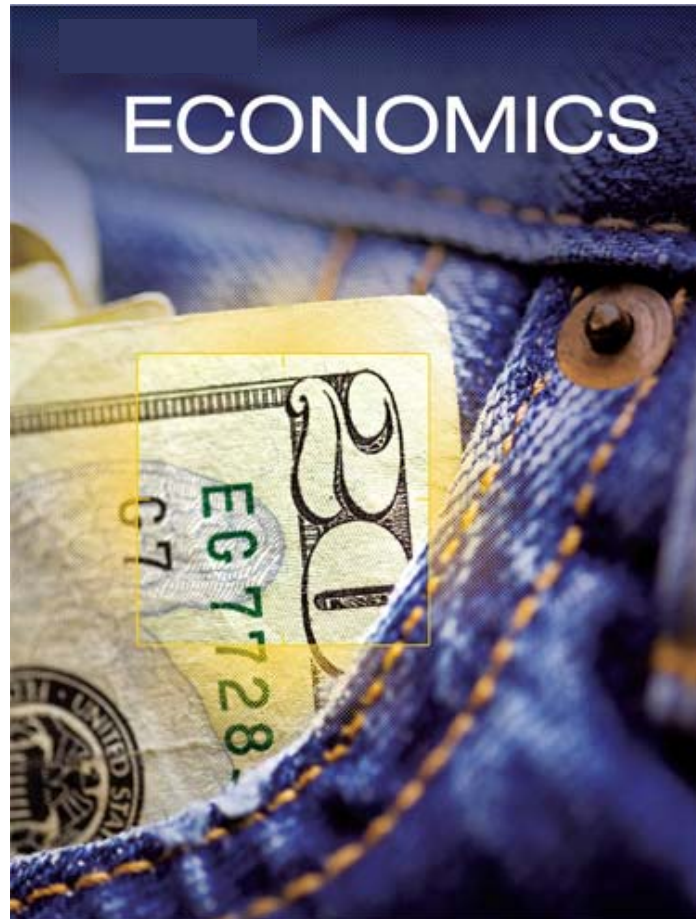


A Correlation of



To the

**Oregon Social Sciences
Academic Content Standards
Economics and Financial Literacy
High School**

**A Correlation of Economics to the
Oregon Social Sciences Academic Content Standards, Economics and Financial Literacy**

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Oregon Social Sciences Academic Content Standards, Economics	Economics
High School	
Economics	
Microeconomics/Decision Making	
HS.14 Analyze how determinants cause supply and demand to shift and the impact on secondary markets.	<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 Topic 3 Assessment 123–125</p> <p>TE only: Fundamentals of Demand, 77–82; Shifts in Demand, 83–87; Elasticity of Demand, 88–93; Fundamentals of Supply, 94–98; Costs of Production, 99–105; Changes in Supply, 106–111; Equilibrium and Price Controls, 112–117; Changes in Market Equilibrium, 118–123; Prices at Work, 124–129</p> <p><u>Digital Resources</u> Core Concepts: Economics: Economics Basics</p>
HS.15 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	<p>SE: Incentives, 21, 27, 32, 33, 37, 118, 328, 354 Topic 3 Assessment (8. Describe Characteristics of Economic Systems), 124; Topic 6 Assessment (13. Explain How Corporations Raise Money), 265; Topic 10 Assessment (3. Apply Concepts), 444</p> <p><u>Digital Resources</u> Core Concepts: Economics: Economics Basics</p>

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Oregon Social Sciences Academic Content Standards, Economics	Economics
National Economy	
<p>HS.16 Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicators and the role and function of the Federal Reserve.</p>	<p>SE: The Federal Reserve System, 223–232; 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>Topic 6 Assessment (6. Explain the Structure), 264; (10. Analyze Basic Tools), 265; (11. Explain the Actions), 265; Topic 9 Assessment, 385–387</p> <p>TE only: The Federal Reserve System, 218–223; Document-Based Question: The Great Recession, 318–319; The Federal Budget and Fiscal Policy, 322–326; Fiscal Policy Options, 327–332; The National Debt and Deficits, 333–338; Monetary Policy Options, 3339–344; The Effects of Monetary Policy, 345–351</p> <p>Digital Resources Digital Start Up Activity: Making Fiscal Decisions; A New Economics; Budgets Out of Balance; Creating Money; The Federal Reserve</p>
<p>HS.17 Analyze benefits and risks of business organizations (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).</p>	<p>SE: Sole Proprietorships, 160–164; Partnerships and Franchises, 165–170; Corporations, 171–176; Nonprofit Organizations, 177–181</p> <p>Topic 5 Assessment (3. Explain and Analyze Sole Proprietorships), 204; (4. Explain and Analyze Sole Proprietorships), 204; (6. Explain Corporations and Create Oral Presentations), 205; (8. Analyze Partnerships), 205; (10. Explain and Analyze Corporations), 205; (11. Explain and Analyze Partnerships), 206; (14. Analyze Corporations), 206</p> <p>TE only: Sole Proprietorships, 163–167; Partnerships and Franchises, 168–172; Corporations, 173–178; Nonprofit Organizations, 179–183; Civic Action Project, 160–161</p>

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Oregon Social Sciences Academic Content Standards, Economics	Economics
(Continued) HS.17 Analyze benefits and risks of business organizations (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).	(Continued) <u>Digital Resources</u> Digital Start Up Activity: Sole Proprietorships, 163–167; Partnerships and Franchises; Corporations; Nonprofit Organizations
HS.18 Use economic indicators to analyze the current and future state of the economy (including but not limited to unemployment, components of GDP, consumer price index (CPI), inflation, stock market, building permits).	SE: GDP, 51, 53, 231, 270–275, 278–281, 283–285, 287–288, 313–315, 352, 354, 359, 363, 369, 381–382, 415–416, 430, 439; Unemployment Rate, 53, 278, 279, 283, 294–295; Consumer Price Index, 297, 298, 299; Stocks, 255–263; Inflation and Deflation, 297–302; 21 st Century Skills: Create Databases, 778; Analyze Data and Models, 779; Read Charts, Graphs, and Tables, 780 Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; (7. Interpret Data), 205; Topic 6 Assessment (13. Explain How Corporations Raise Money), 265; Topic 7 Assessment (5. Interpret Economic Data and Analyze Information), 313; (6. Analyze Business Cycles), 314; (7. Interpret Economic Data), 314; (12. Interpret Economic Data and Create Written Presentations), 315 TE only: Gross Domestic Product, 251–257; Stocks, 240–245; Inflation and Deflation, 275–280 <u>Digital Resources</u> Core Concepts: Economic; Interactive Timeline: Investigating the History of the Dow; Interactive Chart: What Is Gross Domestic Product?; Interactive Graph: Interpreting the Impact of Events on U.S. GDP

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HS.19 Analyze the impact of the American labor system on competition and trade in local, state, and global markets (minimum vs. living wage, collective bargaining, right to work vs agency shop).	<p>SE: The Labor Force, 182–189; Labor and Wages, 190–196; Labor Unions, 197–203 Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; (16. Write About the Essential Question), 206</p> <p>TE only: The Labor Force, 184–189; Labor and Wages, 190–195; Labor Unions, 196–201</p> <p><u>Digital Resources</u> Digital Start Up Activity: The Labor Force; Labor and Wages; Labor Unions; Interactive Chart: Analyzing the Decline of Labor Unions</p>
HS.20 Explain the function of the stock market.	<p>SE: Stocks, 255–263 Topic 6 Assessment (13. Explain How Corporations Raise Money), 265</p> <p>TE only: Stocks, 240–245</p> <p><u>Digital Resources</u> Digital Start Up Activity: Being a Wise Investor; Interactive Timeline: Investigating the History of the Dow</p>
HS.21 Interpret the “circular flow” of economic activity and the role of producers, consumers, and government.	<p>SE: Circular Flow Model of a Market Economy, 29; Circular Flow Model of a Mixed Economy, 40 Topic 2 Assessment (13. Interpret a Circular Flow Model of the Economy), 64; Topic 10 Assessment (12. Explain the Circular-Flow Model), 446</p> <p>TE only: Free Markets, 38–39</p> <p><u>Digital Resources</u> 3-D Model: The Circular Flow Model of a Market Economy</p>

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<p>HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles.</p>	<p>SE: Producer Goods, 6, 285, 395; Consumers, 21, 31–32, 33, 35, 44–47, 124 Topic 2 Assessment (6. Understand Terms), 63; Topic 3 Assessment (7. Explain the Benefits of the U.S. Free Enterprise System), 124; (8. Describe Characteristics of Economic Systems), 124; Topic 4 Assessment (11. Describe Characteristics), 155; Topic 6 Assessment (5. Describe Functions), 264</p> <p><u>Digital Resources</u> Core Concepts: Economics</p>
<p>HS.23 Analyze the ways in which incentives and competition influence production and distribution in a market system.</p>	<p>SE: Factors of Production, 5–6, 37, 52, 102; Incentives, 21, 27, 32, 33, 37, 118, 328, 354 Topic 1 Assessment (9. Describe Economic Factors), 18; (12. Describe Economic Factors), 18; Topic 3 Assessment (8. Describe Characteristics of Economic Systems), 124; Topic 6 Assessment (13. Explain How Corporations Raise Money), 265; Topic 10 Assessment (3. Apply Concepts), 444</p> <p>TE only: Scarcity, 7–12</p> <p><u>Digital Resources</u> Core Concepts: Economics: Economics Basics</p>

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Oregon Social Sciences Academic Content Standards, Economics	Economics
<p>HS.24 Describe the possible benefits and consequences, both intended and unintended, of government policies to improve market outcomes.</p>	<p>SE: Supporting Economic Growth, 51–55; Public Goods and Externalities, 56–62; The Federal Reserve System, 223–232; 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 Topic 6 Assessment (6. Explain the Structure), 264; (10. Analyze Basic Tools), 265; (11. Explain the Actions), 265; Topic 9 Assessment, 385–387</p> <p>TE only: Supporting Economic Growth, 61–65; Public Goods and Externalities, 66–71; The Federal Reserve System, 218–223; Document-Based Question: The Great Recession, 318–319; The Federal Budget and Fiscal Policy, 322–326; Fiscal Policy Options, 327–332; The National Debt and Deficits, 333–338; Monetary Policy Options, 3339–344; The Effects of Monetary Policy, 345–351</p> <p><u>Digital Resources</u> Digital Start Up Activity: Making Fiscal Decisions; A New Economics; Budgets Out of Balance; Creating Money; The Federal Reserve</p>
Global Economy	
<p>HS.25 Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.</p>	<p>SE: Globalization, 435–443 Topic 10 Assessment (9. Evaluate Free-Trade), 446; (12. Explain the Circular-Flow Model), 446</p> <p>TE only: Supporting English Language Learners, 391; Globalization, 392–396</p> <p><u>Digital Resources</u> Core Concepts: Economics: Trade; Digital Start Up Activity: Globalization; Interactive Chart: Defining the Elements of Globalization</p>

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Oregon Social Sciences Academic Content Standards, Economics	Economics
HS.26 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.	<p>SE: Globalization, 435–443 Topic 10 Assessment (9. Evaluate Free-Trade), 446; (12. Explain the Circular-Flow Model), 446; (14. Analyze Trade), 446</p> <p>TE only: Supporting English Language Learners, 391; Globalization, 392–396</p> <p><u>Digital Resources</u> Core Concepts: Economics: Trade; Digital Start Up Activity: Globalization; Interactive Chart: Defining the Elements of Globalization; Interactive Gallery: Investigating World Migration</p>
HS.27 Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.	<p>SE: Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43 Topic 2 Assessment (8. Explain Basic Characteristics of Economic Systems), 63; (17. Compare Economic Systems), 65</p> <p>TE only: Free Markets, 36–41; Centrally Planned Economies, 42–47; Mixed Economies, 48–54</p> <p><u>Digital Resources</u> Core Concepts: Economics: Economic Systems; Digital Activity: Thinking About Free Markets; Centrally Planned and Free Market Economies</p>
HS.28 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<p>SE: Capital Investment, 35, 275, 287, 302, 315; Capital Goods, 42, 279, 281, 283, 359; Advances in Technology, 16, 99, 112, 401, 417; Globalization and Technology, 292, 421; Productivity and Technology, 54, 284, 396, 418 Topic 7 Assessment (15. Analyze Technology and Growth), 315</p> <p><u>Digital Resources</u> Core Concepts: Economics</p>

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HS.29 Analyze the role of comparative advantage in international trade of goods and services.	<p>SE: Absolute and Comparative Advantage, 392–393; Comparative Advantage in World Trade, 393–394; Assessment, 397 Topic 10 Assessment (3. Apply Concepts), 444; (4. Explain Concepts), 444; (6. Apply Concepts), 445</p> <p>TE only: Supporting English Language Learners, 357; Comparative Advantage, 360</p> <p><u>Digital Resources</u> Core Concepts: Economics: Trade</p>
Financial Literacy	
HS.30 Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages.	<p>SE: Personal Finance: Credit and Debt, 493–498</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Credit and Debt</p>
HS.31 Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home, life, disability).	<p>SE: Personal Finance: Risk Management, 498–502</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Risk Management</p>
HS.32 Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and foreclosure.	<p>SE: Personal Finance: Identity Theft, 508–511</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Consumer Smarts</p>
HS.33 Compare and contrast tools for managing and protecting personal finances.	<p>SE: Functions of Financial Institutions, 234–238; Personal Finance: Budgeting, 476–478; Savings and Retirement, 487–492 Topic 6 Assessment (14. Explain Functions), 265 TE only: The Functions of Modern Banks, 224–228</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Investments; Savings and Retirement; Digital Start Up Activity: Bank Services</p>

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<p>HS.34 Identify financial institutions in the community and their purpose (such as banks, credit unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking).</p>	<p>SE: The Functions of Modern Banks, 233–240; Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263; Personal Finance: Checking, 478–483; Savings and Retirement, 487–492 Topic 6 Assessment (14. Explain Functions), 265</p> <p>TE only: The Functions of Modern Banks, 224–228; Investing, 230–233; Bonds and Other Financial Assets, 234–239; Stocks, 240–245</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Checking</p>
<p>HS.35 Compare and contrast different investment options in weighing risk versus return to meet financial goals for long-term investment (such as stocks, bond, precious metals, rare earths, CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security).</p>	<p>SE: Investing, 241–247; Personal Finance: Investments, 483–487; Savings and Retirement, 487–492 Topic 6 Assessment (7. Examine Investment Options), 264; (18. Examine Financial Accounts), 265</p> <p>TE only: Supporting for English Language Learners, 229; Investing, 230–233</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Investments; Savings and Retirement; Interactive Chart: Identifying Types of Risk</p>
<p>HS.36 Identify and explain strategies for creating a budget that balances income and expenses and encourages saving for emergencies and long-term financial goals, such as retirement.</p>	<p>SE: Personal Finance: Budgeting, 476–478</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Budgeting</p>

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<p>HS.37 Compare and contrast the various types of loans available, how to obtain them and the function of compounding interest and explain the costs and benefits of borrowing money for post-secondary education.</p>	<p>SE: Functions of Financial Institutions, 234–238; Personal Finance: Types of Loans, 496; The Cost of Ownership, 503; Home Ownership, 508 Topic 6 Assessment (15. Analyze the Role), 265; (17. Identify Loans, Evaluate Costs and Benefits, and Assess Financial Aspects), 265</p> <p>TE only: Active Classroom, 226; Compound Interest, 227</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Credit and Debt; Interactive Chart: Calculate Compound Interest</p>
<p>HS.38 Identify goods and services funded through local taxes (such as snow removal, waste management, law enforcement) and assess the effects of taxes on personal income.</p>	<p>SE: Property Tax, 342; Other Local Taxes, 342–343; Paying Taxes, 505; Personal Finance: Taxes and Income, 516–519; 21st Century Skills: Paying Taxes, 551 Topic 8 Assessment (10. Identify Economic Importance and Attribute Ideas and Information), 345</p> <p>TE only: Supporting for English Language Learners, 309</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance: Taxes and Income; 21st Century Skills: Paying Taxes; Digital Start Up Activity: State and Local Taxes and Spending</p>
<p>HS.39 Analyze how external factors such as marketing and advertising techniques might influence spending and saving decisions.</p>	<p>SE: Consumer Tastes and Advertising, 76; National Advertising Programs, 169</p> <p>TE only: Active Classroom, 86</p> <p><u>Digital Resources</u> Interactive Gallery: Non-Price Determinants That Influence Demand; Core Concepts: Personal Finance: Consumer Smarts</p>

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Social Science Analysis	
<p>HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.</p>	<p>SE: <i>Arguments and Starting Points for Position Papers on Major Events:</i> Topic 2 Assessment (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; Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155; (13. Analyze and Evaluate Secondary Sources and Evaluate Rules and Regulations), 156; Topic 9 Assessment (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p> <p>21st Century Skills: Compare Viewpoints, 540–541; Identify Bias, 541–542; Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544 Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544; Participate in a Discussion or Debate, 544; Write an Essay, 545–546; Solve Problems, 546–547; Make Decisions, 547–548</p> <p><u>Digital Resources</u> 21st Century Skills: Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider & Counter Opposing Arguments; Participate in a Discussion or Debate; Give an Effective Presentation; Write an Essay; Solve Problems; Make Decisions</p>

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<p>HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).</p>	<p>SE: <i>Write About the Essential Question:</i> Students write essays as they re-examine the Essential Question at the conclusion of each Topic Assessment.</p> <p>Topic 1 Assessment (Write About the Essential Question), 18; Topic 12 Assessment (Write About the Essential Question), 65; Topic 3 Assessment (Write About the Essential Question), 125; Topic 4 Assessment (Write About the Essential Question), 156; Topic 5 Assessment (Write About the Essential Question), 206; Topic 6 Assessment (Write About the Essential Question), 266; Topic 7 Assessment (Write About the Essential Question), 317; Topic 8 Assessment (Write About the Essential Question), 345; Topic 9 Assessment (Write About the Essential Question), 387; Topic 10 Assessment (Write About the Essential Question), 446</p> <p>21st Century Skills: Categorize, 521; Compare and Contrast, 523–524; Summarize, 525–526; Compare Viewpoints, 540–541; Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 546; Solve Problems, 546–547; Make Decisions, 547–548</p> <p><u>Digital Resources</u></p> <p>21st Century Skills: Categorize; Compare and Contrast; Sequence; Compare Viewpoints; Distinguish Between Fact and Opinion; Create a Research Hypothesis; Evaluate Websites; Identify Evidence; Identify Trends; Synthesize; Develop a Clear Thesis; Organize Your Ideas</p>

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<p>HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.</p>	<p>SE: 21st Century Skills: Compare Viewpoints, 540–541; Identify Bias, 541–542; Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544; Participate in a Discussion or Debate, 544; Solve Problems, 546–547; Make Decisions, 547–548; Being an Informed Citizen, 548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550</p> <p><i>Arguments and Starting Points for Position Papers on Major Events:</i> Topic 2 Assessment (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; Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155; (13. Analyze and Evaluate Secondary Sources and Evaluate Rules and Regulations), 156; Topic 9 Assessment (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p> <p>TE only: 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><u>Digital Resources</u> 21st Century Skills: Analyze Media Content; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Search for Information on the Internet</p>

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<p>HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</p>	<p>SE: Essential Question, 2, 20, 66, 126, 158, 208, 268, 318, 346, 388; Unemployment, 291–296; Inflation and Deflation, 297–302; Poverty and Income Distribution, 303–312; Globalization, 435–443</p> <p>21st Century Skills: Compare Viewpoints, 540–541; Identify Bias, 541–542; Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544</p> <p>TE only: 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><u>Digital Resources</u> 21st Century Skills: Solve Problems; Make Decisions; Consider & Counter Opposing Arguments; Compromise; Make a Difference; Categorize; Compare and Contrast; Sequence; Compare Viewpoints; Distinguish Between Fact and Opinion; Create a Research Hypothesis; Evaluate Websites; Identify Evidence; Identify Trends; Synthesize; Develop a Clear Thesis; Organize Your Ideas</p>
<p>HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544; Participate in a Discussion or Debate, 544; Solve Problems, 546–547; Make Decisions, 547–548; Being an Informed Citizen, 548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550</p> <p>TE only: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205</p>

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<p>(Continued) HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>	<p>(Continued) <u>Digital Resources</u> Core Concepts: Government and Civics; 21st Century Skills: Solve Problems; Make Decisions; Consider & Counter Opposing Arguments; Participate in a Discussion or Debate; Share Responsibility; Compromise; Generate New Ideas; Innovate; Make a Difference; Work in Teams</p>
<p>HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544; Participate in a Discussion or Debate, 544; Solve Problems, 546–547; Make Decisions, 547–548; Being an Informed Citizen, 548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; Paying Taxes, 551 <i>Arguments and Starting Points for Position Papers on Major Events:</i> Topic 2 Assessment (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; Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155; (13. Analyze and Evaluate Secondary Sources and Evaluate Rules and Regulations), 156; Topic 9 Assessment (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p> <p>TE only: Topic Inquiry: Civic Action Project, 4–5, 74–75, 160–161, 248–249, 290–291, 354–355; Civic Discussion, 28–29, 204–205</p>

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<p>(Continued) HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p>	<p>(Continued) <u>Digital Resources</u> 21st Century Skills: Analyze Media Content; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Solve Problems; Make Decisions; Consider & Counter Opposing Arguments; Participate in a Discussion or Debate; Consider & Counter Opposing Arguments; Participate in a Discussion or Debate; Share Responsibility; Compromise; Generate New Ideas; Innovate; Make a Difference; Work in Teams; Being an Informed Citizen; Voting</p>
<p>HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544; Participate in a Discussion or Debate, 544; Solve Problems, 546–547; Make Decisions, 547–548; Being an Informed Citizen, 548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; Paying Taxes, 551</p> <p>TE only: 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><u>Digital Resources</u> 21st Century Skills: Compare Viewpoints; Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Consider & Counter Opposing Arguments; Participate in a Discussion or Debate; Share Responsibility; Generate New Ideas; Innovate; Make a Difference; Work in Teams; Being an Informed Citizen; Voting; Core Concepts: Government and Civics: Citizenship</p>