Indiana Department of Education

Indiana Content Standards for Educators

SOCIAL STUDIES–ECONOMICS

Economics teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

Table of Contents

Social Studies–Economics
Educator Standards

Standard 1: Economic Concepts and Systems

Economics teachers have a broad and comprehensive understanding of economic terms, concepts, and systems.

Standard 2: The Market Economy

Economics teachers have a broad and comprehensive understanding of the characteristics and operation of market economies.

Standard 3: Institutions and Operation of the National Economy

Economics teachers have a broad and comprehensive understanding of the institutions and operation of the national economy.

Standard 4: The Role of Government

Economics teachers have a broad and comprehensive understanding of the ways in which government influences economic development and attempts to correct market failures.

Standard 5: The International Economy

Economics teachers have a broad and comprehensive understanding of the components, institutions, and operation of the international economy.

Standard 6: Consumer Economics and Personal Finance

Economics teachers have a broad and comprehensive understanding of principles and practices related to consumer economics and personal finance.

Standard 7: Economic Research Skills

Economics teachers have a broad and comprehensive understanding of methods for conducting economic investigations, the process of making economic decisions, and the analysis and interpretation of economic information.

Standard 8: Economics Instruction and Assessment

Economics teachers have a broad and comprehensive understanding of content-specific instruction and assessment in economics.

The Indiana Educator Standards for Social Studies–Economics describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Social Studies. The Indiana Academic Standards can be found here.

Standard 1: Economic Concepts and Systems

Economics teachers have a broad and comprehensive understanding of economic terms, concepts, and systems, including:

1.1 scarcity, marginalism, opportunity cost, capital, the laws of supply and demand, productivity, and other economic terms and concepts

1.2 the history and development of the field of economics and the influence of major economic theorists (e.g., Adam Smith, Thomas Malthus, Karl Marx, John Maynard Keynes) on the formulation of public policy and the operation of national economies

1.3 how to apply economic concepts and theories to historical and contemporary issues in society

1.4 the role of money as a medium of exchange, a store of value, and a measure of value

1.5 factors of production (i.e., land, labor, capital, and entrepreneurship) and how they are combined to produce goods and services

1.6 major economic methods of measuring economic activity

1.7 basic steps in the economic decision-making process and the application of the principles of economic decision making to contemporary and historical social and economic problems

1.8 characteristics of traditional, command, market, and mixed economic systems and how each system answers fundamental economic questions

Standard 2: The Market Economy

Economics teachers have a broad and comprehensive understanding of the characteristics and operation of market economies, including:

2.1 the role of voluntary exchange, positive and negative incentives, and competition in market economies

2.2 the operation of supply and demand, prices, and price elasticity in market economies

2.3 basic forms of business ownership and the role of entrepreneurs in market economies

2.4 characteristics of pure competition, monopolistic competition, oligopoly, and monopoly market structures, and the benefits of competition

2.5 how businesses invest in plants and equipment, develop human capital, calculate marginal costs, allocate resources, organize production, and increase productivity

2.6 the interaction between businesses and consumers in the marketing and pricing of goods and services

2.7 inefficiencies resulting from market failures associated with inadequate information, imperfect competition, externalities, and public goods

2.8 cooperation and conflict between business interests and community needs in market economies

Standard 3: Institutions and Operation of the National Economy

Economics teachers have a broad and comprehensive understanding of the institutions and operation of the national economy, including:

3.1 the circular flow model of economic exchanges

3.2 functions of and relationships between banks, financial markets, small businesses, corporations, labor unions, consumers, and households in the U.S. economy

3.3 ways in which economists define and measure aggregate supply and demand, gross domestic product (GDP), economic growth, unemployment, inflation, and deflation

3.4 stages of the business cycle and the causes and the effects of inflation, deflation, and unemployment on different groups in the economy

3.5 major determinants of income and wage differences among various jobs and professions

Standard 4: The Role of Government

Economics teachers have a broad and comprehensive understanding of the ways in which government influences economic development and attempts to correct market failures, including:

4.1 the federal budget process, the national debt, and major areas of government spending

4.2 governmental tax policies and the employment, uses, and effects of progressive, regressive, and proportional taxes

4.3 factors influencing fiscal policy and the effects of fiscal policies on the U.S. economy

4.4 functions of the Federal Reserve System, basic tools of monetary policy, and ways in which the Federal Reserve responds to changing economic conditions

4.5 government regulatory agencies, forms of government regulation, and the effects of regulation on consumers and producers

Standard 5: The International Economy

Economics teachers have a broad and comprehensive understanding of the components, institutions, and operation of the international economy, including:

5.1 interdependence, specialization, comparative advantage, balance of payments, and other basic terms and concepts related to international economics and trade

5.2 historical and contemporary patterns of international trade, major trading blocs, and their influence on the international economic system

5.3 trade barriers, arguments for and against free trade, and the costs and benefits of economic protectionism

5.4 purposes, roles, and policies of the World Trade Organization, the International Monetary Fund, and the World Bank

5.5 multinational corporations and the effects of capital mobility and the movement of labor on the operation of the international economy

5.6 international currency exchange and the effects of fluctuations in exchange rates on nations, businesses, and consumers

5.7 historical and contemporary relationships between developing and developed economies and strategies for economic growth pursued by developing nations

5.8 economic globalization and the benefits and costs of an interdependent international economy

Standard 6: Consumer Economics and Personal Finance

Economics teachers have a broad and comprehensive understanding of principles and practices related to consumer economics and personal finance, including:

6.1 how scarcity, opportunity cost, and marginal analysis affect household choices and individual economic decisions

6.2 consumer rights and responsibilities, sources of consumer information, and consumer protection laws and agencies

6.3 comparison shopping, researching unfamiliar goods and services, checking warranties, and other consumer skills involved in making purchases related to food, clothing, housing, and transportation

6.4 techniques used to communicate information about goods and services to consumers, factors to consider when evaluating advertisements, and characteristics of deceptive sales practices and consumer fraud

6.5 creating and maintaining budgets and factors influencing financial planning through various stages of life

6.6 sources and characteristics of different types of credit, establishing and maintaining creditworthiness, and identifying and addressing credit problems

6.7 characteristics of various types of insurance and the costs and benefits associated with each

6.8 institutions, businesses, and agencies that provide financial services

6.9 the formulation of personal investment strategies, characteristics of various types of savings and investment options, and the risks and benefits associated with each type of investment

Standard 7: Economic Research Skills

Economics teachers have a broad and comprehensive understanding of methods for conducting economic investigations, the process of making economic decisions, and the analysis and interpretation of economic information, including:

7.1 research methods and procedures used by economists

7.2 characteristics and uses of various sources of economic information

7.3 methods of acquiring, organizing, analyzing, and interpreting economic data

7.4 uses of electronic technologies in economic research

7.5 how to make effective economic decisions through the application of economic reasoning

7.6 how to identify purpose, point of view, and central questions in economic documents and statements

7.7 how to analyze assumptions, logical validity, factual accuracy, evidence, and conclusions in economic arguments and interpretations

7.8 how to evaluate the implications and consequences of economic policy decisions

7.9 how to communicate economic information, analysis, and interpretation in effective written forms

7.10 how to interpret economic issues presented in graphic formats and the selection of appropriate graphic formats to convey economic information

Standard 8: Economics Instruction and Assessment

Economics teachers have a broad and comprehensive understanding of content-specific instruction and assessment in economics, including:

8.1 the Indiana Academic Standards and Core Standards for Social Studies

8.2 the NCSS National Standards for Social Studies Teachers, the CEE National Content Standards in Economics, and the ISTE Technology Standards

8.3 instructional strategies and resources for promoting student understanding of concepts and skills related to economics

8.4 strategies and skills for planning and designing economics instruction, including the use of techniques and approaches that meet the needs of diverse learners

8.5 instructional strategies for promoting student learning and for fostering the development of economic reasoning, critical-thinking, problem-solving, and performance skills in the social studies

8.6 communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom

8.7 strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about economics

8.8 strategies and skills for effectively assessing student understanding and mastery of essential economics concepts and skills

Selected Bibliography of Standards and Sources Related to Social Studies–Economics

State and National Standards and Curriculum Frameworks

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3. Council of Chief State School Officers (CCSSO)/National Governors Association (NGA). (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects.* http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
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12. National Council on Economic Education. (2003). *Exemplary lessons for high school economics: Teacher's guide*. New York, NY: National Council on Economic Education.
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Sources on Student Learning and Pedagogical Methodology

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Indiana Educator Standards for Social Studies–Economics	Indiana Academic Standards for Social Studies	Indiana Core Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	NCEE Content Standards in Economics	ISTE National Educational Technology Standards
Standard 1: Economic Concepts and Systems Economics teachers have a broad and comprehensive understanding of economic terms, concepts, and systems.	5.4.1-5.4.2; 5.4.8; 6.4.1-6.4.2; 6.4.4; 6.4.6; 7.4.6; 8.4.1-8.4.3; 8.4.6-8.4.7; E.1.1-1.2; E.1.6-1.7; E.2.5; E.5.1-5.3; E.6.1	CS5-4; CS6-4; CS7-4; CS8-4		IA7; IB4	CS1-3; CS6; CS11	
Standard 2: The Market Economy Economics teachers have a broad and comprehensive understanding of the characteristics and operation of market economies.	5.4.5; 5.4.7-5.4.8; 6.4.10; 7.4.7; 7.4.9; 8.4.5; 8.4.6; E.1.3-1.5; E.1.9; E.2.1-2.8; E.2.10-2.11; E.3.1-3.2; E.3.4-3.7; E.3.9-3.11	CS5-4; CS7-4		IA7; IB4	CS2-9; CS14-15	
Standard 3: Institutions and Operation of the National Economy Economics teachers have a broad and comprehensive understanding of the institutions and operation of the national economy.	6.4.5; 7.4.5; 8.4.8; E.3.3; E.5.1-E.5.4; E.5.6-5.10; E.6.3; E.6.7; E.7.3			IA7; IB4	CS10-13; CS15; CS17-19;	

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Standard 4: The Role of Government Economics teachers have a broad and comprehensive understanding of the ways in which government influences economic development and attempts to correct market failures.	8.4.4; E.2.9; E.3.8; E.3.10; E4.1-4.9; E.5.11; E.6.2; E.6.5; E.7.1-7. 2; E7.4-7.9	CS8-4		IA7; B4	CS8; CS16-17; CS20	
Standard 5: The International Economy Economics teachers have a broad and comprehensive understanding of the components, institutions, and operation of the international economy.	5.4.3; 6.4.1-6.4.3; 6.4.9; 7.4.1-7.4.3; 7.4.8; 8.4.9; E.8.1-8.5; E.8.7-8.9	CS6-4; CS7-4		IA7; IB4	CS6	
Standard 6: Consumer Economics and Personal Finance Economics teachers have a broad and comprehensive understanding of principles and practices related to consumer economics and personal finance.	5.4.9; 6.4.5; 6.4.10; 7.4.5; 7.4.9; 8.4.10; E.6.3-6.4; E.6.6; E.6.8-6.10	CS6-4		IA7; IA9; IB4	CS1-4; CS10; CS12	

Indiana Educator Standards for Social Studies–Economics	Indiana Academic Standards for Social Studies	Indiana Core Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	NCEE Content Standards in Economics	ISTE National Educational Technology Standards
Standard 7: Economic Research Skills Economics teachers have a broad and comprehensive understanding of methods for conducting economic investigations, the process of making economic decisions, and the analysis and interpretation of economic information.	5.4.6; 6.4.7; 8.4.11; E.1.8-1.9; E4.10; E.8.6		Reading 6-8,1-10; Reading 9-10, 1-10; Reading 11-12, 1-10 Writing 6-8,1-10; Writing 9-10, 1-10; Writing 11-12, 1-10	IA7; IB4	CS15; CS18	3a–d; 4a–d
Standard 8: Economics Instruction and Assessment Economics teachers have a broad and comprehensive understanding of content-specific instruction and assessment in economics.			Reading 6-8,1-10; Reading 9-10, 1-10; Reading 11-12, 1-10 Writing 6-8,1-10; Writing 9-10, 1-10; Writing 11-12, 1-10	II1		1a–d; 2a–d; 3a–d; 4a–d; 5a–d