advantage
- Reffonomics interactive activities on PPC and Comparative Advantage
- Reffonomics interactive quiz on PPC and Comparative Advantage.
<http://reffonomics.com/reff/index.html>

Assessments:

- Problem sets on Opportunity Costs, PPC and Comparative Advantage
- Traditional 5 choice multiple choice test with free response questions
- “Do Now” single question “pop” quizzes with AP style multiple choice questions

Unit 2: Demand, Supply and Equilibrium – textbook chapter 4 (15 class periods)

A. Demand

- Quantity Demanded vs. Demand
- Demand Slope
- Shifts in Demand: Buy ICE-T
- Determinants of Demand
- Movement vs. Shifts

B. Supply

- Quantity Supplied vs. Supply
- Supply Slope
- Shifts in Supply
- Determinants of Supply
- Movement vs. Shifts

C. Equilibrium Price and Quantity

- Curve shift or movement

Core Information:

Quantity Demanded	Demand	Law of Demand
Slope of Demand Curve	Inferior Goods	Normal Goods
Determinants of Demand	BUY ICE-T	Substitute Goods
Complementary Goods	Quantity Supplied	Supply
Law of Supply	Determinants of Supply	
Shifts vs. Movement	Substitutes in Production	
Complements in Production	Markets	Equilibrium

Activities:

- Graphing various scenarios, including news reports and headlines
- Ice shortage simulation
- Ray AP Economics exercises on demand, supply and equilibrium.
- Reffonomics demand, supply and equilibrium interactive.
<http://reffonomics.com/reff/index.html>
- News reports on current examples of changes in demand or supply

Assessments:

- Problem sets on graphing demand, supply and equilibrium from textbook and workbooks

- Traditional 5 choice multiple choice test with free response questions
- “Do Now” single question “pop” quizzes with AP style multiple choice questions
- Students will find four newspaper articles on their own and write a report discussing issues in both general economic concepts and supply / demand / equilibrium contained in the articles. The report must contain both graphs illustrating the supply /demand issues contained in the articles and the student’s reasoning behind their illustration. The explanation must also explain how equilibrium was affected by any movement or shifts in the supply and demand curves

Unit 3: Measuring Economic Performance - textbook chapters 2, 20, 21, 22, 23, (15 class periods)

A. National Income Accounts

- Circular Flow
- Gross Domestic Product
 - Expenditure Approach
 - Income Approach
- Components of GDP
- Real vs. Nominal GDP

B. Inflation measurement and adjustment

- Market baskets and Price Indices (CPI, PPI)
- Nominal and Real Values
- Causes of Inflation
- Types of Inflation
 - Demand-Pull
 - Cost-Push
- Costs of Inflation (types)

C. Unemployment

- Definition
- Types of Unemployment

D. The “Real” Economy

- Macroeconomic Approaches
 - Classical Economics
 - Keynesian Economics
 - “New” Macroeconomics
- Potential GDP
- Natural Rate of Unemployment

- Types of Unemployment
- Full Employment

Core Information:

Macroeconomics	Circular Flow	GDP
Components of GDP	Intermediate Goods	Final Goods
Second Hand Good	Expenditure approach	Income approach
Government spending	Investment	Consumption
Net Exports		
Inflation	Real vs. nominal	Current dollars
Constant dollars	Indices	Market Basket
Demand Pull	Cost Push	Unemployment
Cyclical	Structural	Seasonal
Frictional	Labor Force	Full employment
Labor Force Participation Rate		
Natural Rate of Unemployment		
Discouraged workers	NAIRU	

Activities:

- Circular Flow diagram and simulation activity
- GDP components categorization game
- Create and follow a “market basket” using local grocery store website
Use basket to calculate inflationMorton AP Economics exercises on demand, supply and equilibrium.
- Reffonomics demand, supply and equilibrium interactive.
<http://reffonomics.com/reff/index.html>
- News reports on current GDP, inflation, and unemployment
- Ray AP Economics exercises on GDP, inflation and unemployment
- Case study on past US economic conditions – graphing and explanation of potential GDP
- Students will use FRED from the St. Louis Federal Reserve Bank as the basis to illustrate how different economic conditions are reflected in the AS/AD model

Assessments:

- Problem sets on real and nominal interest rates textbook and workbooks
- Traditional 5 choice multiple choice test with free response questions
- “Do Now” single question “pop” quizzes with AP style multiple

choice questions

Unit 4: National Income and Price Determination- textbook chapters 29, 30, (15 class periods)

A. Business Cycle

B. Aggregate Demand

- Consumption Risk
- Wealth Effect
- Interest Rate Effect
- Shifts
- Determinants of Aggregate Demand
- Tie to Keynesian Economics
 - Interest rate effect
 - Rational expectations
- Multiplier

C. Aggregate Supply

- Short run/ Long run
- Sticky vs. flexible wages and prices
- Shifts
- Potential GDP
- Determinants

D. Inflation

- Effect on AS/AD
- Cost Push and Demand Pull Inflation

B. Output Gaps

- Positive Output Gap
- Negative Output Gap

E. Fiscal Policy

- Expansionary Fiscal Policy
- Contractionary Fiscal Policy
- Discretionary Fiscal Stabilizers
- Automatic Fiscal Stabilizers

Core Information:

Business cycle	Peak	Trough
Change (2 quarters)	Aggregate Demand	Wealth Effect
Interest Rate Effect	Net Export Effect	Determinants of
ADMarginal Propensity to Consume		Multiplier

Marginal Propensity to Save		Crowding Out
Rational Expectations	Aggregate Supply	Short run vs Long Run
Sticky wages	Stagflation	Flexible Wages
Flexible prices	Determinants of AS	SRAS
LRAS	Potential GDP	Output Gap
Inflation on AS/AD	Cost- Push inflation	Demand-pull inflation
Equilibrium in AD/AS	Short run Equilibrium	Long Run Equilibrium
Expansionary Fiscal Policy		
Contractionary Fiscal Policy		
Discretionary Fiscal Stabilizers		
Automatic Fiscal Stabilizers		

Activities:

- Analyze past business cycles
- Practice AP short answer free response questions
- Problem sets on graphing from textbook , workbooks
- Analyze News articles on AD/AS and graph them
- Ray AP Economics exercises on aggregate demand, supply and equilibrium, the multiplier, and cost-push vs. demand-pull inflation
- Students will manipulate FRED from the St. Louis Federal Reserve Bank to collect inflation, real GDP & unemployment information to analyze and graph in the AS/AD model and short term Phillips' Curve

Assessments:

- Problem sets on graphing demand, supply and equilibrium from textbook and workbooks
- Traditional 5 choice multiple choice test with free response questions
- “Do Now” single question “pop” quizzes with AP style multiple choice questions
- Project analyzing & graphing current news articles for effects on AS/AD and the Phillip’s Curve
- Case study of historical inflation and unemployment situations to graph in the AS/AD model and Phillips Curve and recommend fiscal policies to address

Unit 5: Financial Sector – textbook chapters 24, 26, 27, 28 (20 class periods)

A. Money and Assets

- Definitions of Money
- Functions of Money
- Time Value of Money

B. Banks and the Creation of Money

- Types and functions of banks
- Reserve Ratios
- Money Multiplier
- Tax Multiplier
- Crowding out

C. Money Market and Loanable Funds Market

- Money Supply
- Money Market
- Loanable Funds Market

D. Federal Reserve System and Central Bank

- Mandate of the Federal Reserve
 - Dual Mandate
 - Four Goals from Legislation (maximum employment, stable prices, moderate long-term interest rates, and the stability of the financial system)
- Structure of the Federal Reserve
- Functions of the Federal Reserve
 - Clearing house / Payment System
 - Lender of Last Resort
 - Discount Window / Discount Rate
 - Bank Supervision
 - Tools of Central Bank Policy
 - Quantity theory of Money
 - Expansionary policy
 - Contractionary policy

Core Information:

Barter	Commodity Money	Fiat Money
Medium of Exchange	Store of Value	Unit of Account
Legal Tender	Inflation	Time Value of Money
Present Value	Future Value	Deflation
Money Supply	Monetary Aggregates	M0, M1, M2
Liquid Assets	Money Demand	Money Creation
Central Bank	Fractional Reserve Banking	

Federal Reserve System	Reserves	Required Reserves
Deposit Expansion Multiplier		T-Accounts
Demand Deposits	Assets	Liabilities
Discount Rate	Open Market Operations	Money Multiplier
Money Market	Nominal Interest Rate	Lender of Last Resort
Liquidity	Financial Assets	Corporate Bonds
Stocks	Commodities	Government Bonds
Crowding Out	Expansionary Policy	Contractionary Policy
Velocity of Money	Tax Multiplier	Tight Money Supply
Easy Money Supply	Federal Funds Rate	Loanable Funds
Prime Rate	Real Interest Rate	Aggregate Demand
Aggregate Supply	Leakage	Recession
Depression	Quantity Theory of Money	

Activities:

- Reffonomics online activities including *Recollections of Pine Gulch*, on the definition of money, time value of money, monetary policy, T Accounts and the Fed <http://reffonomics.com/reff/index.html>
- Simulated FOMC meeting
- Where's George – velocity of money activity
- Ray AP Economics exercises on money, money supply, time value of money, banks and money creation, money market and loanable funds market, The Federal Reserve, Monetary Policy, Quantity Theory of Money & Real vs. Nominal Interest Rates
- Problem sets on money supply, the money multiplier & reserve ratios, graphing the money market, and graphing the loanable funds market
- Graphing exercises on the money market, loanable funds market and AS/AD model

Assessments:

- Problem sets on money supply, the money multiplier & reserve ratios, graphing the money market, and graphing the loanable funds market from textbook and workbooks
- Traditional 5 choice multiple choice test with free response questions
- “Do Now” single question “pop” quizzes with AP style multiple choice questions
- Students will create an outline of the Federal Reserve System covering the structure, functions, goals, mandate, and tools of the Federal Reserve System. The outline will include graphs illustrating

the effects of the implementation of Fed policy to combat various economic scenarios.

- Students will complete an in class AP free response essay that addresses the money multiplier
- Students will write a 3-5 page paper on the Federal Reserve Bank's current monetary policy in light of current economic conditions and express an informed opinion on that policy, citing current and recent economic conditions. They will support their opinion with references to the various schools of economic thought. One page of the paper will consist of graphs illustrating their points.

Unit 6: Inflation, Unemployment, and Stabilization Policies – textbook chapters 31, 32, 33 (27 class periods)

A. Fiscal Policy

- Federal Budget
 - Deficit
 - Spending v. Saving
 - Government Spending
 - The Deficit and Debt
 - Crowding Out
- Tax Multiplier
- Taxes
 - Types of taxes
 - Effect on economy of tax cuts or hikes
 - Current events effecting taxes
- Discretionary Fiscal Policy and Automatic Stabilizers

B. Monetary Policy – Review from Unit 5

C. Monetary and Fiscal Policy and their Interactions

- Demand Side
 - Keynes
- Supply side economics
 - Reaganomics
- Monetarists
 - Friedman
- Short-Run Policy Trade Off
 - Short run Phillips Curve
 - Long Run Phillips Curve

Core Information:

Fiscal Policy	Budget	Deficit
Surplus	National Debt	Taxes
Demand Shock	Supply Shock	Crowding Out
National Debt	Phillips curve	Inflation
Unemployment	Trade Offs	Short Run
Long Run	Self Fulfilling Prophecy	Expectations
Demand Side	Supply Side	Reaganomics
Monetarists	Keynes	Friedman
Hayek	Discretionary Stabilizers	
Automatic Stabilizers	Expansionary Policies	
Contractionary Policies		

Activities:

- Ray AP Economics exercises on fiscal and monetary policy tools and their interaction, on automatic and discretionary stabilizers, graphing contractionary and expansionary policies and tracking the effects on inflation, unemployment and GDP, interaction with AS/AD, impact on the deficit and debt, crowding out, affects on the Phillips curve and interest rate expectations.
- Problem sets on the above from the text book and workbooks
- Graphing exercises demonstrating the impact of monetary and fiscal policies on AS/AD, money market, loanable funds market and Phillips curve
- Reffonomics online activities including monetary policy, fiscal policy, and the interaction of the two <http://reffonomics.com/reff/index.html>

Assessments:

- Students will prepare group power point presentations to be presented to the class on each of the schools of economic thought and how they would approach inflation and unemployment issues. Groups will be assigned a school to present, covering Monetarism, Keynesian, Rational Expectations and Supply Side. The presentations must include graphs illustrating their points.
- Students will hold either a public policy debate or a mock congressional negotiation session on either the deficit / debt vs. government spending or a current event impacting the government budget, deficit and spending.
- Students will use information gathered from FRED from the St.

Louis Federal Reserve Bank and the AS/AD models they drew based on that information in Unit IV as a basis to make reasoned fiscal and monetary policy recommendations to address the economic issues they found, including graphs showing the changes their recommendations should affect on the AS/AD graphs previously drawn.

- Student groups will research a developing nation and examine different economic indicators and the overall state of the economy. They will then create an investment strategy to reduce poverty using monetary and fiscal policy measures to invest in both human and physical capital. They will then present their plan to the class in a Power point presentation. The class will critique each plan.
- Problem sets and exercises listed above from Ray AP Economics and the textbook and workbooks
- Traditional 5 choice multiple choice test with free response questions
- “Do Now” single question “pop” quizzes with AP style multiple choice questions

Unit 7: Economic Growth and Productivity – textbook chapter 25 (5 class periods)

A. Economic Growth

B. Determinants of Economic Growth

- Human capital
- Physical Capital
- Research & development – technological progress

C. Policies to Promote Economic Growth

Core Information:

Economic Growth	GDP per Capita	LRAS
Production Possibilities Curve	Productive Capacity	Full Employment
Natural Rate of Output	Productivity	Physical Capital
Human Capital	Technological Progress	Infrastructure
Education / Training	R&D	Political Stability
Business / Regulatory Environment		

Activities:

- Ray AP Economics exercises LRAS and the production possibilities

- curve, government policies to encourage growth, chart analysis
- Problem sets on the above from the text book and workbooks
- Web study of Less Developed Countries (LDCs) using Reffonomics and other resources <http://reffonomics.com/reff/index.html>

Assessments:

- Student groups will research a developing nation and examine different economic indicators and the overall state of the economy. They will then create an investment strategy to reduce poverty using monetary and fiscal policy measures to invest in both human and physical capital. They will then present their plan to the class in a Power point presentation. The class will critique each plan.

Unit 8: Open Economy: International Trade and Finance - textbook chapters 34, 35 (18 class periods)

- A. Absolute and Comparative Advantage - Review
- B. Specialization and Gains from Free Trade - Review
 - PPC graphs and proof of gains
 - Terms of Trade
- C. Protectionism, Tariffs, Quotas, Subsidies
 - Impact on developing countries
- D. Balance of Payments Accounts
 - Balance of trade
 - Current account
 - Financial account
 - Relationships between international and domestic financial and goods markets
- E. Exchange Rates
 - Purchasing Power Parity
 - Strong vs. weak currency
 - Demand for and supply of foreign exchange
 - Exchange rate determination
 - Currency appreciation and depreciation
 - Impact on GDP and financial markets

Core Information:

Balance of Payments Account	Current Account	Financial Account
Net Exports	Investment Income	Net Transfers

Trade Balance	Capital Flows	Trade Barriers
Tariffs	Quotas	Foreign Exchange
Exchange Rate	Loanable funds Market	Appreciation
Equilibrium Interest Rate	Depreciation	Monetary Policy
Fiscal Policy		

Activities:

- Students will use the Big Mac Index to explore the concept of purchasing power parity and compare the Big Mac Index to the actual exchange rate.
- Reffonomics online interactive on exchange rates, current account and financial account (capital account) interactions and interactions between the exchange rates, current accounts and capital accounts <http://reffonomics.com/reff/index.html>
- Reffonomics online quiz on exchange rates <http://reffonomics.com/reff/index.html>
- Economic Sanctions and Foreign Policy – *Virtual Econonomics* v.4 analyze case studies of US sanctions. Examine the characteristics of successful sanctions and predict the likelihood of success in sanctions in three scenarios

Assessments:

- Students will write an editorial espousing either a weak or strong dollar vs. the Euro based on the point of view of a specific economic sector or party and covering both the pros and the cons of their choice on international trade, capital flows, and tourism.
- Students will examine a case study on several different countries trading policies. They will then draw conclusions on how different countries domestic policy actions affect international trade and how trade can affect domestic policy.
- Problem sets and exercises listed above from Ray AP Economics and the textbook and workbooks
- Traditional 5 choice multiple choice test with free response questions

- “Do Now” single question “pop” quizzes with AP style multiple choice questions

Unit 9: Post AP Exam: Investing and Ethics in the Stock Market, Poverty in America, Credit Card Woes (18 class periods)

- Trading Ethics and Regulation
 - SEC
 - Insider Trading
 - Front Running
 - Corporate Espionage
- Causes of Short Term and Long Term Poverty
 - Education
 - Health
 - Social / Economic background
 - Race & Ethnicity
- Cost of Living and Minimum Wage
- Credit Cards: Dangers of minimum Payments

Activities:

- Review of SEC regulations
- Movie “*Wall Street*” with discussion and identification of violations
- Analysis of current newspaper articles on SEC enforcement actions
- “Big paper” activities using articles, charts and graphs on both short and long term poverty in the United States
- Budgeting on minimum wage using grocery store and apartment rental service websites
- Video “*Thirty Days on Minimum Wage*”
- Credit card compounding interest simulation

Assessments:

- Written reflection on “*Wall Street*”
- Budget
- Written reflection on “*Thirty Days on Minimum Wage*”
- Debate on whether or not to raise the minimum wage in NJ again
- Group presentation of policy recommendations for ending poverty

in the U.S.