

American Economics- Agriculture

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Santa Maria High School (053305)	Classroom Based	Abbreviation Amer Econ Ag	Course Code AG4003
Pioneer Valley High School (053847)	Classroom Based	Abbreviation Amer Econ Ag	Course Code AG4003

Title:
American Economics- Agriculture

Length of course:
Half Year

Subject area:
College-Preparatory Elective (G) / History / Social Science

UC honors designation?
No

Prerequisites:
None (Recommended)

Co-requisites:
None

Integrated (Academics / CTE)?
Yes: Agricultural Business

Grade levels:
12th

Course Description

Course overview:
American Economics Agriculture is a course that focuses on the economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer, and the food system. The management principles encountered in the day to day operation of an agricultural enterprise are stressed as they relate to the decision making process. In this class, you will learn the concepts and organization of the economic system we live in. The class is designed to teach students the role they play in our economic system. Students will also gain a valuable understanding of how to manage their own finances. In addition, students will develop life-long learning skills. Curriculum is based on the Standards developed by the California Department of Education.

THIS COURSE MEETS THE ECONOMICS GRADUATION REQUIREMENT.

Course content:

Unit 1: Fundamentals of Economics and Microeconomics

Students will describe the basic economic functions as well as the effects of those functions on agriculture.

Major objectives include: Describe economics as well as agricultural economics. Define microeconomics. Analyze the opportunity costs present in policy decisions. Analyze the relationships between inputs, outputs, price and agricultural production.

Determine an economic course of action based on the behavior of markets. Describe consumer equilibrium and market demand. Calculate Elasticity of consumer goods. Advise action to a producer based on knowledge of elasticity. Describe the relationship between production and resource use. Describe the relationship between production and resource use.

Unit Assignment(s):

Students will calculate elasticity of the top 20 crops in California. Students will undergo a problem-based simulation that requires them to make economic decisions based on market functions. Students will write an advice letter to an agricultural producer advising which crops to produce based on estimated own-price and income elasticity.

Unit 2: Macroeconomics

Students will examine the aggregate economics systems in place both domestically and across the globe.

Major objectives include: Describe product markets and their relationship to national output. Present information about one major topic in macroeconomics. Decide the best course of action based on aggregate economic information and data. Describe the relationship between policy and macroeconomics. Assess fundamental knowledge of macroeconomics and policy-making. Create and present a federal budget that synthesizes information gathered regarding citizen needs and revenue sources. Make policy decisions that affect economic activities across the nation.

Unit Assignment(s):

Students will learn how stock markets affect macroeconomics, choose a stock and follow it through the quarter. Students will research and write an essay about production and price levels for one of the top 50 agricultural commodities in California. Fluctuations and changes will be analyzed for causation and potential effects. Students will work in groups to develop an infomercial, including student handouts, about one of the following topics: Determinants of Planned Consumption, Determinants of Planned Saving, Determinants of Planned Investment, Aggregate Expenditures, The Keynesian Cross, Aggregate Supply and Full Employment, Recessionary Gaps. Presentations include a handout.

Unit 3: Global Economics

Students will examine the relationships between countries across the globe, trade agreements and how they affect agricultural production and consumption as well as human development.

Major objectives include: Describe the reasons for trade between nations as well as the policies governing trade. Assess knowledge of existing trade policies and reasons for their existence. Describe comparative advantage. Make decisions regarding trade policies after evaluating data and information. Assess the benefits of a trade agreement and present to the class. Evaluate the effectiveness of trade agreements in the development of global economies.

Unit Assignment(s):

Students will undergo a problem-based simulation that requires them to make decisions based on data regarding the benefits and tradeoffs of international trade.

Students will work in groups to develop a promotional poster for one major existing trade agreement and then present their poster to the class. Students will study sales strategies and develop a sales scheme for a product determined in groups. Students will then develop a sales strategy for their product and present to a panel of external judges from local agricultural businesses.

Unit 4: Agricultural Sales

Students will explore methods used in business to sell goods and services, thereby increasing profit margins.

Major objectives include: Demonstrate sales strategies used in agriculture business. Evaluate the effectiveness of sales strategies.

Unit Assignment(s):

Students will analyze the marketing messages and strategies used by agricultural and food companies in the United States. Students will work in groups to develop a value-added product for a local agricultural business and develop an industry-approved marketing plan to promote and market the product. The plan will include market research, economics,

potential for global marketing and advertising and sales strategies. Additionally, students will develop a 15-minute presentation to be delivered to a set of industry professionals.

Unit 5: Agricultural Marketing

Students will create a comprehensive marketing plan using all course knowledge and following a method used in agricultural businesses.

Major objectives include: Students will analyze strategies used by American and foreign food marketers and agricultural businesses. Students will develop and present a marketing plan for a value-added agricultural commodity. Students will assess the effectiveness of marketing plans.

The text will be used to introduce the topic of marketing and to give examples of the economic benefits of marketing.

Unit Assignment(s):

Students will write a six to eight page marketing plan for a value-added agricultural commodity. The marketing plan must include at least three different advertisement sources, a plan to roll out the marketing and to whom the audience will be. Students will produce and present one of the marketing pieces to the class.

Unit 6: FFA Leadership

As a part of a CTE pathway all students will learn and develop leadership skills through the National FFA Organization. The history of the organization will be taught and students will be take the FFA Marketing test as a part of this course.

Unit Assignment(s):

Students will participate in a number of experiential activities in teambuilding, consensus development, conflict resolution and public speaking that detail the methods and benefits of involvement in assorted FFA activities. Students will participate in a minimum of three approved leadership development activities within the FFA organization.

Course Materials

Textbooks

Title	Author	Publisher	Edition
Economics: Principles in Action	Arthur O'Sullivan and Steven M. Sheffrin	Prentice Hall	1st edition/2007

Supplemental Materials

Title	Content
Supplemental Materials	California Agriculture Core Curriculum. Agriculture Business Management Pathway Curriculum. This will be used as a fundamental set of established lessons created by the Agriculture Education unit of the California Department of Education. These lessons ensure adherence to state standards both in economics as well as agriculture. The site is: http://calaged.csuchico.edu/resourcefiles/curriculum/advcluster/1000.htm California Career Technical Education Online Model Lessons. These innovative lessons created by practicing teachers under the guidance of the Department of Education utilize engaging teaching techniques to deliver standards-based content.

Additional Information

Course

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