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This is a resubmission for the course a-g Ag Business & Economics

Teacher Contact

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* **Course Title:** a-g Ag Business & Economics

* **Transcript Title /Abbreviation:** **Transcript Title /Abbreviation: Course Code**
a-g Ag Business & Economics

* **Seeking "Honors" Distinction:** No

* **Subject Area:** Elective

* **Category:** History / Social Science

* **Grade Level for which this course has been designed:**
 9 10 11 12

* **Unit Value:** 0.5 (half year or semester equiv.)

* **Is this course classified as a Career Technical Education:** Yes

Name of Industry Sector: Agriculture and Natural Resources

Name of Career Pathway: Agricultural Business

* Brief Course Description

Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macro-economics, international economics, comparative economic systems, measurement, and methods.?? Students will apply economic principles to the ag industry.

Pre-Requisites

Ag Business Government and Politics - Required

Co-Requisites

* Context for Course

This course will enable the student to understand basic principles of economics and economic systems.?? Units of study include comparative economic systems, micro and macroeconomics, international economic systems, personal economics, investment and career economics.?? There will also be an agriculture twist which includes record keeping, presentation skills, global effects of agriculture and trade, the futures market, and agriculture co-op study.?? This is a graduation requirement.

* History of Course Development

The ag teacher, administrator/principal, assistant director, and counselors were all involved in the creation of this course.

Textbooks

TEXTBOOK 1

* **Title:** Economics, Principles, and Practices

* **Edition:** 2005. no edition listed

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Publication 2005

Publication Date: 2005

* **Publisher:** Glencoe

* **Author(s):** Clayton, et al

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 2

* **Title:** Economics: Principles in Action

* **Edition:** No edition listed

* **Publication Date:** 2005

* **Publisher:** Pearson Prentice Hall

* **Author(s):** Sullivan et al

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

* Course Purpose

In this course students will be introduced to fundamental economic concepts which will enable them to arrive at objective and rationale determinations on economic issues as citizens, workers, consumers, business owners, managers and members of civic organizations. Students will also explore the complexities of the U.S. economy and will gain a working understanding of basic economic principles and concepts as they relate to the U.S economy and the development and basic features of other societies and cultures economies; an examination of the historic and contemporary ideas that have shaped the world economy; an understanding of the fundamentals of how differing political and economic systems function; an examination of the nature and principles of individual and group behavior as

applies to economic functions; and an openness to a variety of cultures and perspectives as they apply to differing economic structures.?? Students will be able to look into the variou ag industries and sectors and how they are affected by economics, supply, and demand, and marketing avenues.

* **Course Outline**

Students in grade twelve study the complexities of the U.S. economy and will gain a working understanding of basic economic principles and concepts as they relate to the U.S economy and global economy as well as the ag economy nationally to that of the global market. Following a review of the historic and contemporary ideas that have built the US economy students study the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Students will investigate those factors that affect the ag economy- supply, demand, and production efforts. Through extensive use of the text, individual and group research, and analysis, they trace the change in the Micro economics (individual behavior in the economy) to Macro economics (economy as a whole). The following topics are covered in the text, research projects, and web-based exploration:

Understanding common economic terms and concepts, and economic theory
Effects of changes in supply and demand on relative scarcity in relation to ag commodities

The different economic systems and models (compare and contrast)

Domestic and International competition with in the ag sector

Exploration of the role of a market economy in establishing and preserving political and personal liberty

Import/export (tariff) issues with ag commodities

Elements of U.S. labor market in a global economy

Influence of U.S. government on American economy

Taxation/tax structure

Role of property rights, competition, and profit in a market economy

Study of entrepreneurs (choose one to research) and what they have contributed to the ag industry

Government fiscal policies (taxation, borrowing, and spending) and their influence on production,

employment, and price levels as realted to the ag industry

Foreign exchange; how exchange rates are determined; the dollar gaining or losing value relative to other

currencies

The changing role of the U.S. in the global economy

* **Writing Assignments**

A final topic paper is due by the semester end. In each class the paper should be: 3 to 5 pages in length; typed using 12 font, single space, standard format. The paper should thoroughly cover one of the topics listed below, including important events in history, highlights, basic information, outline of processes, etc. You may use other outside resources. Whenever information is from your text or other resources, it should be quoted, or paraphrase,d and acknowledged properly in the text of the paper (MLA format style).

The idea is to show a thorough understanding of the topic through your studies.

Economics Topics, choose one:

- 1) The Stock Market
- 2) Current International Ag?? Economy
- 3) Banking System (includes Federal controls, loan entities, Credit Unions, Banks, Farm Loan Bureaus etc.)

??

Additional writing assignments will include persuasive essays based on economic policy issues pertaining to agriculture and their impact on the ag industry and related sector.

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Students will write 2-3 speeches as if they are a lobbyist for an ag industry.?? They will need to do research on the ag industry, the economic issues and defend the industry they are representing.

??

Students will have daily writes based on current economic policies that directly affect the ag industry.?? They will need to think critically about the issue or policy and how it will affect the industry.

??

Students will do extensive comparative analysis of the supply and demand affect on agriculture commodities.?? They will research what causes differences in supply and demand, the outcome, the potential fixes and preventative measures, and the results to the farmers bottom line.

* Key Assignments

Assignments will include but not be limited to regular review and extrapolation from the text. In addition, students will be expected to completed extensive internet and web based research assignments, which will be formatted for group work, individual essays, and oral presentations.

Focus Points for note taking

Vocabulary cards and memorization

vocabulary cards and memorization

Free-Response essay preparation

Discussion

Current events research and reports

Focus Issues for test preparation

Attend tutoring for test preparation

Read Economist articles, define key terms

Daily writes- as explained in writing assignments

Research papers- as explained in writing assignments

Speeches- as explained in writing assignments

Students will create debate teams and topics.?? We will have in class debates.

Students will graph and explain supply and demand charts based on specific industries.

Students will do extensive price analysis based on supply and demand.

Students will look into local, state, national, and foreign economic policies and conduct research, papers, persuasive essays, debates and projects.

Students will use technology and create a media presentation on an industry and their forecasted supply and demand effect to their commodity.

* **Instructional Methods and/or Strategies**

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case.

? Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class/teacher (Personalized Learning and Highly Qualified) meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.

? Discussion: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. Students work in small groups or one-on-one whenever possible to increase participation.

? Reading: Students read all required reading: primary novels in their entirety, supplemental materials in part. some text books in their entirety.

? Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics and text book readings. Activities vary from summary, short answer to extended essay. Research papers, response to literature, and literary analysis, Papers are graded according to rubrics detailing: expected organization of work; clarity of thesis statement; format of formal papers; content or message; flow of writing; and grammar and punctuation conventions.

? Oral Presentation: Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion, and always include an outline or handout and audio-visual aides.

? Library/Internet Research: Students research topics that are relevant to the reading assignments and give written and oral reports of their findings.

* **Assessment Methods and/or Tools**

Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher

? Written assignments evaluated by provided writing rubrics

? Oral presentations

? Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning Teacher/Highly Qualified Teacher.

? Weekly homework assignments

? Chapter/Unit tests

? Comprehensive midterm/final

Assessment tools may also include the following:

? Participation in weekly lab activity with graded lab manual (science courses)

? Student demonstrations

? Student work samples

? Research Projects

? Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

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