Candidate’s name _________________________ Date ____________________
Observed by ____________________________ Class ____________________
Lesson Title ___________________________________________________________________

**NCSS THEMATIC STANDARDS**

7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of Goods and Services.

**Teacher Expectations**
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services. They should

1. enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
2. help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
3. help learners compare the costs and benefits to society of allocating goods and services through private and public means;
4. assist learners to see the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
5. guide learner analysis of the role of specialization and exchange in economic processes;
6. provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;
7. have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
8. challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
9. enable learners to distinguish between the domestic and global economic systems, and explain how the two interact;
10. guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in
devising economic plans for accomplishing socially desirable outcomes related to such issues;

• help learners to distinguish between economics as a field of inquiry and the economy.

COMMENTS