

Pearson
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TN Reviewer #	TN Standard or Practice Number	TN Content Standard or Social Studies Practice	Alignment to Standard?		Pearson Response from Review Response Form (8/10/18)	TN Reviewer Comment from Review Response Form (8/27/18)	TN Evidence (e.g., page numbers and/or examples of inclusion) (8/27/18)	Pearson Appeal Comments (9/14/18)
			Yes	No				
RR_16	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	<p>Additional content for this standard can be found on page 121 and in the Teacher's Guide Topic Synthesize activity on page 41.</p> <p>The publisher has revised page 36 of the Student Edition to explicitly identify Marx as the philosophical origin for the economic systems of the Soviet Union and China, providing far more material for students to use to make a comparison with the principles of Smith expressed in other places in the text.</p>	<p>These changes are a really strong start, but students really need actual source material from Smith and Marx in order to meet the intent of this standard, and also be in alignment with Social Studies Practies SSP.1-SSP.3</p>	<p>p.34-35 Compare and contrast</p> <p>Only one small quote from Smith and Marx. Students need more to be able to compare and contrast their ideas and philosophy.</p> <p>Re-review: Revisions by the publisher are a good start, however they still do not provide students opportunities to actually engage in the work of the theorists Smith and Marx in their original wordings. This was the intent of the standard, and it was also the intent of the Social Studies Practices.</p> <p>Re-review: These changes are a really strong start, but students really need actual source material from Smith and Marx in order to meet the intent of this standard, and also be in alignment with Social Studies Practies SSP.1-SSP.3. As a result, this still does not meet the standard in question.</p>	<p>This standard does not explicitly require students to use primary source writings by Smith and Marx in order to compare and contrast their economic theories.</p> <p>Topic 2 of the text provides great detail on the principles of capitalism, socialism, and communism and allows students to compare and contrast them as the theories expressed by Smith and Marx and attain mastery of this standard. Assessments on pages 63 and 65 ask students to make those comparisons.</p> <p>Evidence of the programs' compliance with SSP.1-SSP.3, which do require students to use primary and secondary sources, is shown in the rows for those standards below.</p>

RR_16	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	<p>Adam Smith is also covered on pages 38 and 121. These pages were erroneously omitted from the standards alignment chart that appeared in the TG front matter (the publisher has now corrected that error).</p> <p>The publisher has revised page 280 to include Friedrich Hayek and the Austrian school (page 281 is also included to provide the full context of the content discussed on page 280).</p>	<p>Hayek addition is helpful, but there is such limited information about most of these thinkers, and I don't believe that there is enough for students to make true comparisons as called for by the standard. This is also a missed opportunity for SSP.1-SSP3 because there are VERY few primary source texts included in this text, making it hard for students to meet these practices.</p>	<p>Smith—One sentence on p.356 that just said he contributed is not sufficient to teach this to mastery Keynes—p.357-360 Hayek—No evidence Lafferp.361-362 Friedman—p.364</p> <p>Re-review: New additions are a marked improvement, but there is not enough information for students to make true comparisons as called for by the standard.</p>	<p>It is the publisher's belief that the information provided through the text is sufficient for students to compare the various schools of thought. This standard does not explicitly require students to read primary source writings of Smith, Keynes, Hayek, Laffer, or Freidman in order to compare their economic theories. However, the text does include a variety of sources and textual information by and about these economists, including but not exclusively the following:</p> <ul style="list-style-type: none"> • Wealth of Nations, Smith quote, p. 30 • The Communist Manifesto, Marx quote, p. 35 • Image of child labor; political cartoon of business-government relations, both showing a debate about economic policy based on Smith's laissez-faire ideas, p. 39 • Political cartoon about negative externalities aspect of Smith's school of thought, p. 121 • Hayek, 280-281 • Keynesian economics diagram, p. 358 • Keynesian "multiplier effect" infographic, p. 359 • Laffer Curve graphic, p. 362 • Freidman's influence on President Reagan's economic policy quote by Reagan, p. 363-364 • National debt and Keynsian economics quotes, p. 370 <p>Evidence of the programs Compliance with SSP.1-SSP.3, which do require students to use primary and secondary sources, is shown in the rows for those standards below.</p>
RR_16	SSP.01	Gather information from a variety of primary and secondary sources.		x	<p>Additional content for this standard can be found on page 121 and in the Teacher's Guide Topic Synthesize activity on page 41.</p> <p>The publisher has revised page 36 of the Student Edition to explicitly identify Marx as the philosophical origin for the economic systems of the Soviet Union and China, providing far more material for students to use to make a comparison with the principles of Smith expressed in other places in the text.</p> <p>Adam Smith is also covered on pages 38 and 121. These pages were erroneously omitted from the standards alignment chart that appeared in the TG front matter (the publisher has now corrected that error).</p>	<p>There is still a great lack of primary source documents, especially around the economists. None of the material added about Smith or Marx were actual primary sources.</p>	<p>Very few primary and secondary sources, such as Adam Smith, Karl Marx, and other economists</p> <p>Re-review: Primary Sources are still not prevalent, and students don't have opportunities to gather information from them.</p>	<p>Pearson's Tennessee Economics Student Edition contains a large variety of primary and secondary sources appropriate to teaching Economics. The publisher takes the broad, academic definition of primary and secondary sources, which includes not only textual sources but also data, surveys, artwork, and photographs. The standard reads "a variety of primary and secondary sources," which the program provides in abundance in order for students to achieve mastery.</p> <p>Economics, being a subject largely based in data, requires extensive use and mastery of non-textual sources such as graphs, charts, and figures. Such sources, both primary and secondary, are provided in abundance throughout this program from sources such as government data, survey data, images, and political cartoons. A few examples can be found on page 229, 231, and 234 with data from the Federal Reserve; on pages 195 and 245 with cartoons; and pages 186 and 187 with data from the Bureau of Labor Statistics.</p> <p>Text sources are also included in the book. A few examples can be found on pages 177-178, 329, and 438. The Constitution and the Declaration of Independence are also included in the end matter of the book.</p> <p>In all cases, sources are presented with critical thinking questions or assessment to ensure students must gather information and critically examine the sources, and in the case of data-driven sources, organize and make use of the data presented.</p>

RR_16	SSP.02	Critically examine primary or secondary source(s).		x	<p>Additional content for this standard can be found on page 121 and in the Teacher's Guide Topic Synthesize activity on page 41.</p> <p>The publisher has revised page 36 of the Student Edition to explicitly identify Marx as the philosophical origin for the economic systems of the Soviet Union and China, providing far more material for students to use to make a comparison with the principles of Smith expressed in other places in the text.</p> <p>Adam Smith is also covered on pages 38 and 121. These pages were erroneously omitted from the standards alignment chart that appeared in the TG front matter (the publisher has now corrected that error).</p>	<p>There is still a great lack of primary source documents, especially around the economists.</p> <p>None of the material added about Smith or Marx were actual primary sources.</p>	<p>Very few primary and secondary sources, such as Adam Smith, Karl Marx, and other economists</p> <p>Re-review: Primary Sources are still not prevalent, and students don't have opportunities to gather information from them. Due to the lack of primary sources, students also can't critically examine.</p>	<p>Pearson's Tennessee Economics Student Edition contains a large variety of primary and secondary sources appropriate to teaching Economics. The publisher takes the broad, academic definition of primary and secondary sources, which includes not only textual sources but also data, surveys, artwork, and photographs. The standard reads "a variety of primary and secondary sources," which the program provides in abundance in order for students to achieve mastery.</p> <p>Economics, being a subject largely based in data, requires extensive use and mastery of non-textual sources such as graphs, charts, and figures. Such sources, both primary and secondary, are provided in abundance throughout this program from sources such as government data, survey data, images, and political cartoons. A few examples can be found on page 229, 231, and 234 with data from the Federal Reserve; on pages 195 and 245 with cartoons; and pages 186 and 187 with data from the Bureau of Labor Statistics.</p> <p>Text sources are also included in the book. A few examples can be found on pages 177-178, 329, and 438. The Constitution and the Declaration of Independence are also included in the end matter of the book.</p> <p>In all cases, sources are presented with critical thinking questions or assessment to ensure students must gather information and critically examine the sources, and in the case of data-driven sources, organize and make use of the data presented.</p>
RR_16	SSP.03	Organize data from a variety of sources.		x	<p>Additional content for this standard can be found on page 121 and in the Teacher's Guide Topic Synthesize activity on page 41.</p> <p>The publisher has revised page 36 of the Student Edition to explicitly identify Marx as the philosophical origin for the economic systems of the Soviet Union and China, providing far more material for students to use to make a comparison with the principles of Smith expressed in other places in the text.</p> <p>Adam Smith is also covered on pages 38 and 121. These pages were erroneously omitted from the standards alignment chart that appeared in the TG front matter (the publisher has now corrected that error).</p>	<p>There is still a great lack of primary source documents, especially around the economists.</p> <p>None of the material added about Smith or Marx were actual primary sources.</p>	<p>Very few primary and secondary sources, such as Adam Smith, Karl Marx, and other economists</p> <p>Re-review: Primary Sources are still not prevalent, and students don't have opportunities to gather information from them.</p>	<p>Pearson's Tennessee Economics Student Edition contains a large variety of primary and secondary sources appropriate to teaching Economics. The publisher takes the broad, academic definition of primary and secondary sources, which includes not only textual sources but also data, surveys, artwork, and photographs. The standard reads "a variety of primary and secondary sources," which the program provides in abundance in order for students to achieve mastery.</p> <p>Economics, being a subject largely based in data, requires extensive use and mastery of non-traditional, non-textual sources such as graphs, charts, and figures. Such sources, both primary and secondary, are provided in abundance throughout this program from sources such as government data, survey data, images, and political cartoons. A few examples can be found on page 229, 231, and 234 with data from the Federal Reserve; on pages 195 and 245 with cartoons; and pages 186 and 187 with data from the Bureau of Labor Statistics.</p> <p>Text sources are also included in the book. A few examples can be found on pages 177-178, 329, and 438. The Constitution and the Declaration of Independence are also included in the end matter of the book.</p> <p>In all cases, sources are presented with critical thinking questions or assessment to ensure students must gather information and critically examine the sources, and in the case of data-driven sources, organize and make use of the data presented.</p>

RR_19	E.27	Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity.		x	<p>The publisher has revised page 16 to describe research and development's role in generating new technologies that increase efficiency and productivity.</p> <p>The publisher has revised page 192 to explicitly discuss worker training.</p> <p>The publisher has revised page 288 to explicitly discuss worker productivity (pages 289 and 290 are also provided to present the full context of the content discussed on page 288).</p> <p>"Research and development" as a term appears on page 55 in the second paragraph and is followed by several examples of government-led research and development institutions.</p>	<p>Still does not address the role of training in terms of increasing productivity to teach to mastery. The material only addresses training in terms of skilled and unskilled labor.</p>	<p>p.55, 285 Does not include the training of workers in terms of increasing productivity to teach to mastery.</p>	<p>Pages 288-290 directly address the connection between worker training and worker productivity. The outcomes of that productivity are defined and the broader connection of that increased productivity to the national economy is explained.</p> <p>A graph on page 289 also visually portrays the contribution to productivity that worker training has within the context of GDP. Page 290 also includes a paragraph describing the impact that worker training programs have on worker productivity. It is the publisher's belief that the content on these pages, taken together with the content presented on page 192, provides ample material to teach this portion of this standard to mastery.</p>
RR_19	E.44	Describe the impact of investment and consumer debt as it relates to the national economy.		x	<p>Consumer debt's impact on the national economy is discussed in detail on pages 220-221.</p> <p>Investment's impact on the national economy is discussed in more detail on pages 286-287.</p> <p>These pages were erroneously omitted from the standards alignment chart that appeared in the TG front matter (the publisher has now corrected that error).</p>	<p>The revised material on pp. 286-287 meet the standard requirement of relating investment's impact on the national economy but consumer debt's impact on the national economy is still direct enough for the standard to be taught to mastery.</p>	<p>Does not discuss consumer debt as related to the national economy to allow the standard to be taught to mastery.</p>	<p>Pages 220-222 explain the connection between consumer debt and the national economy through three case studies--the Great Depression; the savings and loan crisis in the 1980s, and the subprime lending problems that led to the 2008 recession. It is the publisher's belief that the scope of these case studies, which constitute 19 paragraphs across three pages of the text, provide enough detail to allow students to gain mastery of this part of this standard.</p>
RR_42	E.30	Analyze reasons that government deficits, debts, and surpluses are accrued, and compare and contrast government budgets with personal budgets.		x	<p>The publisher has revised content on pages 349, 366, and 369 to draw direct comparisons between government budgets and personal budgets (page 370 is also provided to present the full context of the content discussed on page 369).</p> <p>Information on personal budgets, which can be referred to as a point of comparison with government budgets, can be found in the Personal Finance Handbook on pages 476-478.</p>	<p>Merely adding the words "personal budget and finance" to pages 366 and 369 do not adequately allow for a 'compare and contrast' to take place. These words are seemingly thrown in there and don't do anything to help students gain mastery of the standard.</p>	<p>"Compare and contrast government budgets with personal budgets" is not explained in the text to allow students mastery of this standard.</p> <p>Re-Review: Publisher content change is not acceptable and does meet the standard for student mastery.</p>	<p>The edits the publisher made to pages 366 and 369 are placed specifically to revise the text in a way that draws a direct comparison between government budgets and personal budgets and to allow for student mastery of this standard.</p> <p>The existing text on pages 366 and 369-370 already provided extensive detail on federal budget surpluses and deficits and national debt. The text on page 349 provides extensive detail on how the federal budget is created, to which a direct comparison can be made with the content on personal budgets found in the Personal Finance Handbook on pages 476-478, as the standard requires.</p>