



Coordinator Connection

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Your Connection to the Center for Economic Education

Field Director Report

Voluntary National Content Standards in Economics

The inclusion of economics as a core subject in the goals 2000 Educate America Act recognizes the value of economic understanding in helping people comprehend the modern world, make decisions that shape their futures, and strengthen major institutions. The principles of economics bear directly on the ordinary business of life, affecting people in their roles as consumers and producers. Economics also plays an important role in local, state, national, and international public policy. Economic issues frequently influence voters in national, state, and local elections. A better understanding of economies enables people to understand the forces that affect them every day, and helps them identify and evaluate the consequences of private decision and public policies. Many institutions of a democratic market economy function more effectively when its citizens are articulate and well informed about economics.

Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as

history and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why” questions in history, politics, business, and international relations.

Skills, as well as content, play an important part in economic reasoning. The key skills students must develop in economics include an ability to: (a) identify economic problems, alternatives, benefits, and costs; (b) analyze the incentives at work in an economic situation; (c) examine the consequences of changes in economic conditions and public policies; (d) collect and organize economic evidence; and (e) compare benefits with costs.

Students should have gained several kinds of economic knowledge by the time they have finished the twelfth grade. First, they should understand basic economic concepts, and be able to reason logically about key economic issues that affect their lives as workers, consumers, and citizens, so they can avoid errors that are common among persons who do not understand economics. Second, they should know some pertinent facts about

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the American economy, including its size and the current rates of unemployment and inflation, and how and when the federal government should try to promote economic growth. Nevertheless, there is widespread agreement among economists on many issues and in their basic methods of analysis.

The essential propositions of economics are identified in 20 content standards. Each standard is followed by a rationale for its inclusion. The benchmarks for the teaching of each of the content standards are provided indicating recommended levels of attainment for what students can do to enhance or demonstrate their understanding of the benchmarks.

NCEE Publications Go Online

To NCEE Affiliated Councils and Centers:

Now you can shop on line for NCEE publications! Visit the new "NCEE store" at www.ncee.net (click on "Publications Catalog") or go directly to the store's website at www.store.ncee.net. This continuously updated, online catalog will feature all new NCEE materials (including new publications as they become available), with expanded publication descriptions, tables of contents and introductions for all publications. Watch for new features and advertised specials!

We encourage you to check out the site, and we welcome your feedback and comments. Sales, order and content questions may be sent to sales@ncee.net, and technical comments/questions to webmaster@ncee.net.

Special thanks go to NCEE "e-commerce task force" that developed this site: Kevin Smith, Curriculum and Instructional Designer; Damon Mastandrea, Manager of Product Marketing; and Diane Rodriguez, Director of Sales Administration and Office Services.

Schedule of Fall Events

Sept. 20-21: Stock Market Game Training, ISU

Oct. 4-5: Intermountain Effective Schools Conference, ISU

Oct. 12-13: Mini-Society Workshop, ISU

Nov. 13: International Economic Summit, ISU

High School Teacher in Hawaii Lands \$25,000 Cash Prize in NASDAQ Teaching Awards Competition

Roger Rankin, a high school teacher at Iolani School in Honolulu, was chosen as the Grand Winner of this year's NASDAQ National Teaching Awards. For his award-winning project, "Briefing of the President," Mr. Rankin received a cash award of \$25,000 (this includes his \$10,000 prize for being a Regional Winner). The highlight of Mr. Rankin's unit is a "briefing" on economic policy that students provide to the

Presidents they serve.

In addition, cash prizes for \$10,000 were also presented at the awards gala to each of the four other Regional Winners. Twenty Regional Semi-Finalists previously received \$1,000 each. These education awards are among the largest given to high school teachers in the U.S. The awards are sponsored by a grant of the Nasdaq Educational Foundation to the NCEE. The awards recognize deserving high

school teachers for their originality, creativity and effectiveness in furthering students' awareness of the financial markets, the capital formation process, principles of investing, personal finance, entrepreneurship and the operation of market economies.

Application forms are available at the Idaho State University Center for Economic Education upon request.

Fullbright Scholarship Opportunity for Teachers

The Fullbright Scholar Program is offering 126 lecturing/research awards in economics for the 2002-2003 academic year. Awards for both faculty and professionals range from two months to an academic year. A new short-term grants program—The Fullbright Senior Specialist Program—offers two-to-six week grants. While foreign language

skills are needed in some countries, most Fullbright lecturing assignments are in English.

Application deadlines for 2002-2003 awards are:

- ✎ August 1, 2001 for Fullbright traditional lecturing and research grants worldwide.
- ✎ Rolling deadline for Fullbright Senior Specialist

Program.

For information, visit our Web site at www.cies.org.

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