

**Jefferson County High School  
Course Syllabus**

**A. Course** *Business Economics*

**B. Department** *Business*

**C. Course Description** *Business Economics provides an in-depth study of fundamental concepts, free enterprise trading practices, and the various players in the economic system. Topics include the production, marketing and distribution of goods and services, as well as the roles of financial institutions, the government, and the individual with the free enterprise system. International trade and economics will be an integral part of the course. Students will explore various careers related to the economy.*

**D. Grade Term** *9 Weeks*

**E. Grading Scale**

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

**F. Term Dates**

- a. 1<sup>st</sup> 9 Weeks August 5, 2016 – October 7, 2016
- b. 2<sup>nd</sup> 9 Weeks October 8, 2016 – December 16, 2016
- c. 3<sup>rd</sup> 9 Weeks January 5, 2017 – March 15, 2017
- d. 4<sup>th</sup> 9 Weeks March 16, 2017 – May 25, 2017

**G. Textbook(s)** *Contemporary Economics*

**H. Other Resources**

- a. *Odisseyware*
- b. *Edmodo*
- c. *Everfi*
- d. *econlowdown*

**I. Procedures for Parental Access to Instructional Materials**

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor: *krodgers@jcboe.net*
- d. Parent Teacher Conference

- a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

## **J. Standards & Objectives**

### **I Can Statement Scope & Sequence**

- a. **Standard 1-The student will develop and apply concepts related to human relations, safety, career development, communications and leadership skills for a global workplace.**

1.1 I can demonstrate sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues.

1.2 I can demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace.

1.3 I can communicate effectively as writers, listeners, and speakers in diverse social and business settings.

1.4 I can apply the critical-thinking and soft skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures.

1.5 I can analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society.

1.6 I can investigate the life-long learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.

1.7 I can assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and apply knowledge gained from individual assessment to research and develop an individual career plan.

1.8 I can examine the goals and principles of Future Business Leaders of America.

1.9 I can investigate online and office safety procedures and pass a written safety examination with 100% accuracy.

1.10 I can demonstrate parliamentary procedure through office staff/chapter organizational meetings.

1.11 I can apply appropriate typography concepts to industry documents.

- b. **Standard 2- Students will analyze the basic economic systems in relation to scarcity, choice, and opportunity costs.**

2.1 I can apply the concepts of basic economics.

- 2.2 I can differentiate between economic systems.
- 2.3 I can analyze economic problems and goals of society.
- 2.4 I can analyze the economic problem of scarcity.
- 2.5 I can assess the importance of natural resources and their relationship to economic decision making.

**c. Standard 3– Students will analyze the role of business in a free enterprise system.**

- 3.1 I can connect concepts as they apply to the role of business in a free enterprise system.
- 3.2 I can analyze types of business organizations.
- 3.3 I can apply the concepts of buying and selling of stock.
- 3.4 I can analyze effects of competition and monopoly on a free enterprise system.
- 3.5 I can apply the concepts of production.
- 3.6 I can analyze characteristics of marketing.
- 3.7 I can differentiate between factors of production.
- 3.8 I can explain the phenomena in terms of the law of supply and demand.
- 3.9 I can formulate and analyze knowledge/understanding of elasticity of demand.
- 3.10 I can analyze the role of unions in the economy.

**d. Standard 4– Students will analyze the role of the individual in a free enterprise system.**

- 4.1 I can connect concepts as they apply to the individual's role in a free enterprise system.
- 4.2 I can apply concepts demonstrating the elements of personal and fiscal responsibility.
- 4.3 I can critique and analyze types of savings plans.
- 4.4 I can investigate and analyze the appropriate use of credit.
- 4.5 I can differentiate between the most common forms of insurance and formulate a personal needs assessment.

**e. Standard 5– Students will analyze the role of government in a free enterprise system.**

- 5.1 I can connect concepts related to government's role in a free enterprise system.
- 5.2 I can formulate and analyze the components of gross national product (GNP), gross domestic product (GDP) and national income.
- 5.3 I can investigate and differentiate the types of taxes.
- 5.4 I can analyze the concept of governmental distribution of wealth. 5.5 Analyze cause/effect of inflation and recession.
- 5.6 I can investigate and analyze the impact of the American financial structure, including banking and monetary policy.
- 5.7 I can investigate and analyze governmental policies and their economic consequences at the national, state and local levels.

**f. Standard 6– Students will analyze economic concepts.**

- 6.1 I can connect concepts as they apply to international economics.
- 6.2 I can investigate and analyze the effect of world trade on the United States economy.
- 6.3 I can utilize business economic concepts to determine advantages/disadvantages of International trade, including the global impact.
- 6.4 I can develop a logical argument for/against protective trade barriers.
- 6.5 I can investigate the purpose of foreign aid.
- 6.6 I can analyze the cause and effect of reliance on foreign aid.

**g. Standard 7-Students will analyze careers in business economics.**

- 7.1 I can analyze and synthesize opportunities for careers related to business economics.
- 7.2 I can analyze current employment trends for careers related to business economics across industries.

**h. Standard 8-Students will identify market structures/forms of competition found in the U.S. economy.**

- 8.1 I can analyze, compare and contrast perfect competition and monopolistic competition.
- 8.2 I can analyze, compare, and contrast oligopoly and monopoly.
- 8.3 I can connect government regulation to the creation of natural monopolies.

