



### Summer 2026 Course Description

AP Microeconomics is a rigorous, college-level and semester-long course that explores the principles of economics as they apply to individual decision-makers (both consumers and business producers) within a market system. The course places primary emphasis on the nature and functions of scarcity, supply and demand, product markets, factor markets, and the role of government in promoting efficiency and equity.

Students will learn to apply economic reasoning and models to real-world issues such as price determination, consumer behavior, production and cost decisions, market structures (perfect competition, monopoly, monopolistic competition, oligopoly), market failures, and government intervention and regulation. Through data analysis, graph interpretation, and critical thinking, students will evaluate economic outcomes and assess policy effectiveness.

As you can see, there is a significant amount of material to cover in the span of a single semester. For that reason, using a part of the Summer to prepare for the introductory unit on AP Microeconomics in the Fall will happen **in the following three parts:**

#### **Part 1: Reading about the Fundamental of Microeconomics:**

The following link is for the textbook we will use for the Fall semester. Download it as a PDF for easy access. **Read and be prepared to discuss on the first day of class, (8- 14/15-26) Chapters 1 and 2, "Welcome to Economics" and "Choice in a World of Scarcity".**

<https://openstax.org/details/books/principles-microeconomics-3e>

## **Part 2: Developing a Microeconomic Vocabulary: (35 points)**

To develop a facility and confidence with microeconomic terminology, it is important that you maintain a practice of vocabulary building throughout the course, one that is available to you in your preparation for the Spring 2026 AP exam. These terms, among others, will come up frequently at different times in the semester. It is important to have this working vocabulary log easily accessible in your course notes, using specific examples to illustrate a conceptual definition. I will collect these working terms, either printed out or in legible longhand, **on the first day of classes, (8-14/15-26)**.

Absolute Advantage	Implicit Cost	Explicit Cost
Accounting Profit	Imports	Exports
Allocative Efficiency	Trade-Off	Deadweight Loss
Capitalist Market System	Inferior Good	Gini Ratio
Monopoly	Law of Diminishing Marginal Return	
Oligopoly	Lorenz Curve	Surplus
Comparative Advantage	Marginal Analysis	Protective Tariffs
Complementary Good	Quota	Shortage
Consumer Surplus	Market Equilibrium	
Producer Surplus	Government Subsidy	
Demand	Negative Externality	
Opportunity Cost	Price Floor	
Supply	Price Ceiling	
Dominant Strategy	Progressive Tax	

**Part 3: Understanding Your Own Microeconomic World:  
Summer 2026 Family Interview Writing Project (25 points)**

**Objective:**

Students will apply AP Microeconomics Unit 1 concepts—scarcity, opportunity cost, trade-offs, marginal thinking, and economic systems—by interviewing a family member or guardian about how their household makes economic decisions. **Pay attention to the following five steps:**

**Instructions:**

1. Choose one family member or adult guardian to interview (can be done in person, by phone, or virtually). Be sure to record, and then transcribe, your interviews and share the printed transcriptions with me.
2. For those of you using your iPhones to record and transcribe, I have included a link to help you produce a hard copy of your recordings. See below:  
<https://support.apple.com/guide/iphone/view-a-transcription-iph00953a982/ios>
3. Ask about and record responses on your phone to the following terms and corresponding questions:
  - **Scarcity & Trade-Offs**
    - What is an example of a time when your household had to make a difficult financial decision due to limited resources (money, time, space, etc.)?
    - What alternatives did you consider before making the final decision?
  - **Opportunity Cost**
    - Can you describe a recent purchase or investment where you had to give something up to get something else?
    - What do you think was the opportunity cost of that decision?
  - **Marginal Analysis**
    - Have you ever planned based on whether the additional benefit outweighed the additional cost (e.g., working extra hours, buying a warranty, etc.)?
    - What was your thought process?
  - **Economic Systems**
    - How do you think the U.S. economic system (mostly market-based) affects how your household makes economic decisions?
  - **Bonus:**
    - If the government gave your family an extra \$1000 this month, what would you do with it—and why?

4. **Written Report (1–2 pages, typed or neatly written), Submitted to Canvas no later than the first day of class (8-14/15-26).**

- After the interview, write a brief reflection that includes:
  - A summary of the answers
  - Your analysis using at least three Unit 1 terms (e.g., scarcity, opportunity cost, marginal benefit, trade-offs, etc.)
  - A short description of how this helped you see economics in everyday life

5. **Grading Rubric (25 points):**

<b>Criteria</b>	<b>Points</b>
● Interview responses recorded and transcribed	10
● Use of 3+ economic terms accurately	5
● Thoughtful reflection/analysis	5
● Clear and organized presentation	5