

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
ECONOMICS
Learning Objectives

MISSION STATEMENT

Social Studies represents critical academic disciplines relevant to all citizens. Social Studies teaching and learning are powerful when they are meaningful, integrative, challenging, and active. The program should consider and address controversial issues while providing reflective development of concern for the common good and the application of democratic social values. The Social Studies program should relate to the age, maturity, and concerns of the student and help students connect social studies content to their lives.

PHILOSOPHY

Economics is a necessary and useful social tool. Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Such concepts and issues are the substance of the course entitled Economics.

STATE CONTENT STANDARDS

- I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
- II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
- III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).**
- IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
- V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
- VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

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- I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 1. The learner will explain “what is economics?”
 2. The learner will evaluate the impact of public opinion in influencing and shaping economic policies and decision-making.
- II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
 3. The learner will examine the influence of social and political conditions upon economics.
 4. The learner will examine the roles major institutions such as business, labor, banking, and government play in the competitive market structure.
 5. The learner will evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).**
 6. The learner will examine, interpret, and analyze physical and cultural patterns (i.e. Montana Native Americans) and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 7. The learner will identify and explain how the field of economics is used by society to allocate scarce resources in solving economics problems.
 8. The learner will analyze technology as a component of production and how it relates to present society.
 9. The learner will recognize that we now live in and compete in global society. Such involvement requires an understanding of world trade, the roles of multinational corporations, and the changes which are occurring in traditional and command economies.
- V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 10. The learner will engage in some decision making role playing to better understand the effect of price/value fluctuation.
 11. The learner will analyze economic systems, business organizations, and economic institutions.

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12. The learner will examine such major concepts as free and private enterprise, competition, profit motive, scarcity, opportunity costs, supply and demand, productivity, and specialization.

VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

13. The learner will analyze and explain the ways groups, societies, and cultures address human needs and concerns including Montana Native Americans.