TEXTBOOK SCREENING INSTRUMENT
Business Techonology -Business
Consensus Review

Book Code: CENG-6501090-EEC-5 **Category:** 6501090

Area Business Technology **Cluster** Business Technology **Subject:** Business Economics

Publisher:
Cengage Learning

Title:
Economic Education for Consumers

Author: Miller/Stafford

Edition: 04 **Copyright:** 2010 **ISBN:** 9780538448888

Grade: 09-12

Publisher's Bid Information	Reviewer Analysis	Recommended:
Bid Level	**Level**	◉ YES
Basal	CoBasal	○ NO
Delivery Method	**Delivery Method:**	○ WITHDRAWN
T	Traditional-T	

Committee Members:	Signature of Reviewers
Charlene Wooldridge	_____
John D. Nicholson	_____
M. Susanne Smith	_____
	_____
	_____

Signature of Commission Member _____

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I. Tennessee Framework

Documentation

STRENGTHS: No comment.

MATTERS OF FACT: The textbook does not address enough of the Tennessee Standards for the Business Economics course at an appropriate level.

CONCERNS: The textbook does not fully address the standards for the Business Economics class. In particular, Standards 3.0 -3.10, 5.2, 5.6, 7.0-7.2, and 8.0-8.3. While there are some vocabulary terms related to these standards provided, there is very little discussion and opportunity for students to learn enough about the topic to fully master the standard without any other resources. For example, the topics of monopolies and/or oligopolies are found within Standards 3.4 and 8.1-8.3, but the book only provides a definition of monopoly with a two sentence explanation. Students can not analyze, compare, and contrast this with other information as they are required to do in mastering the standards. For standards 7.0-7.2, students are supposed to analyze careers in business economics. The textbook has an entire chapter on careers. However, the textbook does not address specific careers as related to the course topic, nor does it mention employment trends in the industry. For Standards 3.0-3.10, the book does an insufficient job of providing the appropriate amount of information necessary to meet the standards. The textbook content uses the word "advertising" for "marketing" in standard 3 and the learning expectations. This textbook has limited content for standard 8 (market structures and competition).

Publisher Response: The Business Economics course 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 within the free enterprise system. Students will explore various careers related to the economy. International trade and economics have become an integral part of Business Economics. The content of *Economic Education for Consumers* is driven by consumer problem solving, learning to make rational buying decisions, consumer rights and responsibilities, personal financial decision making, and how local, state and the global economy affect our lives. According to the correlation of the Standards with the student edition of the text, the majority of the standards are covered.

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II. National Standards or Industry Standards

Documentation

STRENGTHS: National standards for Business Economics are included within the state of Tennessee standards.

MATTERS OF FACT: No comment.

CONCERNS: No comment.

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III. Program Design

Documentation

STRENGTHS: No comment.

MATTERS OF FACT: 1. Evidence of a clear purpose and direction are stated in chapter goals, chapter pacing guides, key terms, end of chapter assessments, and visual cue features: "Net Bookmarks", "Consumer Alerts", and "FYI".
2. Evidence of engaging and interactive learning strategies are provided throughout the textbook with features such as "Consumer Action", "What in the "World?", "Vote Your Wallet", and "In Class Activity" where the methodology is appropriate for instructional content area, and assignments are problem-based and student directed.
3. Evidence of critical thinking is included at the end of each chapter using the "Socratic" teaching strategy (why and how questions). Each "Think Critically" section begins with a question that revisits the chapter opening "Consumer Action" scenario, and a feature called "Xtra!" study tool icon that directs students to the product Web site for additional practice.
4. Evidence of knowledge and skill proficiencies for individual assessments are included in the features called "What Do You Know" at the beginning of each chapter, "What Do You Know Now" at the end of each chapter, and a feature called 'Check Point".
5. Evidence of academic integration is provided through textbook features called "Math of Money" and "Inside the Numbers" in addition to "In Class Activity".
6. Evidence of literacy and numeracy are provided in the "Math and Communication Masteries".

CONCERNS: Learning expectation goals are written in a very small font size. Key terms are written in a very small font size. Learning goals are stated instead of measurable learning objectives. The program does not provide the rigor necessary for students to master the material. As previously discussed, many of the standards are only briefly mentioned. In many instances students are only provided a definition. For students to gain adequate knowledge addressed within the standards and employ higher level cognitive thinking skills, the instructor would need to supplement the textbook with other materials.
Publisher Response: Key terms are highlighted for easy identification in the student edition to aid in studying and retaining information. Key terms are reviewed in each chapter assessment. The *Decision-Making Project* is introduced in the chapter opener and serves as a framework for the chapter. It engages students to apply higher-order thinking skills. Students progress through the five decision-making steps of Specify, Search, Sift, Select, and Study. *Xtra! Study Tools* icons direct students to the product Web site for additional practice.

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IV. Assessment

Documentation

STRENGTHS: No comment.

MATTERS OF FACT: 1. Evidence of self assessment and peer evaluation is provided on the "Instructor's Resource CD" which contains authentic assessments through end of chapter tests, self and peer evaluations through online study guides, quizzes, and formative and summative exams (i.e., "ExamView" CD).
2. Evidence of higher order critical thinking is demonstrated at the end of each chapter assessment through process questions, demonstration projects, and reasoning scenarios.
3. Evidence of the CTE Rubric assessment criteria correlation is provided at the end of each chapter assessment starting at the basic level concepts in the summaries and term definitions and elevating to the proficient and advanced levels with critical thinking questions and decision scenarios.
4. Evidence of a variety of formal assessments is included on the "ExamView CD" as: checklists, multiple choice, matching, true of false, short essays, reading comprehension, and math problems.
5. Evidence of diagnostic evaluations and assessments is demonstrated through a feature called "What Do You Know" at the beginning of each chapter.
6. Evidence of a method for reporting student's progress to parents was not specifically addressed in this bundle of textbook resources.
7. Evidence that supports articulation into post-secondary education is provided in career planning, resume writing and job descriptions, living arrangements away from parents, and budgeting and saving exercises.

CONCERNS: As previously discussed, the assessments are built from information from the textbook. As a result, many of the topics are not covered at a level for students to fully master the standards for the course.
Publisher Response: Cengage is satisfied with your review of Assessment.

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V. Other Comments

Documentation

STRENGTHS: Other Comments:
1. Chapter Planning Guide - outlines chapter overviews by lessons and visually displays how to use the student text and resources, the teacher's wraparound edition, and a pacing guide for regular and block scheduling.
2. Learning Styles - The Instructor's Wraparound Edition provides suggestive activities and exercises that coincide with the various learning styles (visual, kinesthetic, and auditory), and combinations of learning styles.
3. Learning Abilities - The Instructor's Wraparound Edition provides suggestive activities and exercises that coincide with the various learning abilities.
4. Applied Skills - The Instructor's Wraparound Edition provides applied skills throughout the textbook.
5. The Decision Making Process discussed in chapter 1 is used throughout the text for student-directed projects and group collaborations.

MATTERS OF FACT: 1. Chapter Planning Guide is provided for each chapter and designates the appropriate activities and projects, special features, reviews and assessments, and teaching strategies.
2. Examples of which activities or exercises to use for different learning styles are included where appropriate.
3. Examples are provided for learning abilities such as Limited English Proficiency (LEP), "Gifted", or "At Risk" learners.
4. Examples of applied skills include writing across the curriculum, using office technology Mathematics, and Language Arts.
5. The decision making process utilizes five steps: Specify, Search, Sift, Select, and Study.

CONCERNS: No comment.

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VI. List of Components Reviewed

Documentation

1. Instructor's Wraparound Edition - Economic Education for Consumers
2. Student's Edition - Economic Education for Consumers
3. Instructor's Resource CD - Economic Education for Consumers
4. ExamView Assessment Suite - Economic Education for Consumers

Instructor's Resource Kit - Economic Education for Consumers

1. Teacher's Workbook: Teaching Economics - Economic Education for Consumers
2. Printed Tests and Forms - Economic Education for Consumers
3. Business Math Activity Masters
4. Communications Activity Masters
4. Ethics Activity Masters
5. Alternative Assessment
6. Distance Learning
7. Diverse Populations and Learning Styles
8. Involving Family and the Community
9. Strategies for Block Scheduling
10. Test Preparation and Study Skills
11 Using Technology and the Internet

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VII. State Textbook Commission Members Comments

Documentation

STRENGTHS: No comment.

MATTERS OF FACT: No comment.

CONCERNS: No comment.

CENG-6501090-EEC-5-306-6501-1054-YES-CoBasal9780538448888--------1/21/2012 @ 8:05:52 PM

TEXTBOOK SCREENING INSTRUMENT
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Book Code: CEV-6501090-BEP-5 **Category:** 6501090

Area Business Technology **Cluster** Business Technology **Subject:** Business Economics

Publisher:
CEV Multimedia Ltd.

Title:
Business Economics Pathway

Author: CEV Multimedia, Ltd.

Edition: First **Copyright:** 2010 **ISBN:** 9781603339711

Grade: 09-12

Publisher's Bid Information	Reviewer Analysis	Recommended:
Bid Level	**Level**	◉ YES
Basal	CoBasal	○ NO
Delivery Method	**Delivery Method:**	○ WITHDRAWN
TD	Technology Dependent-TD	

Committee Members:	Signature of Reviewers
Charlene Wooldridge	
John D. Nicholson	
M. Susanne Smith	

Signature of Commission Member _____

TEXTBOOK SCREENING INSTRUMENT
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I. Tennessee Framework

Documentation

STRENGTHS: No comment.

MATTERS OF FACT: No comment.

CONCERNS: The program addressed the appropriate state of Tennessee Standards, Learning Expectations, and Performance Indicators for the Business Economics course at a basic level according to the CTE Assessment Rubric. In order to meet the standards at the advanced or proficient level, the instructor would need to provide additional assessments and activities which allow students to demonstrate higher-level critical thinking skills and application of concepts.

CEV-6501090-BEP-5-439-6501-1192-YES-CoBasal9781603339711--------8/8/2011 @ 2:01:43 PM

II. National Standards or Industry Standards

Documentation

STRENGTHS: The national standards for Business Economics are included within the state of Tennessee standards.

MATTERS OF FACT: No comments.

CONCERNS: No comments.

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TEXTBOOK SCREENING INSTRUMENT
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III. Program Design

Documentation

STRENGTHS: No comment.

MATTERS OF FACT: 1. Evidence of a clear purpose and direction is presented in the topic objectives at the beginning of each topic and the key terms within the presentation. Links to outside websites are also provided in lesson plans to complement the PowerPoint material.
2. Evidence of engaging and interactive learning strategies is provided in the MPU projects. However, there are a limited number of projects/activities for the student to demonstrate mastery.
3. There is limited evidence of critical thinking checkpoints in the delivery of the material.
4. Evidence of knowledge and skill proficiencies for individual assessments is included in the "Teacher's Resource Guide".
5. Evidence of academic integration is provided through "Lesson Links" to other academic core content areas.
6. Evidence of literacy and numeracy is evident in relevant math problem calculation, ratios, statistics, charts and graphs, and communication assignments in the "Teacher's Resource Guide".

CONCERNS: The program relies on instructor-led presentations through PowerPoint. The students' only access to the material is from PowerPoint handouts provided by the instructor. The majority of the activities are vocabulary crossword puzzles and short quizzes. The program also provides a project for each MPU.

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IV. Assessment

Documentation

STRENGTHS: No comment.

MATTERS OF FACT: 1. Evidence of self-assessment and peer evaluation was very limited as a result of lack of variety in assessments.
2. There is very limited evidence of higher-order critical thinking assessments. The assessments provided assess students at a very basic level.
3. Evidence of the CTE Rubric assessment criteria correlation is also minimal. The rubric evaluates students on a range of below-basic to advanced. Most of the assessments and activities provided in the program are at a basic or below-basic level .
4. There is a lack of variety in the formal assessments provided.
5. Evidence of diagnostic evaluations and assessments is shown through mini assessments at the end of each topic. However, the assessments are at a very basic level.
6. Evidence of a method for reporting student progress to parents was not addressed in this textbook resource.
7. Evidence that supports articulation into post-secondary education is provided in a feature called "Career Connections" (FBLA, BPA, Payroll, Accounting I and II), and on the "Core Competencies MPU".

CONCERNS: The assessment quizzes supplied at the end of each MPU are made up of basic level questions. Most questions instruct the student to perform basic level thinking tasks such as "List", "Define", or "Describe". There are very few questions that instruct the student to use high-level critical thinking skills on these quizzes. There is also a lack of formative assessment opportunities throughout the PowerPoint presentations. All of the assessment questions are at the end of the MPU, and there are no checkpoint-type questions provided within the program. Many of the projects instruct students to present information on a poster, brochure, or PowerPoint. However, many of the projects do not promote high-level critical thinking. Many times, the students are only listing the information they collect. There are no large end-of-unit assessments for students to demonstrate their attained knowledge or skill level of mastery. There are no assessments which correlate/complement information from multiple MPUs.

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V. Other Comments

Documentation

STRENGTHS: No comments.

MATTERS OF FACT: The MPUs consist of:
- PowerPoint Slides
- A Vocabulary Handout
- A Vocabulary Based Crossword Puzzle
- MPU Quiz - does not provide adequate opportunity for assessment with very limited number of questions
- Project(s) - do not provide opportunities for students to demonstrate high-level critical thinking skills or application of the concepts. For example, many projects consist of posters or brochures, which only list information. Students are not given the opportunity to apply information to real-world scenarios.

CONCERNS: The recommendation of Co-Basal is based on the lack of high-level critical thinking assessments. The instructor would need to provide additional assessments for students to demonstrate the appropriate level of mastery for each Standard, Learning Objective, and Performance Indicator as outlined in the Tennessee Career and Technical Education Competency Attainment Rubric.

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VI. List of Components Reviewed

Documentation

1. Core Competencies MPU (CD)
a. Skills for Real World Survival
b. Jobs, Careers, and Education
c. Workplace Issues
d. Introduction to Career Clusters
e Teacher's Resource Guide
2. Principles of Economics MPU (CD and DVD's)
a. DISC 1 - CD PowerPoint Slides (CD): Business Cycles & Growth, Inflation, Competition and Free Enterprise, and Supply and Demand.
b. DISC 2 - Elasticity (DVD)
c. DISC 3 - Financial Markets (DVD)
d. DISC 4 - Monetary Policy (DVD)
3. Economics in Business MPU and(CD and DVD's)
a. DISC 1 - PowerPoint Slides (CD): Government's Role in Business, U. S. & International Trade, Economics Concepts, Economic Processes, and Economic Systems
b. DISC 2 - DVD "The Invisible Hand"
3. Credit & Debt MPU (CD and DVD's)
a. DISC 1 - Teachers Resource Guide, CD PowerPoint Slides: Basics of Financial Contracts, Introduction to Credit, and Debt and Bankruptcy.
b. DISC 2 - Financial Literacy: Getting Organized (DVD)
c. DISC 3 - Financial Literacy: Credit Basics (DVD)
d. DISC 4 - Financial Literacy: Credit & Loans (DVD)

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VII. State Textbook Commission Members Comments

Documentation

STRENGTHS: No comments.

MATTERS OF FACT: No comments.

CONCERNS: No comments.

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