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## A Study to Determine the Validity of a Curriculum Prepared on Economic Education

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A STUDY TO DETERMINE THE VALIDITY OF A CURRICULUM  
PREPARED ON ECONOMICS EDUCATION

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A STUDY  
PRESENTED TO  
THE FACULTY OF THE SCHOOL OF EDUCATION  
OLD DOMINION UNIVERSITY

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IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE IN EDUCATION

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by  
BONNIE M. HARRY  
AUGUST 1982

This research paper was prepared under the direction of the instructor in Problems in Education VIAE 636. It is submitted to the Graduate Program Director for Vocational and Industrial Arts Education in partial fulfillment of the requirements for the Degree of Master of Science in Education.

Approved, August 1982.

  
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## TABLE OF CONTENTS

	Page
Approval Page . . . . .	ii
Table of Contents . . . . .	iii
List of Tables . . . . .	v
Chapter	
1. Introduction . . . . .	1
Statement of the Problem . . . . .	2
Research Goals . . . . .	3
Background and Significance of the Study . . . . .	3
Limitations . . . . .	6
Assumptions . . . . .	7
Procedures . . . . .	7
Definition of Terms . . . . .	7
Summary . . . . .	8
2. Review of Literature . . . . .	9
Economic Education . . . . .	10
How is Economic Education Accomplished? . . . . .	11
Current Research Findings . . . . .	14
Summary . . . . .	17
3. Methods and Procedures . . . . .	18
Selection of the Population . . . . .	18
Development of the Curriculum . . . . .	19
Development of the Survey . . . . .	20

Chapter	Page
Data Collection . . . . .	20
Summary . . . . .	21
4. Findings . . . . .	22
Evaluative Questionnaire Results . . . . .	26
Summary . . . . .	37
5. Summary, Conclusions, and Recommendations . .	38
Summary . . . . .	38
Conclusions . . . . .	39
Recommendations . . . . .	39
Bibliography . . . . .	40
Appendices	
A. List of Schools Surveyed to Determine the Population . . . . .	43
B. Survey Cover Letter . . . . .	45
C. A Survey to Determine the Population of Institutions Offering a Course in Economics .	47
D. Second Letter . . . . .	49
E. A Questionnaire Developed to Determine the Validity of a Proposed Economic Curriculum .	51

## LIST OF TABLES

Table	Page
1. Schools Surveyed to Determine The Population . . . . .	23
2. City Breakdown of Population Responses . . . .	25
3. Responses to the Questionnaire Developed to Determine the Validity of a Proposed Economic Curriculum . . . . .	27

A STUDY TO DETERMINE THE VALIDITY OF A CURRICULUM  
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CHAPTER I  
INTRODUCTION

Individuals have been confronted daily with a myriad of economic problems. It has been for these reasons that students have needed to gain the basic skills necessary for effective economic decision making. Decisions have varied from the basic decision on how to spend one's income, to the state and local level decisions of supporting education through the means of increased taxation, to the impact of the recession and the topic of widespread unemployment throughout the United States.

The basic economic problem has been scarcity. It has become essential that society concern itself with this basic economic problem and with several other basic economic questions: What should be produced with the available limited resources? How would production take place? How much should be produced? For whom? How were the values of society accommodated in the economic system? What provisions were made for growth and stability? and How did the American economic system differ from other economic systems?

These questions could be answered:

"on the basis of ignorance and emotion, or rationally: that is, on the basis of a reasonable understanding of how the economy operates, a clear recognition of the goals we want to achieve, an appraisal of the relevant facts, and a reasoned choice of that line of action which will best achieve our goals. Everyone must to some extent act as his own economist--in his private life and as a citizen--and both he and the community will be better served if he is well informed and can think clearly and objectively about economic questions." (National Task Force, 1961, pg. 13)

To answer economic questions clearly and objectively, one has needed to replace unsound, emotional responses with objective, rational analysis. Students have needed to recognize the importance of intelligent consideration on all issues, both small and large-scale issues. As one has made wise economic choices among alternatives, the following steps should have been followed: the problem defined; goals or objectives identified and given an order of priority; alternative ways of attaining objectives should have been considered; and, the consequences of choosing each possible line of action should have been analyzed. It has become vital for the youth of today to be equipped with the skills to make intelligent decisions on economic issues and problems. (National Task Force, 1961, pp. 14-17)

#### STATEMENT OF THE PROBLEM

The problem of this study was to validate the content of a proposed economic curriculum for a secondary or post-secondary institution.



## RESEARCH GOALS

The primary objective of this research was to clarify or to answer the problem the author has chosen, using the following objectives as a guideline:

1. To determine if the curriculum foundations provided an educationally sound basis for economic instruction.
2. To assess the content to determine if it is appropriate and sufficient in providing students with the necessary skills for facing alternatives, decision making, and problem solving.

## BACKGROUND AND SIGNIFICANCE OF THE STUDY

The study of modern economics began two centuries ago. In 1776 two important documents stressing freedom were published--the Declaration of Independence and An Inquiry into the Nature and Causes of the Wealth of Nations. Adam Smith, the first major advocate of economic freedom and the author of The Wealth of Nations, stressed the importance of unrestricted or free-market pricing. Individuals were urged to pursue their own self-interests in the marketplace. Adam Smith strongly believed that unrestricted competition in the marketplace would result in individuals doing their best not only for themselves, but for society as a whole. (Miller, 1978, pg. 132)

The importance of economic education was recognized in

December, 1949, by an independent group of individuals who formed the Joint Council on Economic Education "to provide advice and assistance to school officials, teachers, and others interested in the teaching of economics in the schools." (National Task Force, 1961, pg. 79)

This non-profit education corporation received its funds from individuals and corporations in business, labor, agriculture, and education and focused its attention on the problem of economic illiteracy. (Brenneke and Soper, 1979, pg. 64)

To recognize the goal of improved economic literacy of all Americans, the Joint Council saw it necessary to aid teachers in the understanding of economics through such means of materials development, curriculum reorganization, and experimentation in all the nation's schools. It was realized at this point in history that economic education should enter the curriculum at all elementary grade levels and through a variety of courses at the secondary level. "In particular, business education courses were considered a most important ingredient in the struggle to achieve economic literacy." (National Business Education, 1969, pg. 5)

In 1961 the Committee for Economic Development, under the auspices of the National Task Force on Economic Education, recommended that existing economic instruction needed improvement. Existing courses were reevaluated and other educational institutions took the opportunity to introduce the subject

using the recommendations for content and method specified by the Task Force.

The National Task Force urged that the objective for the course should be to "impart an understanding of certain fundamental concepts that would enable the student better to understand the economy in which he lives." (Antell, 1978, pg. iii) We have lived in a complex world. Instructors have been urged to give students the opportunity to view the economy from two viewpoints, the microeconomic approach (the study of the individual and of business), and the macroeconomic approach (the study of aggregates, the nation's economy as a whole.) These two viewpoints have aided economic students as they have lived in a world in which the individual has made numerous daily economic decisions and a world in which economic decisions made by others have affected the students both indirectly and directly.

Current economic courses have been designed to enhance student participation and to aid in the development of skills such as discussion, problem-solving, and decision-making. Economics has not been classified as an exact science; however, it has been classified as a social science. Students have been given the opportunity to investigate the whole spectrum of opinion and have been urged to become aware of the extremes as well as the middle ground. With these skills, students have been in a position to define and to defend their own personal viewpoints. As individuals they have been in a position to make informed choices regarding current economic problems facing them, as they used their own personal values and bases for judgment.

The importance of this course has been visible in the daily activities of all branches of government, in every phase of activity in the business world, and in the growing economic interdependence among nations. Because a primary concern of education has been to aid in the development of worthy, well-informed citizens, literacy in economics has enhanced the opportunity for active participation of the student as a producer-consumer in society.

Economics has definitely been an excellent opportunity to exercise mental development, which has lead to new ways of thinking. One has not been able to escape economics--it's been everywhere--with effects on the future of our families, communities, states, and nation.

#### LIMITATIONS

The following limitations were inherent in this study:

1. The development of the curriculum was designed for secondary and post-secondary educational use only.
2. The number of economic teachers was limited.
3. The geographic location of those participating in the study was limited to southeastern Virginia.
4. The proposed economic curriculum was based on economic theory.
5. The limited amount of time in which to conduct the study.

### ASSUMPTIONS

It was assumed in this study that:

1. The content of the curriculum was educationally sound.
2. The population was educated in economic theory.
3. The population was representative of the total population of economic educators.

### PROCEDURES

A curriculum entitled "Economics for Today" was prepared as partial fulfillment for VIAE 687 (Curriculum Development in Vocational Education) under the instruction of Dr. John M. Ritz, at Old Dominion University, in Norfolk, Virginia. This curriculum was sent to economic teachers in southeastern Virginia who were asked to validate its contents and foundations to determine if it was appropriate to secondary and post-secondary instruction.

### DEFINITION OF TERMS

The following terms were used in this study and were defined for clarification:

1. Economics - the study of how people and society end up choosing, with or without the use of money, to employ scarce productive resources that could have alternative uses--to produce various commodities and distribute them for consumption, now or in the future, among various persons and groups in society. Economics analyzes the costs and the benefits of improving patterns of resource use. (Samuelson, 1980, pg. 2)

2. Economic education - provides individuals with the facts, along with the skills to secure new facts; and, a scientifically based mode of analysis which allows one to manipulate the facts to reach a rational conclusion on any given economic issue. (Brenneke and Soper, 1979, pg. 65)

3. Consumer economics - imparts directly on the students' public and private interests through a course of study which includes such units of study as budgeting, buying, savings and investments, banking, credit, insurance, taxation, and housing.

4. Theory - a belief, policy, or procedure proposed for or followed as the basis of action. Much of what people believe to be true about the world is based on theories about the way the world works. (Miller, 1978, pg. 270)

#### SUMMARY

In Chapter I the problem and the objectives of this study were presented. One has been given the background and the significance for the study, its limitations, assumptions, and the definitions of various terms. A brief description of the procedures involved in collecting and in treating the data was also discussed.

In the following chapters the literature related to this study will be reviewed, the methods and procedures used to collect and to treat the data will be discussed in detail, and an analysis of the findings of the study along with the recommendations and conclusions will be presented.

## CHAPTER II

### REVIEW OF LITERATURE

Educators, labor leaders, business leaders, government officials, and consumer advocates have recognized the need for all Americans to understand how the economy works. The United States has been a very productive economy, but, unfortunately few individuals throughout history have had an understanding of how the economy works. Today, our economy has become even more complex with its various problems of high interest rates, unemployment, the decline in the value of the dollar, and the changing philosophy regarding the role of the government. Therefore, a difficult task has become even more complex. Individuals are forced to become more aware of the impact of their roles as consumers, voters, employers, and employees.

Through the education of its people, the United States has had an opportunity to prepare its youth for the challenges that will not only face them in the future, but for the responsibilities they have faced from day to day. As American students have made decisions on matters such as whether to save or to spend their part-time income, they were taking an active role in the economy. Students have needed to recognize that

economic concepts such as the basic economic problem, the market system, supply and demand, government intervention, and measuring economic performance have been extremely relevant to their everyday lives.

As individuals continue to develop an awareness of the economics involved in both personal and social issues, it is hoped that they will also develop the ability to deal with these issues. It is with constant exposure to the tools of decision-making, that educators, labor, and business leaders have strived to achieve the goal of economic literacy in the United States of America.

#### ECONOMIC EDUCATION

From its beginning, economic education has been the "total program, encompassing both societal and personal economic knowledge and understandings. Beginning in the kindergarten years, economic education continues through the student's school years to grade 12, where the capstone course, economics, completes the economic education program at the public school level." (Daughtrey, 1974, pg. 357) Economic education has strived to develop functional economic literacy so that students can develop an understanding of economic activity.

Because economics has been considered a difficult body of knowledge to master, it has been necessary for educators to make provisions for individual differences in abilities. Students of all academic levels have needed to be able to reason logically and to transfer this learning into the student's personal economic decisions.



Students have needed to recognize that many problems in society today have economic origins. Through one's ability to analyze the various alternatives and their consequences to these social problems, students will be better equipped to make knowledgeable political decisions through their voting power. (Daughtrey, 1974, pp. 356-358)

Adults and children have demonstrated an astonishingly low level of economic literacy which has resulted in a weakening of our political system. Educators have strived to heighten the level of economic awareness. Teachers have assisted students as they prepared them for their roles as consumers, producers, job holders, savers, investors, borrowers, and "knowledgeable" voters. Too often elections have been won and lost because of the public's misapprehension of a particular administration's economic issues. Therefore, the basic purpose of economic education has been to reduce the economic illiteracy in the United States. These efforts are accomplished by activities on the federal, state, and local levels.

#### HOW IS ECONOMIC EDUCATION ACCOMPLISHED?

##### Federal Level

The Joint Council on Economic Education has provided training programs for teachers in K-14 schools. Working through 49 state councils on economic education and 186 centers for economic education, the Joint Council on Economic Education has provided workshops, credit, and non-credit courses for educators in numerous areas. Social studies, business education,

home economics, vocational and elementary educators are provided an opportunity to gain a knowledge of basic economics, with application of this knowledge to their specific disciplines and the necessary methodology for transmitting this knowledge to the prospective students.

Materials provided by the Joint Council on Economic Education to aid educators are listed below:

1. Master Curriculum Guide in Economics for the Nation's Schools.

Part I, A Framework for Teaching Economics Basic Concepts - provides standard guidelines and summarizes the structure and substance of economics as understood and agreed by both economists and economic educators.

Part II, Strategies for Teaching Economics - five volumes.

2. International Paper Company Foundation Awards Program - designed to give recognition to the teaching of economics at the primary school level, the intermediate school level, junior high school level, senior high school level, and the college and the university level. Award-winning programs are published annually in the Joint Council series Economic Education Experiences of Enterprising Teachers.
3. Trade-offs. A television/film economic education program with an accompanying teacher's manual. This series is designed for students nine to thirteen years old.
4. Economic Topics. Publications designed to provide an in-depth analysis of contemporary issues. This publication is designed for students in senior high school or introductory college level courses.
5. Economics for a Multicultural Society. A project designed to reach students from economically disadvantaged minorities.

6. Economics-Political Science. Designed to integrate economics into the political science curriculum. (Brenneke and Soper, 1979, pp. 64-66)
7. National Business Education Association. Various workshops, conferences, and publications are provided for basic business and economic educators.
8. Eastern Business Teachers Association. Publishes yearbooks which contribute to basic business and economic education. (Daughtrey, 1974, pp. 98-100)

#### State and Local Level

Since 1971 various activities, such as teacher preparation, research, materials, and community development have been provided by the Virginia Council on Education. The Council, which is an affiliate of the Joint Council on Economic Education, strives

to encourage and promote a better understanding of Economics and of the principles underlying the American economy among Virginia school administrators, teachers, community leaders, and Virginia residents in general . . . the activities . . . shall not be directed toward the achievement of the purposes of any particular economic group but shall emphasize factual, comprehensive, and balanced programs. (Virginia Council on Economic Education)

Materials, economic education libraries, research, and in-service programs for local teachers are currently provided at five university centers in Virginia. The University Centers for Economic Education in Virginia are: George Mason University, James Madison University, Old Dominion University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. Cooperating schools that have made a commitment to conduct long-range developmental economic education programs are also included in the VCEE network.

The Virginia Council is constantly striving to unify all economic education efforts in Virginia as it brings together business, labor, agriculture, and education. The Council has been effective in its efforts to organize seminars, conferences, and workshops for teachers. One should note that workshops, such as the workshops on the economics of energy, consumer education, inflation, and recession, have allowed approximately one thousand teachers the opportunity to receive three hours of graduate credit. Educators throughout Virginia have benefitted from the various activities of the Council as it has strived to promote a greater understanding of our free enterprise system among Virginia's citizens. (Virginia Council on Economic Education)

#### CURRENT RESEARCH FINDINGS

In the fall of 1980, a set of closed-end questions concerning the preparation in economics, course content, and the evaluations of teaching of economics were prepared and were sent to 800 teachers at 510 randomly selected junior and senior high schools in the United States. The purpose of these questions was to determine how teachers perceived the state of economic education in grades 6 - 12.

Commissioned by the Phillips Petroleum Company as a service, and reviewed by the members of the Joint Economic Education editorial board and the Joint Council of Economic Education, the research of the Clark and Barron study in 1981 concluded the following:

1. Twelve years ago, only about 25 percent of all high school students took an economics course. These students were considered the "academically elite." That trend, however, has changed as economics is being introduced in the sixth or seventh grades for 67 percent of those surveyed and in the ninth and tenth grades for 54 percent of the teachers sampled.

2. As of the fall of 1980, forty-eight percent of the 510 schools reported that economics is a required subject. Thirty-nine percent of the schools offer economics as an elective available to all students. Therefore, eighty-seven percent of the students in the United States have the opportunity to take an economics course.

3. The instruction in public schools is based on practical economics--consumer issues and consumerism, decision making, and how-to skills. The instruction in private and parochial schools is based on theoretical concepts.

4. Sixty-eight percent of the teachers reported that economic instruction is a secondary responsibility. Fifty-one percent indicated that they teach courses tangentially related to economics, such as U.S. history. Total time devoted to the teaching of economics is less than half of total teaching time for sixty-seven percent of the individuals.

5. When taught as a separate subject, the economics course is usually called, Economics. Other titles were Consumer Education, Consumer Economics, or Free Enterprise.

6. Economics teachers are typically 35 (sixty-one percent,) male (sixty-seven percent,) with a masters degree (fifty-seven percent,) and have been teaching for ten years or longer (sixty-six percent.) This statistic is quite an improvement over research findings of the 1960's which indicated that less than half of all economics teachers had had a college-level economics course.

7. Teaching materials used by the teachers included charts, films, tables, filmstrips, pamphlets and textbooks, maps, games, audiotapes, and videotapes. Teachers indicated that they were familiar with the available materials and that seventy-five percent obtained the materials themselves.

8. Teachers indicated a need for in-service seminars-- fifty-six percent in the subject matter and forty-seven percent on how to teach economics.

The results of this study indicates that economic education has indeed made numerous gains since the late 1960's, (Clark and Barron, September 1981, pp. 45-51) when most states did not require high school students to take economics and at a time when the studies indicated that secondary students possessed a very limited understanding of the basic economic principles essential to economic literacy. (Boyer and Smith, 1978, pp. 60-65) Studies have indicated that a teacher does not acquire a lasting understanding of economic principles unless he/she has completed at least fifteen credit hours of economics in college, but most economics teachers have had a minimum of six hours; and twenty-three states did not even require economics teachers in the high

school to have any training in economics. (Daughtrey, 1974, pp. 105, 109)

#### SUMMARY

After reviewing the related literature on economics, one can detect that economics has been considered a complex subject that affects individuals every day of their lives, yet many Americans do not understand how the economy works. During the past twenty years educators, labor leaders, business leaders, government officials, and consumer advocates have invested time, money, and energy in increasing the economic naiveté that many individuals possess. In the next chapter, the methods and procedures used to validate the economics curriculum prepared by this researcher will be presented.

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of this chapter was to identify how the population was selected, how the curriculum was developed, how the survey was developed, and how this researcher collected factually and accurately the responses provided by the teachers surveyed. This chapter explains the methods and the procedures used for collecting the data.

#### SELECTION OF THE POPULATION

The selection of the population for this research was based on a survey sent to high school and community college instructors in southeastern Virginia. (Appendix A)

The purpose of this preliminary survey was to determine the institutions that offered a course in theoretical economics. A copy of the survey cover letter is located in Appendix B.

Based on the responses obtained from the preliminary survey, a second questionnaire was sent to the first five individuals who indicated that they were teaching theoretical (theory based) economics or a combination theory/consumer economics; and, were interested in validating an economics curriculum. Those who indicated that they were teaching strictly consumer economics were omitted because the curriculum prepared



by this researcher is based on a philosophy of theoretical economics with consumer applications.

#### DEVELOPMENT OF THE CURRICULUM

The curriculum, entitled Economics for Today, was prepared by the researcher under the direction and supervision of Dr. John M. Ritz, and was then submitted in partial fulfillment for the requirements of VIAE 687, Curriculum Development, at Old Dominion University, in Norfolk, Virginia.

Dr. Ritz made the following comments about the curriculum, Economics for Today, after the contents were submitted for evaluation by the researcher to the instructor:

1. Cover was attractive, but hard to use. Put into a plastic folder.
2. Table of contents were very descriptive.
3. Definition and rationale were well explained.
4. Content source was excellently developed and content structure was sufficient.
5. Aim was well stated for the curriculum.
6. The curriculum's goals were soundly established.
7. Scope and sequence were logical.
8. All units were excellently researched and developed. Great job!
9. Your student evaluations were well displayed and very inclusive.
10. Curriculum validation procedures well developed.
11. Excellently researched and developed curriculum.

## DEVELOPMENT OF THE SURVEY

A cover letter (Appendix B) and a survey (Appendix C) were sent to educational institutions in southeastern Virginia to determine which institutions were offering a course in economics.

A second letter (Appendix D), an evaluative questionnaire (Appendix E), and the curriculum, Economics for Today, were then sent, along with a self-addressed stamped envelope, to five instructors who were teaching, or who had taught, an economics course based on theory or based on theory and consumer economics and had indicated that they were interested in validating an economics curriculum. A copy of the curriculum, Economics for Today, prepared by this researcher is available upon request.

## DATA COLLECTION

After reviewing the curriculum prepared by this researcher, each of the five instructors responded to an evaluative survey that had been designed to determine the validity of the proposed economic curriculum. The evaluative questionnaire contained three parts. Part I contained questions regarding the curriculum, Part II contained questions regarding the individual units within the curriculum, and Part III contained questions concerning recommendations.

The evaluative questionnaire contained both closed-form and open-form questions. Closed-form questions, however, were

primarily used. Respondents were requested to answer "yes" or "no" and in some instances "not entirely." Seventeen open-form questions were used to obtain the respondent's in depth suggestions and comments towards the validity of the proposed curriculum.

#### SUMMARY

This chapter has described the methods and procedures used to collect and to analyze the data for this study. In Chapter 4 the findings of the research will be described, along with an analysis of the statistical data.

## CHAPTER IV

### FINDINGS

The purpose of this chapter was to present the results of the data collected from the five economic instructors who responded to the evaluative questionnaire. The problem of this study was to validate the content of a proposed economic curriculum for a secondary or post-secondary institution. The objective of the research was to determine if the curriculum foundations provided an educationally sound basis for economic instruction and to assess the content of the curriculum to determine if it was appropriate and sufficient in providing students with the necessary skills for facing alternatives, decision making, and problem solving.

To aid in the validation of the economic curriculum, it was necessary to determine which institutions offered a course in economics that contained theoretical applications. A preliminary survey was sent to high school and post-secondary instructors in southeastern Virginia. As indicated in Table 1, fourteen surveys were sent to various high schools and two surveys were sent to a post-secondary (or community college) educational facility. Thirteen population surveys, which represented eighty-one percent, were returned and contained

TABLE 1  
SCHOOLS SURVEYED TO DETERMINE THE POPULATION

Groups Surveyed	Surveys Sent	Surveys Returned	Percent Returned	Surveys Not Returned	Percent Not Returned
High School Teachers	14	11	78.57	3	21.43
Post-secondary Instructors	2	2	100.00	0	0
TOTAL	16	13	81.25	3	18.75

written responses to the survey. Seventy-eight percent of the high school surveys were returned and one hundred percent of the post-secondary institution surveys.

Further examination of the thirteen responses received indicated that five cities in southeastern Virginia were represented. Table 2 was constructed to illustrate the city breakdown of the population responses. Two surveys, which represented fifteen percent of the total returned responses, were from Franklin and Portsmouth, respectively. Chesapeake, Suffolk, and Norfolk each represented twenty-three percent of the total population responses.

Of the thirteen surveys received from the population survey, nine individuals (sixty-nine percent) indicated an interest in evaluating an economics curriculum to aid this researcher. Additional examination of the responses indicated that two of the individuals could be eliminated since one was retiring and one could not be contacted during the summer. Of the seven possible evaluators, five were sent a second letter, accompanied by the curriculum, Economics for Today, a questionnaire developed to determine the validity of the proposed curriculum, and a stamped envelope. Two curriculum packets were sent to community college instructors and three packets were sent to high school teachers. The two post-secondary instructors who evaluated the curriculum were from Franklin, Virginia. Two of the high school evaluators were from Chesapeake, Virginia and one was from Suffolk, Virginia.

TABLE 2  
CITY BREAKDOWN OF POPULATION RESPONSES

<u>City</u>	<u>Actual Responses</u>	<u>Percent of Total Responses</u>
Franklin	2	15.384
Portsmouth	2	15.384
Chesapeake	3	23.077
Suffolk	3	23.077
Norfolk	3	23.077
TOTAL	<hr/> 13	<hr/> 99.999

## EVALUATIVE QUESTIONNAIRE RESULTS

To aid the five educators in determining the validity of the content of the proposed economic curriculum, this researcher developed an evaluative questionnaire. A copy of this questionnaire is located in Appendix E. The questionnaire was primarily dichotomous in nature requiring respondents to indicate a "yes" or "no" answer. A brief response was requested for various statements to aid the researcher in determining if the curriculum was adequate and if so, at what level.

Responses to the questionnaire have been listed in Table 3. Individuals were asked in Part I of the questionnaire for input regarding the overall curriculum. One hundred percent of those surveyed indicated that the definition of the program was current and clear as they responded to questions one, Is the definition of the program current? and question two, Is the definition of the program clear?

Question three: Does the rationale for the study of the subject area appropriately state the importance of the subject matter for our students?, received an overall response of "yes" from eighty percent of those surveyed. One individual indicated that this was "not entirely" accomplished.

The fourth and fifth questions: Is the content source accurate? and Does the structure of this curriculum accurately display how the information from the content source should be arranged for program and unit development purposes? received "yes"



TABLE 3  
RESPONSES TO THE QUESTIONNAIRE DEVELOPED TO DETERMINE  
THE VALIDITY OF A PROPOSED ECONOMIC CURRICULUM

Question	Yes	Percent	No	Percent	Not Entirely	Percent	Suggestions
PART I - Regarding the Curriculum							
1. Is the definition of the program current?	5	100%	0	0	N/A		
2. Is the definition of the program clear?	5	100	0	0	N/A		
3. Does the rationale for the study of the subject area appropriately state the importance of the subject matter for our students?	4	80	0	0	1	20	
4. Is the content source accurate?	5	100	0	0	N/A		
5. Does the structure of this curriculum accurately display how the information from the content source should be arranged for program and unit development purposes?	5	100	0	0	N/A		

responses from the five individuals surveyed. The percentage score for these questions was, therefore, one hundred percent.

Question six, Is the subject area aim presented in the foundation of the curriculum achieved through the units presented in the content area of the curriculum?, received four "yes" responses. One individual, representing twenty percent, felt that this was not entirely accomplished.

Questions seven through eleven received an overall response of "yes" with a percentage score of one hundred percent. Those questions were as follows: Are the subject area goals realistic?, Are the subject area goals attainable?, Do the subject area goals reflect the direction in which the curriculum should work?, Does the suggested scope adequately cover the materials that should be covered in this recommended course?, and, Is there a sequential or logical development of the unit content?.

The twelfth question, Can the unit objectives be achieved through the suggested unit activities?, received a "yes" response from four individuals. One individual, representing twenty percent, felt that with the right group of students the objectives could be achieved.

The remainder of the questions in Part I, questions thirteen through sixteen, were accepted by one hundred percent of those individuals surveyed. Those questions, beginning with question thirteen were: Are the materials covered in the units appropriate and relevant to the unit goal?, Is the curriculum flexible enough for ease in use and adaptability to various teaching methods?,

Table 3 (continued)

Question	Yes	Percent	No	Percent	Not Entirely	Percent	Suggestions
6. Is the subject area aim presented in the foundation of the curriculum achieved through the units presented in the content area of the curriculum?	4	80	0	0	1	20	
7. Are the subject area goals realistic?	5	100	0	0	N/A		
8. Are the subject area goals attainable?	5	100	0	0	N/A		
9. Do the subject area goals reflect the direction in which the curriculum should work?	5	100	0	0	N/A		
10. Does the suggested scope adequately cover the materials that should be covered in this recommended course?	5	100	0	0	N/A		
11. Is there a sequential or logical development of the unit content?	5	100	0	0	N/A		-I believe your order is correct.

Table 3 (continued)

Question	Yes	Percent	No	Percent	Not Entirely	Percent	Suggestions
12. Can the unit objectives be achieved through the suggested unit activities?	4	80	0	0	1	20	-With the right group of students the objectives can be achieved.
13. Are the materials covered in the units appropriate and relevant to the unit goal?	5	100	0	0	N/A		
14. Is the curriculum flexible enough for ease in use and adaptability to various teaching methods?	5	100	0	0	N/A		
15. Is this curriculum practical?	5	100	0	0	N/A		
16. As you examined the curriculum, was there a correspondence between the ideas laid out in the foundations section and the information transmitted through the content section of the curriculum?	5	100	0	0	0	0	

Is this curriculum practical?, and As you examined the curriculum, was there a correspondence between the ideas laid out in the foundations section and the information transmitted through the content section of the curriculum?

Part II of the evaluative questionnaire contained questions for the six individual units within the proposed curriculum. These units included: What is Economics?, Production and the Environment, Supply and Demand, Money--Its Functions and Characteristics, The American Banking System, and The Role of Government. For each of the units the following questions were asked: Do you feel that this topic should be included in the proposed curriculum?, Has adequate time been allotted for attaining the objectives through the suggested activities of this unit?, Is this unit's rationale adequate in scope?, Are the objectives realistic? and Can you think of other objectives and/or activities that should have been included in this unit? As noted in Part II of Table 3, various activities were suggested for unit activities, including visits from local professors and local businessmen.

Part III, Regarding Recommendations, contained two questions. Question one: Do you feel that the proposed curriculum is adequate? received a "yes" response from one hundred percent of those surveyed.

Question two was an open-ended question. The response to the question, For what grade level would you recommend that this proposed curriculum be used?, received the following comments: "Junior and senior students who can read." "12." "Twelve. I like your organization of activities. I may use some of them

Table 3 (continued)

Question	Yes	Percent	No	Percent	Not Entirely	Percent	Suggestions
PART II - Regarding the Individual Units							
What is Economics?							
1. Do you feel that this topic should be included in the proposed curriculum?	5	100	0	0			
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit?	5	100	0	0			
3. Is this unit's rationale adequate in scope?	5	100	0	0			
4. Are the objectives realistic?	4	80	1	20			-I question the use of terms as 4 . . . 5 . . . 3 . . . Is there only one problem?
5. Can you think of other objectives and/or activities that should have been included in this unit?	1	20	4	80			-I'm assuming the class would meet 5 times per week for one semester. -Have local professor visit and then have students define economics.

Table 3 (continued)

Question	Yes	Percent	No	Percent	Suggestions
Production and the Environment					
1. Do you feel that this topic should be included in the proposed curriculum?	5	100	0	0	
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit?	5	100	0	0	
3. Is this unit's rationale adequate in scope?	5	100	0	0	
4. Are the objectives realistic?	5	100	0	0	
5. Can you think of other objectives and/or activities that should have been included in this unit?	1	20	4	80	-Have a local businessman in to talk about how he determines what to buy.
Supply and Demand					
1. Do you feel that this topic should be included in the proposed curriculum?	5	100	0	0	
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit?	5	100	0	0	

Table 3 (continued)

Question	Yes	Percent	No	Percent	Suggestions
3. Is this unit's rationale adequate in scope?	5	100	0	0	
4. Are the objectives realistic?	5	100	0	0	
5. Can you think of other objectives and/or activities that should have been included in this unit?	3	60	2	40	-Why not factors that affect demand? --Insure students understand all elasticities.
Money--Its Functions and Characteristics					
1. Do you feel that this topic should be included in the proposed curriculum?	5	100	0	0	
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit?	5	100	0	0	
3. Is this unit's rationale adequate in scope?	5	100	0	0	
4. Are the objectives realistic?	5	100	0	0	
5. Can you think of other objectives and/or activities that should have been included in this unit?	0	0	5	100	



Table 3 (continued)

Question	Yes	Percent	No	Percent	Suggestions
The American Banking System					
1. Do you feel that this topic should be included in the proposed curriculum?	5	100	0	0	
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit?	4	80	1	20	-This might take extra time (one week) which could be taken from next unit.
3. Is this unit's rationale adequate in scope?	5	100	0	0	
4. Are the objectives realistic?	5	100	0	0	
5. Can you think of other objectives and/or activities that should have been included in this unit?	4	80	1	20	-Excellent activities. -Very comprehensive. -Have students explore job opportunities at a local bank.
The Role of Government					
1. Do you feel that this topic should be included in the proposed curriculum?	5	100	0	0	
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit?	5	100	0	0	

Table 3 (continued)

Question	Yes	Percent	No	Percent	Suggestions
3. Is this unit's rationale adequate in scope?	5	100	0	0	
4. Are the objectives realistic?	5	100	0	0	
5. Can you think of other objectives and/or activities that should have been included in this unit?	1	20	4	80	-More emphasis on agriculture and its problems.
PART III - Regarding Recommendations					
1. Do you feel that the proposed curriculum is adequate?	5	100	0	0	
2. For what grade level would you recommend that this proposed curriculum be used?					-Jr. and Sr. students who can read. -12 -12 I like your organization of activities. I may use some of them next school year. -No lower than grade twelve. It would be an excellent curriculum for an introductory college-level economics course. -11th and 12th grade and Survey of Econ. for post-sec.

next school year." "No lower than grade twelve. It would be an excellent curriculum for an introductory college-level economics course." "Eleventh and twelfth grade and a Survey of Economics course for a post-secondary institution."

#### SUMMARY

In this chapter the method used to determine the population of the individuals who participated in this research was discussed. Various findings were presented in tabular form and the evaluative questionnaire results were highlighted.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATION

The problem of this study was to validate the content of a proposed economic curriculum for a secondary or post-secondary institution. This chapter summarizes the procedures used in this research, draws conclusions about the findings of the study, and makes recommendations based on these research findings.

### SUMMARY

In reviewing the literature, it was noted that Americans are confronted with a vast number of economic problems. Because the American economic system is highly complexed, there are no exact "right" solutions to any of its problems. Economics is not an exact science, situations must be analyzed and the consequences of change has required the consideration of many important factors by the entire sector of our society.

One tool for educating youth was designed by this researcher. A curriculum, entitled Economics for Today, was prepared by this researcher. Methods and procedures were then designed to validate the economics curriculum. After the selection of the population for this research was determined, a questionnaire was sent to five individuals who were teaching theoretical economics or a combination theory/consumer economics and who had indicated an interest in validating an economics curriculum.

The responses of the five economic curriculum evaluators were gathered and the data was processed. This information has served as the basis for the conclusions and the recommendations of this research.

### CONCLUSIONS

The results of this research indicated that the content of the proposed economic curriculum for a secondary or post-secondary institution did contain foundations which were found to be an educationally sound basis for economic instruction. It has been determined that the content of the Economics for Today curriculum has been considered to be an appropriate and sufficient tool for providing secondary and post-secondary students with the necessary skills for facing alternatives, decision making, and problem solving.

### RECOMMENDATIONS

Based on the results, observations, and conclusions in this research, the following recommendations were submitted:

1. The curriculum prepared by this researcher should be field tested to draw more comprehensive conclusions.
2. The information obtained through the efforts of this researcher have indicated the validity of the curriculum. However, further conclusions and recommendations could be obtained through the actual implementation of the curriculum in various educational settings and at various grade levels.

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## APPENDICES

Appendix	Page
A. List of Schools Surveyed to Determine the Population . . . . .	43
B. Survey Cover Letter . . . . .	45
C. A Survey to Determine the Population of Institutions Offering a Course in Economics	47
D. Second Letter . . . . .	49
E. A Questionnaire Developed to Determine the Validity of a Proposed Economic Curriculum .	51

## APPENDIX A

### List of Schools Surveyed to Determine the Population



LIST OF SCHOOLS SURVEYED TO DETERMINE THE POPULATION

Paul D. Camp Community College  
P. O. Box 737  
Franklin, VA 23851

Churchland High School  
5601 High Street  
Portsmouth, VA 23703

Cradock High School  
4300 George Washington H'way  
Portsmouth, VA 23702

Deep Creek High School  
1955 Deal Drive  
Chesapeake, VA 23323

Forest Glen High School  
200 Forest Glen Drive  
Suffolk, VA 23434

Granby High School  
7101 Granby Street  
Norfolk, VA 23505

Great Bridge High School  
441 Battlefield Boulevard  
Chesapeake, VA 23320

Indian River High School  
2301 Dunbarton Drive  
Chesapeake, VA 23320

John F. Kennedy High  
2325 East Washington Street  
Suffolk, VA 23434

Lake Taylor High School  
1384 Kempsville Road  
Norfolk, VA 23502

Manor High School  
1401 Elmhurst Lane  
Portsmouth, VA 23707

Maury High School  
322 Shirley Avenue  
Norfolk, VA 23517

Norview High School  
Middleton Place  
Norfolk, VA 23513

Oscar Smith High School  
2500 Rodgers Street  
Chesapeake, VA 23324

Suffolk High School  
301 N. Saratoga Street  
Suffolk, VA 23434

APPENDIX B  
Survey Cover Letter

224 Bedford Place  
Suffolk, Virginia 23434  
May 9, 1982

Dear Colleague:

Would you assist me in a research project that I am currently preparing for a course of study at Old Dominion University? The purpose of this study is to validate the content of a proposed economic curriculum for a secondary or post-secondary institution. In order to complete this study, it is necessary to identify those institutions that are offering courses in economic education.

It is hoped that the attached questionnaire will be completed and returned by economic instructors in the enclosed stamped, self-addressed envelope. A reply is requested to aid in determining those institutions that offer economics and to assist in determining those individuals that are willing to evaluate an economics curriculum which has been prepared by this researcher.

Your time and cooperation in answering the enclosed questionnaire is appreciated; and, it is hoped that you will return it within ten days. Thank you for your consideration.

Sincerely,

*Bonnie Harry*

(Mrs.) Bonnie Harry

Enclosure

## APPENDIX C

A Survey to Determine the Population of Institutions  
Offering A Course in Economics

A SURVEY TO DETERMINE THE POPULATION OF INSTITUTIONS  
OFFERING A COURSE IN ECONOMICS

This study is designed to identify the population for a research study in economic education. This survey contains questions to aid this researcher in the preparation of a study designed to show the validity of a curriculum prepared on economics education.

---

Instructions: Please respond to the following questions by indicating a yes or a no answer. A brief response to items which request a statement will aid the researcher in identifying those institutions which offer courses in economics.

---

1. Does your institution offer a course in economics? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. If your answer to question one was yes, are you currently teaching economics? Yes \_\_\_\_\_  
No \_\_\_\_\_
3. If your answer to question two was yes, how many classes of economics are you currently teaching? \_\_\_\_\_
4. How many individuals are currently teaching economics within your school? \_\_\_\_\_
5. What is the grade level of the students currently enrolled in economics? \_\_\_\_\_
6. Is economics included in the business department? Yes \_\_\_\_\_  
No \_\_\_\_\_
7. If your answer to question six was yes, does your curriculum include basically  
A) consumer economics, B) theoretical economics, or C) a combination of consumer and theoretical economics \_\_\_\_\_
8. Is economics included in the social studies department? Yes \_\_\_\_\_  
No \_\_\_\_\_
9. Are you interested in evaluating an economics curriculum to aid this researcher? Yes \_\_\_\_\_  
No \_\_\_\_\_

APPENDIX D  
Second Letter

224 Bedford Place  
Suffolk, Virginia 23434  
May 19, 1982

As you know, curriculum development is one key factor essential for a successful economics program. Your assistance in the evaluation of a curriculum which I developed is appreciated.

Enclosed you will find an economic curriculum which was developed for the first semester of an economics course. Since you, too, are currently teaching a similar course on either the eleventh or twelfth grade level, I would appreciate your cooperation in answering the enclosed questionnaire to aid in the validation of the document which I have prepared.

As we both know, time is a valuable resource; and to complete this evaluation, your comments and suggestions are needed by June 10, 1982. Thank you for sharing your time and knowledge with me and a summary of the evaluation will be sent to you by July 10, 1982.

Sincerely,

*Bonnie Harry*  
(Mrs.) Bonnie Harry

enclosures:

Curriculum  
Questionnaire  
Stamped Envelope

## APPENDIX E

A Questionnaire Developed to Determine  
The Validity of a Proposed Economic  
Curriculum



Name \_\_\_\_\_

Current School and Address \_\_\_\_\_

A QUESTIONNAIRE DEVELOPED TO DETERMINE  
THE VALIDITY OF A PROPOSED ECONOMIC  
CURRICULUM

This questionnaire is designed to validate the content of a proposed economic curriculum for a secondary or post-secondary institution.

Instructions: Please respond to the following questions by indicating a yes or a no answer. A brief response to items which request a statement will aid the researcher in determining if the curriculum is adequate and if so, at what level.

Part I

REGARDING THE CURRICULUM:

1. Is the definition of the program current? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Is the definition of the program clear? Yes \_\_\_\_\_  
No \_\_\_\_\_
3. Does the rationale for the study of the subject area appropriately state the importance of the subject matter for our students? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Not entirely \_\_\_\_\_
4. Is the content source accurate? Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Does the structure of this curriculum accurately display how the information from the content source should be arranged for program and unit development purposes? Yes \_\_\_\_\_  
No \_\_\_\_\_
6. Is the subject area aim presented in the foundation of the curriculum achieved through the units presented in the content area of the curriculum? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Not entirely \_\_\_\_\_
7. Are the subject area goals realistic? Yes \_\_\_\_\_  
No \_\_\_\_\_

8. Are the subject area goals attainable? Yes \_\_\_\_\_  
No \_\_\_\_\_
9. Do the subject area goals reflect the direction in which the curriculum should work? Yes \_\_\_\_\_  
No \_\_\_\_\_
10. Does the suggested scope adequately cover the materials that should be covered in this recommended course? Yes \_\_\_\_\_  
No \_\_\_\_\_
11. Is there a sequential or logical development of the unit content? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Suggestions:
12. Can the unit objectives be achieved through the suggested unit activities? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Somewhat, but not entirely \_\_\_\_\_  
Comments:
13. Are the materials covered in the units appropriate and relevant to the unit goal? Yes \_\_\_\_\_  
No \_\_\_\_\_
14. Is the curriculum flexible enough for ease in use and adaptability to various teaching methods? Yes \_\_\_\_\_  
No \_\_\_\_\_
15. Is this curriculum practical? Yes \_\_\_\_\_  
No \_\_\_\_\_
16. As you examined the curriculum, was there a correspondence between the ideas laid out in the foundations section and the information transmitted through the content section of the curriculum? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments: Somewhat, but not entirely \_\_\_\_\_

## Part II REGARDING THE INDIVIDUAL UNITS:

## What is Economics?

1. Do you feel that this topic should be included in the proposed curriculum? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Suggestion: \_\_\_\_\_
3. Is this unit's rationale adequate in scope? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_
4. Are the objectives realistic? Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Can you think of other objectives and/or activities that should have been included in this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_

## Production and the Environment

1. Do you feel that this topic should be included in the proposed curriculum? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Suggestion: \_\_\_\_\_
3. Is this unit's rationale adequate in scope? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_
4. Are the objectives realistic? Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Can you think of other objectives and/or activities that should have been included in this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_

## Supply and Demand

1. Do you feel that this topic should be included in the proposed curriculum? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Suggestion: \_\_\_\_\_
3. Is this unit's rationale adequate in scope? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_
4. Are the objectives realistic? Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Can you think of other objectives and/or activities that should have been included in this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_

## Money--Its Functions and Characteristics

1. Do you feel that this topic should be included in the proposed curriculum? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Suggestion: \_\_\_\_\_
3. Is this unit's rationale adequate in scope? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_
4. Are the objectives realistic? Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Can you think of other objectives and/or activities that should have been included in this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_

### The American Banking System

1. Do you feel that this topic should be included in the proposed curriculum? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Suggestion: \_\_\_\_\_
3. Is this unit's rationale adequate in scope? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_
4. Are the objectives realistic? Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Can you think of other objectives and/or activities that should have been included in this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_

### The Role of Government

1. Do you feel that this topic should be included in the proposed curriculum? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Has adequate time been allotted for attaining the objectives through the suggested activities of this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Suggestion: \_\_\_\_\_
3. Is this unit's rationale adequate in scope? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_
4. Are the objectives realistic? Yes \_\_\_\_\_  
No \_\_\_\_\_
5. Can you think of other objectives and/or activities that should have been included in this unit? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_

## Part III REGARDING RECOMMENDATIONS:

1. Do you feel that the proposed curriculum is adequate? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. For what grade level would you recommend that this proposed curriculum be used? \_\_\_\_\_  
Comments and suggestions: \_\_\_\_\_