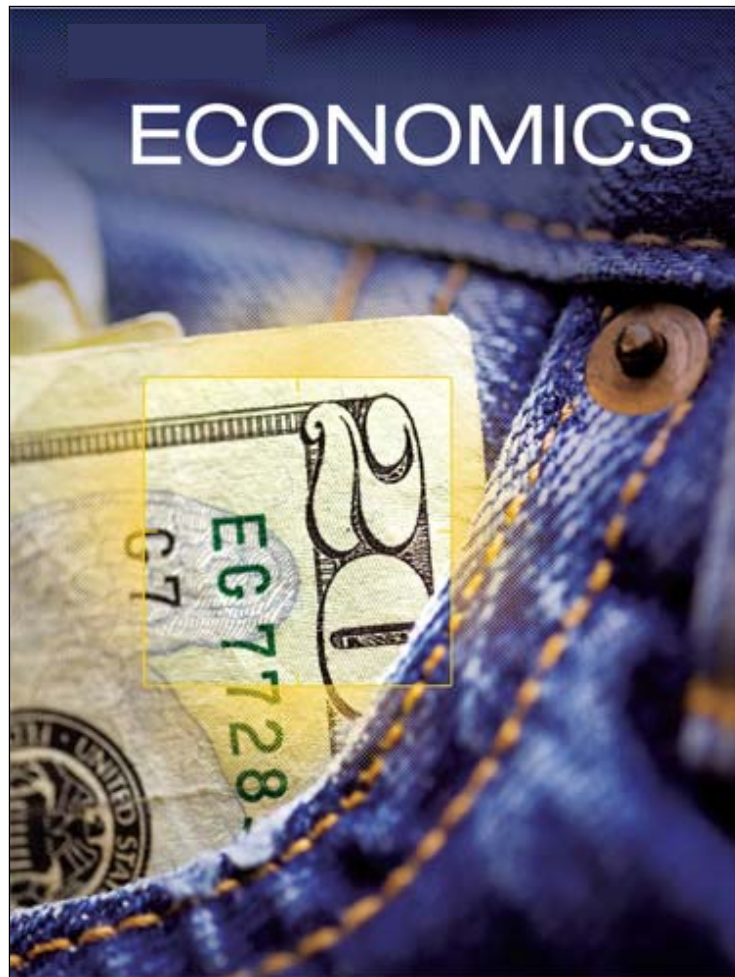


A Correlation of



**To the
Oklahoma Academic Standards
and Practices for Social Studies
Economics**

**A Correlation of Economics to the
Oklahoma Academic Standards and Practices for Social Studies: Economics**

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Economics	Oklahoma Academic Standards and Practices for Social Studies: Economics
Economics Content Standards	
E.1 The student will develop and apply economic reasoning and decision making skills.	
<p>SE: Scarcity, 4–8; Opportunity Cost and Trade-Offs, 9–12; The Three Key Economic Questions, 22–26; Incentives and Competition, 30–31; Incentives, 32, 33, 37, 45, 118; Benefits of Free Enterprise, 44–50; Prices and Surplus, 106–108, 110–111, 113; Money Supply, 213, 215, 300, 377, 379–380; Trade Surplus, 407, 411, 412</p> <p><i>Topic 1 Assessment</i> (2. Explain Scarcity), 17; (3. Explain Basic Economic Problems), 17; (4. Explain Economic Concepts), 17; (7. Explain Economic Concepts), 18; 18; <i>Topic 3 Assessment</i> (8. Describe Characteristics of Economic Systems), 124; <i>Topic 8 Assessment</i> (3. Analyze Costs and Benefits), 344</p> <p>TE: 7–12, 13–18, 31–35, 55–60, 207–211</p> <p>Digital Resources: <i>Topic 2>Lesson 1>Flipped Video>Answering Key Economic Questions; Interactive Chart>Answering the Three Basic Economic Questions</i></p>	<p>E.1.1 Define and apply basic economic concepts of money supply, scarcity, surplus, choice, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, disincentive, and trade-off to a variety of economic situations.</p>

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<p>SE: Opportunity Cost and Trade-Offs, 9–12; The Three Key Economic Questions, 22–26; Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43; Benefits of Free Enterprise, 44–50; Supporting Economic Growth, 51–55; Public Goods and Externalities, 56–62; Solve Problems, 97, 181; 21st Century Skills: Solve Problems, 546–547</p> <p>Topic 2 Assessment (Activities 1–21), 63–65</p> <p>TE: 13–18, 31–41, 42–54, 55–71</p> <p>Digital Resources: <i>Topic 1>Lesson 2>Flipped Video> Opportunity Costs; Topic 2>Lesson 2>Flipped Video>Competition>Lesson 3>Flipped Video>Case, Study, China</i></p>	<p>E.1.2 Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p>
<p>SE: The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; Make Decisions, 55, 168, 181; 21st Century Skills: Make Decisions, 547–548</p> <p>Topic 9 Assessment (Activities 1–22), 385–387</p> <p>TE: 321–338</p> <p>Digital Resources: <i>Topic 9>Lesson 1>Flipped Video>Fiscal Policy Basics> Lesson 2>Flipped Video> Fiscal Policy Options> Lesson 3>Flipped Video>What is the National Debt?>Lesson 4>Flipped Video> Monetary Policy Tools</i></p>	<p>E.1.3 Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>

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<p>SE: Public Goods and Externalities, 56–62; Government Regulation and Competition, 148–153; Labor and Wages, 190–196; Labor Unions, 197–203; Poverty and Income Distribution, 303–312; 21st Century Skills: Solve Problems, 546–547; Voting, 549–550; Serving on a Jury, 550</p> <p><i>Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65; <i>Topic 7 Assessment</i> (1. Describe the Role and Describe Changes), 313; (2. Describe Economic Systems), 313</p> <p>TE: 66–71, 153–157, 190–195, 196–200, 281–286</p> <p>Digital Resources: <i>Topic 4>Lesson 4>Flipped Video> Government Regulation> Topic 5>Lesson 6>Flipped Video>Supply and Demand for Labor> Topic 7>Lesson 6>Flipped Video>Finding Solutions to Poverty>21st Century Skills Tutorials> Solve Problems> Voting</i></p>	<p>E.1.4 Explain that people tend to respond to fair treatment with fair treatment and to unfair treatment with retaliation, even when such reactions may not maximize their material wealth.</p>

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<p>E.2 The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them and for whom are they produced.</p>	
<p>SE: Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43</p> <p>Topic 2 Assessment (3. Describe and Explain Basic Characteristics of Economic Systems), 63; (5. Examine Socialist Economic Systems), 63; (8. Explain Basic Characteristics of Economic Systems), 63; (9. Explain the Benefits of Economic Systems), 63; (17. Compare Economic Systems), 65; Topic 7 Assessment (2. Describe Economic Systems), 313</p> <p>TE: 36–41, 42–47, 48–54</p> <p>Digital Resources: <i>Topic 2>Lesson 2>Flipped Video>Competition> Interactive Illustration>Specialization and Productivity; Lesson 3> Flipped Video>Case Study, China>Interactive Chart>Comparing Economic Systems>Lesson 4> Flipped Video>Mixed Economies> Interactive Chart>Circular Flow Model of a Mixed Economy</i></p>	<p>E.2.1 Compare the world’s basic economic systems of market (free enterprise), command, and mixed market economies identifying countries that have adopted each and comparing the results such economic systems have produced in those countries as measured by GDP, national prosperity, individual income, and wealth.</p>
<p>SE: Entrepreneurs Use Factors of Production, 5–7; Production Possibilities Curves, 13–16; Entrepreneurs, 32, 95; Factors of Production, 37, 52, 102; Advances in Technology, 99, 112, 113, 401, 417; Labor and Wages, 190–196; Why Nations Trade, 390–397; also see: Imports of the United States, 101, 395, 397, 400, 405, 409, 411, 413, 445; Exports of the United States, 81, 103, 394, 397, 404, 409, 412–413</p> <p><i>Topic 1 Assessment</i> (12. Describe Economic Factors), 18; <i>Topic 7 Assessment</i> (15. Analyze Technology and Growth), 315; <i>Topic 10 Assessment</i> (1. Describe and Explain Economic Factors), 444</p>	<p>E.2.2 Describe the role of the factors of production, land, labor, capital, entrepreneurship, and technology as well as the place of imports and exports in economic systems.</p>

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<p>(Continued) TE: 7–12, 19–24, 190–195, 357–362</p> <p>Digital Resources: <i>Topic 5>Lesson 6>Flipped Video>Supply and Demand for Labor> Topic 10>Lesson 1>Flipped Video>Absolute and Comparative Advantage</i></p>	<p>(Continued)</p>
<p>SE: The Three Basic Economic Questions, 22–23</p> <p><i>Topic 2 Assessment</i> (2. Describe Answers to Economic Questions), 63</p> <p>TE: 31–35</p> <p>Digital Resources: <i>Topic 2>Lesson 1>Flipped Video>Answering Key Economic Questions; Interactive Chart>Answering the Three Basic Economic Questions</i></p>	<p>E.2.3 Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p>
<p>SE: Negative Effects of Regulation, 49–50; Government Regulation and Competition, 148–153; Serving and Regulating Banks, 229–230; Regulating the Money Supply, 231–232</p> <p><i>Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; <i>Topic 3 Assessment</i> (10. Evaluate Government Rules and Regulations and Attribute Ideas and Information Evaluate), 124</p> <p>TE: 58–60, 153–157</p> <p>Digital Resources: <i>Topic 4>Lesson 4>Flipped Video> Government Regulation</i></p>	<p>E.2.4 Explain the costs and benefits of government fiduciary policy and regulations including the impact both have on competition.</p>

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<p>SE: Absolute and Comparative Advantage, 392–393; Comparative Advantage in World Trade, 393–394; The United States and Its Trading Partners, 394–395</p> <p>Topic 10 Assessment (3. Apply Concepts), 444; (4. Explain Concepts), 444; (6. Apply Concepts), 445</p> <p>TE: 357–362</p> <p>Digital Resources: <i>Topic 10>Lesson 1>Flipped Video>Absolute and Comparative Advantage</i></p>	<p>E.2.5 Describe the impact of comparative and absolute advantage upon the three basic economic questions.</p>
<p>E.3 The student will explain how prices are set in a market economy and will determine how price provides incentives to buyers and sellers.</p>	
<p>SE: Fundamentals of Demand, 68–72; Shifts in Demand, 73–77; Elasticity of Demand, 78–84; Fundamentals of Supply, 85–90; Costs of Production, 91–97; Changes in Supply, 98–103; Equilibrium and Price Controls, 104–110; Changes in Market Equilibrium, 111–116; Prices at Work, 117–122</p> <p><i>Topic 3 Assessment (Activities 1–21), 123–125</i></p> <p>TE: 77–129</p> <p>Digital Resources: <i>Topic 3>Lesson 1>Flipped Video>What is Demand?>Lesson 2>Flipped Video> Shifts in Demand>Lesson 4>Flipped Video>The Law of Supply>Lesson 5>Flipped Video>Marginal Changes>Lesson 7>Flipped Video>Equilibrium and Disequilibrium</i></p>	<p>E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>

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<p>SE: Negative Effects of Regulation, 49–50; Equilibrium and Price Controls, 104–110; Government Regulation and Competition, 148–153; Serving and Regulating Banks, 229–230; Regulating the Money Supply, 231–232</p> <p><i>Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; <i>Topic 3 Assessment</i> (9. Identify and Evaluate Examples of Restrictions), 124; <i>Topic 4 Assessment</i> (4. Describe Basic Characteristics), 154</p> <p>TE: 58–60, 112–117, 153–157, 218–223</p> <p>Digital Resources: <i>Topic3>Lesson 7>Flipped Video>Equilibrium and Disequilibrium>Topic 4>Lesson 4>Flipped Video> Government Regulation>Topic 6>Lesson 3>Flipped Video>The Federal Reserve</i></p>	<p>E.3.2 Explain what causes shortages and surpluses including government-imposed price floors, price ceilings, and other government regulations and the impact they have on prices and people’s decisions to buy or sell.</p>
<p>SE: Intellectual Property, 39; Private Property Rights, 44, 46, 429</p> <p><i>Topic 2 Assessment</i> (14. Identify Economic Concepts in the U.S. Constitution), 64</p> <p>TE: 55–60</p>	<p>E.3.3 Evaluate the role of the government within the economy as to defining, establishing, and enforcing property rights.</p>

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E.4 The student will evaluate how changes in the level of competition in different markets affect prices.	
<p>SE: Free Markets, 27–32; Benefits of Free Enterprise, 44–50; Pure Competition, 128–132; Monopolistic Competition and Oligopoly, 141–147; Government Regulation and Competition, 148–153; also see: Goods and Services, 22–25, 28–32, 37, 40, 45–46, 49, 53, 58–59, 61, 63, 87, 119</p> <p><i>Topic 2 Assessment</i> (8. Explain Basic Characteristics of Economic Systems), 63; <i>Topic 4 Assessment</i> (4. Describe Basic Characteristics), 154; (9. Describe Characteristics), 155</p> <p>TE: 36–41, 55–60, 135–139, 147–152, 153–157</p> <p>Digital Resources: <i>Topic 2>Lesson 2>Flipped Video>Competition>Topic 4>Lesson 1>Flipped Video>What is Perfect Competition?>Lesson 2>Flipped Video>How Monopolies Form>>Lesson 3>Flipped Video>Monopolistic Competition</i></p>	<p>E.4.1 Explain how competition impacts the free market production and the allocation of goods and services to consumers.</p>
<p>SE: Incentives and Competition, 30–31; Incentives, 21, 27, 32, 33, 37, 45, 118</p> <p><i>Topic 3 Assessment</i> (8. Describe Characteristics of Economic Systems), 124</p> <p>TE: 36–41</p> <p>Digital Resources: <i>Topic 2>Lesson 1>Flipped Video>Competition</i></p>	<p>E.4.2 Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>

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E.5 The student will describe the role of economic institutions including banks, credit unions, corporations, governments, and not-for profits in a market economy.	
<p>SE: Intellectual Property, 39; Private Property Rights, 44, 46, 429; Zoning Laws, 49, 160, 162, 167, 174, 205; Eminent Domain, 44, 48</p> <p><i>Topic 2 Assessment</i> (14. Identify Economic Concepts in the U.S. Constitution), 64</p> <p>TE: 55–60</p>	E.5.1 Evaluate the impact of government ensuring the protection of private property rights and the rule of law in a market economy.
<p>SE: The Functions of Modern Banks, 233–240; Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263</p> <p><i>Topic 6 Assessment</i> (2. Explain the Benefits), 264; (6. Explain the Structure), 264</p> <p>TE: 224–228, 229–233, 234–239, 240–245</p> <p>Digital Resources: <i>Topic 6>Lesson 4>Flipped Video>Financial Institutions>Lesson 6>Flipped Video>Bonds>Lesson 7>Flipped Video>Stocks</i></p>	E.5.2 Describe how banks allow people to pool their incomes and provide future income through investment in stocks.
<p>SE: Corporations, 171–176; Credit Unions, 177–178, 239; Nonprofit Organizations, 179–180, 340, 343</p> <p><i>Topic 5 Assessment</i> (6. Explain Corporations and Create Oral Presentations), 205; (13. Evaluate Charitable Giving and Create Written Presentations), 206</p> <p>TE: 173–178, 179–183</p> <p>Digital Resources: <i>Topic 5>Lesson 3>Flipped Video>The Corporation>Lesson 4>Flipped Video> Nonprofit Organizations</i></p>	E.5.3 Identify how credit unions, corporations, and not-for-profits influence a market economy.

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<p>SE: The Money Supply, 233–234; Monetary Policy Options, 373–378</p> <p><i>Topic 9 Assessment</i> (8. Analyze Tools and Explain Actions), 385</p> <p>TE: 224–225, 339–344</p> <p>Digital Resources: <i>Topic 6>Lesson 4>Flipped Video>Financial Institutions>Topic 9>Lesson 4>Flipped Video>Monetary Policy Tools</i></p>	<p>E.5.4 Explain how successive deposits and loans made by commercial banks can cause the money supply to expand.</p>
<p>E.6 The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.</p>	
<p>SE: The Six Characteristics of Money, 212–213; Sources of Money’s Value, 213–215; The Functions of Modern Banks, 233–240; Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263</p> <p><i>Topic 6 Assessment</i> (9. Describe the Characteristics of Money, Including Fiat Money), 265; (11. Explain the Actions), 265; (12. Analyze the Dollar), 265</p> <p>TE: 207–211, 224–228, 229–233, 234–239, 240–245</p> <p>Digital Resources: <i>Topic 6>Lesson 1>Flipped Video>Money>Lesson 4>Flipped Video>Financial Institutions> Lesson 5>Flipped Video> Investing> Lesson 6>Flipped Video>bonds</i></p>	<p>E.6.1 Explain how individuals, businesses, and the overall economy benefit from the various uses of money, such as trading, borrowing, investing, and diversifying, versus saving money.</p>

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<p>SE: The Role of Money, 210–215</p> <p><i>Topic 6 Assessment</i> (9. Describe the Characteristics of Money, Including Fiat Money), 265</p> <p>TE: 207–211</p> <p>Digital Resources: <i>Topic 6>Lesson 1>Flipped Video>Money>Interactive Gallery>Investigating the Six Characteristics of Money</i></p>	<p>E.6.2 Identify the components of the money supply and the different functions of money; give examples of each.</p>
<p>SE: The Role of Money, 210–215</p> <p><i>Topic 6 Assessment</i> (9. Describe the Characteristics of Money, Including Fiat Money), 265</p> <p>TE: 207–211</p> <p>Digital Resources: <i>Topic 6>Lesson 1>Flipped Video>Money>Interactive Gallery>Investigating the Six Characteristics of Money</i></p>	<p>E.6.3 Explain how the value of money is determined by the goods and services it can buy. Oklahoma Academic Standards for Social Studies Economics (E)</p>
<p>E.7 The student will evaluate how interest rates impact decisions in the market economy.</p>	
<p>SE: Inflation and Deflation, 297–302; Interest Rates and Inflation, 355, 411</p> <p><i>Topic 7 Assessment</i> (10. Interpret Economic Data and Analyze Economic Information), 314; (13. Interpret Economic Data), 315</p> <p>TE: 275–280</p> <p>Digital Resources: <i>Topic 7>Lesson 5>Flipped Video>What is Inflation?</i></p>	<p>E.7.1 Define interest rates and inflation; analyze the relationship between interest rates and inflation rates to both the borrower and the lender.</p>

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<p>SE: Bond Prices and Interest Rates, 250; Money Demand, 231; Interest Rate, 221, 231, 235, 237, 250–251, 368</p> <p><i>Topic 6 Assessment</i> (15. Analyze the Role), 265</p> <p>TE: 224–228</p> <p>Digital Resources: <i>Topic 6>Lesson 6>Flipped Video>bonds</i></p>	<p>E.7.2 Determine how changes in real interest rates impact people’s decisions to borrow money and purchase goods in a market economy.</p>
<p>E.8 The student will analyze the role of entrepreneurs and laborers within a market economy.</p>	
<p>SE: Entrepreneurs Use Factors of Production, 5–7; Entrepreneurs, 32, 95; The Labor Force, 182–189; Labor and Wages, 190–196; Labor Unions, 197–203</p> <p><i>Topic 5 Assessment</i> (16. Write About the Essential Question), 206</p> <p>TE: 7–12, 184–189, 190–195, 196–200</p> <p>Digital Resources: <i>Topic 5>Lesson 5>Flipped Video>Labor>Lesson 6>Flipped Video>Supply and Demand for Labor>Lesson 7>Flipped Video>Unions</i></p>	<p>E.8.1 Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p>
<p>SE: Entrepreneurs Use Factors of Production, 5–7; Entrepreneurs, 32, 95</p> <p><i>Topic 1 Assessment</i> (9. Describe Economic Factors), 18</p> <p>TE: 7–12</p> <p>Digital Resources: <i>Topic 1>Lesson 1>Flipped Video>Needs Versus Wants</i></p>	<p>E.8.2 Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>

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<p>SE: Corporations, 171–176</p> <p><i>Topic 5 Assessment</i> (6. Explain Corporations and Create Oral Presentations), 205</p> <p>TE: 173–178</p> <p>Digital Resources: <i>Topic 5>Lesson 3>Flipped Video>The Corporation>Interactive Chart>Analyzing the Corporate Form of Ownership</i></p>	<p>E.8.3 Evaluate the costs and benefits of incorporation including the expansion of resources and reduction of risks.</p>
<p>E.9 The student will evaluate the economic role of government in a free market and a mixed market economy.</p>	
<p>SE: Free Markets, 27–32; Mixed Economies, 38–43</p> <p><i>Topic 2 Assessment</i> (8. Explain Basic Characteristics of Economic Systems), 63; <i>Topic 7 Assessment</i> (2. Describe Economic Systems), 313</p> <p>TE: 36–41, 48–54</p> <p>Digital Resources: <i>Topic 2>Lesson 2>Flipped Video>Competition >Lesson 4> Flipped Video>Mixed Economies</i></p>	<p>E.9.1 Explain the aspects of and differences between a free market and a mixed market economy.</p>
<p>SE: Unemployment, 291–296; Poverty and Income Distribution, 303–312</p> <p><i>Topic 5 Assessment</i> (1. Interpret Data and Create Visual Presentations), 204; <i>Topic 7 Assessment</i> (2. Describe Economic Systems), 313</p> <p>TE: 270–274, 281–286</p> <p>Digital Resources: <i>Topic 7>Lesson 4>Flipped Video>What is Unemployment?> Lesson 6>Flipped Video>Finding Solutions to Poverty</i></p>	<p>E.9.2 Explain the purpose, costs, and benefits of government assistance programs and government funded services and projects.</p>

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<p>SE: Free Markets, 27–32; Benefits of Free Enterprise, 44–50; Supporting Economic Growth, 51–55; Public Goods and Externalities, 56–62; Government Regulation and Competition, 148–153; Business Cycles, 277–283</p> <p><i>Topic 2 Assessment</i> (8. Explain Basic Characteristics of Economic Systems), 63; (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65; <i>Topic 3 Assessment</i> (11. Evaluate Government Rules and Regulations and Economic Data), 125</p> <p>TE: 36–41, 55–71, 153–157, 258–263</p> <p>Digital Resources: <i>Topic 2>Lesson 2>Flipped Video>Competition>Lesson 5>Flipped Video>What is Free Enterprise?>Lesson 6>Flipped Video> Supporting Economic Growth>Topic 4>Lesson 4>Flipped Video> Government Regulation>Topic 7>Lesson 2>Flipped Video>Business Cycles</i></p>	<p>E.9.3 Evaluate the impact of voters’ decisions as they relate to governmental economic policy.</p>
E.10 The student will examine current economic conditions in the United States.	
<p>SE: The Labor Force, 182–189; Unemployment, 291–296; Inflation and Deflation, 297–302; Interest Rates, 250, 279, 281, 283, 301–302, 382; 276, 278–280; The National Debt and Deficits, 366–372</p> <p><i>Topic 5 Assessment</i> (7. Interpret Data), 205 <i>Topic 7 Assessment</i> (10. Interpret Economic Data and Analyze Economic Information), 314; (13. Interpret Economic Data), 315</p> <p>TE: 184–189, 270–274, 275–280, 333–338</p> <p>Digital Resources: <i>Topic 5>Lesson 5>Flipped Video>Labor>Topic 7>Lesson 4>Flipped Video>What is Unemployment?>Lesson 5>Flipped Video>What is Inflation?></i></p>	<p>E.10.1 Determine how interest rates, unemployment, Consumer Price Index (CPI), individual savings and debt, government debt, government-enforced price ceilings, labor supply, and inflation impact current economic conditions in the United States.</p>

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<p>SE: The Labor Force, 182–189; Unemployment, 291–296; Inflation and Deflation, 297–302; The National Debt and Deficits, 366–372</p> <p><i>Topic 7 Assessment</i> (10. Interpret Economic Data and Analyze Economic Information), 314; (13. Interpret Economic Data), 315; <i>Topic 9 Assessment</i> (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</p> <p>TE: 184–189, 270–274, 275–280, 333–338</p> <p>Digital Resources: <i>Topic 7>Lesson 4>Flipped Video>What is Unemployment?>Lesson 5>Flipped Video>What is Inflation?>Topic 9>Lesson 3>Flipped Video>What is the National Debt?</i></p>	<p>E.10.2 Explain how these conditions have an impact on consumers, producers, and government policymakers.</p>
<p>SE: Shifts in Demand, 73–77; Elasticity of Demand, 78–84; Changes in Supply, 98–103; Changes in Market Equilibrium, 111–116; Prices at Work, 117–122</p> <p><i>Topic 3 Assessment</i> (2. Understand the Effect of Changes in Price), 123; (5. Understand the Effect of Changes in Price and Create an Oral Presentation), 123</p> <p>TE: 83–87, 88–93, 106–111, 118–123, 124–129</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Flipped Video>Shifts in Demand>Lesson 3>Flipped Video> Elasticity of Demand>Interactive Gallery>Factors That Affect Elasticity of Demand>Lesson 6> Flipped Video>Change in Supply>Lesson 7>Flipped Video>Equilibrium and Disequilibrium</i></p>	<p>E.10.3 Explain how changes in supply and demand cause prices to change and in turn, cause buyers and sellers to change, including changes in price of productive resources and technologies used to make the product, profit opportunities available to producers for selling other products, number of sellers in a market, consumer incomes, consumer options, and the number of consumers in a market.</p> <p>Oklahoma Academic Standards for Social Studies Economics (E)</p>

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E.11 The student will identify the basic measures of a nation’s economic output and income.	
<p>SE: Gross Domestic Product (includes GNP), 270–276; Assessment, 276</p> <p><i>Topic 7 Assessment</i> (5. Interpret Economic Data and Analyze Information), 313; (7. Interpret Economic Data), 314; (12. Interpret Economic Data and Create Written Presentations), 315</p> <p>TE: 251–257</p> <p>Digital Resources: <i>Topic 7>Lesson 1>Flipped Video>What is GDP?>Interactive Chart>What Is Gross Domestic Product?>Interactive Graph>Interpreting the Impact of Events on U.S.> GDP</i></p>	<p>E.11.1 Explain GDP and GNP and how they are used to describe economic output over time; compare the GDP of various countries representing market, command, and mixed economic systems.</p>
<p>SE: Gross Domestic Product (includes GNP), 270–276; Economic Growth, 284–290; Inflation and Deflation, 297–302</p> <p><i>Topic 7 Assessment</i> (5. Interpret Economic Data and Analyze Information), 313; (7. Interpret Economic Data), 314</p> <p>TE: 251–257, 264–269, 275–280</p> <p>Digital Resources: <i>Topic 7>Lesson 1>Flipped Video>What is GDP?</i></p>	<p>E.11.2 Describe the impact on the economy when GDP and GNP are growing or declining.</p>

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<p>SE: Gross Domestic Product (includes GNP), 270–276; Economic Growth, 284–290; Unemployment, 291–296; Inflation and Deflation, 297–302; Poverty and Income Distribution, 303–312</p> <p><i>Topic 7 Assessment</i> (5. Interpret Economic Data and Analyze Information), 313; (7. Interpret Economic Data), 314; (13. Interpret Economic Data), 315</p> <p>TE: 251–257, 264–269, 270–274, 275–280, 281–286</p> <p>Digital Resources: <i>Topic 7>Lesson 1>Flipped Video>What is GDP?</i></p>	<p>E.11.3 Evaluate the impact of self-interest, competition, collusion, technological advancement, standard of living, the business cycle and fluctuation to the GDP.</p>
<p>SE: Two Types of GDP, 272–273; Assessment, 276</p> <p><i>Topic 7 Assessment</i> (5. Interpret Economic Data and Analyze Information), 313; (7. Interpret Economic Data), 314</p> <p>TE: 251–257</p> <p>Digital Resources: <i>Topic 7>Lesson 1>Flipped Video>What is GDP?>Interactive Chart>What Is Gross Domestic Product?</i></p>	<p>E.11.4 Examine the differences between the nominal and the real GDP.</p>
<p>E.12 The student will explain the role of inflation and unemployment in an economic system.</p>	
<p>SE: Inflation and Deflation, 297–302</p> <p><i>Topic 7 Assessment</i> (6. Analyze Business Cycles), 314; (10. Interpret Economic Data and Analyze Economic Information), 314; (13. Interpret Economic Data), 315</p> <p>TE: 275–280</p> <p>Digital Resources: <i>Topic 7>Lesson 5>What is Inflation?>Interactive Gallery>Interpreting Causes and Effects of Inflation</i></p>	<p>E.12.1 Define inflation and determine how it is measured, including the impact inflation has on different sectors of the United States economy.</p>

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<p>SE: Unemployment, 291–296</p> <p><i>Topic 5 Assessment</i> (1. Interpret Data and Create Visual Presentations), 204; (1. Interpret Data and Create Visual Presentations), 204; (7. Interpret Data), 205</p> <p>TE: 270–274</p> <p>Digital Resources: <i>Topic 7>Lesson 4>What is Unemployment?>Interactive Chart>Determining Types of Unemployment>Interactive Graph>Interpreting Unemployment Data</i></p>	<p>E.12.2 Define the causes of unemployment, as well as the different types of unemployment; determine how unemployment is measured and the impact it has on different sectors of the United States economy.</p>
E.13 The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.	
<p>SE: Fiscal and Monetary Policy, 346–347; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384</p> <p><i>Topic 9 Assessment</i> (Activities 1–22), 385–387</p> <p>TE: 316–351</p> <p>Digital Resources: <i>Topic 9>Lesson 1>Flipped Video>Fiscal Policy Basics>Interactive Graph>The Effects of Fiscal Policy>Lesson 2>Flipped Video>Fiscal Policy Options>Lesson 3>Flipped Video>What is the National Debt?>Interactive Galley>Budget Deficits and Federal Debt>Lesson 4>Flipped Video>Monetary Policy Tools>Interactive Chart>Affecting the Money Supply>Lesson 5>Flipped Video>Timing Monetary Policy</i></p>	<p>E.13.1 Compare fiscal and monetary policy and the impact each has on the economy.</p>

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<p>SE: The Federal Reserve System, 223–232; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 375–384</p> <p><i>Topic 6 Assessment</i> (6. Explain the Structure), 264; (10. Analyze Basic Tools), 265; (11. Explain the Actions), 265; <i>Topic 9 Assessment</i> (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385; (8. Analyze Tools and Explain Actions), 385; (13. & 15. Explain How the Federal Reserve System affects the money Supply), 386; (18. Analyze Tools and Explain Actions), 387; (19. Explain Actions and Analyze Tools), 387</p> <p>TE: 218–223, 339–350</p> <p>Digital Resources: <i>Topic 6: Lesson 1: Flipped Video: The Federal Reserve; Interactive Illustration: Examining the Structure of the Fed; The Check Clearing Process; Topic 9: Lesson 4: Flipped Video: Monetary Policy Tools; Lesson 5: Flipped Video: Timing Monetary Policy</i></p>	<p>E.13.2 Explain the role of the Federal Reserve System within government economic policy.</p>
<p>SE: The Effects of Monetary Policy, 375–384</p> <p><i>Topic 9 Assessment</i> (9. Analyze Fiscal Policy Decisions), 385</p> <p>TE: 345–350</p> <p>Digital Resources: <i>Topic 9: Lesson 5: Flipped Video>Timing Monetary Policy>Interactive Chart>Analyzing Easy Money and Tight Money</i></p>	<p>E.13.3 Evaluate the conditions under which the federal government and the Federal Reserve implement expansionary or contractionary policies.</p>

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Social Studies Practices	
1. Engage in Democratic Processes Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.	
A. Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions.	
<p>SE: End matter: The United States Constitution with annotations, 448–471; Declaration of Independence, 472–473</p> <p>Digital Resources: <i>Interactive Primary Sources</i>>Code of Hammurabi>The Magna Carta>English Petition of Right>Declaration of Independence>Declaration of the Rights of Man and the Citizen>Iroquois Constitution>Mexican Federal Constitution of 1824: <i>Social Studies Core Concepts</i>>Government and Civics Core Concepts>Political Systems; <i>21st Century Skills Tutorials</i>>Compare Viewpoints</p>	(1.A.9-12.1) Evaluate various significant documents from the United States and other countries to compare civic virtues and principles of political systems.
<p>SE: 21st Century Skills: Compare Viewpoints, 540–541; Being an Informed Citizen, 548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; also see: Freedom & Equity, 24; Fourteenth Amendment, 39; Civil Rights Act, 193; Civilian Conservation Corps, 282; Economic Freedom and the Constitution, 47-48; Economic Goal of Equity, 307-310</p> <p><i>Topic 2 Assessment</i> (14. Identify Economic Concepts in the U.S. Constitution), 64; (19. Identify Economic Concepts in the U.S. Constitution), 65</p> <p>TE: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355</p>	(1.A.9-12.2) Evaluate the impact of perspectives, civic virtues, democratic principles, constitutional rights, and human rights on addressing issues and problems in society.

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Economics	Oklahoma Academic Standards and Practices for Social Studies: Economics
(Continued) Digital Resources: <i>21st Century Skills Tutorials</i> >Compare Viewpoints> Being an Informed Citizen>Political Participation> Voting> Serving on a Jury; <i>Social Studies Core Concepts</i> >Government and Civics Core Concepts; <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project</i>	(Continued)
B. Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.	
SE: The Limited Role of Government in the Marketplace, 48-50; Government Regulation and Competition, 148-153; The Federal Reserve System, 223-232; Federal Spending, 332-336; State and Local Taxes and Spending, 337-343; The Federal Budget and Fiscal Policy, 348-355; Fiscal Policy Options, 356-365; Monetary Policy Options, 373-378; The Effects of Monetary Policy, 375-384 <i>Topic 9 Assessment</i> (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385; (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385; (8. Analyze Tools and Explain Actions), 385; (9. Analyze Fiscal Policy Decisions), 385 TE: 66-71, 153-157, 218-223, 304-314, 321-332, 339-350 Digital Resources: <i>Social Studies Core Concepts</i> >Government and Civics Core Concepts	(1.B.9-12.1) Evaluate the impact of the structure and powers exercised by local, state, tribal, national, and international institutions on public policy.

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Economics	Oklahoma Academic Standards and Practices for Social Studies: Economics
<p>SE: 21st Century Skills: Being an Informed Citizen, 548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; also see: Freedom & Equity, 24; Fourteenth Amendment, 39; Legal Equality & Private Property Rights, 46; Economic Freedom and the Constitution, 47-48; Economic Citizenship, 54; United States Constitution, 448–471; Declaration of Independence, 472–473</p> <p><i>Topic 2 Assessment</i> (14. Identify Economic Concepts in the U.S. Constitution), 64; (19. Identify Economic Concepts in the U.S. Constitution), 65</p> <p>TE: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205</p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topic 2>Civic Discussion; Topic 6>Civic Discussion> Social Studies Core Concepts>Government and Civics Core Concepts; 21st Century Skills Tutorials>Being an Informed Citizen>Political Participation>Voting>Serving on a Jury>Paying Taxes</i></p>	<p>(1.B.9-12.2) Analyze the role of informed and responsible citizens in their political systems and provide examples of changes in civic participation over time.</p>

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Economics	Oklahoma Academic Standards and Practices for Social Studies: Economics
<p>SE: Government Regulation and Competition, 148–153; Trade Barriers and Agreements, 398–406; 21st Century Skills: Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; also see: Freedom & Equity, 24; Fourteenth Amendment, 39; Legal Equality & Private Property Rights, 46; Economic Freedom and the Constitution, 47-48; Economic Goal of Equity, 307-310</p> <p><i>Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64</p> <p>TE: 153–157, 363–368</p> <p>Digital Resources: Social Studies Core Concepts>Government Core Concepts: Conflict and Cooperation; 21st Century Skills Tutorials>Political Participation> Voting>Serving on a Jury</p>	<p>(1.B.9-12.3) Analyze the impact of constitutions, laws, treaties, and international agreements, including the concept of sovereignty, in order to maintain national and international order.</p>
<p>SE: Freedom & Equity, 24; Fourteenth Amendment, 39; Legal Equality & Private Property Rights, 46; Civil Rights Act, 193; Economic Freedom and the Constitution, 47-48; Changes in American Banking, 216–222; The History of the Federal Reserve System, 224-226; The Recent History of U.S. Policy, 362-365</p> <p><i>Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64</p> <p>TE: 153–157, 212–217, 218–223, 327–332</p> <p>Digital Resources: Social Studies Core Concepts>Government Core Concepts</p>	<p>(1.B.9-12.4) Analyze how various governmental powers, responsibilities, and limitations are enacted and have changed over time.</p>

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Economics	Oklahoma Academic Standards and Practices for Social Studies: Economics
C. Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems	
<p>SE: Public Goods and Externalities, 56–62; Fourteenth Amendment, 39; Legal Equality & Private Property Rights, 46; Civil Rights Act, 193; Labor Unions, 197–203; Addressing Poverty, 309-310; Government Entitlements, 333-335; The Recent History of U.S. Policy, 362-365</p> <p><i>Topic 2 Assessment</i> (14. Identify Economic Concepts in the U.S. Constitution), 64; (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65; <i>Topic 7 Assessment</i> (2. Describe Economic Systems), 313</p> <p>TE: 66–71, 196–200, 281–286, 327–332</p> <p>Digital Resources: Social Studies Core Concepts>Government Core Concepts</p>	<p>(1.C.9-12.1) Analyze historical, contemporary, and emerging means to promote the common good and protect individual rights.</p>
<p>SE: 21st Century Skills: Solve Problems, 546–547; Make Decisions, 547–548; Being an Informed Citizen, 548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; Express Problems Clearly, 12, 97, 355, 384, 406; Make Decisions, 55, 168, 181; Solve Problems, 97, 181</p> <p><i>Topic 5 Assessment</i> (6. Explain Corporations and Create Oral Presentations), 205; <i>Topic 7 Assessment</i> (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; <i>Topic 9 Assessment</i> (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p> <p>TE: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205; Active Classroom (Voting), 138, 187; (Polling), 209, 273</p>	<p>(1.C.9-12.2) Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in the community and out of school contexts.</p>

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Economics	Oklahoma Academic Standards and Practices for Social Studies: Economics
<p>(Continued) Digital Resources: <i>21st Century Skills Tutorials</i>> Solve Problems>Make Decisions>Being an Informed Citizen>Political Participation>Serving on a Jury>Voting; Work in Teams; <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topic 2, 6>Civic Discussion</i></p>	<p>(Continued)</p>
<p>2. Analyze and Address Authentic Civic Issues Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.</p>	
<p>A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility</p>	
<p>SE: Essential Question, 2, 20, 66, 126, 158, 208, 268, 318, 346, 388; Enduring Understandings, 3, 21, 67, 127, 159, 209, 319, 347, 389; Formulate Questions, 247, 262</p> <p>Topic Assessment: Write About the Essential Question, 18, 65, 125, 156, 206, 266, 317, 345, 387, 446</p> <p>TE: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205; Document-Based Question, 132–133, 318–319</p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topics 2, 6>Civic Discussion>Topics 4, 9>Document-Based Question</i></p>	<p>(2.A.9-12.1) Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.</p>

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<p>SE: Compare Points of View, 131, 370; Evaluate Arguments, 153, 343, 372, 443; Determine Point of View, 421; 21st Century Skills: Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541; Identify Bias, 541–542; Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544</p> <p><i>Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; (13. Analyze and Evaluate Secondary Sources and Evaluate Rules and Regulations), 156; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</i></p> <p>TE: Topic Inquiry: Civic Discussion, 28–29, 204–205; Document-Based Question, 132–133, 318–319</p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topics 2, 6>Civic Discussion>Topics 4, 9>Document-Based Question</i></p>	<p>(2.A.9-12.2) Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline based compelling and supporting questions.</p>

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<p>SE: Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403; Evaluate Data, 41, 276, 312; Determine Central Ideas, 135, 140, 240; Evaluate Arguments, 153, 343, 372, 443; 21st Century Skills: Analyze Political Cartoon, 533-534; Compare Viewpoints, 540-541</p> <p><i>Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; (13. Analyze and Evaluate Secondary Sources and Evaluate Rules and Regulations), 156</i></p> <p>TE: Topic Inquiry: Civic Discussion, 28-29, 204-205; Document-Based Question, 132-133, 318-319</p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topics 2, 6>Civic Discussion>Topics 4, 9>Document-Based Question</i></p>	<p>(2.A.9-12.3) Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.</p>
<p>B. Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation and other sources.</p>	
<p>SE: Synthesize, 5, 166, 170, 232, 274, 296, 359, 378, 397</p> <p><i>Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; (27. Research and Evaluate Scholarships), 317</i></p> <p>TE: Topic Inquiry: Civic Action Project, 4-5, 74-75, 160-161, 248-249, 290-291, 354-355; Civic Discussion, 28-29, 204-205; Document-Based Question, 132-133, 318-319</p>	<p>(2.B.9-12.1) Use interdisciplinary lenses to gather and evaluate information regarding complex local, regional, and global problems; assess individual and collective actions taken to address such problems.</p>

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<p>(Continued)</p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project: Constitutional Rights Foundation; Topic 2>Civic Discussion>Laissez Faire?; Topic 6>Civic Discussion>Reinstate Glass-Steagall? Topic 4>Document-Based Question>Microsoft Antitrust Lawsuit; Topic 9>Document-Based Question>The Great Recession of 2007-2009</i></p>	<p>(Continued)</p>
<p>SE: <i>21st Century Skills: Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540</i></p> <p><i>Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; (27. Research and Evaluate Scholarships), 317</i></p> <p>TE: <i>Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205; Document-Based Question, 132–133, 318–319</i></p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topics 2, 6>Civic Discussion; Topics 4, 9>Document-Based Question</i></p>	<p>(2.B.9-12.2) Demonstrate understanding of content through the development of self-driven investigations and the completion of multi-staged, authentic tasks and assessments.</p>

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<p>3. Acquire, Apply, and Evaluate Evidence Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.</p>	
<p>A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.</p>	
<p>SE: Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403; 21st Century Skills: Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541</p> <p><i>Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; (13. Analyze and Evaluate Secondary Sources and Evaluate Rules and Regulations), 156</i></p> <p>TE: Topic Inquiry: Civic Discussion, 28–29, 204–205; Document-Based Question, 132–133, 318–319</p> <p>Digital Resources: <i>Topics 2, 6>Civic Discussion; Topics 4, 9>Document-Based Question; 21st Century Skills Tutorials> Analyze Primary and Secondary Sources</i></p>	<p>(3.A.9-12.1) Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.</p>
<p>SE: Compare Points of View, 131, 370; Evaluate Arguments, 153, 343, 372, 443; Determine Point of View, 421; Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403; 21st Century Skills: Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540</p> <p><i>Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; (13. Analyze and Evaluate Secondary Sources and Evaluate Rules and Regulations), 156; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</i></p>	<p>(3.A.9-12.2) Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose.</p>

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<p>(Continued)</p> <p>TE: Topic Inquiry: Civic Discussion, 28–29, 204–205; Document-Based Question, 132–133, 318–319</p> <p>Digital Resources: 21st Century Skills Tutorials> Analyze Primary and Secondary Sources> Compare Viewpoints</p>	<p>(Continued)</p>
<p>SE: <i>Projects involving research</i> (examples): <i>Topic 3 Assessment</i> (4. Identify Non-Price Determinants), 123; (5. Understand the Effect of Changes ... Create an Oral Presentation), 123; <i>Topic 5 Assessment</i> (1. Interpret Data and Create Visual Presentations), 204; (13. Evaluate Charitable Giving and Create Written Presentations), 206; <i>Topic 6 Assessment</i> (8. Assess the Transition from Renting to Home Ownership), 264; <i>Topic 9 Assessment</i> (14. Analyze the Importance of Economic Philosophers), 386</p> <p>TE: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205; Document-Based Question, 132–133, 318–319</p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topics 2, 6>Civic Discussion; Topics 4, 9>Document-Based Question</i></p>	<p>(3.A.9-12.3) Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.</p>

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<p>SE: Timelines, 76, 136, 185, 199, 224, 355, 383, 400; also see: Identify Cause and Effect, 43, 77, 90, 102, 132, 140, 144, 147, 175, 222, 283, 287, 302, 305, 365, 372, 380, 400, 403, 406, 411, 414, 424, 427, 434, 438, 439; Changes in American Banking, 216–222; Changing Economies, 428–434</p> <p>Topic Assessment: Timeline, 313; also see the following Topic Assessment assignments related to changes over time: <i>Topic 3 Assessment</i> (14. Identify Restrictions and Describe the Role of Government and Changes in That Role), 125; <i>Topic 7 Assessment</i> (13. Interpret Economic Data), 315; <i>Topic 9 Assessment</i> (6. Describe the Role and the Changes Over Time), 385; (12. Describe the Role of Government in the Free Enterprise System and Analyze Information by Sequencing), 386</p> <p>Digital Resources: See all Interactive Timelines 21st Century Skills Tutorials>Sequence>Categorize> Cause and Effect></p>	<p>(3.A.9-12.4) Analyze multiple causation and change over time by constructing and interpreting parallel timelines.</p>

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<p>SE: Fourteenth Amendment, 39; Civil Rights Act, 193; Labor Unions, 197–203; Changes in American Banking, 216–222; The History of the Federal Reserve System, 224–226; The Recent History of U.S. Policy, 362–365; also see: Timelines, 76, 136, 185, 199, 224, 355, 383, 400</p> <p><i>Topic 3 Assessment</i> (14. Identify Restrictions and Describe the Role of Government and Changes in That Role), 125; <i>Topic 7 Assessment</i> (13. Interpret Economic Data), 315; <i>Topic 9 Assessment</i> (6. Describe the Role and the Changes Over Time), 385; (12. Describe the Role of Government in the Free Enterprise System ...), 386</p> <p>TE: 153–157, 196–200, 212–217, 218–223, 327–332, 385–390</p> <p>Digital Resources: See all Interactive Timelines</p>	<p>(3.A.9-12.5) Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.</p>

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<p>SE: Two Communist Economies, 35-36; Labor Unions, 197-203; Changes in American Banking, 216-222; The History of the Federal Reserve System, 224-226; The Recent History of U.S. Policy, 362-365; Changing Economies, 428-434; also see: Timelines, 76, 136, 185, 199, 224, 355, 383, 400</p> <p><i>Topic 3 Assessment</i> (14. Identify Restrictions and Describe the Role of Government and Changes in That Role), 125; <i>Topic 9 Assessment</i> (6. Describe the Role and the Changes Over Time), 385; (12. Describe the Role of Government in the Free Enterprise System ...), 386</p> <p>TE: 153-157, 196-200, 212-217, 218-223, 327-332, 385-390</p> <p>Digital Resources: See all Interactive Timelines</p>	<p>(3.A.9-12.6) Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.</p>
<p>SE: <i>21st Century Skills:</i> Interpret Sources, 529-530; Analyze Political Cartoon, 533-534; Analyze Primary and Secondary Sources, 539-540; Compare Viewpoints, 540-541; Identify Bias, 541-542; Evaluate Existing Arguments, 542-543; Consider and Counter Opposing Arguments, 543-544</p> <p><i>Using Primary Sources:</i> Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</p>	<p>(3.A.9-12.7) Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.</p>

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(Continued) Digital Resources: 21 st Century Skills Tutorials> Analyze Political Cartoons>Analyze Primary and Secondary Sources> Interpret Sources> Compare Viewpoints> Evaluate Existing Arguments> Consider and Counter Opposing Arguments; <i>Interactive Primary Sources</i> – each include information about the material	(Continued)
B. Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.	
SE: Analyze Maps, 5, 103, 150, 227, 341, 405 <i>Topic 1 Assessment</i> (1. Explain Basic Economic Problems), 17 TE: See all Interactive Maps Digital Resources: <i>Social Studies Core Concepts</i> >Geography Core Concepts; <i>21st Century Skills Tutorials</i> >Create Databases> Analyze Data and Models>Read Physical Maps, Read Political Maps>Read Special-Purpose Maps>Use Parts of a Map; See all Interactive Maps	(3.B.9-12.1) Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world’s past and its present conditions.
SE: Analyze Maps, 5, 103, 150, 227, 341, 405 <i>Topic 1 Assessment</i> (1. Explain Basic Economic Problems), 17 TE: See all Interactive Maps Digital Resources: <i>Social Studies Core Concepts</i> >Geography Core Concepts; <i>21st Century Skills Tutorials</i> >Create Databases> Analyze Data and Models>Read Physical Maps, Read Political Maps>Read Special-Purpose Maps>Use Parts of a Map; See all Interactive Maps	(3.B.9-12.2) Compare and analyze complex maps and mapping technologies to explain relationships between the environment and events, past and present.

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<p>SE: Analyze Maps, 5, 103, 150, 227, 341, 405; Urbanization, 418</p> <p><i>Topic 1 Assessment</i> (1. Explain Basic Economic Problems), 17</p> <p>TE: See all Interactive Maps</p> <p>Digital Resources: <i>Social Studies Core Concepts</i>>Geography Core Concepts</p>	<p>(3.B.9-12.3) Analyze spatial patterns of human and physical environments, using geographic technology, from contemporary and historical perspectives.</p>
<p>SE: Pollution, 25, 48, 60–61, 100, 339, 432</p> <p>Digital Resources: <i>Social Studies Core Concepts</i>>Geography Core Concepts</p>	<p>(3.B.9-12.4) Evaluate the extent to which political and economic decisions have had significant historical and global impact on human and physical environments of various places and regions.</p>
<p>SE: Trade Barriers and Agreements, 398–406; Development, 415–419; Changing Economies, 428–434; Globalization, 435–443</p> <p>TE: 363–368, 374–378, 385–390, 391–396</p> <p>Digital Resources: <i>Social Studies Core Concepts</i>> Geography Core Concepts; <i>Topic 9</i>><i>Lesson 2</i>><i>Flipped Video</i>>Costs and Benefits of Free Trade><i>Lesson 7</i>><i>Flipped Video</i>>Agriculture Around the World><i>Interactive Chart</i>>Defining the Elements of Globalization</p>	<p>(3.B.9-12.5) Analyze the connections between historical events and the geographic contexts in which they have occurred, including the causes and processes of environmental changes over time.</p>
<p>SE: Globalization, 435–443</p> <p>TE: 391–396</p> <p>Digital Resources: <i>Social Studies Core Concepts</i>> Geography Core Concepts; <i>Topic 9</i>><i>Lesson 7</i>><i>Flipped Video</i>>Agriculture Around the World><i>Interactive Chart</i>>Defining the Elements of Globalization</p>	<p>(3.B.9-12.6) Evaluate how globalization and the expanding use of scarce resources contribute to conflict and cooperation.</p>

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<p>C. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.</p>	
<p>SE: Analyze Graphs (examples), 14, 15, 24, 35, 45, 52, 54, 72, 74, 89, 94, 96, 99, 106, 107, 108, 109, 110, 231, 234, 235, 237, 239, 243, 252, 262, 275, 276, 282, 283, 285, 289, 295, 298, 300, 304, 305, 342, 343, 349, 352, 368, 372, 381, 395, 399, 406, 413, 416, 433, 436</p> <p>TE: Material is provided to investigate all Interactive Charts and Interactive Graphs.</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Analyze Data and Models; See all Interactive Charts, Interactive Graphs, Interactive Timelines, Interactive Maps, and Images.</p>	<p>(3.C.9-12.1) Evaluate economic data from charts and graphs, noting trends and making predictions.</p>
<p>SE: Factors of Production, 5–6, 37, 52, 102; Production Possibilities Curves, 13–16; Incentives and Competition, 30–31</p> <p><i>Topic 3 Assessment</i> (8. Describe Characteristics of Economic Systems), 124</p> <p>TE: 19–24, 36–41</p> <p>Digital Resources: <i>Social Studies Core Concepts</i>>Core Concepts>Economics>Economics Basics>Economic Development; <i>Topic 2>Lesson 2>Flipped Video</i>>Competition</p>	<p>(3.C.9-12.2) Analyze the ways in which incentives and resource availability influence what is produced and distributed in different types of economic systems.</p>

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<p>SE: 21st Century Skills: Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544; Participate in a Discussion or Debate, 544</p> <p><i>Arguments and Starting Points for Position Papers on Major Events: Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; <i>Topic 9 Assessment</i> (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p> <p>TE: Civic Discussion, 28–29, 204–205; Teacher's Edition includes Differentiate activities that require students to persuade or argue a point:</p> <p>Digital Resources: <i>Topic 2>Civic Discussion>Laissez Faire?; Topic 6>Civic Discussion>Reinstate Glass-Steagall?; Social Studies Reference Center> Landmark Supreme Court Cases; 21st Century Skills> Evaluate Existing Arguments> Consider and Counter Opposing Arguments>Participate in a Discussion or Debate</i></p>	<p>(3.C.9-12.3) Construct arguments using a combination of evidence for or against an approach or solution to an economic issue.</p>
<p>SE: Supporting Economic Growth, 51–55; Public Goods and Externalities, 56–62; Government Regulation and Competition, 148–153; Trade Barriers and Agreements, 398–406</p> <p><i>Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; (12. Identify Government Restrictions on Property), 64; <i>Topic 3 Assessment</i> (10. Evaluate Government Rules and Regulations and Attribute Ideas and Information Evaluate), 124; <i>Topic 4 Assessment</i> (16. Identify and Evaluate Ordinances, Rules, and Regulations), 156</p>	<p>(3.C.9-12.4) Evaluate the impact of government policies on market outcomes at national and global levels, past and present.</p>

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<p>(Continued) TE: 61–65, 66–71, 153–157, 363–368</p> <p>Digital Resources: <i>Topic 2>Lesson 6>Flipped Video> Supporting Economic Growth> Lesson 6>Interactive Gallery>Public Goods> Topic 4>Lesson 4>Flipped Video> Government Regulation</i></p>	<p>(Continued)</p>
<p>SE: Supporting Economic Growth, 51–55; Public Goods and Externalities, 56–62; Government Regulation and Competition, 148–153</p> <p><i>Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; (12. Identify Government Restrictions on Property), 64; <i>Topic 3 Assessment</i> (10. Evaluate Government Rules and Regulations and Attribute Ideas and Information Evaluate), 124; <i>Topic 4 Assessment</i> (16. Identify and Evaluate Ordinances, Rules, and Regulations), 156</p> <p>TE: 61–65, 66–71, 153–157</p> <p>Digital Resources: <i>Social Studies Core Concepts> Economic Core Concepts>Economics Basics; Topic 2>Lesson 6>Flipped Video> Supporting Economic Growth> Lesson 6>Interactive Gallery>Public Goods> Topic 4>Lesson 4>Flipped Video> Government Regulation</i></p>	<p>(3.C.9-12.5) Analyze the possible consequences, both intended and unintended, of government policies on markets and international trade.</p>

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<p>4. Read Critically and Interpret Informational Sources Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources</p>	
<p>A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.</p>	
<p>SE: <i>21st Century Skills:</i> Interpret Sources, 529–530; Analyze Political Cartoon, 533–534; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541; Identify Bias, 541–542; Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544</p> <p><i>Using Primary Sources:</i> Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</p> <p>Digital Resources: 21st Century Skills Tutorials> Analyze Political Cartoons>Analyze Primary and Secondary Sources> Interpret Sources> Compare Viewpoints> Evaluate Existing Arguments> Consider and Counter Opposing Arguments; <i>Interactive Primary Sources</i> – each includes information about the material</p>	<p>(4.A.9-12.1) Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.</p>

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<p>SE: Analyze Charts (examples), 7, 11, 34, 40, 42, 43, 60, 70, 83, 87, 88, 92, 95, 99, 139, 144, 374, 375, 391, 392, 410, 412, 418, 422, 424, 425, 426, 429, 442; Analyze Data (examples), 71, 76, 105, 137, 274, 281, 286, 287, 290, 290, 302, 306, 334, 357, 363; Analyze Graphs (examples), 14, 15, 24, 35, 45, 52, 54, 72, 74, 89, 94, 113, 114, 115, 118, 134, 138, 145, 146, 149, 322, 323, 324, 327, 333, 335, 338, 339, 340, 399, 406, 413, 416, 417, 421, 423, 430, 431, 433, 436; Analyze Maps, 5, 103, 150, 227, 341, 405; 21st Century Skills: Analyze Data and Models, 531; Read Charts, Graphs, and Tables, 532–533; Analyze Political Cartoon, 533–534; Read Physical Maps, 534–535; Read Political Maps, 536; Read Special-Purpose Maps, 537–538; Use Parts of a Map, 538–539</p> <p>TE: Material is provided to investigate all Interactive Charts, Interactive Graphs, Interactive Timelines, Interactive Maps, and Images.</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Analyze Data and Models>Analyze Images> Analyze Media Content>Analyze Political Cartoons> Read Physical Maps>Read Political Maps>Read Special-Purpose Maps; See all Interactive Charts, Interactive Graphs, Interactive Timelines, Interactive Maps, and Images.</p>	<p>(4.A.9-12.2) Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.</p>

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<p>SE: Key Terms (examples), 4, 9, 13, 22, 27, 33, 38, 44, 51, 56, 68, 73, 78, 85, 91, 98, 104, 111, 117, 128, 133, 223, 233, 241, 248, 255, 270, 277, 284, 291, 297, 303, 320, 326, 390, 398, 407, 415, 420, 428</p> <p>TE: The Teacher's Edition includes Vocabulary Development activities in each Lesson: see, for example, Topic 1 Lesson 2; Topic 3 Lesson 7; Topic 6 Lesson 2</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Use Context Clues; Interactive Reading Notepad (Realize): Includes a list of academic vocabulary words for each lesson, along with their definitions. Reading and Note Taking Study Guide (Realize) includes lesson vocabulary with definitions and review questions that require students to apply the vocabulary terms.</p>	<p>(4.A.9-12.3) Appropriately apply and demonstrate understanding of academic vocabulary in a social studies context.</p>
<p>B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.</p>	
<p>SE: <i>Critical Thinking Questions:</i> Evaluate Arguments, 153, 343, 372, 443; Compare Points of View, 131, 370</p> <p>TE: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205; Document-Based Question, 132–133, 318–319</p> <p>Digital Resources: <i>Social Studies Core Concepts</i>> History Core Concepts>Historical Sources; <i>21st Century Skills Tutorials</i>>Interpret Sources>Analyze Primary and Secondary Sources>Identify Bias>Analyze Primary Cartoons; <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topic 2, 6>Civic Discussion; Topic 4, 9>Document-Based Question</i></p>	<p>(4.B.9-12.1) Evaluate the extent to which historical, cultural, and/or global perspectives affect an author's state or implied purpose.</p>

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<p>SE: 21st Century Skills: Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541; Identify Bias, 541–542; Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544; Critical Thinking Questions: Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443</p> <p>TE: Support a Point of View (examples), 297, 320, 356; Compare Points of View (examples), 302, 336, 382; Document-Based Question, 132–133, 318–319; Civic Discussion, 28–29, 204–205</p> <p>Digital Resources: <i>Social Studies Core Concepts</i>>History Core Concepts>Historical Sources; <i>21st Century Skills Tutorials</i>>Interpret Sources>Analyze Primary and Secondary Sources>Compare Viewpoints>Identify Bias; <i>Interactive Primary Sources</i>>Virginia Declaration of Rights</p>	<p>(4.B.9-12.2) Evaluate authors' points of view, potential bias, and how authors can reach different conclusions regarding the same issue.</p>
<p>SE: 21st Century Skills: Participate in a Discussion or Debate, 544</p> <p>TE: Civic Discussion, 28–29, 204–205; also see: Supporting English Language Learners activities (examples), 31, 48, 77, 168; Discuss (examples), 188, 198, 233, 338</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Participate in a Discussion or Debate; <i>Topic 2>Civic Discussion</i>>Laissez Faire?; <i>Topic 6>Civic Discussion</i>>Reinstate Glass-Steagall?</p>	<p>(4.B.9-12.3) Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions and debates about social studies topics and texts.</p>

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<p>5. Engage in Evidence-Based Writing Students will apply effective communication skills by demonstrating a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.</p>	
<p>A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.</p>	
<p>TE: Active Classroom (Describe Your Job), 102; (Prepare a Dialogue), 127; (Storyboards), 156; (Role-Playing), 177; (Skit), 243</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>> Publish Your Work> Write a Journal Entry</p>	<p>(5.A.9-12.1) Compose narrative writing, when appropriate to a given purpose or task, citing evidence from informational texts.</p>
<p>SE: 21st Century Skills: Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 546</p> <p><i>Topic Assessment</i> (All Activities: 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>TE: Document-Based Question: <i>Microsoft Antitrust Lawsuit</i>, 132–133; <i>The Great Recession of 2007-2009</i>, 318–319; Teacher's Edition includes Differentiate activities that require students to write informative texts: see, for example, 64, 116, Active Classroom, 151</p> <p>Digital Resources: <i>Topic 4>Document-Based Question>Microsoft Antitrust Lawsuit; Topic 9>Document-Based Question>The Great Recession of 2007-2009; 21st Century Skills Tutorials</i>> Publish Your Work> Write a Journal Entry> Write an Essay> Avoid Plagiarism> Take Effective Notes> Develop a Clear Thesis>Organize Your Ideas</p>	<p>(5.A.9-12.2) Compose informative essays and written products, developing a thesis, citing evidence from multiple sources and maintaining an organized, formal structure.</p>

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<p>SE: 21st Century Skills: Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544; Participate in a Discussion or Debate, 544</p> <p><i>Arguments and Starting Points for Position Papers on Major Events: Topic 2 Assessment</i> (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; (16. Evaluate Ordinances and Regulations That Apply to Businesses), 64; (19. Identify Economic Concepts in the U.S. Constitution), 65</p> <p>TE: Civic Discussion, 28–29, 204–205; Teacher's Edition includes Differentiate activities that require students to persuade or argue a point:</p> <p>Digital Resources: <i>Topics 2, 6>Civic Discussion; Topics 4, 9: Social Studies Reference Center> Landmark Supreme Court Cases; 21st Century Skills> Evaluate Existing Arguments> Consider and Counter Opposing Arguments> Participate in a Discussion or Debate</i></p>	<p>(5.A.9-12.3) Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop a balanced argument.</p>
<p>SE: 21st Century Skills: Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 546</p> <p><i>Topic Assessment</i> (All Activities: 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>TE: Document-Based Question: <i>Microsoft Antitrust Lawsuit</i>, 132–133; <i>The Great Recession of 2007-2009</i>, 318–319;</p> <p>Digital Resources: <i>Topics 4, 9>Document-Based Question>21st Century Skills Tutorials> Publish Your Work> Write a Journal Entry> Write an Essay> Avoid Plagiarism</i></p>	<p>(5.A.9-12.4) Write independently over extended periods of time, varying modes of expression to suit audience, purpose, and task; synthesize information across multiple sources and/or articulate new perspectives.</p>

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B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.	
<p>SE: 21st Century Skills: Write an Essay, 545–546</p> <p>Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; (27. Research and Evaluate Scholarships), 317</p> <p>TE: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205; Document-Based Question, 132–133, 318–319</p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project; Topic 2>Civic Discussion>Laissez Faire?; Topics 4, 9>Document-Based Question; 21st Century Skills Tutorials> Develop a Clear Thesis> Write an Essay</i></p>	<p>(5.B.9-12.1) Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.</p>
<p>SE: 21st Century Skills: Summarize, 525–526; Write an Essay, 545–546; Avoid Plagiarism, 546</p> <p><i>Topic Assessment (All Activities: 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</i></p> <p>TE: Document-Based Question: <i>Microsoft Antitrust Lawsuit</i>, 132–133; <i>The Great Recession of 2007-2009</i>, 318–319;</p> <p>Digital Resources: <i>Topics 4, 9>Document-Based Question; 21st Century Skills Tutorials> Analyze Primary and Secondary Sources> Avoid Plagiarism> Summarize</i></p>	<p>(5.B.9-12.2) Integrate quotes, paraphrase, and summaries of research findings into writing while avoiding plagiarism.</p>

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<p>SE: 21st Century Skills: Create Charts and Maps, 533; Participate in a Discussion or Debate, 544; Give an Effective Presentation, 544–545 <i>Topic 3 Assessment</i> (5. Understand the Effect of Changes ... Create an Oral Presentation), 123; <i>Topic 5 Assessment</i> (6. Explain Corporations and Create Oral Presentations), 205; <i>Topic 8 Assessment</i> (8. Analyze Expenditures and Create Presentations), 345</p> <p>TE: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Teacher's Edition Differentiate and Active Classroom activities (examples): 137, 151, 243</p> <p>Digital Resources: <i>Topics 1, 3, 5, 7, 8, 10: Civics Action Project: Constitutional Rights Foundation; 21st Century Skills Tutorials</i>> Analyze Media Content> Give an Effective Presentation> Participate in a Discussion or Debate</p>	<p>(5.B.9-12.3) Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.</p>