

**2016-2017 State of Florida
Instructional Materials Adoption
Publisher Questionnaire (Form IM8)**

BID #: 3166

SUBMISSION TITLE: Pearson Florida Economics

GRADE LEVEL: 9-12

COURSE TITLE: Economics with Financial Literacy

COURSE CODE #: 2102335

ISBN #: 9780328936779

PUBLISHER: Pearson Education, Inc., publishing as Prentice Hall

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AUTHORS & CREDENTIALS: LIST FULL NAME OF AUTHOR(S), WITH MAJOR OR SENIOR AUTHOR LISTED FIRST. BRIEFLY PROVIDE CREDENTIALS FOR EACH AUTHOR.

Pearson's Economics program is written by leading economics scholars. These scholars value all perspectives on economics and have crafted economics instruction that is free from bias and is inclusive of varying viewpoints. The text reflects the latest research on topics in economics. In addition, all content in the text has been carefully fact-checked for accuracy. Pearson and our authors are committed to providing teachers and students with high-quality, factually accurate, balanced materials to enhance their teaching and learning. ARTHUR O'SULLIVAN is a Professor of Economics at Lewis and Clark College in Portland, Oregon, where he teaches microeconomics and urban economics. He has also taught at the University of California, Davis, and Oregon State University. During his time at Davis, he was a three-time recipient of the Outstanding Teacher Award in the Graduate School of Management. After receiving his B.S. in economics at the University of Oregon, he spent two years in the Peace Corps, working with city planners in the Philippines. He received his Ph.D. in economics from Princeton University in 1981. Dr. O'Sullivan's articles appear in many economics journals, including the *Journal of Urban Economics*, the *Journal of Environmental Economics and Management*, the *National Tax Journal*, the *Journal of Public Economics*, and *The Journal of Law and Economics*. Dr. O'Sullivan's research explores economic issues concerning urban land use, applied economics, environmental protection, and public policy. STEVEN M. SHEFFRIN is Professor of Economics and Director of the Murphy Institute at Tulane University in New Orleans. He currently teaches macroeconomics. Dr. Sheffrin holds a B.A. from the College of Social Sciences, Wesleyan University, and a Ph.D. in economics from Massachusetts Institute of Technology. Dr. Sheffrin is the author of numerous books and articles in the fields of macroeconomics, public finance, and international economics. *Rational Expectations* is his acclaimed book about rational expectations theory. Previously, Dr. Sheffrin was Dean of the Division of Social Sciences and Professor of Economics at the University of California, Davis. He has been a visiting professor at Nuffield College, University of Oxford; the London

School of Economics and Political Science; Princeton University; and Nanyang Technological University, Singapore. Dr. Sheffrin's research interests include public finance and taxation, and span topics such as property taxation, state corporate taxation, and tax fairness and compliance.

STUDENTS: DESCRIBE THE TYPE(S) OF STUDENTS FOR WHICH THIS SUBMISSION IS INTENDED.

Grade 9-12 students

1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not applicable.

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

Digital materials can be searched by Florida State Standard using the search feature and filter on the Realize learning platform. This search functionality can organize digital content by FL State Standard. Standards can also be searched in the ExamView CD by using the Content Update Feature. After installation, run this utility to download the latest test banks and standards specific to Florida.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Pearson's Economics provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction. • Vast array of video and interactive digital resources to differentiate learning / • Strong critical-thinking resources. / • Integrated 21st century skills tutorials and videos. / • Many levels of assessment and remediation. / • Core Concept lessons remediate key social studies content.

Major Tool - Student Components Describe each of the components, including a format description.

• etext Student Edition / • Realize Digital Course for students. These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Quests (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson, reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, including lessons on Personal Finance, Atlas, Rubrics, Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case Glossary.

Major Tool - Teacher Components Describe each of the components, including a format description.

• Etext Teacher Edition / • Realize Digital Course for Teachers. The Teacher's Edition includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, ELL Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary

materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

Ancillaries for the Student include: • Print Student Edition / • Reading and Note-Taking Study Guide (print and online) — workbook guide students through the content with lesson summaries, blackline masters, and reading checks. • etext is accessible on all devices. The etext contains the same content as the print Student Edition plus video and interactivities. It includes audio as well as tools for highlighting, note-taking, and bookmarking pages. For details, visit pearsonschool.com/FLSocialStudies or contact your Account General Manager.

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Ancillaries for the Teacher include: • Print Teacher's Edition (wrap-around the Print Student Edition pages) / • Reading and Note-Taking Study Guide Answer Key (print and online) / • Teacher Resource DVD offers all of the digital assets from the Economics Realize course on DVD for teaching content and engaging students. / • ExamView DVD Provides Topic Tests, Benchmark Tests and End of Course tests and Test Banks for each topic in the course. Test items are fully correlated the Florida Standards and DOK levels.

5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY?

Pearson Economics' digital course and Etext can be accessed on Realize. Realize is a browser-based application and accessing Realize with supported browsers when those browsers are running on non-supported operating systems will often result in an equally efficient user experience. By designating official supported operating systems and browsers, Pearson is able to ensure an optimal user experience, and identify the ones we will support with enhancements and defect remediation. However, the supported operating systems and browsers are not exclusive and Realize will operate on other combinations of operating systems and browsers. Please see System Requirements attached at the end of this document.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted. This course has been designed so that it can be taught during a year-long course with 45-50 minute classes or during a one semester course in a block schedule.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Face-to-face activation training will be provided based on the plan Pearson develops with the district for implementation. Activation will include specific training on the Realize platform and all associated

resources within the program to ensure teachers understand the program philosophy, structure, standards coverage, assessments, and reporting functionalities. In addition, there are a variety of digital/virtual training options in place teachers can access at any time. The “Welcome to the Course” folder within each program on the Realize platform contains Differentiated Instruction lesson plans, an interactive walkthrough on how to teach and use the course, and videos on various classroom strategies. In addition, professional development online tutorials and pre-recorded webinars are also available 24/7 for access anytime at www.mypearsontraining.com. Districts are also able to schedule additional live webinars throughout the lifetime of the adoption for more specific training based on their individual needs. Pearson is also available to work with the district to develop a professional development plan for this program.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

The digital course and eText for this program are fully accessible using any computer, tablet, or mobile device (IOS or Android).

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company’s licensing policies and/or agreements.

Terms of Use (see attached)

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Not applicable.

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)

Pearson’s Realize platform allows teachers to search Gooru to access to open educational resources. These resources from Gooru can be added seamlessly to the teacher’s own Realize course and assigned to/shared with students within the Realize platform. The Realize platform also allows teachers to upload their own content and add it to their lesson and assign it to students.