Dear 2017-2018 AP Econ Candidate:

Thank you for your interest in AP Macroeconomics! Please read through the following information carefully, and see me with any questions.

I use three main criteria in selecting students for this class:

1. **Grades and Test Scores**
   I will review your junior year grades and standardized test scores. In general, a minimum grade of A- is necessary in Math and History courses.

2. **Teacher Recommendations**
   I will solicit feedback from your teachers regarding your work ethic, classroom behavior, intellectual curiosity, and academic potential.

3. **Short Essay**
   By February 22, please write a short essay describing your interest in the course. Why is this course important to you? Would you be motivated to work hard all year, right up to the AP Econ exam next May? Your essay should be no more than a page in length. You can drop it off in my mailbox, or email it to me.

Please see below for a full description of the course. See me at any time if you have questions about the course; I can usually be found in Room 228 or in the History Office.

No action is required on your part regarding grades, test scores, or teacher recommendations.

There are many students applying for this course as primary choice. If you have listed the course as an “alternate” choice, unfortunately you will not be considered at this time, and so it is not necessary for you to write an essay.

Thanking you for your interest,
Mr. Brady
**Course Description**

The purpose of an advanced placement course in macroeconomics, according to the College Board, is “to give students a thorough understanding of the principles of economics that apply to an 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.”

The Delbarton “AP Macro” course is designed to help students create a foundation of economic literacy and to better understand the complex financial world we live in. It is preparatory in nature, building up to the Advanced Placement test in May. Students may earn college credit with success on this test.

The course will begin with a study of basic terms, methods and concepts, including scarcity, opportunity costs, and marginal analysis. The concepts of demand, supply, and equilibrium will be defined and illustrated, incorporating laws, models and graphs. Students will then probe into such economic indicators as GDP and CPI and understand how these barometers are measured. They will study the role of government in the economy and differentiate between fiscal policy and monetary policy, exploring how “the Fed” works tactically and strategically against instability. Considerable time will be spent working with applications related to world trade and foreign exchange.

Changes in world economic conditions are constantly reported in today’s news, and have an impact on our financial health and purchasing power. Our global economy stirs debate, adds complexity to society and requires that all citizens become well-informed decision-makers. We dedicate a significant amount of time to study economic news and understand current financial issues.

The course will include an overview of basic accounting, personal finance and investment concepts. Students will be able to incorporate theory and vocabulary into current events and draw parallels from text study to our own market system and challenging times. The course will conclude with ample time for review in preparation for the AP examination.

From time to time, I expect expert market participants (traders, economists, business owners) to visit Delbarton and give depth to text material through class-time or conference block presentations. I also expect to arrange at least one field trip in order for students to witness some kind of market operation (i.e. hedge fund, brokerage shop, trading floor) in action.