

THE QUESTIONS STUDENTS HAVE ASKED IN THE PAST ARE ANSWERED IN THIS RUBRIC!

IMMEDIATELY: COMPLETE THESE STEPS NOW!

1. On Microsoft Teams, join “AP ECON SUMMER 2022” by using the join code: **3cv2u4f**
2. Click on “SUMMER ASSIGNMENT” channel; then click “Files” at the top of the page.
3. Click the “Settlers of Catan” Folder; then, click “RUBRIC for Summer Assignment” to get a copy of this document.
4. Next, click the document, titled “STEAM and Catan Download Instructions”, and follow the step-by-step download instructions.
5. After you have registered an account on Catan Universe, complete this Microsoft Form <https://forms.office.com/r/5auJzvEvvk>
6. **WAIT until after Tuesday, June 7th before requesting to join “Northview Titans” guild!**

WHAT WILL I LEARN & HOW WILL I LEARN IT?

The Summer Assignment will introduce students to the “economic way of thinking” vis-à-vis an interactive online version of a board game called “Settlers of Catan”. Online, the game is played on an app and is called “Catan Universe” which is where AP Economics students will join the “Northview Titans” guild. On the island of ‘Catan’, you will make decisions regarding where to build settlements, how to collect and trade resources (brick, grain, lumber, ore, wool), how to allocate resources, when to save resources or steal them, when and where to build roads, construct additional settlements, develop settlements into cities, raise an army, and pursue other means to earn ‘Victory Points’.

By playing the game, students will be engaged in what is called ‘dynamic decision making’ (DDM). DDM, has three common features:

- A series of actions must be taken over time to achieve some overall goal (e.g., win the game)
- Actions are interdependent; meaning, later decisions depend on, and are influenced by, earlier actions
- Consequences of actions perpetually change the environment, which changes spontaneity and decision-making

During the game, you will take screenshots of gameplay; the screenshots will be used later when you write ten (10) analyses of the decisions you made during competition. Your Summer Assignment will include annotations (textboxes added to your screenshots), descriptions of gameplay scenarios, explanations of ‘Economic Postulates’ (see page 2), and a synthesis of ideas that demonstrates you understand the connection between economic postulates and gameplay scenarios (see example of an assignment on page 4).

WHERE DO I LEARN HOW TO PLAY THE GAME, “SETTLERS OF CATAN”?

1. Go to Teams and follow the instructions to download the ‘STEAM’ gaming browser and ‘Catan Universe’ app
2. Create an account on Catan Universe with your username; Login to your Catan Universe account
3. Click on your character icon (upper left) and a dropdown menu will appear.
4. Click “Tutorial”.

ARE THERE SPECIFIC REQUIREMENTS TO COMPLETE THE SUMMER ASSIGNMENT?

1. **All documented game play MUST include three (3) or more members of the Northview Titans guild. NO EXCEPTIONS!**
 - a. Part of the Summer Assignment is figuring out how to engage with others in pursuit of your own self-interest.
2. **You must use screenshots from at least two (2) different games.**
 - a. Documented games can be with different members of the ‘Northview Titans’ guild or the same guild members.
3. **You must analyze ten (10) UNIQUE situations encountered during gameplay, referred to as a “Summary Analysis”.**
 - a. Each “summary analysis” must include:
 - i. a unique screenshot/pic
 - ii. textboxes
 - iii. 250-400 words total, including textboxes

WHAT SHOULD A PROPERLY FORMATTED SUMMARY ANALYSIS LOOK LIKE?

1. See page 4 of this document for an example.

WHAT ARE THE STEP-BY-STEP INSTRUCTIONS FOR COMPLETING A SUMMARY ANALYSIS?

1. Copy/Paste (onto a word document) a unique screenshot/pic of a specific situation you encountered during game play.
 - a. You will annotate and make reference to this picture in your Summary Analysis (referenced below).
 - b. Copy /Paste (below the screenshot/pic) one of the **“Economic Postulates”** (lettered **a., b., c.,** etc., below).
2. Your gameplay experience will prove the rationality of the postulate (think, “That’s just like what happened when…”).
 - a. You must use at least one postulate from each of the six categories (I.-VI.) listed under “Economic Postulates”.
 - b. You must use TEN (10) different postulates, each used in conjunction with a unique situation and screenshot/pic.

Economic Postulates: Statements accepted as truisms, supported by anecdotal observation.

- I. People choose to do the things they *believe* are best for them.
 - a. We live in a world where we can’t have everything we want.
 - b. Resources, goods, services, time, and money are scarce, so we have to make choices.
- II. Choices have costs – opportunity costs.
 - c. It is the inevitable nature of *choice* that we give up the opportunity to have something else when we choose.
 - d. It is as important to examine what we forgo, as well as what we will get if we choose one alternative over another.
- III. People respond in predictable ways.
 - e. Rational people seek positive rewards.
 - f. Rational people seek to avoid negative consequences.
- IV. People create economic systems that influence choices and incentives.
 - g. A society’s economic system organizes the production, distribution, and consumption of goods and services.
 - h. How people work together in an economic system is governed by both written and unwritten rules.
 - i. When rules change, incentives change; when incentives change, choices change.
- V. Voluntary trade creates wealth.
 - j. People tend not to enter into transactions that they believe will make them worse off, rather than better off.
 - k. People can produce more in less time by concentrating on what they do best.
 - l. Specialization based on comparative advantage combined with voluntary trade results in increased total output.
- VI. The consequences of choices lie in the future.
 - m. We cannot change the past but we can influence the future.
 - n. Every choice or decision we make is based on prediction of what the benefit and cost of our alternatives will be.
 - o. The more information we have about alternatives, the better our predictions tend to be.

WHAT SHOULD I WRITE FOR MY SUMMARY ANALYSIS?

Each of the ten (10) analyses must be on its own separate page, with your name (last, first) and Player ID in the upper left. Typically, each written requirement (see below) can be satisfied using 50-100 words. **[see example on page 4]**

1. “POSTULATE MEANING” - Write a brief explanation in your own words of what the economic postulate means.
 - i. Think of it like this: You’ve heard the expression “A stitch in time saves nine.” Explain what that means.
2. ANNOTATE - Use textbox/arrows on the screenshot/pic to reference elements relevant to the situation being analyzed.
 - i. Think of it like this: Mr. Silver is doing preventative maintenance on his car. You take pics to document the process. In one pic, Mr. Silver is changing the oil – identify where the oil drains from, the oil pan, new filter, etc.
3. “SITUATION PROVES THE POSTULATE” - Reference the anecdotal situation that seems to be applicable to the postulate.
 - i. Think of it like this: Mr. Silver’s car is runs perfectly, but he is doing maintenance anyways to keep it that way.
4. “MAKING THE CONNECTION” - Describe how events, decisions, strategies, etc. (referenced in the screenshot annotations) serve as anecdotal evidence that ‘proves’ the rationality of the postulate.
 - i. Think of it like this: Mr. Silver’s car has over 300,000 miles and never breaks down; by doing regular oil changes, Mr. Silver avoids having to do major repairs later (“A stitch in time does indeed save nine”).

HOW DO I SUBMIT MY SUMMER ASSIGNMENT?

1. Save the document as a **PDF file** by naming it, as follows: **lastname_firstname_APEcon2022**
2. On TEAMS, under the ‘Assignment’ tab, **submit the PDF file, based on the Due Date**
 - a. **“EARLY”** Summer Assignment Submission (June 7-July 17) - BONUS POINTS!
 - b. **“ON-TIME”** Summer Assignment Submission (July 18-August 7)
 - c. **“LATE”** Summer Assignment Submission (August 8-August 21) - PENALTY!

FREQUENTLY ASKED QUESTIONS (FAQ's)

HOW MUCH WILL THE SUMMER ASSIGNMENT AFFECT MY AVERAGE?

The importance of the Summer Assignment is matched by how heavily it is weighted (**7% of your fall semester average**). The importance of getting started early is matched by the 10 bonus points for "Early Submissions"; in many cases, this extra 10 points will result in your overall course average increasing by 1 point at the end of the semester.

HOW WILL THE SUMMER ASSIGNMENT BE SCORED?

A Summary Analysis must be written for TEN (10) of the lettered economic postulates. Each Summary Analysis that does not meet the minimum standards for the assessment in terms of structural criteria, content, documentation, length, and/or quality, will result in a 10 point reduction in earned score. In other words, a Summary Analysis must be perfect to earn the 10 points!

WHAT SHOULD I DO IF I HAVE QUESTIONS OR ENCOUNTER PROBLEMS?

If you have any questions, or encounter problems, please email Mr. Silver at: silverl@fultonschools.org. Please allow a minimum of 72 hours for a reply (no replies week of July 4th). I am on vacation which means not working or thinking about work.

IF I HAVE THE BOARD GAME, CAN I PLAY LIVE GAMES WITH OTHER AP ECON STUDENTS?

Yes! Students who own the board game "Settlers of Catan" may opt to play live games with other AP Economics students, rather than playing the game online. However, each student is responsible for documenting with photos his/her own gameplay; so, if you choose to play live games, be sure that each person takes many pics. You may want to use brief videos to narrate the situation so that you can remember what was happening for when you write up your analysis later while sitting at your computer.

WHAT MATERIALS WILL I NEED ON THE FIRST DAY OF CLASS?

The materials, below, will be invaluable in helping AP Economics students learn faster (less reading), retain longer (less studying), and score higher (less stress) in both AP Micro and AP Macro. I highly recommend these items, and strongly encourage students to purchase them as an investment in your future success! *You will be glad you did!*

1. **Create a New Account:** https://online.reffonomics.com/users/sign_up

The website is an immersive, interactive website that contains activities, simulations, lessons and tutorials that students will need to maximize performance in AP Micro & AP Macro. Students use it more often than text!

2. **Computation Book, 11.75 x 9.5 Inches, Quadrille Ruled**

The computational notebook is used for graphing and note-taking. There are a variety to choose from, but keep in mind that you typically get what you pay for. The type I use is referenced, below. Do NOT get perforated pages!

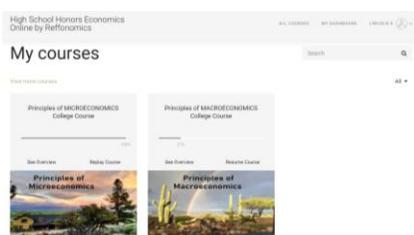
3. **AP Microeconomics Crash Course (Advanced Placement (AP) Crash Course)**

David Mayer (Author); **Publisher:** Research & Education Association

4. **AP Macroeconomics Crash Course (Advanced Placement (AP) Crash Course)**

Jason Welker B.A. M.Ed. (Author); **Publisher:** Research & Education Association

online.reffonomics.com



computational notebook (example)



Crash Course Books



EXAMPLE OF A PROPERLY FORMATTED SUMMARY ANALYSIS

Ahn, Jennifer
ID: jennisahfire



k. People can produce more in less time by concentrating on what they do best.

POSTULATE MEANING:

It is impossible to be the best at everything. With limits on resources and time, people simply cannot become extremely efficient in every single activity we choose to do. Specializing improves ability and efficiency; so, if people concentrate on one task that they are best at, they will be more successful than others who try to be good at a variety of tasks. By concentrating on what we do best, we will have an advantage achieving our goals, especially in a competitive environment. If everybody becomes very efficient in different tasks, society will be better off.

SITUATION PROVES THE POSTULATE:

As seen by the player standings at the top of the screen, rkhan15, the purple player, had the longest road because she had resources (brick and wood) that made it easy for her to build roads. Although I had the ability to get wood, I did not have a settlement on a brick producing hex, so building roads would be difficult. However, I did have settlements on hexes that produced ore, wool, and grain – resources I could use to buy Development Cards, which enabled me to take special actions, such as stealing resources, blocking access to resources, building an army, etc.).

MAKING THE CONNECTION:

People can produce more in less time by concentrating on what they do best. Since I didn't have the resources to build roads (brick and wood), I decided to always get Development Cards whenever I had the resources available (ore, wool, and grain). Development Cards enabled me to acquire 'knights', and when I had three knights, that gave me 'Largest Army', which earned me two victory points. In addition, Development Cards include 'Victory Point' cards, which I collected throughout the game; eventually, I had 4 Victory Point cards. By concentrating on what I did best, buying Development Cards, I was able to eventually win the game.