**ECONOMICS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee Social Studies Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.*

*Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials.* Evaluatorsof materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards. Additionally, special attention should be made to the Social Studies Practices, which are specific skills that students should apply when learning about social studies. The Social Studies Practices should be applied regularly in the classroom and guide inquiry and critical thinking and are not to be done in isolation.

**ECONOMICS**

**Course Description**: Students will examine the allocation of scarce resources and consider the economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision-making.

***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*

***Including****: used to say that a person or thing is a part of a group*

***i.e.****: “that is” or “in other words”; specific examples that should be used*

***e.g.****: “for example”; examples that could be used, but examples are not limited to those listed*

***such as:*** *introduces an example or examples of something mentioned*

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part A.*** The instructional materials represent 100% alignment with the Tennessee State Social Studies Standards and explicitly focus teaching and learning on the grade level standards, topics, and content strands at a level of rigor necessary for students to reach mastery: | | | | | | | | | | | |
| **Scarcity and Economic Reasoning** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | | | | | |  | |  | |  |
| E.01 | Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs. | | | | | | X | |  | | 6-8 |
| E.02 | Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services. | | | | | | X | |  | | 14-16 |
| E.03 | Explain reasons for voluntary exchange, including positive and negative incentives. | | | | | | X | |  | | VE – 73  Incentive, 73, 103 |
| E.04 | Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account. | | | | | | X | |  | | 280 |
| E.05 | Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom? | | | | | | X | |  | | 38-53  ?’s 9-11 |
| E.06 | Use a production possibilities curve to explain the concepts of: | | | | | | X | |  | | 16-17 |
| * Choice * Growth * Opportunity cost | * Productivity * Scarcity | | * Tradeoffs * Unemployment | | |
| E.07 | Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx | | | | | | X | |  | |  |
| E.08 | Identify and explain the following broad goals of economic policy: | | | | | | X | |  | | 87-91 |
| * Efficiency * Equity * Freedom | | * Full employment * Growth | | * Price stability * Security | |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | | | | | | | | |
| **Supply and Demand** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | | | | | |  | |  | |  |
| E.09 | Define supply and demand, provide relevant examples, and consider *ceteris paribus* (i.e., all things being equal). | | | | | | X | |  | | Demand – 102  Supply 128-135 |
| E.10 | Identify factors that cause changes in market supply and demand. | | | | | | X | |  | | Demand, 108-113  Supply, 142-146 |
| E.11 | Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate. | | | | | | X | |  | | 114-119  Supply, 135 |
| E.12 | Define market equilibrium, and explain how supply and demand guide prices towards equilibrium to avoid surpluses or shortages. | | | | | | X | |  | | 160-164 |
| E.13 | Describe how supply and demand determine equilibrium price, and graph examples on a curve. | | | | | | X | |  | | 160-164 |
| E.14 | Describe causes of shortages and surpluses. | | | | | | X | |  | | 162-163 |
| E.15 | Analyze effects of shortages and surpluses on supply and demand. | | | | | | X | |  | | 168-173 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***i.e.:*** *“that is” or “in other words”; specific examples that should be used* | | | | | | | | | | | |
| **Market Structures** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Standard Number | Content Standard | | | | | |  | |  | |  |
| E.16 | Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. | | | | | | X | |  | | Sole Proprietorship, 212  Partnership, 214  Corporation, 217 |
| E.17 | Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure. | | | | | | X | |  | | 74 |
| E.18 | Define stock, and describe the connections between capital, stock markets, banks, and the economy. | | | | | | X | |  | | 570 |
| E.19 | Analyze the various ways and reasons that firms grow either through reinvestment of financial capital or through horizontal, vertical, and conglomerate mergers. | | | | | | X | |  | | 223-226 |
| E.20 | Summarize the role and historical impact of economic institutions (such as labor unions, multinationals, and nonprofit organizations) within market economies. | | | | | | X | |  | | 232-237  244-251, Fantastically done. Very well explained |
| E.21 | Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition. | | | | | | X | |  | | Monopoly, 188  Oligopoly, 186  Monopolistic competition, 184  Perfect competition, 183 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | | | | | | | |
| E.22 | Explain how competition impacts pricing and production in market structures. | | | | | | X | |  | | 184-186 |
| E.23 | Identify laws and regulations adopted in the U.S. to promote competition among firms. | | | | | | X | |  | | 199-203 |
| E.24 | Explain ways that firms engage in price and non-price competition. | | | | | | X | |  | | 185 |
| E.25 | Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies (such as utilities). | | | | | | X | |  | | 188 |
| E.26 | Demonstrate how firms with market power can determine price and output. | | | | | | X | |  | |  |
| E.27 | Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity. | | | | | | X | |  | | 22-24 |
| E.28 | Describe potential factors that influence the earnings of workers. | | | | | | X | |  | | 252-265 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***such as:*** *introduces an example or examples of something mentioned* | | | | | | | | | | | |
| **The Role of Government** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | | | | | |  | |  | |  |
| E.29 | Describe methods of revenue (e.g., taxes and bonds) for governments, and explain ways that they allocate funds. | | | | | | X | |  | | 400-410, 412-422 |
| E.30 | Analyze reasons that government deficits, debts, and surpluses are accrued, and compare and contrast government budgets with personal budgets. | | | | | | X | |  | | 416-422 |
| E.31 | Define progressive, proportional, and regressive taxation, and discuss how federal, state, and local governments utilize them. | | | | | | X | |  | | 404-405  423-429 |
| E.32 | Analyze economic costs and benefits of government policies (e.g., Social Security, Medicare, earned income credits, military expenditures, and public education). | | | | | | X | |  | | 416-4222 |
| E.33 | Explore potential national debt management strategies, considering their feasibility and implications. | | | | | | X | |  | | 416-422 |
| E.34 | Describe the purpose, role, and function of the Federal Reserve. | | | | | | X | |  | | 464-468 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | | | | |
| E.35 | Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy. | | | | | | X | |  | | 438-433 |
| E.36 | Explain how price stability, full employment, and economic growth influence fiscal and monetary policy making. | | | | | | X | |  | |  |
| E.37 | Compare the various schools of thought on governmental intervention in the economy, including: classical (Adam Smith), demand-siders (John Maynard Keynes), the Austrian school (Friedrich Hayek), supply-siders (Arthur Laffer), and Monetarists (Milton Friedman). | | | | | | X | |  | | Austrian school and monetarists need more work. Very small sections on Hayek and Friedman |
| E.38 | Analyze how governments intend to incentivize entrepreneurs through policies (e.g., tax, regulatory, education, research support policies, patents, and copyrights). | | | | | | X | |  | |  |
| **National Economic Performance** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | | | | | |  | |  | |  |
| E.39 | Define gross domestic product (GDP), economic growth, unemployment, and inflation, and explain how they are calculated. | | | | | | X | |  | | GDP, 337  Unemployment, 382-389  Inflation, 375-381 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed*  ***Including****: used to say that a person or thing is a part of a group* | | | | | | | | | | | |
| E.40 | Define externalities, and identify examples of them. | | | | | | X | |  | | 193-194 |
| E.41 | Identify the different causes of inflation, and analyze inflation’s impact. | | | | | | X | |  | | 378-381 |
| E.42 | Explain the role of banks and other financial institutions in the U.S. economy. | | | | | | X | |  | |  |
| E.43 | Differentiate between different types of unemployment (e.g., structural, functional, seasonal, underemployment, and cyclical). | | | | | | X | |  | | 386-387  Underemployment, 384 |
| E.44 | Describe the impact of investment and consumer debt as it relates to the national economy. | | | | | | X | |  | |  |
| **Trade** | | | | | | | **Yes** | | **No** | | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Content Standard | Content Standard | | | | | |  | |  | |  |
| E.45 | Explain the benefits of trade among individuals, regions, and countries. | | | | | | X | |  | | 494-495 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | | | | |
| E.46 | Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of a comparative advantage. | | | | | | X | |  | | 496-498 |
| E.47 | Describe causes and consequences of trade barriers (e.g., quotas, tariffs, and subsidies) on consumers and producers. | | | | | | X | |  | | 501-503 |
| E.48 | Define trade deficit, and identify reasons why trade deficits exist. | | | | | | X | |  | | 512-513 |
| E.49 | Explain how changes in exchange rates impact the purchasing power of people in the U.S. and other countries. | | | | | | X | |  | | 508-512 |
| E.50 | Evaluate the arguments for and against free trade. | | | | | | X | |  | | For, 498  Against, 503 |
| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when those examples are given:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* | | | | | | | | | | | |
| **ECONOMICS SECTION IA:** | | | | | | **Yes** | | **No** | | **Notes (summary of notes from section IA)** | |
| The instructional materials reviewed in section IA represents 100% alignment with the Tennessee Social Studies Standards and explicitly focuses teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. | | | | | | **X** | |  | |  | |

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| **SECTION I. Alignment to Tennessee State Social Studies Standards**  ***Part B. Focus:*** Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards. | | | | |
|  | | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details). | | **X** |  |  |
| Materials are accurate and grade level appropriate. | | **X** |  |  |
| ***Part C. Content Strands***: Supports the use of the content topics found within the Tennessee State Standards through the integration of the content strands. The content strands are focused on the seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction at age-appropriate levels. The content strands should be used within instructional materials to show the interconnectedness of the content strands with each other. | | | | |
| **Content Strand** | **Targets for Content Strand** | **Yes** | **No** | **Evidence (include evidence of the integration of the content strands)** |
| **Culture** | Use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture.  *This course has implied content.* | ***X*** |  |  |
| Understand the role of culture in shaping lives and society.  *This course has implied content.* | ***X*** |  |  |
| **Economics** | Use economic reasoning skills and knowledge of major economic concepts, issues, and systems. | ***X*** |  |  |
| Make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world. | ***X*** |  |  |
| **Geography** | Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity.  *This course has implied content.* | ***X*** |  |  |
| Explain the interactions that occur in an increasingly interdependent world.  *This course has implied content.* | ***X*** |  |  |
| Use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.  *This course has implied content.* | ***X*** |  |  |
| **History** | Use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in history.  *This course has implied content.* | ***X*** |  |  |
| **Politics (Politics/ Government)** | Use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels.  *This course has implied content.* | ***X*** |  |  |
| Understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare.  *This course has implied content.* | ***X*** |  |  |
| Use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.  *This course has implied content.* | ***X*** |  |  |
| **Tennessee History** | Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.  *This course has implied content.* | **X** |  |  |
| **Additional comments on integration of the content strands into the materials:** | | | | |
| ***Part D. Social Studies Practices***: Social studies practices are specific skills that students should apply when learning social studies. They provide learning experiences that support a progression of student competencies and skills through active engagement and the continuous refinement of knowledge and ability through the content topics found in the grade or course level standards. Instructional materials should provide resources through which teachers engage in the SSP. This may include but are not limited to the following: graphics, artifacts, media sources, technology sources, and other Primary and Secondary sources. | | | | |
| **Social Studies Practices** | **Targets for the Social Studies Practices** | **Yes** | **No** | **Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)** |
| **SSP.01** | Gather information from a variety of primary and secondary sources. | ***X*** |  |  |
| **SSP.02** | Critically examine primary or secondary source(s). | ***X*** |  |  |
| **SSP.03** | Organize data from a variety of sources. | ***X*** |  |  |
| **SSP.04** | Construct and communicate arguments supported by evidence. | ***X*** |  |  |
| **SSP.05** | Develop historical awareness. | ***X*** |  |  |
| **SSP.06** | Develop geographic awareness. | ***X*** |  |  |
| **Additional comments on the Social Studies Practices within materials:** | | | | |

**ECONOMICS  
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*All submissions must be aligned to the Tennessee State Social Studies Standards and therefore must meet 100% of the non-negotiable criteria of Section I prior to moving to Section II.*

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | |
|  | **Yes** | **No** | **Evidence** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | x |  |  |
| ***Coherence***: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year. | x |  |  |
| ***Literacy***: Supports student communication within a historical context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening. | x |  |  |
|  | **Evidence** | | |
| ***A Note on Bias and Sensitivity:*** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live.  *As you review materials, please note any possible bias/sensitivity issues for use at the local level.* |  | | |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | x |  |  |
| 1. Includes differentiated materials that provides support for the following: ELL students, students with disabilities, or struggling learners. | x |  |  |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | x |  |  |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part C. Monitoring Student Progress*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Assessments collect data on all topics, content strands, and social studies practices within each grade level and allow students to show mastery in concert with each other (e.g., assessments are contextualized and serve to address specific events/topics or answer specific questions). | x |  |  |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | x |  |  |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | x |  |  |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | x |  |  |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | x |  |  |
| 1. Assessments provide teachers with a range of data to inform instruction. | x |  |  |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part D. Teacher Support Materials*** | | | |
|  | **Yes** | **No** | **Evidence** |
| 1. Provides grade-level background information and context to guide integration of all topics, content strands, and social studies practices within the lessons, units, and grade. | x |  |  |
| 1. Includes strategies that assist teachers in incorporating appropriate and integral connections between social studies and other subject areas (e.g., mathematics, ELA, science, visual and performing arts, CTE) | x |  |  |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” activities with other practices (e.g., asking questions, engagement in argument). | x |  |  |
| 1. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the topics, content strands, and social studies practices within the standards. | x |  |  |
| 1. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences). | x |  |  |