

# 2017 Social Studies Review

## Social Studies Evaluation Tool – Economics

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### Instructions

#### **Publishing Company:**

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

#### **Review Team Member:**

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

### Standards Alignment Evaluation Rubric

0 = No Alignment- **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is **fully aligned** as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

Idaho Content Standards/Economics/Social Studies/11-2016

Idaho Content Standards: Social Studies-Economics

Standard 1: History

Students in Economics analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

<b>Goal</b>	<b>Objective - The student will:</b>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b>	<u>9-12.E.1.4.1</u> Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.	<p><i>Specific Examples: SE: Introduced: Business Cycle Phases, 277; Taught: What Causes a Recession?: Analyze Charts, 281; Assessed: Topic 7 Assessment (6. Analyze Business Cycles), 314</i></p> <p><b>SE/TE:</b> Business Cycles, 277–283</p> <p><i>Topic 7 Assessment (6. Analyze Business Cycles), 314; Topic 9 Assessment (17. Analyze Business Cycles), 387</i></p>	Choose an item.

Standard 2: Geography

Students in Economics analyze the human and physical characteristics of different places and regions.

<b>Goal</b>	<b>Objective - The student will:</b>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</b>	<u>9-12.E.2.4.1</u> Explain how the factors of production are distributed among geographic regions and how this influences economic growth.	<p><i>Specific Examples: SE: Introduced: Natural Resources, 390; Taught: Resource Distribution: Analyze Charts, 391; Assessed: Topic 10 Assessment (2. Explain Concepts), 444</i></p> <p><b>SE/TE:</b> Factors of Production, 5–7, 23, 28–29, 37, 390–391, 428; Why Nations Trade, 390–397</p> <p><i>Topic 1 Assessment (9. Describe Economic Factors), 18; (12. Describe Economic Factors), 18; Topic 10 Assessment (2. Explain Concepts), 444</i></p>	Choose an item.



### Standard 3: Economics

Students in Economics explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

<b><u>Goal</u></b>	<b><u>Objective - The student will:</u></b>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>Goal 3.1: Explain basic economic concepts.</b>	<u>9-12.E.3.1.1</u> Apply the concepts of supply and demand, scarcity, and opportunity costs and explain their implications in decision making.	<i>Specific Examples: SE: Introduced: Scarcity Means Making Choices, 4–5; Taught: Essential Question: Identify Main Ideas, 8; Assessed: Topic 1 Assessment (2. Explain Scarcity), 17</i>  <b>SE/TE:</b> Scarcity, 4–8, 9, 10, 17–18, 290, 390, 392, 444; Fundamentals of Demand, 68–72; Fundamentals of Supply, 85–90  <i>Topic 1 Assessment (2. Explain Scarcity), 17; (11. Explain Scarcity), 18; Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; (4. Identify Non-Price Determinants, Evaluate Government Rules and Regulations, and Create a Written Presentation), 123; (6. Interpret a Graph and Use Mathematical Skills), 124; (13. Identify Non-Price Determinants), 125</i>	Choose an item.
	<u>9-12.E.3.1.2</u> Identify ways in which the interaction of buyers and sellers influences prices.	<i>Specific Examples: SE: Introduced: The Price System, 117–118; Taught: The Price System Does All of This: Explain, 119; Assessed: Topic 3 Assessment (2. Understand the Effect of Changes in Price), 123</i>  <b>SE/TE:</b> Prices at Work, 117–122  <i>Topic 3 Assessment (2. Understand the Effect of Changes in Price), 123; (3. Understand the Effect of Changes in Price), 123; (5. Understand the Effect of Changes in Price and Create an Oral Presentation), 123</i>	Choose an item.

	<p><b>9-12.E.3.1.3</b> Identify how incentives determine what is produced and distributed in a competitive market system.</p>	<p><i>Specific Examples: SE: Introduced:</i> Incentives and Competition, 30–31; <i>Taught:</i> Essential Question: Draw Conclusions, 31; <i>Assessed:</i> Topic 3 Assessment (8. Describe Characteristics of Economic Systems), 124</p> <p><b>SE/TE:</b> Incentives and Competition, 30–31; Incentives, 21, 27, 32, 33, 37, 45, 118</p> <p><i>Topic 3 Assessment</i> (8. Describe Characteristics of Economic Systems), 124</p>	<p>Choose an item.</p>
	<p><b>9-12.E.3.1.4</b> Describe the factors of production.</p>	<p><i>Specific Examples: SE: Introduced:</i> Factors of Production, 5–7; <i>Taught:</i> Essential Question: Identify, 7; <i>Assessed:</i> Topic 1 Assessment (9. Describe Economic Factors), 18</p> <p><b>SE/TE:</b> Factors of Production, 5–7, 23, 28–29, 37, 390–391, 428</p> <p><i>Topic 1 Assessment</i> (9. Describe Economic Factors), 18; (12. Describe Economic Factors), 18</p>	<p>Choose an item.</p>
	<p><b>9-12.E.3.1.5</b> Create and interpret graphs that model economic concepts.</p>	<p><i>Specific Examples: SE: Introduced:</i> Read Charts, Graphs, and Tables, 532; <i>Taught:</i> Read Charts, Graphs, and Tables: Step 4: Create a Chart or Graph, 533; <i>Assessed:</i> Read Charts, Graphs, and Tables: Step 5: Use data in information or graphs, 533</p> <p><b>SE/TE:</b> Read Charts, Graphs, and Tables, 532–533; also see: Fundamentals of Demand, 68–72; Fundamentals of Supply, 85–90;</p> <p><i>Topic 3 Assessment</i> (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; (4. Identify Non-Price Determinants, Evaluate Government Rules and Regulations, and Create a Written Presentation), 123; (6. Interpret a Graph and Use Mathematical Skills), 124; (13. Identify Non-Price Determinants), 125</p>	<p>Choose an item.</p>

	<p><u>9-12.E.3.1.6</u> Explain the difference between monetary policy and fiscal policy and the role of the Federal Reserve.</p>	<p><i>Specific Examples: SE: Introduced:</i> Fiscal Policy, 348–349; <i>Taught:</i> Toolbox of Fiscal Policy: Analyze Information, 351; <i>Assessed:</i> Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385</p> <p><b>SE/TE:</b> The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 375–384</p> <p><i>Topic 9 Assessment</i> (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385; (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385; (8. Analyze Tools and Explain Actions), 385; (9. Analyze Fiscal Policy Decisions), 385; (10. Analyze Fiscal Policy Decisions), 385; (16. Analyze Information and Explain Actions), 386; (18. Analyze Tools and Explain Actions), 387; (19. Explain Actions and Analyze Tools), 387; (20. Analyze Changes in Characteristics), 387</p>	<p>Choose an item.</p>
	<p><u>9-12.E.3.1.7</u> Analyze the various parts of the business cycle and its effect on the economy.</p>	<p><i>Specific Examples: SE: Introduced:</i> Business Cycle Phases, 277; <i>Taught:</i> Tracking a Business Cycle: Analyze Information, 280; <i>Assessed:</i> Topic 9 Assessment (17. Analyze Business Cycles), 387</p> <p><b>SE/TE:</b> Business Cycles, 277–283</p> <p><i>Topic 7 Assessment</i> (6. Analyze Business Cycles), 314; <i>Topic 9 Assessment</i> (17. Analyze Business Cycles), 387</p>	<p>Choose an item.</p>
<p><b>Goal 3.2: Identify different influences on economic systems.</b></p>	<p><u>9-12.E.3.2.1</u> Compare and contrast the characteristics of different economic systems and economic philosophies.</p>	<p><i>Specific Examples: SE: Introduced:</i> Free Markets, 27–32; <i>Taught:</i> Comparing and Contrasting Socialism and Communism: Draw Conclusions, 34; <i>Assessed:</i> Topic 2 Assessment (3. Describe and Explain Basic Characteristics of Economic Systems), 63</p>	<p>Choose an item.</p>

	<p>(Continued)</p> <p><b>SE/TE:</b> Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43; Benefits of Free Enterprise, 44–50; Changing Economies, 428–434</p> <p><i>Topic 2 Assessment</i> (3. Describe and Explain Basic Characteristics of Economic Systems), 63; (5. Examine Socialist Economic Systems), 63; (6. Understand Terms), 63; (7. Analyze the Importance and Impact of Economic Philosophers), 63; (8. Explain Basic Characteristics of Economic Systems), 63; (9. Explain the Benefits of Economic Systems), 63; (10. Analyze Costs and Benefits of Economic Policies), 64; (14. Identify Economic Concepts in the U.S. Constitution), 64; (15. Describe the Role of Government in the Free Enterprise System), 64; (17. Compare Economic Systems), 65; (19. Identify Economic Concepts in the U.S. Constitution), 65; (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65</p>	
<p><b>9-12.E.3.2.2</b> Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals.</p>	<p><i>Specific Examples:</i> <b>SE:</b> <i>Introduced:</i> The Recent History of U.S. Economic Policy, 362; <i>Taught:</i> Great Society Programs: Predict Consequences, 365; <i>Assessed:</i> Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385</p> <p><b>SE/TE:</b> The Fed’s Roles: Serving the Government, 228; Serving and Regulating Banks, 229–230; Regulating the Money Supply, 231–232; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 375–384</p> <p><i>Topic 9 Assessment</i> (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385; (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385; (8. Analyze Tools and Explain Actions), 385;</p> <p>(Continued)</p>	<p>Choose an item.</p>

		(9. Analyze Fiscal Policy Decisions), 385; (10. Analyze Fiscal Policy Decisions), 385; (16. Analyze Information and Explain Actions), 386; (18. Analyze Tools and Explain Actions), 387; (19. Explain Actions and Analyze Tools), 387; (20. Analyze Changes in Characteristics), 387	
	<b>9-12.E.3.2.3</b> Explain the purposes of labor unions.	<p><i>Specific Examples: SE: Introduced: Organized Labor, 197–198; Taught: Essential Question: Identify Main Ideas, 198; Assessed: Assessment: Question 4: Compare</i></p> <p><b>SE/TE:</b> Labor Unions, 197–203</p> <p><i>Topic 5 Assessment (16. Write About the Essential Question), 206</i></p>	Choose an item.
<b>Goal 3.3: Analyze the different types of economic institutions.</b>	<b>9-12.E.3.3.1</b> Explain the characteristics of various types of business and market structures.	<p><i>Specific Examples: SE: Introduced: Conditions for Pure Competition, 128–130; Taught: Comparing Monopolistic Competition and Pure Competition, 144; Assessed: Topic 4 Assessment (11. Describe Characteristics), 155</i></p> <p><b>SE/TE:</b> Pure Competition, 128–132; Monopolies, 133–140; Monopolistic Competition and Oligopoly, 141–147; Sole Proprietorships, 160–164; Partnerships and Franchises, 165–170; Corporations, 171–176</p> <p><i>Topic 4 Assessment (5. Give Examples), 154; (10. Give Examples), 155; (11. Describe Characteristics), 155; Topic 5 Assessment (3. Explain and Analyze Sole Proprietorships), 204; (4. Explain and Analyze Sole Proprietorships), 204; (11. Explain and Analyze Partnerships), 206; (12. Analyze Advantages), 206</i></p>	Choose an item.
	<b>9-12.E.3.3.2</b> Describe the elements of entrepreneurship and successful businesses.	<p><i>Specific Examples: SE: Introduced: Entrepreneurs Use Factors of Production, 5–7; Taught: What Does an Entrepreneur Do?, 6; Assessed: Assessment: Question 3: Identify, 8</i></p> <p><b>SE/TE:</b> Entrepreneurs Use Factors of Production, 5–7;</p>	Choose an item.



		Entrepreneurs, 32, 95	
	<p><b>9-12.E.3.3.3</b> Identify the role of the financial markets and institutions.</p>	<p><i>Specific Examples: SE: Introduced: A Review of U.S. Banking History, 223; Taught: The Structure of the Federal Reserve System: Analyze Charts, 226; Assessed: Topic 6 Assessment (6. Explain the Structure), 264</i></p> <p><b>SE/TE:</b> Changes in American Banking, 216–222; The Federal Reserve System, 223–232; The Functions of Modern Banks, 233–240; Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263</p> <p><i>Topic 6 Assessment (3. Examine Credit and Explain Responsibilities), 264; (4. Explain Obligations, Develop Strategies, and Examine), 264; (5. Describe Functions), 264; (6. Explain the Structure), 264; (7. Examine Investment Options), 264; (13. Explain How Corporations Raise Money), 265; (14. Explain Functions), 265; (15. Analyze the Role), 265; (17. Identify Loans, Evaluate Costs and Benefits, and Assess Financial Aspects), 265; (18. Examine Financial Accounts), 265; (19. Examine Financial Accounts), 266; (20. Maintain a Checking Account), 266; (21. Examine, Explain, and Assess Personal Investment Options), 266; (24. Explain How to Begin a Savings Program), 266</i></p>	Choose an item.

<p><b>Goal 3.4: Explain the concepts of good personal finance.</b></p>	<p><u>9-12.E.3.4.1</u> Examine and apply the elements of responsible personal fiscal management, such as budgets, interest, investment, savings, credit, and debt.</p>	<p><i>Specific Examples: SE: Introduced: Your Fiscal Fitness: An Introduction, 474–474; Taught: Budgeting, 476–478; Assessed: Taxes and Income, 516–519</i></p> <p><b>SE/TE:</b> Personal Finance Handbook: Your Fiscal Fitness: An Introduction, 474–474; Budgeting, 476–478; Checking, 478–482; Investments, 483–487; Savings and Retirement, 487–492; Credit and Debt, 493–498; Risk Management, 498–502; Consumer Smarts, 502–511; After High School, 511–516; Taxes and Income, 516–519</p> <p><i>Topic 7 Assessment (18. Examine Credit Card Debt), 316; (20. Develop Strategies to Become a Low-Risk Borrower), 316</i></p>	<p>Choose an item.</p>
	<p><u>9-12.E.3.4.2</u> Identify and evaluate sources and examples of consumers' responsibilities and rights.</p>	<p><i>Specific Examples: SE: Introduced: Private Property Rights &amp; Economic Freedom, 46; Taught: Determine Relevance (Consumer Financial Protection Bureau), 49; Assessed: Assessment: Question 4: Analyze Context, 50</i></p> <p><b>SE/TE:</b> Consumers in free enterprise system, 21, 31–32, 44–47, 124; Consumer's Union, 46; Consumer Financial Protection Bureau, 49, 64; Consumer Smarts, 502–511</p> <p><i>Topic 2 Assessment (6. Understand Terms), 6; Topic 7 Assessment (18. Examine Credit Card Debt), 316; (20. Develop Strategies to Become a Low-Risk Borrower), 316</i></p>	<p>Choose an item.</p>
	<p><u>9-12.E.3.4.3</u> Discuss the impact of taxation as applied to personal finances.</p>	<p><i>Specific Examples: SE: Introduced: Tax Structures and Tax Bases, 321–323; Taught: Progressive Taxation: Analyze Graphs, 322; Assessed: Topic 8 Assessment (4. Identify Economic Concepts and Create Presentations), 344</i></p> <p><b>SE/TE:</b> Understanding Taxes, 320–325; Federal Taxes, 326–331; Taxes and Income, 516–519; <i>Topic 8 Assessment (4. Identify Economic Concepts and Create Presentations), 344; (6. Identify Economic Importance), 344</i></p>	<p>Choose an item.</p>

**Standard 4: Civics and Government**

Students in Economics build an understanding of the organization and formation of the American system of government.

<b><u>Goal</u></b>	<b><u>Objective - The student will:</u></b>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<p><b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b></p>	<p><u>9-12.E.4.2.1</u> Explain the basic functions of government in a mixed economic system.</p>	<p><i>Specific Examples: SE: Introduced: Balancing Government Involvement and Economic Freedom, 39; Taught: Continuum of Mixed Economies: Analyze Information, 42; Assessed: Topic 2 Assessment (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65</i></p> <p><b>SE/TE:</b> Balancing Government Involvement and Economic Freedom, 39; Circular Flow Model of a Mixed Economy, 40; The Role of the Government, 42; Benefits of Free Enterprise, 44–50; Supporting Economic Growth, 51–55; Public Goods and Externalities, 56–62</p> <p><i>Topic 2 Assessment (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65</i></p>	<p>Choose an item.</p>
	<p><u>9-12.E.4.2.2</u> Identify laws and policies adopted in the United States to regulate competition.</p>	<p><i>Specific Examples: SE: Introduced: Protecting Public Health, Safety, and Well-Being, 49; Taught: Government Actions: Analyze Information, 151; Assessed: Topic 4 Assessment (3. Identify and Evaluate Examples), 154</i></p> <p><b>SE/TE:</b> Negative Effects of Regulation, 49–50; Government Regulation and Competition, 148–153</p> <p><i>Topic 2 Assessment (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; (16. Evaluate Ordinances and Regulations That Apply to Businesses), 64; Topic 4 Assessment (3. Identify and Evaluate Examples), 154</i></p>	<p>Choose an item.</p>

	<p><u>9-12.E.4.2.3</u> Examine the federal budget, debt, and deficit, and their implications on the economy.</p>	<p><i>Specific Examples: <b>SE:</b> Introduced: The Federal Budget and Fiscal Policy, 348–351; Taught: Creating the Federal Budget: Analyze Information, 350; Assessed: Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385</i></p> <p><b>SE/TE:</b> The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Option, 356–365</p> <p><i>Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385; (9. Analyze Fiscal Policy Decisions), 385; (10. Analyze Fiscal Policy Decisions), 385; (20. Analyze Changes in Characteristics), 387</i></p>	<p>Choose an item.</p>
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## Standard 5: Global Perspectives

Students in Economics build an understanding of multiple perspectives and global interdependence.

<b><u>Goal</u></b>	<b><u>Objective - The student will:</u></b>	<b>List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b>	<b>9-12.E.5.1.1</b> Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO.	<p><i>Specific Examples: SE: Introduced: Trade Agreements, 402; Taught: Major Trade Organization Members: Analyze Maps, 405; Assessed: Topic 10 Assessment (7. Compare Effects of Trade), 445</i></p> <p><b>SE/TE:</b> Trade Barriers and Agreements, 398–406</p> <p><i>Topic 10 Assessment (7. Compare Effects of Trade), 445; (9. Evaluate Free-Trade), 446</i></p>	Choose an item.
	<b>9-12.E.5.1.2</b> Analyze global economic interdependence and competition.	<p><i>Specific Examples: SE: Introduced: Why Nations Trade, 390–397; Taught: Opposing Views on Trade: Analyze Charts, 402; Assessed: Topic 10 Assessment (7. Compare Effects of Trade), 445</i></p> <p><b>SE/TE:</b> Why Nations Trade, 390–397; Trade Barriers and Agreements, 398–406; Globalization, 435–443</p> <p><i>Topic 10 Assessment (7. Compare Effects of Trade), 445; (9. Evaluate Free-Trade), 446; (14. Analyze Trade), 446</i></p>	Choose an item.

	<p><b>9-12.E.5.1.3</b> Apply economic concepts to explain the role of imports/exports both nationally and internationally.</p>	<p><i>Specific Examples: SE: Introduced:</i> Changes in the Global Economy and Supply, 101; <i>Taught:</i> U.S. Balance of Trade: Analyze Graphs, 413; <i>Assessed:</i> Topic 10 Assessment (8. Analyze Impacts), 445</p> <p><b>SE/TE:</b> Imports of the United States, 101, 395, 397, 400, 405, 409, 411, 413, 445; Exports of the United States, 81, 103, 394, 397, 404, 409, 412–413; Trade Balance, 412; Trade Deficit, 288, 407, 412–414; Trade Surplus, 407, 411, 412</p> <p><i>Topic 10 Assessment</i> (7. Compare Effects of Trade), 445; <u>(8. Analyze Impacts), 445;</u> (9. Evaluate Free-Trade), 446; (10. Analyze Exchange Rates), 446; (14. Analyze Trade), 446</p>	<p>Choose an item.</p>
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Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	<i>Savvas' Realize™ Economics</i> provides instruction in comprehension strategies and academic/content-specific vocabulary within the context of Social Studies texts. Representative Examples: <b>SE:</b> 21st Century Skills, 520–551; Key Terms, 160, 171, 277	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	<i>Savvas' Realize™ Economics</i> is fully designed to build reading, writing, and speaking skills and can be seamlessly integrated in the reading block of time. Each area of learning, such as reading, writing, or speaking, does not need to be a separate focus of teaching, but is taught in a single, rich lesson. Topic Assessment at the conclusion of each chapter provides research, writing and speaking/listening opportunities.  Representative Examples: <b>SE:</b> Topic Assessment, 264–266; Primary Sources, 472; 21st Century Skills: Analyze Primary and Secondary Sources, 539–540; Participate in a Discussion or Debate, 544; Give an Effective Presentation, 544–545; Write an Essay, 545–546	Choose an item.
Students will use digital resources strategically to conduct research and create and present material in oral and written form.	<i>Savvas' Realize™ Economics</i> utilizes storytelling to bring Social Studies content to life. Our exclusive interactive digital solution, on <i>Savvas' Realize™</i> , makes Social Studies personal for every student in a way that's easier for you. Using electronic tools, students can investigate new knowledge, produce projects, and distribute their work to an extended audience.  Representative Examples: <b>SE:</b> Research: Topic Assessment 6 # 8, 1264; NBC Learn My Story Video, 209; 21st Century Skills: Avoid Plagiarism, 546; <b>TE:</b> Objectives page with Technology, 241; see <a href="http://savvasrealize.com">savvasrealize.com</a> for online e-text and teacher materials.	Choose an item.

<p>Students will collaborate effectively for a variety of purposes while also building independent literacy skills.</p>	<p>Students actively engage in acquiring literacy skills in <i>Savvas' Realize™ Economics</i>. The program uses a four-part learning model to enhance teaching and understanding: Connect; Investigate; Synthesize; and Demonstrate. This format encourages greater interaction with the text and more active reading. Small group activities provide opportunities for students to demonstrate and transfer their understanding of the chapter content.  Representative Examples: <b>SE:</b> Comprehension Questions, 88, 107, 144; Section Assessment, 170, 232; <b>TE:</b> Supporting English Language Learners, 212, 224; Lesson Plan, 281–286</p>	<p>Choose an item.</p>
<p><b>Equity</b></p>	<p><b>Evidence-Give specific example</b></p>	<p><b>Rating: (Reviewer only)</b></p>
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> <li>• Multicultural Representation</li> <li>• Free from bias</li> <li>• Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students.</li> <li>• The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices.</li> </ul>	<p><i>Savvas' Realize™ Economics</i> provides a range of text and illustrations across print and digital assets that depict the full range of contributions, heritage, experiences and achievements of males and females throughout time.  <i>Savvas' Realize™ Economics</i> is committed to representing peoples and cultures in a fair and equitable way across ethnicities, genders, and abilities. Turning pages through the program will show the range of representation across different time periods and situations.  Representative Examples: <b>SE:</b> Photos, 198, 199, 211, 222, 228, 270</p>	<p>Choose an item.</p>
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p><i>Savvas' Realize™ Economics</i> is made accessible for today's students through clear, appealing narrative and engaging activities, questions, and primary sources. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences.  Representative Examples: <b>SE:</b> Photos and Illustrations, 128, 135, 160, 162, 165, 197, 198</p>	<p>Choose an item.</p>



Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.)The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text &amp; Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> <li>Submitted core <b>PRINT</b> materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.</li> </ul>	<p><i>Savvas' Realize™ Economics</i>, connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today's classroom. Our innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective and easy to use. All materials in the program comply with NIMAS specifications regarding instructional materials.</p> <p>Representative Examples: <b>SE:</b> NBC Learn My Story Video, 127; <b>TE:</b> Economic Growth, 284–290. Sign on to savvasrealize.com for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
Student Focus	Evidence-Give specific example	Rating: (Reviewer only)
<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p><i>Savvas' Realize™ Economics</i> integrates the sequential and cumulative development of foundational skills and processes with social studies content. The comprehension questions throughout the text allow students to practice these essential skills in every lesson. 21<sup>st</sup> Century Skills in the handbook provides detailed teaching of grade-level skills.</p> <p>Representative Examples: <b>SE:</b> Identify Main Ideas, 168; Summarize, 263; Identify Cause and Effect, 283; 21st Century Skills, 520–551</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p><i>Savvas' Realize™ Economics</i> provides easy-to-use resources that engage all students, and includes standards-based social studies content that reinforces literacy instruction. The program is designed to help you address critical knowledge and skill development.</p> <p>Representative Examples: <b>SE:</b> Essential Question, 66; Section Assessment, 72, 90; Topic Assessment, 154–156; Objectives, 160, 297; <b>TE:</b> Objectives, 252, 259; Topic Inquiry: Civic Action Project, 248–249; Differentiate Instruction, 206, 214</p>	<p>Choose an item.</p>

<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>Providing students with instruction in comprehension skills is critical in the social studies classroom. <i>Savvas' Realize™ Economics</i> provides numerous opportunities to integrate language arts skills with the social studies content. The program is fully designed to build reading and writing skills at the appropriate level of complexity and can be seamlessly integrated into the social studies classroom.</p> <p>Representative Examples: <b>SE:</b> 21st Century Skills, 520–551; Topic Assessment (writing), 204, 205, 385; <b>TE:</b> Differentiate Instruction, 143; Topic Inquiry: Document-Based Question, 318–319 (research, speaking, and writing)</p>	<p>Choose an item.</p>
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>All aspects of the design and content of <i>Savvas' Realize™ Economics</i> engages the reader with age appropriate interests. Videos, illustrations, photos, graphics, and texts are seamlessly intertwined to create a grade-appropriate and content-rich experience.</p> <p>Representative Examples: <b>SE:</b> Gross Domestic Product (graphs and photos), 502–517; NBC Learn My Story Video, 319; <b>TE:</b> Digital-Start Up Activity, 79, 283</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p><i>Savvas' Realize™ Economics</i> provides opportunities for teachers and students opportunities to integrate other subject areas throughout the program. Research activities, Differentiate Instruction, and text activities provide a rich learning experience for all students.</p> <p>Representative Examples: <b>TE:</b> Topic Inquiry: Civic Discussion (Research &amp; Speaking); Active Classroom, 39 (Create a Caption); Active Classroom, 237 (Write or Improvise a Scene)</p>	<p>Choose an item.</p>

<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p><i>Savvas' Realize™ Economics</i> includes strategies and textual content that grade appropriate. At the beginning of each topic, students watch a video connected to the Topic content by hearing the story of an individual whose life is related to the content students are about to learn. In each grade level students explore target reading, critical thinking, graph, and map skills that grade and content appropriate. Representative Examples: <b>SE:</b> 21<sup>st</sup> Century Skills: Read Charts, Graphs, and Tables, 532–533; Read Physical Maps, 534–535; NBC Learn My Video, 127</p>	<p>Choose an item.</p>
<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p><i>Savvas' Realize™ Economics</i> includes a balance of text types and lengths. The text includes headings and subheadings, different type faces, and specific graphics to highlight key features and teaching moments. Representative Examples: <b>SE:</b> Perfect Competition, 128–132; Topic Assessment, 154–156</p>	<p>Choose an item.</p>
<p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>One of the most important and challenging responsibilities of a teacher is to create and execute activity-based learning experiences while ensuring that activities are high quality and lead to real learning. Topic Assessment encourages higher level thinking skills as students demonstrate mastery of the content. The inquiry focused Projects for each topic develop students' content and skills mastery in preparation for real-world challenges. Active Classroom Strategies help to increase in-class participation, raise student energy levels and attentiveness, all while engaging students in the story. Representative Examples: <b>SE:</b> Topic Assessment, 264–266; <b>TE:</b> Document-Based Question on The Great Recession, 318–319; Active Classroom, 38, 80, 209</p>	<p>Choose an item.</p>
<p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Teachers know that students learn best when they tackle real-world problems that spark their curiosity and relate to their lives. The challenge is to make lessons interesting and relevant for students, while making sure students can develop problem-solving skills and encourage research and inquiry skills. Opportunities for individual learning and cooperative learning exist at all levels. The program includes inquiry focused Projects, Civic Discussions, and Document-Based Questions activities that develop students' content and skills mastery in preparation for real-world challenges.</p>	<p>Choose an item.</p>

	(Continued) Representative Examples: <b>TE:</b> Civic Action Project, 74–75; Document-Based Question on The Great Recession, 318–319	
13. The material has activities and assignments that reflect varied learning styles of students.	Diverse student needs, experiences, and learning styles challenge today’s classrooms. Differentiate Instruction and Active Classroom includes flexible teaching techniques oriented to various learning modalities and work habits. <i>Savvas’ Realize™ Economics</i> provides activities and strategies teachers can employ to create a student-centered, personalized instructional approach. Representative Examples: <b>TE:</b> Differentiate Instruction, 176, 177, 206; Active Classroom, 156, 166	Choose an item.
14. The material includes appropriate instructional strategies.	The program uses a four-part learning model to enhance teaching and understanding: Connect; Investigate; Synthesize; and Demonstrate. Explicit instruction in comprehension strategies within the context of social studies texts exists in <i>Savvas’ Realize™ Economics</i> . Students explore target reading, critical thinking, graph, and map skills. Interactive features enhance learning and reach different students through content that expands the text. Interactive features include charts, primary source image galleries, cartoons, 3-D models, illustrations, timelines, and simulations. Representative Examples: <b>SE:</b> 21st Century Learning Skills, 520–551; <b>TE:</b> Lesson plan for Monopolies, 140–146	Choose an item.
<b>Pedagogical Approach</b>	<b>Evidence-Give specific example</b>	<b>Rating: (Reviewer only)</b>
15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	Diverse student needs, experiences, and learning styles challenge today’s teachers. Educators who differentiate instruction recognize students as individuals with individual learning needs. They realize students learn at different rates and also in a variety of ways. Supporting English Language Learners Notes provide suggestions for assisting English learners at various proficiency levels. Differentiate Instruction Notes provide suggestions to modify the material for all students. Interactive features enhance learning and reach different students through content that expands the text. Representative Examples: <b>TE:</b> Supporting English Language Learners, 83, 173; Differentiated Instruction, 143, 266	Choose an item.

<p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p><i>Savvas' Realize™ Economics</i> provides suggestions for scaffolding that support the comprehension of grade-level text. Each topic is built around an Essential Question, which is revisited in topic assessment. Each topic begins with a My Story Video that connects to the Topic content by hearing the personal story of an individual whose life is related to the content. Comprehension skills and activities are intertwined within the text to help students make sense of information about the world they live in.  Representative Examples: <b>SE:</b> The Essential Question, 126; NBC Learn My Story Video, 127; Summarize, 88; Identify Cause and Effect, 102; 21st Century Learning Skills, 520–551</p>	<p>Choose an item.</p>
<p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p><i>Savvas' Realize™ Economics</i> Teacher's Edition includes Supporting English Language Learners Notes for each lesson. The ELL Notes pages provide suggestions for supporting English Language Learners at several levels of English proficiency.  Representative Examples: <b>TE:</b> Supporting English Language Learners, 61, 140, 168</p>	<p>Choose an item.</p>
<p>18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p><i>Savvas' Realize™ Economics</i> program uses a four-part learning model to enhance teaching and understanding. <i>Connect:</i> Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective. <i>Investigate:</i> Students actively learn, investigate, and acquire key content knowledge through a variety of components. <i>Synthesize:</i> Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise. <i>Demonstrate:</i> Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.  Representative Examples: <b>TE:</b> Lesson Notes, 106–111, 124–129</p>	<p>Choose an item.</p>

<p>19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.</p>	<p>Teachers have many opportunities to assess students' strengths and weaknesses and analyze their performance based on specific goals and criteria. Section Assessment and Topic Assessment exist for all lessons and chapters. Topic Inquiry for each chapter provide great performance assessment options. These options range from Document-Based Questions to Civic Action Projects. Chapter Tests, in digital and text formats, provide quick formal and summative assessment options.</p> <p>Representative Examples: <b>SE:</b> Section Assessment, 132, 140; Topic Assessment, 154–156; <b>TE:</b> Topic Inquiry: Civic Discussion, 248–249; Topic Inquiry: Document-Based Question, 318–319</p>	<p>Choose an item.</p>
<p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> <li>Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</li> </ul>	<p>Students demonstrate their understanding of the lesson concepts through a variety of authentic, formative, and summative assessments in <i>Savvas' Realize™ Economics</i> .</p> <p>Representative Examples: <b>SE:</b> Section Assessment, 222, 232, 254; Topic Assessment, 264–266; <b>TE:</b> Topic Inquiry: Civic Action Project, 290–291; Digital Quiz, 263, 269; Digital Topic Test, 158</p>	<p>Choose an item.</p>

Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
<p>21. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>All text and digital components of <i>Savvas' Realize™ Economics</i> has an aesthetically appealing appearance. Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos have been intertwined to create a rich student-centered learning environment.  Representative Examples: <b>SE:</b> Labor Unions, 197–203; Savvas Realize NBC My Story Video link, 347</p>	<p>Choose an item.</p>
<p>22. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> <li>• The material has headings and sub-headings that make it easy to navigate through the book.</li> <li>• Chapters are logically arranged.</li> <li>• Text provides a useful table of contents, glossary, and index.</li> <li>• Text contains references, bibliography, and resources.</li> </ul>	<p>The layout is consistent, clear, and understandable in <i>Savvas' Realize™ Economics</i>. The student text includes a clear easy to use Table of Contents, Atlas, Glossary, and Index. Each chapter follows a consistent format, are logically arranged, and include headings that encourage students to comprehend the material. Explicit instruction that includes teacher activities and questions help students to analyze the structure and layout of the text.  Representative Examples: <b>SE:</b> Table of Contents, x–xix; Personal Finance, 474–519; Atlas, 552–566; Glossary, 567–583; Index, 584–605</p>	<p>Choose an item.</p>
<p>23. The material uses a language/reading level suitable for the intended readers.</p>	<p><i>Savvas' Realize™ Economics</i> uses a language/reading level of the intended audience. Instruction promotes active engagement with the vocabulary, as well as repeated exposure in many contexts.  Representative Examples: <b>SE:</b> Key Terms, 128, 160; 21st Century Skills, 520–551; Section sample: Corporations, 171–176</p>	<p>Choose an item.</p>
<p>24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>All student materials in <i>Savvas' Realize™ Economics</i> includes a balance of text and illustrations or graphics. Images enhance the text, encouraging students to visualize important ideas and concepts. The text font size is appropriate for each grade level. Representative Examples: <b>SE:</b> Graph and Chart, 94–95; Photo and Map, 102–103; Graph, Photo, and Political Cartoon, 118–121</p>	<p>Choose an item.</p>

<p>25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>Illustrations, photographs, and graphics in <i>Savvas' Realize™ Economics</i> are directly related to the content and are accompanied with descriptive captions. The Teacher's Guide includes comprehension questions that connect the images with lesson material.  Representative Examples: <b>SE:</b> Photos, 228, 297; Analyze Charts, 353; Timeline, 76; <b>TE:</b> Supporting English Language Learners: Reading, 153</p>	<p>Choose an item.</p>
<p>26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.</p>	<p>Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos are accurate and well integrated into the text. The Student Edition includes concise captions and instructions encourage students to explore this non-text content.  Representative Examples: <b>SE:</b> Photos and Captions, 73, 120, 195, 245; Political Cartoons, 195, 245; Graphs, 295; 21<sup>st</sup> Century Skills: Read Political Maps, 536</p>	<p>Choose an item.</p>
<p><b>Technology</b></p>	<p><b>Evidence-Give specific example</b></p>	<p><b>Rating: (Reviewer only)</b></p>
<p>27. The material includes or references technology that provides teachers with additional tasks for students.</p>	<p><i>Savvas' Realize™ Economics</i> allows students and teachers to travel beyond the classroom with technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21<sup>st</sup> century skills and daily lesson planning. Digital courseware on <i>Savvas' Realize™</i> platform also includes digital presentations, eTexts, myStory Videos, teacher podcasts, leveled readers, and 21<sup>st</sup> century learning lessons. Representative Examples: <b>SE:</b> NBC Learn Video and <i>Savvas' Realize™</i> icon, 389; <b>TE:</b> Digital Start Up Activity, 108; Active Classroom, 142; Civic Action Project, 74–75; see <a href="http://savvasrealize.com">savvasrealize.com</a> for online e-text and teacher materials.</p>	<p>Choose an item.</p>



<p>28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p>	<p><i>Savvas' Realize™ Economics</i> platform integrates technology and 21<sup>st</sup> century skills such as innovating, working in teams, or evaluating websites. The program helps teachers to develop experiences in which students use technology to communicate and collaborate with others in the classroom, school, community, and world. NBC Learn MyStory Videos, flipped videos, and interactive features are easily accessed to enhance and support student learning. Representative Examples: <b>SE:</b> NBC Learn Video and <i>Savvas' Realize™</i> icon, 269; <b>TE:</b> Interactive Chart, 195. See <a href="http://savvasrealize.com">savvasrealize.com</a> for online e-text and Teacher materials.</p>	<p>Choose an item.</p>
<p><b>Does the electronic/digital/online version of the materials:</b></p>	<p><b>Evidence-Give specific example</b></p>	<p><b>Rating: (Reviewer only)</b></p>
<p>29. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.</p>	<p><i>Savvas' Realize™ Economics</i> is platform neutral and available for networking. Students can learn content by reading narrative text online, or in a printed <i>Student Edition</i>, accessing the content using any device (including a smartphone!). Please specifications at the platform website. Representative Examples: Sign on to <a href="http://savvasrealize.com">savvasrealize.com</a> for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
<p>30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).</p>	<p>All platforms of <i>Savvas' Realize™ Economics</i> allows students to control their digital experience. Among videos, digital eText, interactive charts, maps, &amp; illustrations, and Interactive Reading and Note Talking Study Guide, the digital platform makes learning experiential and connects students to the real world. Representative Examples: <b>SE:</b> NBC Learn Video and <i>Savvas' Realize™</i> icon, 67; Interactive Chart icon, 192</p>	<p>Choose an item.</p>

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