

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Ag Economics
VALLEY ROP #:	AG-4098-AgEcon
CDE #:	1399
CBEDS TITLE:	Other Agriculture & Natural Resources
CBEDS #:	4098
CTE SECTOR:	Agriculture & Natural Resources
CTE PATHWAY:	Agricultural Business
JOB TITLES:	Related Agriculture Jobs OOH ONET Codes: 45-2011.00, 45-2041.00, 45-2091.00, 45-2092.01, 45-2092.02, 45-2093.00, 45-2099.99; Economists 19-3011.00

COURSE DESCRIPTION:

This course is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry - agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate economic behavior and international trade and policy. Instruction is also given in leadership, citizenship, and career education. This course meets the State economics graduation requirement.

DATE APPROVED:	November 2000
REVISED DATE(S):	September 2004 / March 2009 / Oct 2009
HOURS:	90 Hours
CREDITS:	5 per Semester
PREREQUISITE:	Previous Agriculture course or permission by teacher
GRADE LEVEL:	12
ARTICULATION(S):	UC "g" approved
TEXTBOOKS:	<u>Essentials of Economics</u> ; Bradley R. Schiller Publisher: McGraw - Hill <u>Introduction to Agricultural Economics</u> ; John B. B. Penson, Oral Caps, C. Parr Rosson Publisher: Prentice Hall

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Demonstrate understanding of leadership and cooperation skills by participating in at least five FFA activities.
- Demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.
- Demonstrate the ability to understand career opportunities in agribusiness and industry by comparing them.
- Demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology.
- Demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.
- Demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.
- Demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.
- Demonstrate the ability to analyze the concepts of microeconomics by comparing and contrasting them.
- Demonstrate the ability to analyze macroeconomic concepts by using indicators and policies to understand how they relate to economic goals.
- Demonstrate the ability to analyze international economics by comparing and contrasting past, present, and future policy on international trade.

INSTRUCTIONAL METHODS:

- Lecture
- Demonstrations
- Audio-visual
- Internet
- Guest Speakers
- Field Trips

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Quizzes
- Unit exams
- Semester exams
- Homework
- Class discussions
- Special assignments and projects
- Demonstrations

COURSE OUTLINE:

Unit of Instruction	Estimated Hours	State Framework
FFA Activities - student choice of:	4	
<ul style="list-style-type: none">• Judging activities• Leadership activities• Cooperative activities		
Role of Economics	5	
<ul style="list-style-type: none">• Historical development of the role of agricultural economic policy in the United States.• Relationships of the agricultural economy to the general U.S. economy.		
Career Opportunities in Agribusiness and Industry	9	
<ul style="list-style-type: none">• Personal requirements• Differences in the career ladder• Specific job titles, responsibilities and duties• Post-high school educational institutions offering agribusiness classes		
Introduction for Economics, Agricultural Economics, and Economic Growth	9	
<ul style="list-style-type: none">• Scarcity• Role of labor• Role of capital• Role of technology		
Role of Natural Resources in Economic Growth	9	
<ul style="list-style-type: none">• Land• Mineral resources		
Production Principles	9	
<ul style="list-style-type: none">• Elements of production process• Differences between agriculture and industrial production• Efficiency		
Economic Systems	9	
<ul style="list-style-type: none">• Market• Traditional• Command• Influences on the system<ul style="list-style-type: none">○ Technology○ Values○ Population○ Government policy		

Microeconomics

18

- Demand
 - Utility
 - Consumer behavior
 - Food Products
- Supply
 - Types of input costs
 - Effect of technology on costs
 - Revenue considerations
- Business Organization
 - Single proprietorship
 - Partnerships
 - Corporations
 - Cooperatives
- Markets and their structure
 - Commodities
 - Futures
 - Stocks and bonds
 - International
- Distribution of Income
 - Differences
 - Determining factors
 - Governmental role
- Market Structures
 - Monopolistic competition
 - Perfect competition
 - Role of government
 - Planning and zoning

Macroeconomics

9

- Indicators
 - Consumer price index
 - Gross National Product deflator
 - Employment
 - Cost of living
 - Inflation
 - Trade balance
 - Cycles of production
- Government programs and policies
 - Budget process
 - Spending/taxing
 - Monetary policy
 - Money
 - Federal reserve
 - Financial intermediaries
 - Ag programs
 - Loans
 - Subsidies
 - Alternatives

International Economics

9

- Agricultural trade and economic development
- Foreign trade policy
 - Tariffs
 - Quotas
 - Food as a weapon
- Importance of exports
- The problem solving approach and policy formulation
 - Goals of policy
 - Criteria of policy formulation
 - Problem solving environment
 - Problem solving approach
- Problems in resource development
 - United States
 - Rural
 - Urban
 - Developing countries

Total Hours

90 Total Hours

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:

- a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.