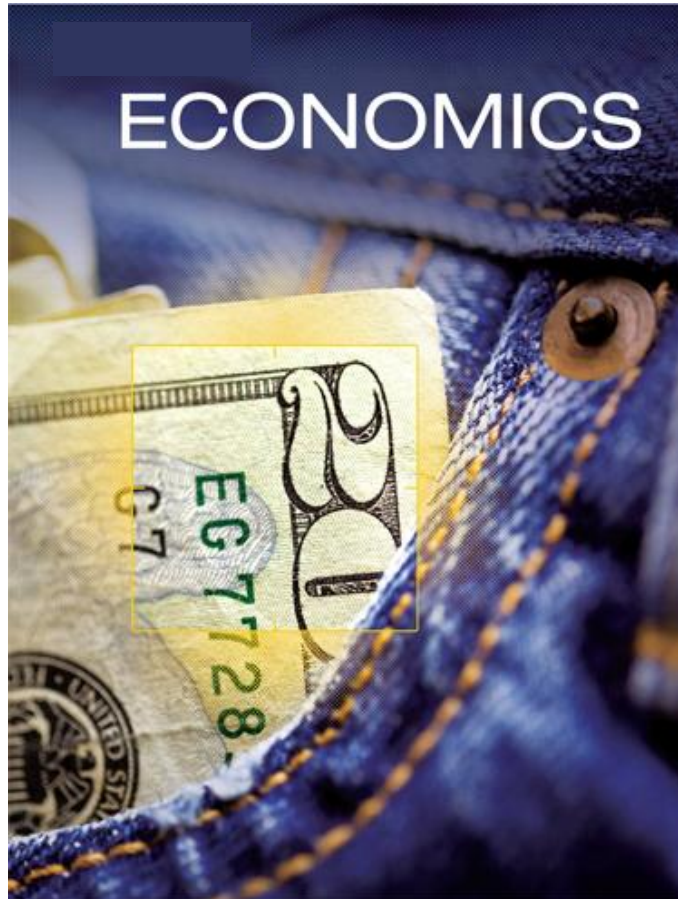


**A Correlation of**



**To the**

**Utah Core Standards for  
English Language Arts and  
Literacy in History/Social Studies  
Grades 9-12**

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To the Utah Core Standards for English Language Arts and Literacy  
in History/Social Studies**

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Core Standards for English Language Arts and Literacy in History/Social Studies	Economics ©2016
<b>Grades 9–10 students:</b>	
<b>Reading Standards for Literacy in History/Social Studies</b>	
<b>Key Ideas and Details</b>	
<b>RH.9-10.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information	<b>SE/TE:</b> Essential Question, 2, 20, 66, 126, 158, 208, 268, 318, 346, 388; Section Assessment, 8, 12, 16, 26, 32, 37, 43, 50, 55, 62, 72, 77, 84, 90, 97, 103, 110, 116, 122, 132, 140, 147, 153, 170, 176, 181, 189, 196, 203, 215, 222, 232, 240, 247, 254, 276, 283, 290, 296, 302, 312, 325, 331, 336, 343, 355, 365, 372, 378, 384, 397, 406, 414, 419, 427, 434, 435, 443; Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446
<b>RH.9-10.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<b>SE/TE:</b> Determine Central Ideas, 135, 140, 240; Identify Central Ideas, 30, 34, 71, 97, 103, 105, 115, 119, 130, 230, 245, 247, 339, 353, 394, 397, 412, 418, 437; Identify Central Issues, 35, 53, 84, 110, 203, 254, 382, 434; Identify Main Ideas, 8, 11, 23, 28, 35, 42, 47, 50, 59, 90, 107, 110, 112, 131, 168, 170, 198, 202, 224, 321, 360, 376, 378; Summarize, 37, 43, 88, 101, 103, 109, 132, 137, 164, 170, 172, 176, 196, 222, 232, 240, 254, 262, 290, 325, 355, 378, 380, 392, 406, 434  21 <sup>st</sup> Century Skills: Identify Main Ideas and Details, 524–525; Summarize, 525–526; Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540

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<b>Core Standards for English Language Arts and Literacy in History/Social Studies</b>	<b>Economics ©2016</b>
<b>RH.9-10.3.</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<b>SE/TE:</b> 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; Identify Steps in a Process, 147, 262, 377, 427
<b>Craft and Structure</b>	
<b>RH.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	<b>SE/TE:</b> Key Terms, 4, 9, 13, 22, 27, 33, 38, 44, 51, 56, 68, 73, 78, 85, 91, 98, 104, 111, 117, 128, 133, 141, 148, 160, 165, 171, 177, 182, 190, 197, 210, 216, 223, 233, 241, 248, 255, 270, 277, 284, 291, 297, 303, 320, 326, 332, 337, 348, 356, 366, 373, 379, 390, 398, 407, 415, 420, 428  Personal Finance: Budgeting, 476–478; Checking, 478–483; Investments, 483–487; Savings and Retirement, 487–492; Credit and Debt, 492–498; Risk Management, 498–502
<b>RH.9-10.5.</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	<b>SE/TE:</b> Compare and Contrast, 58, 62, 116, 167, 176, 215, 240, 247, 262, 276, 293, 330, 331, 399; 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; Identify Steps in a Process, 147, 262, 377, 427; Analyze Timeline, 76, 136, 185, 199, 224, 355, 383, 400  21 <sup>st</sup> Century Skills: Sequence, 520; Categorize, 521–522; Analyze Cause and Effect, 522–523; Compare and Contrast, 523–524

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<p><b>RH.9-10.6.</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p><b>SE/TE:</b> <i>Critical Thinking:</i> Compare Points of View, 131, 370; Cite Evidence, 153, 196, 232, 325; Evaluate Arguments, 153, 343, 372, 443</p> <p>Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541; Identify Bias, 541–542</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418</p> <p>Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>United States Constitution, 448–471; Declaration of Independence, 472–473</p>

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<b>Integration of Knowledge and Ideas</b>	
<b>RH.9-10.7.</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<p><b>SE/TE:</b> Analyze Charts, 7, 11, 12, 29, 31, 34, 40, 42, 43, 60, 70, 83, 87, 88, 92, 95, 99, 139, 144, 170, 178, 183, 217, 226, 229, 231, 238, 244, 251, 257, 258, 259, 271, 294, 295, 301, 302, 309, 311, 328, 369, 374, 375, 391, 392, 394, 400, 402, 408, 409, 410, 412, 418, 422, 424, 425, 426, 429, 442; Analyze Data, 71, 76, 105, 137, 146, 200, 201, 224, 272, 273, 274, 281, 286, 287, 290, 290, 302, 306, 334, 357, 363; Analyze Graphs, 14, 15, 24, 35, 45, 52, 54, 72, 74, 89, 94, 96, 99, 106, 107, 108, 109, 110, 113, 114, 115, 118, 134, 138, 145, 146, 149, 152, 161, 164, 184, 186, 187, 188, 191, 192, 193, 194, 200, 201, 202, 221, 230, 231, 234, 235, 237, 239, 243, 252, 262, 275, 276, 282, 283, 285, 289, 295, 298, 300, 304, 305, 307, 311, 322, 323, 324, 327, 333, 335, 338, 339, 340, 342, 343, 349, 352, 354, 358, 360, 361, 362, 364, 367, 368, 372, 381, 395, 399, 406, 413, 416, 417, 421, 423, 430, 431, 433, 436; Analyze Maps, 5, 103, 150, 227, 341, 405; Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403; Analyze Timeline, 76, 136, 185, 199, 224, 355, 383, 400</p> <p>Personal Finance: Charts, 475, 486, 506, 516, 518; Graphs, 476, 484, 485, 487, 488, 494, 509, 512, 516</p>

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<p><b>RH.9-10.8.</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p><b>SE/TE:</b> Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403; Critical Thinking: Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Evaluate Data, 41, 276, 312; Support a Point of View with Evidence, 402, 405, 406, 427, 441; Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>21<sup>st</sup> Century Skills: Compare Viewpoints, 540–541; Identify Bias, 541–542; Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544</p>
<p><b>RH.9-10.9.</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>SE/TE:</b> <i>Using Primary Sources:</i> Topic 3 Assessment (12. Analyze the Importance of Economic Philosophers and Attribute Ideas and Information), 125; 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 7 Assessment (10. Interpret Economic Data and Analyze Economic Information), 314; Topic 8 Assessment (1. Analyze Expenditures and Attribute Ideas and Information), 344; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385; (11. Interpret and Evaluate Economic Data), 386</p> <p>Cite Evidence, 153, 196, 232, 325</p> <p>21<sup>st</sup> Century Skills: Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541</p>

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<b>Range of Reading and Level of Text Complexity</b>	
<p><b>RH.9-10.10.</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>This objective is met throughout Savvas <i>Economics</i> in features such as these:</p> <p><b>SE/TE:</b> Section Assessment, 8, 12, 16, 26, 32, 37, 43, 50, 55, 62, 72, 77, 84, 90, 97, 103, 110, 116, 122, 132, 140, 147, 153, 170, 176, 181, 189, 196, 203, 215, 222, 232, 240, 247, 254, 276, 283, 290, 296, 302, 312, 325, 331, 336, 343, 355, 365, 372, 378, 384, 397, 406, 414, 419, 427, 434, 435, 443; Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>Personal Finance: Your Fiscal Fitness: Your Fiscal Fitness: An Introduction, 474–475; Budgeting, 476–478; Checking, 478–483; Investments, 483–487; Savings and Retirement, 487–492; Credit and Debt, 492–498; Risk Management, 498–502; Consumer Smarts, 502–511; After High School, 511–516; Taxes and Income, 516–519</p>



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<b>Writing Standards for Literacy in History/Social Studies</b>	
<b>Grades 9–10 students:</b>	
<b>Text types and Purposes</b>	
<p><b>WHST.9-10.1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>SE/TE:</b> 21<sup>st</sup> 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:</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 and Give Examples), 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>

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<p><b>WHST.9-10.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p><b>SE/TE:</b> <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>21<sup>st</sup> Century Skills: Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 545; Solve Problems, 546–547; Make Decisions, 547–548</p>

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<b>WHST.9-10.3.</b> (See note; not applicable as a separate requirement)	
<b>Production and Distribution of Writing</b>	
<b>WHST.9-10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><b>SE/TE:</b> Each Topic Assessment raises various questions relevant to the major ideas in the chapter. Students can choose questions that interest them the most and compose essays or arguments that support their positions.</p> <p>Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p>
<b>WHST.9-10.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p><b>SE/TE:</b> Write About the Essential Question: Topic 1 Assessment, 18; Topic 2 Assessment, 65; Topic 3 Assessment, 125; Topic 4 Assessment, 156; Topic 5 Assessment, 206; Topic 6 Assessment, 266; Topic 7 Assessment, 317; Topic 8 Assessment, 345; Topic 9 Assessment, 387; Topic 10 Assessment, 446</p> <p>21<sup>st</sup> Century Skills: Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 545; Solve Problems, 546–547</p>

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<p><b>WHST.9-10.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>SE/TE:</b> Savvas’ <i>Economics</i> allows students and teachers to travel beyond the page with technology that blends easily into any classroom. In addition to the online component many of the Topic Assessment materials encourage students to research additional sources through the library or internet.</p> <p><i>Projects involving research</i> (examples): Topic 3 Assessment (4. Identify Non-Price Determinants, ... and Create a Written Presentation), 123; (5. Understand the Effect of Changes ... Create an Oral Presentation), 123; Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; (6. Explain Corporations and Create Oral Presentations), 205; (13. Evaluate Charitable Giving and Create Written Presentations), 206; Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; (12. Interpret Economic Data and Create Written Presentations), 315; (15. Analyze Technology and Growth), 315; (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; (27. Research and Evaluate Scholarships), Topic 8 Assessment (4. Identify Economic Concepts and Create Presentations), 344; 317; (8. Analyze Expenditures and Create Presentations), 345; Topic 9 Assessment (14. Analyze the Importance of Economic Philosophers), 386; (15. Explain How the Federal Reserve System Affects the Money Supply), 386; Topic 10 Assessment (13. Examine Free Enterprise and Explain Corporations), 446</p>

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<b>Research to Build and Present Knowledge</b>	
<p><b>WHST.9-10.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>	<p><b>SE/TE:</b> <i>Projects involving research</i> (examples): Topic 3 Assessment (4. Identify Non-Price Determinants, ... and Create a Written Presentation), 123; (5. Understand the Effect of Changes ... Create an Oral Presentation), 123; Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; (6. Explain Corporations and Create Oral Presentations), 205; Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; (15. Analyze Technology and Growth), 315; (27. Research and Evaluate Scholarships); Topic 9 Assessment (14. Analyze the Importance of Economic Philosophers), 386; Topic 10 Assessment (13. Examine Free Enterprise and Explain Corporations), 446</p> <p><i>21<sup>st</sup> Century Skills:</i> Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540</p>

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<p><b>WHST.9-10.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> <i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418</p> <p>Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> <p><i>Critical Thinking Questions:</i> Cite Evidence, 153, 196, 232, 325; Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Evaluate Data, 41, 276, 312; Support Ideas with Evidence, 262, 365, 419; Support Ideas with Examples, 12, 77, 164, 419, 431, 433; Synthesize, 5, 166, 170, 232, 274, 296, 359, 378, 397</p> <p>21<sup>st</sup> 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>Personal Finance: Tables, 477, 495; Charts, 475, 486, 506, 516, 518; Graphs, 476, 484, 485, 487, 488, 494, 509, 512, 516</p>
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<p><b>WHST.9-10.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>SE/TE:</b> Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>United States Constitution, 448–471; Declaration of Independence, 472–473</p> <p>Digital Resources: Landmark Supreme Court Cases; Interactive Primary Sources</p> <p>Personal Finance: Your Fiscal Fitness: An Introduction, 474–475; Budgeting, 476–478; Checking, 478–483; Investments, 483–487; Savings and Retirement, 487–492; Credit and Debt, 492–498; Risk Management, 498–502; Consumer Smarts, 502–511; After High School, 511–516; Taxes and Income, 516–519</p> <p>21<sup>st</sup> Century Skills: Interpret Sources, 483–484; 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; Participate in a Discussion or Debate, 544; Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 545</p>

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<b>Range of Writing</b>	
<b>WHST.9-10.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p><b>SE/TE:</b> Each topic in Savvas' <i>Economics</i> concludes with Topic Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the chapter. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written or speaking response.</p> <p>Topic 1 Assessment, 17–18; Topic 2 Assessment, 63–65; Topic 3 Assessment, 123–125; Topic 4 Assessment, 154–156; Topic 5 Assessment, 204–206; Topic 6 Assessment, 264–266; Topic 7 Assessment, 313–317; Topic 8 Assessment, 344–345; Topic 9 Assessment, 385–387; Topic 10 Assessment, 444–446</p>
<b>Grades 11–12 students:</b>	
<b>Reading Standards for Literacy in History/Social Studies</b>	
<b>Key Ideas and Details</b>	
<b>RH.11-12.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	<p><b>SE/TE:</b> Essential Question, 2, 20, 66, 126, 158, 208, 268, 318, 346, 388; Section Assessment, 8, 12, 16, 26, 32, 37, 43, 50, 55, 62, 72, 77, 84, 90, 97, 103, 110, 116, 122, 132, 140, 147, 153, 170, 176, 181, 189, 196, 203, 215, 222, 232, 240, 247, 254, 276, 283, 290, 296, 302, 312, 325, 331, 336, 343, 355, 365, 372, 378, 384, 397, 406, 414, 419, 427, 434, 435, 443; Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p>



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<b>RH.11-12.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<b>SE/TE:</b> Determine Central Ideas, 135, 140, 240; Identify Central Ideas, 30, 34, 71, 97, 103, 105, 115, 119, 130, 230, 245, 247, 339, 353, 394, 397, 412, 418, 437; Identify Central Issues, 35, 53, 84, 110, 203, 254, 382, 434; Identify Main Ideas, 8, 11, 23, 28, 35, 42, 47, 50, 59, 90, 107, 110, 112, 131, 168, 170, 198, 202, 224, 321, 360, 376, 378; Summarize, 37, 43, 88, 101, 103, 109, 132, 137, 164, 170, 172, 176, 196, 222, 232, 240, 254, 262, 290, 325, 355, 378, 380, 392, 406, 434  21 <sup>st</sup> Century Skills: Identify Main Ideas and Details, 524–525; Summarize, 525–526; Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540
<b>RH.11-12.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	<b>SE/TE:</b> Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446; Analyze Information, 12, 23, 26, 32, 42, 43, 62, 75, 82, 122, 129, 131, 132, 136, 151, 169, 185, 196, 225, 236, 242, 250, 256, 278, 285, 299, 312, 350, 351, 365, 378, 383, 384, 393; Evaluate Arguments, 153, 343, 372, 443
<b>Craft and Structure</b>	
<b>RH.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	<b>SE/TE:</b> Key Terms, 4, 9, 13, 22, 27, 33, 38, 44, 51, 56, 68, 73, 78, 85, 91, 98, 104, 111, 117, 128, 133, 141, 148, 160, 165, 171, 177, 182, 190, 197, 210, 216, 223, 233, 241, 248, 255, 270, 277, 284, 291, 297, 303, 320, 326, 332, 337, 348, 356, 366, 373, 379, 390, 398, 407, 415, 420, 428

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<p><b>RH.11-12.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p><b>SE/TE:</b> <i>Critical Thinking:</i> Cite Evidence, 153, 196, 232, 325; Compare Points of View, 131, 370; Cite Evidence, 153, 196, 232, 325; Evaluate Arguments, 153, 343, 372, 443</p> <p>Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541; Identify Bias, 541–542</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>United States Constitution, 448–471; Declaration of Independence, 472–473</p>

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<p><b>RH.11-12.6.</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p style="text-align: center;"><b>TE = Teacher's Edition</b></p>	<p><b>SE/TE:</b> <i>Critical Thinking:</i> Compare Points of View, 131, 370; Cite Evidence, 153, 196, 232, 325; Evaluate Arguments, 153, 343, 372, 443</p> <p>Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541; Identify Bias, 541–542</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418</p> <p>Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>United States Constitution, 448–471; Declaration of Independence, 472–473</p> <p style="text-align: center;"><b>SE = Student Edition</b></p>

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<b>Integration of Knowledge and Ideas</b>	
<b>RH.11-12.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	<b>SE/TE:</b> Analyze Charts, 7, 11, 12, 29, 31, 34, 40, 42, 43, 60, 70, 83, 87, 88, 92, 95, 99, 139, 144, 170, 178, 183, 217, 226, 229, 231, 238, 244, 251, 257, 258, 259, 271, 294, 295, 301, 302, 309, 311, 328, 369, 374, 375, 391, 392, 394, 400, 402, 408, 409, 410, 412, 418, 422, 424, 425, 426, 429, 442; Analyze Data, 71, 76, 105, 137, 146, 200, 201, 224, 272, 273, 274, 281, 286, 287, 290, 290, 302, 306, 334, 357, 363; Analyze Graphs, 14, 15, 24, 35, 45, 52, 54, 72, 74, 89, 94, 96, 99, 106, 107, 108, 109, 110, 113, 114, 115, 118, 134, 138, 145, 146, 149, 152, 161, 164, 184, 186, 187, 188, 191, 192, 193, 194, 200, 201, 202, 221, 230, 231, 234, 235, 237, 239, 243, 252, 262, 275, 276, 282, 283, 285, 289, 295, 298, 300, 304, 305, 307, 311, 322, 323, 324, 327, 333, 335, 338, 339, 340, 342, 343, 349, 352, 354, 358, 360, 361, 362, 364, 367, 368, 372, 381, 395, 399, 406, 413, 416, 417, 421, 423, 430, 431, 433, 436; Analyze Maps, 5, 103, 150, 227, 341, 405; Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403; Analyze Timeline, 76, 136, 185, 199, 224, 355, 383, 400
<b>RH.11-12.8.</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	<b>SE/TE:</b> Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403; Critical Thinking: Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Evaluate Data, 41, 276, 312; Support a Point of View with Evidence, 402, 405, 406, 427, 441; Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446  Personal Finance: Tables, 477, 495; Charts, 475, 486, 506, 516, 518; Graphs, 476, 484, 485, 487, 488, 494, 509, 512, 516; Image of Check with Instructions, 479

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<p><b>(Continued)</b> <b>RH.11-12.8.</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><b>(Continued)</b> 21<sup>st</sup> Century Skills: Compare Viewpoints, 540–541; Identify Bias, 541–542; Evaluate Existing Arguments, 542–543; Consider and Counter Opposing Arguments, 543–544</p>
<p><b>RH.11-12.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>SE/TE:</b> <i>Using Primary Sources:</i> Topic 3 Assessment (12. Analyze the Importance of Economic Philosophers and Attribute Ideas and Information), 125; 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 7 Assessment (10. Interpret Economic Data and Analyze Economic Information), 314; Topic 8 Assessment (1. Analyze Expenditures and Attribute Ideas and Information), 344; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385; (11. Interpret and Evaluate Economic Data), 386</p> <p>Cite Evidence, 153, 196, 232, 325; Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> <p>United States Constitution, 448–471; Declaration of Independence, 472–473</p> <p>Personal Finance: Tables, 477, 495; Charts, 475, 486, 506, 516, 518; Graphs, 476, 484, 485, 487, 488, 494, 509, 512, 516</p> <p>Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540; Compare Viewpoints, 540–541; Identify Bias, 541–542</p>

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<b>Range of Reading and Level of Text Complexity</b>	
<p><b>RH.11-12.10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p>	<p>This objective is met throughout Savvas' <i>Economics</i> in features such as these:</p> <p><b>SE/TE:</b> Section Assessment, 8, 12, 16, 26, 32, 37, 43, 50, 55, 62, 72, 77, 84, 90, 97, 103, 110, 116, 122, 132, 140, 147, 153, 170, 176, 181, 189, 196, 203, 215, 222, 232, 240, 247, 254, 276, 283, 290, 296, 302, 312, 325, 331, 336, 343, 355, 365, 372, 378, 384, 397, 406, 414, 419, 427, 434, 435, 443; Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>Personal Finance: Your Fiscal Fitness: An Introduction, 474–475; Budgeting, 476–478; Checking, 478–483; Investments, 483–487; Savings and Retirement, 487–492; Credit and Debt, 492–498; Risk Management, 498–502; Consumer Smarts, 502–511; After High School, 511–516; Taxes and Income, 516–519</p>

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Core Standards for English Language Arts and Literacy in History/Social Studies	Economics ©2016
<b>Writing Standards for Literacy in History/Social Studies</b>	
<b>Grades 11–12 students:</b>	
<b>Text Types and Purposes</b>	
<p><b>WHST.11-12.1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>SE/TE:</b> 21<sup>st</sup> 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:</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 and Give Examples), 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>

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<p><b>WHST.11-12.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>SE/TE:</b> <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>21<sup>st</sup> Century Skills: Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 545; Solve Problems, 546–547; Make Decisions, 547–548</p>
<p><b>WHST.11-12.3.</b> (See note; not applicable as a separate requirement)</p>	



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<b>Production and Distribution of Writing</b>	
<b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><b>SE/TE:</b> Each Topic Assessment raises various questions relevant to the major ideas in the chapter. Students can choose questions that interest them the most and compose essays or arguments that support their positions.</p> <p>Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p>
<b>WHST.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p><b>SE/TE:</b> Write About the Essential Question: Topic 1 Assessment, 18; Topic 2 Assessment, 65; Topic 3 Assessment, 125; Topic 4 Assessment, 156; Topic 5 Assessment, 206; Topic 6 Assessment, 266; Topic 7 Assessment, 317; Topic 8 Assessment, 345; Topic 9 Assessment, 387; Topic 10 Assessment, 446</p> <p>21<sup>st</sup> Century Skills: Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 545; Solve Problems, 546–547</p>

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<p><b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>SE/TE:</b> Savvas' <i>Economics</i> allows students and teachers to travel beyond the page with technology that blends easily into any classroom. In addition to the online component many of the Topic Assessment materials encourage students to research additional sources through the library or internet.</p> <p><i>Projects involving research</i> (examples): Topic 3 Assessment (4. Identify Non-Price Determinants, ... and Create a Written Presentation), 123; (5. Understand the Effect of Changes ... Create an Oral Presentation), 123; Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; (6. Explain Corporations and Create Oral Presentations), 205; (13. Evaluate Charitable Giving and Create Written Presentations), 206; Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; (12. Interpret Economic Data and Create Written Presentations), 315; (15. Analyze Technology and Growth), 315; (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; (27. Research and Evaluate Scholarships), Topic 8 Assessment (4. Identify Economic Concepts and Create Presentations), 344; 317; (8. Analyze Expenditures and Create Presentations), 345; Topic 9 Assessment (14. Analyze the Importance of Economic Philosophers), 386; (15. Explain How the Federal Reserve System Affects the Money Supply), 386; Topic 10 Assessment (13. Examine Free Enterprise and Explain Corporations), 446</p>

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<b>Research to Build and Present Knowledge</b>	
<p><b>WHST.11-12.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>SE/TE:</b> <i>Projects involving research</i> (examples):            Topic 3 Assessment (4. Identify Non-Price Determinants, ... and Create a Written Presentation), 123; (5. Understand the Effect of Changes ... Create an Oral Presentation), 123;            Topic 5 Assessment            (1. Interpret Data and Create Visual Presentations), 204; (6. Explain Corporations and Create Oral Presentations), 205; Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; (15. Analyze Technology and Growth), 315; (27. Research and Evaluate Scholarships); Topic 9 Assessment (14. Analyze the Importance of Economic Philosophers), 386;            Topic 10 Assessment (13. Examine Free Enterprise and Explain Corporations), 446</p> <p><i>21<sup>st</sup> Century Skills:</i> Interpret Sources, 529–530; Analyze Primary and Secondary Sources, 539–540</p>

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<p><b>WHST.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>SE/TE:</b> <i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418</p> <p>Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> <p><i>Critical Thinking Questions:</i> Cite Evidence, 153, 196, 232, 325; Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Evaluate Data, 41, 276, 312; Support Ideas with Evidence, 262, 365, 419; Support Ideas with Examples, 12, 77, 164, 419, 431, 433; Synthesize, 5, 166, 170, 232, 274, 296, 359, 378, 397</p> <p>Personal Finance: Tables, 477, 495; Charts, 475, 486, 506, 516, 518; Graphs, 476, 484, 485, 487, 488, 494, 509, 512, 516</p> <p>21<sup>st</sup> 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><b>TE = Teacher’s Edition</b></p>	<p><b>SE = Student Edition</b></p>

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<p><b>WHST.11-12.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>SE/TE:</b> Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p> <p>United States Constitution, 448–471; Declaration of Independence, 472–473</p> <p>Digital Resources: Landmark Supreme Court Cases; Interactive Primary Sources</p> <p>Personal Finance: Tables, 477, 495; Charts, 475, 486, 506, 516, 518; Graphs, 476, 484, 485, 487, 488, 494, 509, 512, 516</p> <p>21<sup>st</sup> 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; Participate in a Discussion or Debate, 544; Give an Effective Presentation, 544–545; Write an Essay, 545–546; Avoid Plagiarism, 545</p>

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<b>Range of Writing</b>	
<p><b>WHST.11-12.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE/TE:</b> Each topic in Savvas' <i>Economics</i> concludes with Topic Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the chapter. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written or speaking response.</p> <p>Topic 1 Assessment, 17–18; Topic 2 Assessment, 63–65; Topic 3 Assessment, 123–125; Topic 4 Assessment, 154–156; Topic 5 Assessment, 204–206; Topic 6 Assessment, 264–266; Topic 7 Assessment, 313–317; Topic 8 Assessment, 344–345; Topic 9 Assessment, 385–387; Topic 10 Assessment, 444–446</p>