

Macro Unit 6 Problem Set 1: Balance of Payments & Exchange Rates

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Part 1 – Check Your Understanding- The nation of EconLand currently has a trade deficit with Macrostan. The following is a transcript of a speech delivered by EconLand presidential candidate, Protek Shinist. The speech has at least seven economic fallacies (flawed statements based on inaccurate assumptions). Identify 3 of these fallacious statements and correct them.

"EconLand ran a \$100 billion trade deficit with Macrostan last year. This is unacceptable! Our wealth is flooding out of our country and enriching Macrostan while we sit by and just watch it happen. That's \$100 billion that has exited our economy, never to return. Macrostan is laughing at us as they profit off of our foolishness. Think of all the EconLand jobs that are being stolen by Macrostan—these are jobs that would return to EconLand if we implemented tariffs, trade barriers, or maybe even stopped trading with Macrostan altogether! Our unemployment rate would surely be lower if we did so. If I'm elected president I promise that I will bring these jobs back to EconLand where they belong. By implementing high tariffs on goods from Macrostan, our wealth will stay in EconLand and our nation will flourish and become richer!"

1. Fallacy: EconLand purchasing imports from Macrostan is "wealth flooding out."	Reality: Trade is mutually beneficial; every import purchased by EconLand from Macrostan benefits both parties. The buyer's marginal benefit was larger than their marginal cost. So was the seller's. Trade is not a zero-sum game.
2. Fallacy: Imports represent lost jobs for EconLand; reducing trade with the use of tariffs or other trade barriers will "save" EconLand jobs.	Reality: When nations trade, production is based on which nation produces goods more cheaply, freeing up resources to buy other things. Trade will provide jobs in the goods and services EconLand makes more cheaply.
3. Fallacy: The unemployment rate would be lower in a closed economy, without trade.	Reality: With trade, nations can consume (not produce) outside the limits of their PPF. Exports create jobs. If EconLand is limited to only consuming what it can produce, there are fewer job opportunities.

Part 2 – Making Connections- Answer the questions.

- What is the difference between the current account and the capital/financial account? **Current account measures the sale and purchases of goods and services and unilateral transfers. The financial account measures the current account measures transactions that don't create a liability, whereas financial account transactions do create a liability.**
- What does it mean if a country has a negative balance of payments on goods and services? **They have a trade deficit so imports of goods and services are greater than exports.**
- What is the difference between a trade deficit and a trade surplus? **A trade deficit means a country is importing more than it exports, whereas a trade surplus means a country is exporting more than it imports.**
- The balance of trade makes up a large portion of the current account, but it is not quite everything. What else is included in the current account? **The two other categories are: U.S. earnings from investments abroad minus foreign earnings from U.S. investments and foreign aid from the U.S. sent abroad + aid sent to family abroad.**
- Explain why economists generally focus on the balance of payments (BOP) instead of just the balance of trade. **The balance of payments gives a more complete picture of all transactions and money flowing in and out of the country**

Macro Unit 6 Lesson 1

**Maarja Siiner, Francis M. Hult, Tanja
Kupisch**



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A Framework for Teaching Basic Economic Concepts National Council on Economic Education,1995 This companion to the National Content Standards provides definitions and explanations of key economic concepts as well as scope and sequence guidelines for teaching economics concepts within the K12 curriculum Voluntary National Content Standards in Economics National Council on Economic Education,Foundation for Teaching Economics,1997 This essential guide for curriculum developers administrators teachers and education and economics professors the standards were developed to provide a framework and benchmarks for the teaching of economics to our nation s children *Dummies 101* Margaret Levine Young,Rodney Lowe,1996 Practical guide to the database application **Macromedia MX ELearning** Jeffrey Bardzell,2003 With International Data Corp projecting e learning to be an 11 5 billion industry by 2003 the demand for interactive multimedia learning applications is on the rise And Macromedia s Studio MX design tools including Flash MX Dreamweaver MX and ColdFusion MX provide the ideal solution But figuring out how to combine these products to create the perfect active learning applications for your purposes can be tricky which is why you needMacromedia MX eLearning Advanced Training from the Source Using project based lessons e learning specialist and veteran author Jeffrey Bardzell takes you through the paces of these solutions demonstrating how you can use them to create e learning applications for both academic and corporate environments Moving at your own pace you ll learn by doing through the tutorials and hands on instructions that have become the hallmark of this popular series By the time you reach the end of this volume you will have built four e learning projects one in Dreamweaver two in Flash and one that uses ColdFusion Dreamweaver and Flash to create a front end for a complete ColdFusion driven Web application In the process you ll learn how to create drag and drop interactivity fill in the blank dynamic text hotspots and a host of other useful e learning features including how to track scores and provide on the fly user feedback by connecting to a database through ColdFusion Whether you re a corporate or government trainer or an educator grappling with the challenges of distance learning you ll find what you need to provide the training your people require inMacromedia MX eLearning Advanced Training from the Source **Let's Speak Chickasaw** Catherine Willmond,Pamela Munro,2012-11-27 An important member of the Muskogean language family Chickasaw is an endangered language spoken today by fewer than two hundred people primarily in the Chickasaw Nation of south central Oklahoma Let s Speak Chickasaw Chikashshanompa Kilanompoli is both the first textbook of the Chickasaw language and its first complete grammar A collaboration between Pamela Munro a linguist with an intimate knowledge of Chickasaw and Catherine Willmond a native speaker this book is designed for beginners as well as intermediate students Twenty units cover pronunciation word building sentence structure and usage Each includes four to eight short lessons accompanied by exercises that introduce additional information about the language Each unit also includes dialogues or readings that reflect language use by native speakers to increase students understanding of how words and sentences are

put together Additional Beyond the Grammar sections offer insight into the history of the language and fine points of usage Extensive Chickasaw English and English Chickasaw vocabularies are included The text is written in a conversational style and defines terms in everyday language to help students master grammatical concepts The authors developed the spelling system they use here based on earlier orthographies for Chickasaw and Choctaw An accompanying CD provides examples of spoken Chickasaw that convey fine points of pronunciation Classroom tested for more than fourteen years Let s Speak Chickasaw is the only complete and linguistically sound analysis of Chickasaw treating it as a living language rather than as a cultural artifact It is a vital resource for scholars of American Indian linguistics and a rich repository of the language and culture of the Chickasaw people *Reading and Thinking in English* Oxford University Press,1979 **Advanced**

Placement Economics John S. Morton,2003 The teacher guide accompanies the student activities books in macro and microeconomics for teaching collegelevel economics in AP Economics courses The publication contains course outlines unit plans teaching instructions and answers to the student activities and sample tests **Language Policy and Language**

Acquisition Planning Maarja Siiner,Francis M. Hult,Tanja Kupisch,2018-05-22 In the sociopolitics of language sometimes yesterday s solution is tomorrow s problem This volume examines the evolving nature of language acquisition planning through a collection of papers that consider how decisions about language learning and teaching are mediated by a confluence of psychological ideological and historical forces The first two parts of the volume feature empirical studies of formal and informal education across the lifespan and around the globe Case studies map the agents resources and attitudes needed for creating moments and spaces for language learning that may at times collide with wider beliefs and policies that privilege some languages over others The third part of the volume is devoted to conceptual contributions that take up theoretical issues related to epistemological and conceptual challenges for language acquisition planning These contributions reflect on the full spectrum of social and cognitive factors that intersect with the planning of language teaching and learning including ethnic and racial power relations historically situated political systems language ideologies community language socialization relationships among stakeholders in communities and schools interpersonal interaction and intrapersonal development In all the volume demonstrates the multifaceted and socially situated nature of language acquisition planning

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