

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

Economics with Emphasis on the Free Enterprise System and Its Benefits

Prepared by the State Board of Education TEKS Review Committees

October 17, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

BSG = information added, changed or deleted based on broad strokes guidance
CRS = information added or changed to align with College Readiness Standards
ER = information added, changed or deleted based on expert reviewer feedback
IF = information added, changed or deleted based on informal feedback
MV = multiple viewpoints from within the committee

§118.2. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit).

(a) General requirements. This course ~~may be~~ will be taught in ~~either~~ the social studies ~~or business education~~ department and is recommended to be taught at the senior level.

(b) Introduction.

(1) Economics with Emphasis on the Free Enterprise System (and the synonymous terms of Capitalism, Free Market) and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. ~~Students examine the rights and responsibilities of consumers and businesses. Students analyze the interaction of supply, demand, and price. and study the role of financial institutions in a free enterprise system. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary policy and fiscal policy. Students will study the roles of the Federal Reserve and other financial institutions, government, and businesses in a free enterprise system (capitalism, free market). Types of business ownership and market structures are discussed. as are basic concepts of consumer economics. The course also incorporates instruction in personal financial literacy. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course. Students apply critical-thinking skills to create economic models and using economic concepts to evaluate the costs and benefits of economic issues, economic activity patterns.~~

(2) Economics with Emphasis on the Free Enterprise System (Capitalism, Free Market) and Its Benefits builds upon the foundation in ~~citizenship economics geography; government; history; culture and~~ social studies skills ~~; and science, technology, and society~~ laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, to function in a free enterprise (capitalistic, free market) society, and to appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

- Comment [A1]:** BSG-Age appropriate
- Comment [A2]:** ER-Two ER and all committee members feel students should understand that the economic terms “free enterprise”, “capitalism” and “free market” are synonymous terms for the United States’ economic system so students will properly understand contemporary discussions of and references to the U.S. economic system.
- Comment [A3]:** BSG-Statement is a redundancy due to the additional of Personal Financial Literacy requirements
- Comment [A4]:** BSG-To clarify the focus on the free enterprise system and to reduce subjectivity
- Comment [A5]:** BSG-Statement is a redundancy due to the additional of Personal Financial Literacy requirements.
- Comment [A6]:** BSG-Ensures that standards reflect all information students should know, also is a statutory requirement
- Comment [A7]:** BSG-All committee members feel that there is little rationale for listing any of the basic economic concepts covered in a one semester economics course as history, geography, culture, etc. Artificially placing these economics concepts in strands such as history and geography destroys the logical connection between the economic concepts covered in the class. In addition to basic economic concepts, this course is mandated to include a specific list of personal finance concepts which are also ill suited to being categorized as history, geography, or the other strands in the social studies curriculum.

The committee reduced the strands to three: economics, personal financial literacy, and social studies skills. Most of the previous strands are incorporated into the three new strands.
- Comment [A8]:** BSG- Age appropriate expectations and clarify applying critical thinking skills in economics
- Comment [A9]:** ER-Two ER and all committee members feel students should understand that the economic terms “free enterprise”, “capitalism” and “free market” are synonymous terms for the United States’ economic system.
- Comment [A10]:** BSG-All committee members feel that there is little rational for listing any of the basic economic concepts covered in a one semester economics course as history, geography, culture, etc. Artificially placing these economics concepts in strands such as history and geography destroys the logical connection between the economic concepts covered in the class. In addition to basic economic concepts, this course is mandated to include a specific list of personal finance concepts which are also ill suited to being categorized as history, geography, or the other strands in the social studies curriculum.
- Comment [A11]:** BSG-Address global events that are occurring right now

(3) As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of Personal Financial Literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and its Benefits: understanding interest, avoiding and eliminating of credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a check book; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.

Comment [A12]: BSG-Statutory requirement

(4) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness-- That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Comment [A13]: Added due to statutory requirements

Comment [A14]: The committee has identified three strands: economics, personal financial literacy and social studies skills. Most of the previous strands are incorporated into the three new strands.

BSG-All committee members feel that there is little rational for listing any of the basic economic concepts covered in a one semester economics course as history, geography, culture, etc. Artificially placing these economics concepts in strands such as history and geography destroys the logical connection between the economic concepts covered in the class. In addition to basic economic concepts, this course is mandated to include a specific list of personal finance concepts which are also ill suited to being categorized as history, geography, or the other strands in the social studies curriculum.

NOTE ON NEW ORGANIZATION: The new strands reflect a logical, sequential presentation of core economic concepts in order to improve student understanding. This course has been organized by the following core economic concepts: problem of scarcity, how markets operate (supply and demand), international trade, economic systems, the circular-flow model, types of market structures, key economic measurements, economic growth, role of money, Federal Reserve System (monetary policy), and the role of government in U.S. economy (fiscal policy).

(c) Knowledge and skills.

~~(1) Citizenship. The student understands the rights and responsibilities of consumers in the U.S. free enterprise system. The student is expected to:~~

~~(A) analyze the economic rights and responsibilities of individuals as consumers; and~~

~~(B) analyze the consequences of an economic decision made by an individual consumer.~~

~~(5)~~(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:

~~(5)~~(A) explain why scarcity and choice are basic problems of economics economic problems faced by every society;

Comment [A15]: BSG-Clarify the focus on the free enterprise system and to reduce subjectivity.

~~(21)~~(A)(B) analyze the societal values that determine how a country describe how societies answer the basic economic questions;

~~(12)~~(A)(C) Geography. The student understands the geographic significance of the economic factors of production. The student is expected to: describe the effects of the unequal distribution of economic factors of production; and)

Comment [A16]: BSG-Ensures that standards reflect all information students should know. Makes the student expectation concise and clear

~~(5)~~(B)(D) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity.

~~(2)~~ Citizenship. The student understands the rights and responsibilities of businesses in the U.S. free enterprise system. The student is expected to:

Comment [A17]: Eliminated to accommodate new personal financial literacy requirements. BSG-Standards in current form are not measurable

~~(B)~~ analyze the consequences of an economic decision made by a business;

~~(C)~~ analyze the ethics policy of a selected business; and

~~(7)~~(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:

~~(A)~~ understand the effect of changes in price on the quantity demanded and quantity supplied;

~~(7A)~~(B) identify the non-price determinants that create changes in supply and demand, and price which result in a new equilibrium price; and

Comment [A18]: BSG-This SE is a clarification of the former 7(A) which was divided into new 2(A) and 2(B).

~~(7B)~~(C) interpret a supply-and-demand graph using supply-and-demand schedules.

~~(13)~~(3) Geography. Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:

Comment [A19]: BSG: Added to address global events

~~(13)~~(A) explain the concepts of absolute and comparative advantages;

~~(13)~~(B) apply the concept of comparative advantage to explain why and how countries trade; and

~~(13)~~(C) analyze the impact of U.S. imports and exports on the United States and its trading partners;

~~(14)~~(4) Geography. Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:

~~(14)~~(A) compare the effects of free trade and trade barriers on economic activities; ~~and~~

~~(14)~~(B) evaluate the benefits and costs of participation in international free-trade agreements; ~~and~~

~~(13)~~~~(D)~~(C) analyze the effect of changes in exchange rates ~~of world currencies and the effects on the balance of trade, on imports and exports;~~

Comment [A20]: CRS-Addresses Standard I.D (2),for social studies

~~(10)~~(5) Economics. The student understands ~~traditional, command, and market~~ Free Enterprise (Capitalist, Free Market), Socialist, and Communist economic systems. The student is expected to:

Comment [A21]: ER- Recommendation for use of current terminology to describe economic systems

~~(10)~~(A) ~~explain describe~~ the basic characteristics ~~and give examples of traditional, command, and market~~ of economic systems including property rights, incentives, economic freedom, competition and the role of government; ~~and U.S.;~~

Comment [A22]: BSG-Ensures that standards reflect all information students should know and clarifies focus of student expectation

~~(10)~~(B) compare the ~~U.S. Free Enterprise (Capitalist, Free Market) System, Socialism and Communism~~ using the basic characteristics of ~~with other~~ economic systems;

(C) examine current examples of Free Enterprise (Capitalism, Free Market), Socialism and Communism;

(D) understand that the terms free enterprise, free market and capitalism are synonymous terms to describe the United States economic system; and

~~(19)~~(A)(E) analyze the importance of various economic philosophers ~~such as including~~ John Maynard Keynes, Karl Marx, and Adam Smith and their impact on the U.S. free enterprise (capitalist, free market) system.

~~(4)~~(6) Economics. The student understands the basic ~~principles~~ characteristics and benefits of ~~the U.S. a Free Enterprise~~ system. The student is expected to:

Comment [A23]: BSG-Language changed to ensure expectation is concise, clear and measureable

~~(4)~~(A) explain the basic ~~principles~~ characteristics of the U.S. free enterprise system including ~~profit motive, voluntary exchange, private property rights, and private property, incentives, economic freedom, competition, and the limited role of government;~~ ~~and~~

~~(4)~~(B) explain the benefits of the U.S. free enterprise system including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities and the creation of wealth;

Comment [A24]: BSG-Language changed to ensure "Creation of wealth" added at the suggestion of SBOE member

(C) analyze recent changes in the basic characteristics of the United States economy; ~~and~~

Comment [A25]: BSG-Addresses global events that are occurring right now

~~(16)(A)(B)(D)~~ Government. The student understands the analyze the costs and benefits of U. S. economic policy ~~ies related to the economic~~ goals of ~~low~~ economic growth, stability, ~~and~~ full employment ~~are measured~~, freedom, security, equity ~~[equal opportunity versus equal outcome]~~, and efficiency. ~~as they apply to U.S. economic policy. The student is expected to: -describe the goals of U.S. economic policy; and~~

Comment [A26]: BSG-Language changed to ensure expectation is concise, clear and measurable

~~(3)(7)~~ Citizenship-Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:

~~(3)(A)~~ analyze the cost and benefits of the an-example-of-the-responsible purchase, use, or disposal of personal and business property; and

Comment [A27]: BSG-Reflects a balanced perspective of both positive and negative and makes student expectation more clear and concise

~~(3)(B)~~ identify and evaluate examples of restrictions that the government places on the use of business and individual property.

~~(6)(8)~~ Economics. The student understands the circular-flow model of the economy. The student is expected to:

~~(6)(A)~~ interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; ~~and~~

~~(6)(B)~~ explain how government actions affect the circular-flow model; ~~and~~

(C) explain how the circular-flow model is affected by the rest of the world.

Comment [A28]: BSG-Address global events that are occurring right now

(9) Economics. The student understands ~~types of business ownership and~~ types of market structures. The student is expected to:

~~(9)(A)~~ describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly; ~~and~~ (Formerly 9C)

~~(2)(D)(B)~~ identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses.

(10) Economics. The student understands key economic measurements. The student is expected to:

Comment [A29]: BSG-Ensure student expectations are concise, clear and measurable. Address global events that are occurring right now

(A) interpret economic data including unemployment rate, gross domestic product, gross domestic product per capita as a measure of wealth, and rate of inflation; and

Comment [A30]: BSG-Ensure student expectations are concise, clear and measurable. "Gross domestic product per capita as a measure of wealth" was added at the suggestion of a SBOE member.

~~(19)(C)(B)~~ analyze ~~the impact of~~ business cycles ~~on U.S. history~~ using key economic indicators. ~~and~~

Comment [A31]: BSG- Present factual information and make an effort to reduce subjectivity

(11) Economics. The student understands key components of economic growth. The student is expected to:

Comment [A32]: BSG-Ensure language is concise and clear

(A) analyze how productivity relates to growth;

Comment [A33]: BSG-Reflects the common core elements that all students should know and be able to do

Comment [A34]: BSG-Present factual information and make an effort to reduce subjectivity BSG-Ensure student expectations are concise, clear and measurable

(B) analyze how technology relates to growth; and

(C) analyze how trade relates to growth.

Comment [A35]: BSG-Present factual information and make an effort to reduce subjectivity BSG-Ensure student expectations are concise, clear and measurable

Comment [A36]: BSG-Present factual information and make an effort to reduce subjectivity BSG-Ensure student expectations are concise, clear and measurable

~~(12)(B) analyze the locations of resources used in the production of an economic good and evaluate the significance of the locations.~~

Comment [A37]: Removed to accommodate new Personal Financial Literacy standards in a one-semester course

(12) Economics. The student understands the role of money in an economy. The student is expected to:

Comment [A38]: BSG-Reflects the common core elements that all students should know and be able to do

(A) describe the functions of money;

Comment [A39]: BSG-Present factual information and make an effort to reduce subjectivity BSG-Ensure student expectations are concise, clear and measurable

(B) describe the characteristics of money;

(C) analyze the costs and benefits of commodity money, fiat money and representative money; and

Comment [A40]: BSG-Present factual information and make an effort to reduce subjectivity BSG-Ensure student expectations are concise, clear and measurable

(D) examine the positive and negative aspects of barter, currency, credit cards and debit cards.

Comment [A41]: BSG-Reflects a balanced perspective of both positive and negative BSG-Ensure student expectation is at a higher level of Bloom's Taxonomy

Comment [A42]: BSG-Address current events that are happening right now BSG-Ensure student expectation is at a higher level of Bloom's Taxonomy "Barter" added to make student expectation more complete and concise

~~(18)(13) Government.~~Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:

~~(18)(A)~~ explain the structure of the Federal Reserve System; and

~~(18)(B)~~ analyze the three basic tools used to implement U.S. monetary policy, including reserve requirement, the discount rate and the federal funds rate target, and open market operations; and

Comment [A43]: Added to make the concept of discount rate clearer

~~(18)(C)~~ explain how the actions of the Federal Reserve System affect the nation's money supply.

Comment [A44]: BSG-Address global events that are occurring right now

~~(15)(14) Government.~~Economics. The student understands the role that the government plays in the U.S. free enterprise (capitalism, free market) system. The student is expected to:

~~(20)(A)(B)~~ (A) identify analyze the impact of economic concepts in the U.S. Constitution including property rights and taxation on contemporary issues and policies;

~~(15)(A)~~ (B) describe the role of government in the U.S. free enterprise (capitalism, free enterprise) system and the changes in that role over time; and

~~(15)(B)~~ (C) evaluate government rules and regulations in the U.S. free enterprise (capitalism, free market) system.

~~(17)(15) Government.~~Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:

~~(17)~~(A) identify types of taxes at the local, state, and national levels and the economic importance of each;

~~(17)~~(B) analyze the categories of revenues and expenditures in the U.S. federal budget; and

~~(17)~~(C) analyze the impact of fiscal policy decisions on the economy.

~~(11) Economics. The student understands the basic concepts of consumer economics. The student is expected to:~~ (Integrated into personal financial literacy strand)

~~(A) analyze the factors involved in the process of acquiring consumer goods and services including credit, interest, and insurance;~~ (Integrated into personal financial literacy strand)

~~(B) compare different means by which savings can be invested and the risks and rewards each poses to the consumer; and~~ (Integrated into personal financial literacy strand)

~~(C) analyze the economic impact of investing in the stock and bond markets.~~ (Integrated into personal financial literacy strand)

~~(9)~~(16) Economics. Personal Financial Literacy. The student understands types of business ownership. ~~and types of market structures.~~ The student is expected to:

~~(9)~~(A) explain the characteristics of sole proprietorships, partnerships, and corporations;

~~(9)~~(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations; ~~and~~

~~(2)~~(A)(C) analyze the economic rights and responsibilities of businesses, including those involved in starting a small business; and

(D) explain how corporations raise money through stocks and bonds.

~~(8)~~(17) Economics. Personal Financial Literacy. The student understands the role of financial markets/institutions in saving, ~~investing, and borrowing; and capital formation.~~ The student is expected to:

~~(8)~~(A)(B)(A) explain the functions of financial institutions and how the role of financial institutions has changed over time and analyze how financial institutions they affect households and businesses;

(B) explain how the amount of savings in an economy is the basis of capital formation;

~~(PFL)~~(C) analyze the role of interest and risk in allocating savings to its most productive use; and

Comment [A45]: BSG- Emphasize the statutory requirement of teaching Personal Financial Literacy as required by HB 492

Comment [A46]: BS-Ensure student expectation is concise. Moved to 10

Comment [A47]: Addressed in 18

Comment [A48]: BSG-Address global events that are occurring right now

Comment [A49]: BSG-Reflects common core elements that all students should know and be able to do. Helps students understand savings programs and their role in the economy.

Comment [A50]: BSG-Directly addresses personal financial literacy requirement #1

~~(PFL8)(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.~~

Comment [A51]: BSG-Directly addresses personal financial literacy requirement #8

(18) Personal Financial Literacy. The student understands the role of individuals in financial markets. The student is expected to:

~~(PFL5)(A) assess ways to be a wise investor in the stock market and in other personal investment options;~~

Comment [A52]: BSG-Directly addresses personal financial literacy requirement #5

~~(PFL6)(B) explain how to begin a savings program;~~

~~(PFL6)(C) examine investment options available in a personal retirement plan.~~

Comment [A53]: BSG-Directly addresses personal financial literacy requirement #6

~~(PFL9)(D) demonstrate how to maintain a checking account, including balancing a checkbook or reconciling a bank statement;~~

Comment [A54]: BSG-Directly addresses personal financial literacy requirement #9

~~(PFL10)(E) identify the types of loans available to consumers;~~

Comment [A55]: BSG-Directly addresses personal financial literacy requirement #10

~~(PFL10)(F) explain the responsibilities and obligations of borrowing money; and~~

Comment [A56]: BSG-Directly addresses personal financial literacy requirement #10

~~(PFL10)(G) develop strategies to become a low-risk borrower by improving one's personal credit score.~~

Comment [A57]: BSG-Directly addresses personal financial literacy requirement #10

~~(19) History. The student understands economic ideas and decisions from the past that have influenced the present and those of today that will affect the future. The student is expected to:~~

Comment [A58]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course

~~(B) trace the history of the labor movement in the United States;)~~

Comment [A59]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course

~~(D) identify the contributions of entrepreneurs, past and present, such as Mary Kay Ash, Andrew Carnegie, and Bill Gates.)~~

Comment [A60]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course

(19) Personal Financial Literacy. The student applies critical thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:

~~(PFL1)(A) examine ways to avoid and eliminate credit card debt;~~

Comment [A61]: Directly addresses personal financial literacy requirement #1

~~(PFL7)(B) evaluate the costs and benefits of declaring personal bankruptcy;~~

Comment [A62]: BSG-Directly addresses personal financial literacy requirement #7

~~(PFL11)(C) evaluate the costs and benefits of buying insurance; and~~

Comment [A63]: BSG-Directly addresses personal financial literacy requirement #11

~~(PFL12)(D) evaluate the costs and benefits of charitable giving.~~

Comment [A64]: BSG-Directly addresses personal financial literacy requirement #12

~~(20) History. The student understands economic concepts embodied in historical documents including the U.S. Constitution. The student is expected to~~

Comment [A65]: Information incorporated into 14

(20) Personal Financial Literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:

~~(PFL2)~~(A) evaluate the costs and benefits of renting a home;

Comment [A66]: BSG-Directly addresses personal financial literacy requirement #2

~~(PFL2)~~(B) evaluate the costs and benefits of buying a home; and

Comment [A67]: BSG-Directly addresses personal financial literacy requirement #2

~~(PFL3)~~(C) assess the financial aspects of making the transition from renting to home ownership.

Comment [A68]: BSG-Directly addresses personal financial literacy requirement #3

~~(21) Culture. The student understands how societal values affect a nation's economy. The student is expected to:~~

Comment [A69]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course

~~(B) describe the societal values that influence traditional, command, and market economies.~~

Comment [A70]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course

~~(23)~~(21) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

~~(23)~~(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

Comment [A71]: BSG-Student expectation is more concise and reduces subjectivity.

~~(23)~~(B) create economic models such as including production-possibilities curves, circular-flow charts, and supply-and-demand graphs to analyze economic data concepts or issues;

Comment [A72]: BSG-Student expectation is more concise and reduces subjectivity.

~~(23)~~(C) create a product on a contemporary economic issue or topic using critical methods of inquiry;

Comment [A73]: BSG-Student expectation is more concise and reduces subjectivity.

~~(23)~~(D)(C) explain a point of view on an economic issue;

Comment [A74]: BSG-Not age appropriate. Removed to accommodate new personal financial literacy standards within a one semester course

~~(23)~~(E)(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

Comment [A75]: BSG-Student expectation is more concise and reduces subjectivity.

~~(23)~~(F)(E) evaluate economic activity patterns data using charts, tables, graphs, and maps; and

Comment [A76]: BSG-Student expectation is more concise and reduces subjectivity.

~~(23)~~(G)(F) use appropriate mathematical skills to interpret social studies economic information.

Comment [A77]: BSG-Student expectation is more concise.

~~(22) Culture. The student understands the impact of a nation's culture on its level of economic development. The student is expected to:~~

Comment [A78]: BSG-Student expectation is more concise.

~~(A) describe the level of economic development of selected nations; and~~

Comment [A79]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

Comment [A80]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

~~(B) analyze how societal values affect the economic development of nations.~~

Comment [A81]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

~~(24)~~(22) Social Studies Skills. The student communicates in written, oral, and visual forms. The student is expected to:

~~(24)~~(A) use social studies economic-related terminology correctly;

Comment [A82]: BSG-Student expectation is more concise.

~~(24)~~(B) use standard grammar, spelling, sentence structure, and punctuation;

~~(24)~~(C) transfer information from one medium to another including written to visual and statistical to written or visual using computer software as appropriate; ~~and~~

~~(24)~~(D) create written, oral, and visual presentations of social studies economic information; and

Comment [A83]: BSG-Student expectation is more concise.

~~(E)~~ attribute ideas and information to source materials and authors.

Comment [A84]: CRS- Addresses Effective Communication

~~(25)~~(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

~~(25)~~(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

~~(25)~~(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

~~(26) Science, technology, and society. The student understands the effects of science and technology on an economy. The student is expected to:~~

Comment [A85]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

~~(A) analyze the effect of technology on productivity;~~

Comment [A86]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

~~(B) analyze the economic effects of the development of communication and transportation systems in the United States;~~

Comment [A87]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

~~(C) analyze the economic impact of obsolescence created by technological innovations; and~~

Comment [A88]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

~~(D) analyze how technological innovations change the way goods are manufactured, marketed, and distributed.~~

Comment [A89]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

~~(27) Science, technology, and society. The student understands the economic effects of scientific discoveries and technological innovations on households, businesses, and government. The student is expected to:~~

Comment [A90]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

~~(A) give examples of types of economic information available as a result of technological innovations; and~~

Comment [A91]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-educed number of strands

~~(B) explain how scientific discoveries and technological innovations create the need for rules and regulations to protect individuals and businesses.~~

Source: The provisions of this §118.2 adopted to be effective September 1, 1998, 22 TexReg 7769.

Comment [A92]: BSG-Removed to accommodate new personal financial literacy standards within a one semester course
BSG-Reduced number of strands

DRAFT