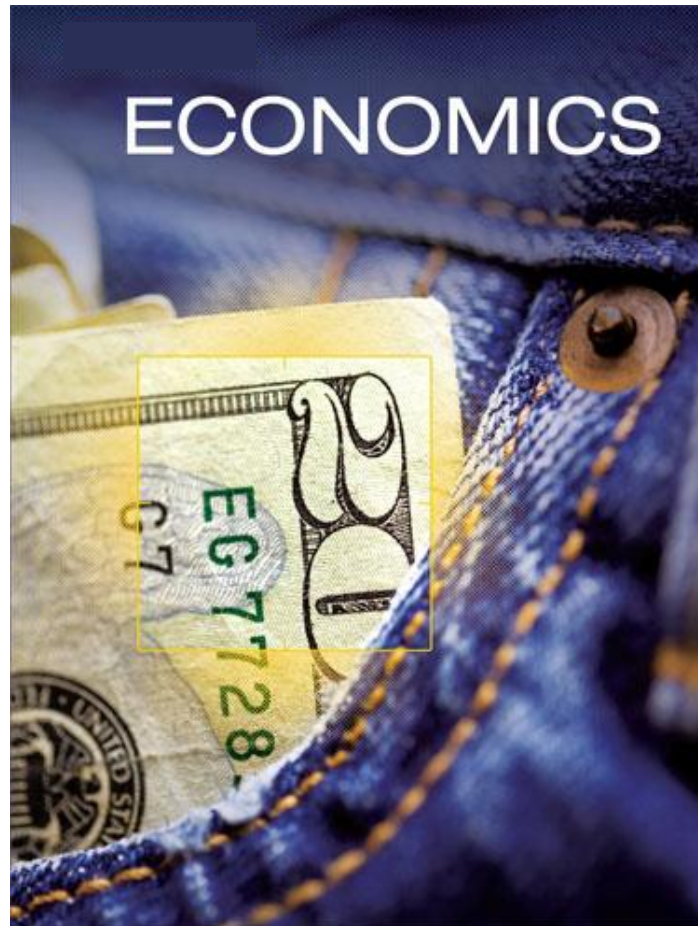


Correlation of



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To

**Arizona's Social Studies Standards
High School**

**A Correlation of Economics, © 2016 to the
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Introduction

This document demonstrates how **Savvas Economics, ©2016** meets the Arizona Social Studies Standards, High School. Citation references are to the Student and Teacher’s Edition.

Savvas is excited to announce its NEW *Economics* program! Helping students build an essential, life-long understanding of core economics principles. *Savvas Economics* features motivating hands-on activities, interactive graphics, animations, and videos to help build relevant economic literacy. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready. Available in print, digital, and blended options.

Savvas Economics program uses a research tested four-part learning model to enhance teaching and understanding.

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2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

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Arizona Social Studies Standards for Economics	Economics, © 2016
Strand 5:	
Economics	
Concept 1: Foundations of Economics	
PO 1. Analyze the implications of scarcity:	
a. limited resources and unlimited human wants influence choice at individual, national, and international levels	SE/TE: Scarcity, 4-8; Topic 1 Assessment (1. Explain Basic Economic Problems), (2. Explain Scarcity), (6. Explain a Concept and Create Written Presentations), 17; Topic 1 Assessment (11. Explain Scarcity), 18
b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology)	SE/TE: Production Possibilities, 13-16; Topic 1 Assessment (9. Describe Economic Factors), (12. Describe Economic Factors), 18; Resource Distribution and Specialization, 390-392
c. marginal analysis by producers, consumers, savers, and investors	SE/TE: Costs of Production, 91-96; Assessment, 97
PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs.	SE/TE: Production Possibilities, 13-16; Topic 1 Assessment (5. Interpret Curves), 17
PO 3. Describe the characteristics of the mixed-market economy of the United States:	
a. property rights	SE/TE: Why Government Gets Involved in the Economy, 38-39; Assessment (2. Analyze Information), 43; Private Property Rights, 46; Topic 2 Assessment (12. Identify Government Restrictions on Property), (14. Identify Economic Concepts in the U.S. Constitution), 64
b. profit motive	SE/TE: Profit Motive, 45; Topic 3 Assessment (8. Describe Characteristics of Economic Systems), 124
c. consumer sovereignty	SE/TE: Advantages of a Free Market, 31-32; Assessment (5. Connect), 32; Topic 2 Assessment (9. Explain the Benefits of Economic Systems), 63

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d. competition	SE/TE: Incentives and Competition, 30-31; Assessment (2. Compare), 32; Competition, 45; Topic 2 Assessment (8. Explain Basic Characteristics of Economic Systems), 63
e. role of the government	SE/TE: Mixed Economies, 38-42; Assessment, 43; The Limited Role of Government in the Marketplace, 48-50; The Government’s Role, 61; Topic 2 Assessment (15. Describe the Role of Government in the Free Enterprise System), 64; Topic 2 Assessment (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65
f. rational self-interest	SE/TE: Self-Interest, 30; Assessment (2. Compare), 32
g. invisible hand	SE/TE: The Invisible Hand, 31; Assessment (3. Interpret), 32
PO 4. Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).	SE/TE: Analyze Political Cartoons, 16, 62, 121, 163, 195, 245, 260, 279, 325, 330, 403, 404; Interpret Sources, 529-530; Analyze Political Cartoons, 533-534; Analyze Primary and Secondary Sources, 539-540
PO 5. Interpret economic information using charts, tables, graphs, equations, and diagrams.	This objective is addressed throughout. See, for example: SE/TE: Analyze Charts, 11, 29, 31, 40, 43, 60, 70, 83, 88, 92, 139, 170, 183, 217, 229, 238, 251, 258, 271, 273, 281, 287, 294, 301, 309, 328, 374, 391, 400, 408, 410, 418, 442; Analyze Graphs, 14, 24, 52, 72, 89, 96, 107, 109, 114, 118, 138, 149, 161, 186, 188, 192, 194, 221, 234, 237, 243, 262, 276, 283, 298, 304, 307, 323, 327, 335, 339, 342, 349, 354, 360, 362, 367, 372, 395, 406, 416, 421 TE Only: Active Classroom, 226

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Arizona Social Studies Standards for Economics	Economics, © 2016
Concept 2: Microeconomics	
PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:	
a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange	SE/TE: Economic Freedom, 46; Assessment (5. Predict Consequences), 50
b. role and interdependence of households, firms, and government in the circular flow model of economic activity	SE/TE: Elements of a Free Market Economy, 28-29; Circular Flow Model of a Mixed Economy, 40; Topic 2 Assessment (13. Interpret a Circular Flow Model of the Economy), 64; Topic 2 Assessment (18. Provide Examples to Illustrate Economic Models), 65
c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure	SE/TE: The Role of the Entrepreneur, 46-47; Identify Main Ideas, 47; Assessment (1. Infer), 50
d. financial institutions and securities markets	SE/TE: Secure Financial Markets, 53-54; The Functions of Modern Banks, 233-240; Topic 6 Assessment (14. Explain Functions), 265
e. importance of rule of law in a market economy for enforcement of contracts	SE/TE: Contracts, 48 TE only: Quick Instruction, 58
PO 2. Describe how markets function:	
a. laws of supply and demand	SE/TE: Fundamentals of Demand, 68-72; Shifts in Demand, 73-77; Elasticity of Demand, 78-84; Fundamentals of Supply, 85-90; Changes in Supply, 98-103; Balancing Supply and Demand, 105; Increasing Supply, 112-114; Decreasing Supply, 114; Increasing Demand, 114-115; Decreasing Demand, 115; Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123
b. how a market price is determined	SE/TE: Prices at Work, 117-121; Assessment, 122; Topic 3 Assessment (5. Understand the Effect of Changes in Price and Create an Oral Presentation), 123

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c. graphs that demonstrate changes in supply and demand	SE/TE: Analyze Graphs, 72, 74, 89, 106, 107, 108, 109, 110, 114, 115, 118; Check Understanding, 99; Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; Topic 3 Assessment (6. Interpret a Graph), 124
d. how price ceilings and floors cause shortages or surpluses	SE/TE: Effects of Disequilibrium, 105-107; Price Ceilings, 107-109; Price Floors, 109-110
e. comparison of monopolistic and competitive behaviors	SE/TE: Perfect Competition, 128-132; Monopolistic Competition and Oligopoly, 141-146; Topic 4 Assessment (9. Describe Characteristics), (11. Describe Characteristics), 155
f. theory of production and the role of cost	SE/TE: Costs of Production, 91-96; Assessment, 97
PO 3. Describe how government policies influence the economy:	
a. need to compare costs and benefits of government policies before taking action	SE/TE: Balancing Government Involvement and Economic Freedom, 39; The Economy of the United States, 41-42; Topic 2 Assessment (4. Analyze Costs and Benefits of Economic Policies), 63; Topic 2 Assessment (10. Describe Costs and Benefits of Economic Policies), 64; Topic 8 Assessment (5. Analyze Costs and Benefits), 344; Topic 8 Assessment (9. Analyze Costs and Benefits and Transfer Information and Create Presentations), 345

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b. use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods and services	SE/TE: Government Decisions, 10; The Limited Role of Government in the Marketplace, 48-50; Public Goods and Externalities, 56-62; Topic 2 Assessment (12. Identify Government Restrictions on Property), 64; “Right-to-Work” Laws, 200; Social Security, Medicare, and Unemployment Taxes, 329-330; Federal Spending, 332-336; State and Local Taxes and Spending, 337-343; Topic 8 Assessment (1. Analyze Expenditures and Attribute Ideas and Information), 344; Topic 8 Assessment (8. Analyze Expenditures and Create Presentations), 345
c. effects of progressive, proportional, and regressive taxes on different income groups	SE/TE: Tax Structures and Tax Bases, 321-323; Assessment (2. Draw Conclusions), 325
d. role of self-interest in decisions of voters, elected officials, and public employees	SE/TE: How Markets Self-Regulate, 30—31 TE only: Digital Start-up Activity, The Role of Self-Interest
Concept 3: Macroeconomics	
PO 1. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.	SE/TE: Fiscal Policy Options, 356-365; Monetary Policy Options, 373-378; The Effects of Monetary Policy, 379-384; Topic 9 Assessment (9. Analyze Fiscal Policy Decisions), 385
PO 2. Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments).	SE/TE: Inflation and Deflation, 297-302
PO 3. Describe the economic and non-economic consequences of unemployment.	SE/TE: Unemployment, 291-296
PO 4. Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.	SE/TE: The Federal Budget and Fiscal Policy, 348-355; Fiscal Policy Options, 356-365; Topic 9 Assessment (9. Analyze Fiscal Policy Decisions), (10. Analyze Fiscal Policy Decisions), 385

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PO 5. Describe the functions of the Federal Reserve System (e.g., banking regulation and supervision, financial services, monetary policy) and their influences on the economy.	SE/TE: The Federal Reserve System, 223-231; Assessment, 232; Topic 6 Assessment (6. Explain the Structure), 264; Topic 6 Assessment (11. Explain the Actions), 265
PO 6. Explain the effects of monetary policy on unemployment, inflation, and economic growth.	SE/TE: The Effects of Monetary Policy, 379-384; Topic 9 Assessment (16. Analyze Information and Explain Actions), 386
PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.	SE/TE: Growth, 25; Assessment (3. Generate Explanations), 26; Productivity and the Role of Technology, 54-55; Indicators of Less Developed Nations, 419
Concept 4: Global Economics	
PO 1. Analyze the similarities and differences among economic systems:	
a. characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services	SE/TE: Free Markets, 27-32; Centrally Planned Economies, 33-37; Mixed Economies, 38-43; Topic 2 Assessment (3. Describe and Explain Basic Characteristics of Economic Systems), (8. Explain Basic Characteristics of Economic Systems), 63
b. benefits and costs of market and command economies	SE/TE: Advantages of a Free Market, 31-32; Disadvantages of Central Planning, 37; Benefits of Free Enterprise, 44-50; Topic 2 Assessment (9. Explain the Benefits of Economic Systems), 63; Topic 3 Assessment (7. Explain the Benefits of the U.S. Free Enterprise System), 124

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c. characteristics of the mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation	SE/TE: Advantages of a Free Market, 31-32; Mixed Economies, 38-43; Basic Characteristics of Free Enterprise, 44-46; Topic 2 Assessment (3. Describe and Explain Basic Characteristics of Economic Systems), (8. Explain Basic Characteristics of Economic Systems), 63; Topic 2 Assessment (11. Evaluate Government Rules and Regulations in the Free Enterprise System), 64; Topic 3 Assessment (8. Describe Characteristics of Economic Systems), 124; Government Regulation and Competition, 148-153; Topic 4 Assessment (1. Describe Basic Characteristics), 154
d. role of private property in conserving scarce resources and providing incentives in a market economy	SE/TE: Basic Characteristics of Free Enterprise, 44-46; Topic 2 Assessment (12. Identify Government Restrictions on Property), 64
PO 2. Describe the effects of international trade on the United States and other nations:	
a. how people and nations gain through trade	SE/TE: Why Nations Trade, 390-396; Trade Barriers and Agreements, 398-406; Trade Agreements, 436-437; Topic 10 Assessment (14. Analyze Trade), 446
b. how the law of comparative advantage leads to specialization and trade	SE/TE: Comparative Advantage and World Trade, 393-394; Topic 10 Assessment (3. Apply Concepts), (4. Explain Concepts), 444; Topic 10 Assessment (6. Apply Concepts), 445
c. effects of protectionism, including tariffs and quotas on international trade and on a nation’s standard of living	SE/TE: Tariffs, 398; Quotas and VERs, 399; Arguments for Protectionism, 400-402; Assessment (2. Identify Cause and Effect), 406
d. how exchange rates work and how they affect international trade	SE/TE: Exchange Rates and Trade, 407-414; Topic 10 Assessment (5. Examine and Analyze Currency), 445
e. how the concepts of balance of trade and balance of payments are used to measure international trade	SE/TE: Balance of Trade, 411-412; A Growing Trade Deficit, 412-414

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f. factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries	SE/TE: Growth, Resources, and Development, 420-427; Globalization, 435-443; Topic 10 Assessment (1. Describe and Explain Economic Factors), 444
g. economic connections among different regions, including changing alignments in world trade partners	SE/TE: Why Nations Trade, 390-396; Assessment, 397; Trade Barriers and Agreements, 398-406; Topic 10 Assessment (7. Compare Effects of Trade), (8. Analyze Impacts), 445; Topic 10 Assessment (9. Evaluate Free-Trade), 446
h. identify the effects of trade agreements (e.g., North American Free Trade Agreement)	SE/TE: Trade Agreements, 402-403; Trade Agreements, 436-437; Topic 10 Assessment (9. Evaluate Free-Trade), 446
Concept 5: Personal Finance	
PO 1. Explain how education, career choices, and family obligations affect future income.	SE/TE: Topic 1 Assessment (7. Explain Economic Concepts), 18; Topic 7 Assessment (26. Analyze and Compare Student Grants), (27. Research and Evaluate Scholarships), (28. Investigate Nontraditional Payments), 317; After High School, 511-516
PO 2. Analyze how advertising influences consumer choices.	SE/TE: Consumer Tastes and Advertising, 76; Assessment (5. Recall), 77 TE Only: Active Classroom, 86
PO 3. Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.	SE/TE: Topic 6 Assessment (21. Examine, Explain, and Assess Personal Investment Options), (24. Explain How to Begin a Savings Program), 266; Your Fiscal Fitness: An Introduction, 474-475; Investments, 483-487; Savings and Retirement, 487-492
PO 4. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.	SE/TE: Credit Cards, 237; Topic 6 Assessment (3. Examine Credit and Explain Responsibilities), 264; Credit and Debt, 493-498

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PO 5. Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.	SE/TE: Liquidity, Return, and Risk, 245-246; Assessment (2. Make Generalizations), 247; Other Options, 486
PO 6. Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households.	SE/TE: Investing, 241-246; Assessment (3. Compare and Contrast), 247; Bonds and Other Financial Assets, 248-254; Stocks, 255-263; Topic 6 Assessment (7. Examine Investment Options), 264; Topic 6 Assessment (21. Examine, Explain, and Assess Personal Investment Options), 266; Investments, 483-487

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Reading Standards for Literacy in History/Social Studies (RH)	
Key Ideas and Details	
9-10.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<p>SE/TE: Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155; Topic 4 Assessment (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; Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540</p> <p>TE Only: Laissez Faire?, 28-29; Microsoft Antitrust Lawsuit, 132-133; Reinstate Glass-Steagall?, 204-205; The Great Recession of 2007-2009, 318-319</p>
9-10.RH.2. 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.	<p>SE/TE: Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155; Topic 4 Assessment (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; Sequence, 520; Analyze Cause and Effect, 522-523; Summarize, 525-526; Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540</p>

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9-10.RH.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	SE/TE: Assessment (3. Identify Cause and Effect), 43, 365; Assessment (2. Identify Cause and Effect), 77, 222, 283, 406; Assessment (5. Identify Cause and Effect), 90, 132, 414, 434; Identify Cause and Effect, 144, 175, 287, 305, 380, 400, 403, 411, 424, 438, 439; Assessment (3. Identify Steps in a Process), (4. Identify Cause and Effect), 147; Assessment (1. Identify Steps in a Process), 263; Assessment (4. Identify Cause and Effect), 302; Assessment (1. Identify Cause and Effect), 372, 427; Assessment, 473; Sequence, 520; Analyze Cause and Effect, 522-523
9-10.RH.4. 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 studies.	SE/TE: Topic 1 Assessment (6. Explain a Concept and Create a Written Presentation), 17; Topic 1 Assessment (8. Explain Basic Economic Problems), (10. Explain Economic Concepts), 18; Topic 2 Assessment (6. Understand Terms that Describe the U.S. Economic System), 63; Topic 4 Assessment (1. Describe Basic Characteristics), 154; Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), (8. Analyze Tools and Explain Actions), 385; Topic 9 Assessment (13. Explain How the Federal Reserve System Affects the Money Supply), 386; Topic 9 Assessment (18. Analyze Tools and Explain Actions), (19. Explain Actions and Analyze Tools), 387 TE Only: Active Classroom, 114
9-10.RH.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	SE/TE: Assessment (4. Analyze Structure), 473; Sequence, 520; Analyze Cause and Effect, 522-523; Identify Main Ideas and Details, 524-525

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9-10.RH.6. 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>SE/TE: Topic 2 Assessment (16. Evaluate Ordinances and Regulations That Apply to Business), 64; Compare Viewpoints, 540-541</p> <p>TE Only: Laissez Faire?, 28-29; Microsoft Antitrust Lawsuit, 132-133; Reinstate Glass-Steagall?, 204-205; The Great Recession of 2007-2009, 318-319</p>
9-10.RH.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<p>SE/TE: Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; Topic 7 Assessment (15. Analyze Technology and Growth), 315; Create Databases, 530; Create Charts and Maps, 533; Give an Effective Presentation, 544-545; Write an Essay, 545-546</p>
9-10.RH.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	<p>SE/TE: Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540; Identify Bias, 541-542; Evaluating Existing Arguments, 542-543</p> <p>TE Only: Laissez Faire?, 28-29; Microsoft Antitrust Lawsuit, 132-133; Reinstate Glass-Steagall?, 204-205; The Great Recession of 2007-2009, 318-319</p>

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9-10.RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	<p>SE/TE: Topic 9 Assessment (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385; Compare Viewpoints, 540-541</p> <p>TE Only: Laissez Faire?, 28-29; Microsoft Antitrust Lawsuit, 132-133; Reinstate Glass-Steagall?, 204-205; The Great Recession of 2007-2009, 318-319</p>
9-10.RH.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	SE/TE: Declaration of Independence, 472-473
Writing Standards for Literacy in History/Social Studies (WHST)	
<p>9-10.WHST.1 Write arguments focused on discipline-specific content. 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>SE/TE: Topic 1 Assessment, (13. Write an essay on the Essential Question: How does economics affect everyone?) 18; Topic 4 Assessment (16. Write about the Essential Question: How does competition affect markets?) 156; Topic 7 Assessment (22. Evaluate Renting a Home), 316; Topic 10 Assessment (15. Write about the Essential Question: How might scarcity divide our world or bring it together?) 446; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>

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<p>9-10.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>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.</p> <p>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>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).</p>	<p>SE/TE: Topic 1 Assessment (6. Explain a Concept and Create a Written Presentation), 17; Topic 1 Assessment (13. Write About the Essential Question), 18; Topic 2 Assessment (21. Write About the Essential Question), 65; Topic 3 Assessment (4. Identify Non-Price Determinants), 123; Topic 3 Assessment (14. Write About the Essential Question), 125; Topic 4 Assessment (16. Write About the Essential Question), 156; Topic 5 Assessment (13. Evaluate Charitable Giving and Create Written Presentations), (16. Write About the Essential Question), 206; Topic 6 Assessment (25. Write About the Essential Question), 266; Topic 7 Assessment (12. Interpret Economic Data and Create Written Presentations), 315; Topic 7 Assessment (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; Topic 7 Assessment (29. Write About the Essential Question), 317; Topic 8 Assessment (11. Write About the Essential Question), 345; Topic 9 Assessment (22. Write About the Essential Question), 387; Topic 10 Assessment (15. Write About the Essential Question), 446; Write an Essay, 545-546</p>

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<p>9-10.WHST.3. (See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>	<p>For related content, please see: SE/TE: Write an Essay, 545-546 TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>
<p>9-10.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</p>	<p>SE/TE: Topic 1 Assessment (8. Explain Basic Economic Problems), 18; Topic 7 Assessment (27. Research and Evaluate Scholarships), 317; Give an Effective Presentation, 544-545; Write an Essay, 545-546 TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>
<p>9-10.WHST.5. 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>	<p>SE/TE: Topic 4 Assessment (1. Describe Basic Characteristics), 154; Topic 9 Assessment (4. Analyze Costs and Benefits), (6. Describe the Role and the Changes Over Time), 385; Write an Essay, 545-546 TE Only: Active Classroom Strategies: Circle Write, xxi; Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>
<p>9-10.WHST.6. 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>SE/TE: Give an Effective Presentation, 544-545</p>

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<p>9-10.WHST.7. 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>SE/TE: Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; Topic 7 Assessment (27. Research and Evaluate Scholarships), 317; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>
<p>9-10.WHST.8. 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>SE/TE: Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; Topic 7 Assessment (27. Research and Evaluate Scholarships), 317; Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540; Write an Essay, 545-546; Avoid Plagiarism, 546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>

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<p>9-10.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: Topic 1 Assessment (6. Explain a Concept and Create a Written Presentation), 17; Topic 1 Assessment (13. Write About the Essential Question), 18; Topic 2 Assessment (21. Write About the Essential Question), 65; Topic 3 Assessment (14. Write About the Essential Question), 125; Topic 4 Assessment (16. Write About the Essential Question), 156; Topic 5 Assessment (16. Write About the Essential Question), 206; Topic 6 Assessment (25. Write About the Essential Question), 266; Topic 7 Assessment (29. Write About the Essential Question), 317; Topic 8 Assessment (11. Write About the Essential Question), 345; Topic 9 Assessment (22. Write About the Essential Question), 387; Topic 10 Assessment (15. Write About the Essential Question), 446; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>

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<p>9-10.WHST.10. 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>This objective is addressed throughout. See, for example: SE/TE: Topic 1 Assessment (6. Explain a Concept and Create a Written Presentation), 17; Topic 2 Assessment (7. Analyze the Importance and Impact of Economic Philosophers), 63; Topic 3 Assessment (14. Write About the Essential Question), 125; Topic 4 Assessment (15. Identify and Evaluate Ordinances, Rules, and Regulations), 156; Topic 5 Assessment (16. Write About the Essential Question), 206; Topic 6 Assessment (19. Examine Financial Accounts), 266; Topic 7 Assessment (29. Write About the Essential Question), 317; Topic 8 Assessment (10. Identify Economic Importance), 345; Topic 9 Assessment (12. Describe the Role of Government in the Free Enterprise System and Analyze Information by Sequencing), 386; Topic 10 Assessment (15. Write About the Essential Question), 446; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>
Reading Standards for Literacy in History/Social Studies (RH)	
<p>11-12.RH.1. 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>	<p>For related content, please see: SE/TE: Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155; Topic 4 Assessment (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; Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; Reinstate Glass-Steagall?, 204-205; The Great Recession of 2007-2009, 318-319</p>

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11-12.RH.2. 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.	SE/TE: Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155; Topic 4 Assessment (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; Sequence, 520; Analyze Cause and Effect, 522-523; Summarize, 525-526; Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540
11-12.RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	For related content, please see: SE/TE: Assessment, 473; Identify Main Ideas and Details, 524-525; Draw Inferences, 528; Draw Conclusions, 528-529
11-12.RH.4. 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 faction in Federalist No. 10).	SE/TE: Topic 1 Assessment (6. Explain a Concept and Create a Written Presentation), 17; Topic 1 Assessment (8. Explain Basic Economic Problems), (10. Explain Economic Concepts), 18; Topic 2 Assessment (6. Understand Terms that Describe the U.S. Economic System), 63; Topic 4 Assessment (1. Describe Basic Characteristics), 154; Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), (8. Analyze Tools and Explain Actions), 385; Topic 9 Assessment (13. Explain How the Federal Reserve System Affects the Money Supply), 386; Topic 9 Assessment (18. Analyze Tools and Explain Actions), (19. Explain Actions and Analyze Tools), 387 TE Only: Active Classroom, 114

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11-12.RH.5. 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.	SE/TE: Assessment (4. Analyze Structure), 473; Sequence, 520; Analyze Cause and Effect, 522-523; Identify Main Ideas and Details, 524-525; Interpret Sources, 529; Analyze Primary and Secondary Sources, 539-540
11-12.RH.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	SE/TE: Topic 2 Assessment (16. Evaluate Ordinances and Regulations That Apply to Business), 64; Compare Viewpoints, 540-541 TE Only: Laissez Faire?, 28-29
11-12.RH.7. 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.	SE/TE: Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540; Give an Effective Presentation, 544-545; Write an Essay, 545-546
11-12.RH.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	SE/TE: 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 TE Only: Laissez Faire?, 28-29; Microsoft Antitrust Lawsuit, 132-133
11-12.RH.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	SE/TE: Give an Effective Presentation, 544-545; Write an Essay, 545-546 TE Only: Laissez Faire?, 28-29; Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319
11-12.RH.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	SE/TE: Declaration of Independence, 472-473

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Writing Standards for Literacy in History/Social Studies (WHST)	
<p>11-12.WHST.1 Write arguments focused on discipline-specific content. 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Topic 1 Assessment, (13. Write an essay on the Essential Question: How does economics affect everyone?) 18; Topic 4 Assessment (16. Write about the Essential Question: How does competition affect markets?) 156; Topic 7 Assessment (22. Evaluate Renting a Home), 316; Topic 10 Assessment (15. Write about the Essential Question: How might scarcity divide our world or bring it together?)) 446; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>

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<p>11-12.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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, and tables), and multimedia when useful to aiding comprehension.</p> <p>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>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>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>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>SE/TE: Topic 1 Assessment (6. Explain a Concept and Create a Written Presentation), 17; Topic 1 Assessment (13. Write About the Essential Question), 18; Topic 2 Assessment (21. Write About the Essential Question), 65; Topic 3 Assessment (4. Identify Non-Price Determinants), 123; Topic 3 Assessment (14. Write About the Essential Question), 125; Topic 4 Assessment (16. Write About the Essential Question), 156; Topic 5 Assessment (13. Evaluate Charitable Giving and Create Written Presentations), (16. Write About the Essential Question), 206; Topic 6 Assessment (25. Write About the Essential Question), 266; Topic 7 Assessment (12. Interpret Economic Data and Create Written Presentations), 315; Topic 7 Assessment (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; Topic 7 Assessment (29. Write About the Essential Question), 317; Topic 8 Assessment (11. Write About the Essential Question), 345; Topic 9 Assessment (22. Write About the Essential Question), 387; Topic 10 Assessment (15. Write About the Essential Question), 446; Write an Essay, 545-546</p>

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<p>11-12.WHST.3. (See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>For related content, please see: SE/TE: Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>
<p>11-12.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, envelopes, technical directions, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebars, and flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</p>	<p>SE/TE: Topic 1 Assessment (8. Explain Basic Economic Problems), 18; Topic 7 Assessment (27. Research and Evaluate Scholarships), 317; Give an Effective Presentation, 544-545; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>
<p>11-12.WHST.5. 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>	<p>For related content, please see: SE/TE: Topic 4 Assessment (1. Describe Basic Characteristics), 154; Topic 9 Assessment (4. Analyze Costs and Benefits), (6. Describe the Role and the Changes Over Time), 385; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>

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11-12.WHST.6. 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.	SE/TE: Give an Effective Presentation, 544-545
11-12.WHST.7. 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.	SE/TE: Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; Topic 7 Assessment (27. Research and Evaluate Scholarships), 317; Write an Essay, 545-546 TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319
11-12.WHST.8. 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.	SE/TE: Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; Topic 7 Assessment (27. Research and Evaluate Scholarships), 317; Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540; Write an Essay, 545-546; Avoid Plagiarism, 546 TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319

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<p>11-12.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: Topic 1 Assessment (6. Explain a Concept and Create a Written Presentation), 17; Topic 1 Assessment (13. Write About the Essential Question), 18; Topic 2 Assessment (21. Write About the Essential Question), 65; Topic 3 Assessment (14. Write About the Essential Question), 125; Topic 4 Assessment (16. Write About the Essential Question), 156; Topic 5 Assessment (16. Write About the Essential Question), 206; Topic 6 Assessment (25. Write About the Essential Question), 266; Topic 7 Assessment (29. Write About the Essential Question), 317; Topic 8 Assessment (11. Write About the Essential Question), 345; Topic 9 Assessment (22. Write About the Essential Question), 387; Topic 10 Assessment (15. Write About the Essential Question), 446; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>

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11-12.WHST.10. 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>This objective is addressed throughout. See, for example:</p> <p>SE/TE: Topic 1 Assessment (3. Explain Basic Economic Problems), 17; Topic 2 Assessment (6. Understand Terms that Describe the U.S. Economic System), 63; Topic 3 Assessment (14. Write About the Essential Question), 125; Topic 4 Assessment (4. Describe Basic Characteristics), 154; Topic 5 Assessment (16. Write About the Essential Question), 206; Topic 6 Assessment (16. Describe Characteristics and Examine Aspects), 265; Topic 7 Assessment (29. Write About the Essential Question), 317; Topic 8 Assessment (8. Analyze Expenditures and Create Presentations), 345; Topic 9 Assessment (16. Analyze Information and Explain Actions), 386; Topic 10 Assessment (15. Write About the Essential Question), 446; Write an Essay, 545-546</p> <p>TE Only: Microsoft Antitrust Lawsuit, 132-133; The Great Recession of 2007-2009, 318-319</p>