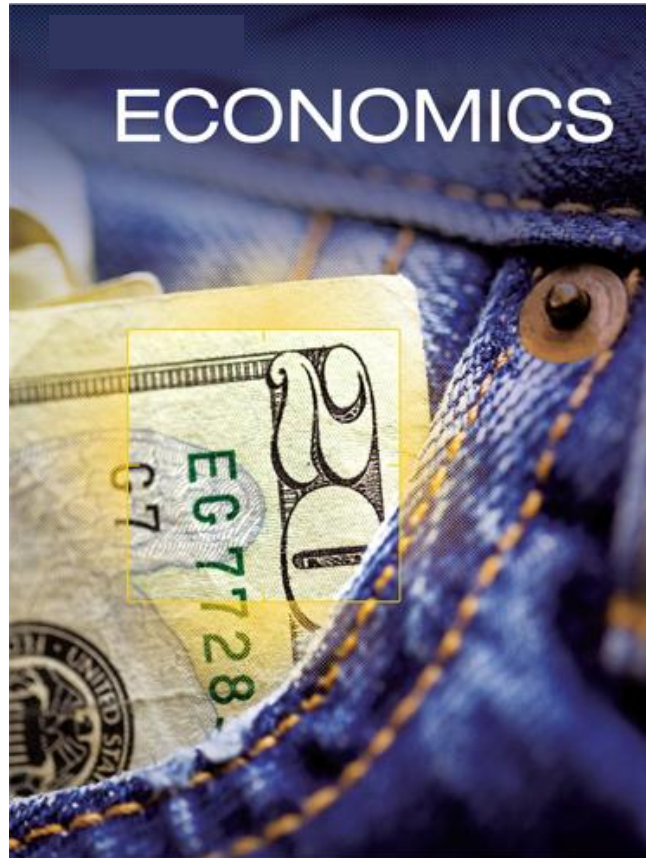


**A Correlation of**



**©2016**

**To the**

**College, Career, & Civic Life  
(C3) Framework  
for Social Studies State Standards  
Grades 9-12**

# **A Correlation of Savvas Economics, ©2016 to the C3 Framework for Social Studies State Standards, Grades 9-12**

## **Introduction**

This document demonstrates how *Savvas Economics, ©2016* meets the C3 Curriculum Frameworks for Social Studies State Standards, Grades 9-12.

*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.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
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.

## **Technology Reimagined with Savvas’ Realize™ Platform**

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessment
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.  
**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

**Table of Contents**

<b>Developing Questions &amp; PLANNING INQUIRIES .....</b>	<b>4</b>
<b>Applying Disciplinary Concepts &amp; TOOLS.....</b>	<b>7</b>
<b>CIVICS .....</b>	<b>7</b>
<b>ECONOMICS .....</b>	<b>11</b>
<b>GEOGRAPHY .....</b>	<b>16</b>
<b>HISTORY .....</b>	<b>18</b>
<b>Evaluating Sources &amp; USING EVIDENCE .....</b>	<b>26</b>
<b>Communicating Conclusions &amp; Taking INFORMED ACTION.....</b>	<b>28</b>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Developing Questions &amp; PLANNING INQUIRIES</b>	
<b>Dimension 1, Constructing Compelling Questions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<b>D1.1.9-12.</b> Explain how a question reflects an enduring issue in the field.	<b>SE:</b> Essential Question, 2, 20, 66, 126, 158, 208, 268, 318, 346, 388; Enduring Understandings, 3, 21, 67, 127, 159, 209, 319, 347, 389; Write About the Essential Question, 18, 65, 125, 156, 206, 266, 317, 345, 387, 446
<b>D1.2.9-12.</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	<b>SE:</b> <i>Understanding Debates and Points of View:</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 5 Assessment (13. Evaluate Charitable Giving and Create Written Presentations), 206; Topic 9 Assessment (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385  <i>21<sup>st</sup> Century Skills:</i> Compare Viewpoints, 494–495; Identify Bias, 495–496; Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498  <i>Critical Thinking Questions:</i> Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Support a Point of View with Evidence, 402, 405, 406, 427, 441

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Dimension 1, Constructing Supporting Questions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p><b>D1.3.9-12.</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p><b>SE:</b> <i>21<sup>st</sup> Century Skills:</i> Interpret Sources, 483–484; Analyze Primary and Secondary Sources, 493–494; Compare Viewpoints, 494–495; Identify Bias, 495–496; Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Support a Point of View with Evidence, 402, 405, 406, 427, 441</p> <p><i>Topic Assessment:</i> (questions and activities), 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446</p>
<p><b>D1.4.9-12.</b> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p>	<p><b>SE:</b> <i>Write About the Essential Question:</i> Students have opportunities to re-examine the Essential Question at the conclusion of each Topic Assessment. See pages 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><i>21<sup>st</sup> Century Skills:</i> Interpret Sources, 483–484; Analyze Primary and Secondary Sources, 493–494; Compare Viewpoints, 494–495; Identify Bias, 495–496; Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498</p>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Dimension 1, Determining Helpful Sources</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
<p><b>D1.5.9-12.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>	<p><b>SE:</b> <i>Using Primary Sources:</i> Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</p> <p><i>Research Activities and Presentations:</i> Topic 3 Assessment (4. Identify Non-Price Determinants, and Create a Written Presentation), 123; (5. Understand the Effect of Changes and 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>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
Continued <b>D1.5.9-12.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Continued <b>SE:</b> <i>Critical Thinking Questions:</i> Cite Evidence, 153, 196, 232, 325; Evaluate Arguments, 153, 343, 372, 443; Evaluate Data, 41, 276, 312; Support a Point of View with Evidence, 402, 405, 406, 427, 441; Support Ideas with Evidence, 262, 365, 419; Support Ideas with Examples, 12, 77, 164, 419, 431, 433  <i>21<sup>st</sup> Century Skills:</i> Interpret Sources, 483–484; Analyze Primary and Secondary Sources, 493–494; Compare Viewpoints, 494–495; Identify Bias, 495–496; Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498
<b>Applying Disciplinary Concepts &amp; TOOLS</b>	
<b>CIVICS</b>	
<b>Dimension 2, Civic and Political Institutions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Civ.1.9-12.</b> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.	<b>SE:</b> Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43; Government Regulation and Competition, 148–153; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387
<b>D2.Civ.2.9-12.</b> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.	<b>SE:</b> Students explore the U.S. tax system in the following activities: Topic 8 Assessment (3. Analyze Costs and Benefits), 344 (6. Identify Economic Importance), 344; (9. Analyze Costs and Benefits and Transfer Information and Create Presentations), 345; (10. Identify Economic Importance and Attribute Ideas and Information), 345  <i>Digital Resources:</i> Core Concepts: Government and Civics – Citizenship
<b>D2.Civ.3.9-12.</b> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.	<b>SE:</b> Trade Barriers and Agreements, 398–406; Topic 10 Assessment (7. Compare Effects of Trade), 445; (8. Analyze Impacts), 445; (9. Evaluate Free-Trade), 446

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<p><b>D2.Civ.4.9-12.</b> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p>	<p><b>SE:</b> Economic Freedom and the Constitution, 47; Fourteenth Amendment, 39; U.S. President, 221, 281; Congressional Budget Office, 350; also see: Government Intervention in the Economy, 38, 54, 100, 282, 364</p> <p>United States Constitution, 708–731</p>
<p><b>D2.Civ.5.9-12.</b> Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>	<p><b>SE:</b> Students explore the U.S. tax system in the following activities: Topic 8 Assessment (3. Analyze Costs and Benefits), 344 (6. Identify Economic Importance), 344; (9. Analyze Costs and Benefits and Transfer Information and Create Presentations), 345; (10. Identify Economic Importance and Attribute Ideas and Information), 345</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
<p><b>D2.Civ.6.9-12.</b> Critique relationships among governments, civil societies, and economic markets.</p>	<p><b>SE:</b> Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43; Government Regulation and Competition, 148–153; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387</p>



**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Dimension 2, Participation and Deliberation</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Civ.7.9-12.</b> Apply civic virtues and democratic principles when working with others.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504; Serving on a Jury, 504</p> <p>Express Problems Clearly, 12, 97, 355, 384, 406; Make Decisions, 55, 168, 181; Solve Problems, 97, 181</p> <p>Topic 5 Assessment (6. Explain Corporations and Create Oral Presentations), 205; Topic 7 Assessment (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; Topic 9 Assessment (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p>
<b>D2.Civ.8.9-12.</b> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	<p><b>SE:</b> 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), 63; (5. Examine Socialist Economic Systems), 63; (7. Analyze the Importance and Impact of Economic Philosophers), 63; (9. Explain the Benefits of Economic Systems), 63; (17. Compare Economic Systems), 65</p>
<b>D2.Civ.9.9-12.</b> Use appropriate deliberative processes in multiple settings.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504; Serving on a Jury, 504</p> <p>Express Problems Clearly, 12, 97, 355, 384, 406; Make Decisions, 55, 168, 181; Solve Problems, 97, 181</p> <p>Topic 5 Assessment (6. Explain Corporations and Create Oral Presentations), 205; Topic 7 Assessment (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; Topic 9 Assessment (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>D2.Civ.10.9-12.</b> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	<p><b>SE:</b> For related material see: Unemployment, 291–296; Inflation and Deflation, 297–302; Poverty and Income Distribution, 303–312</p> <p>21<sup>st</sup> Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504; Serving on a Jury, 504</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
<b>Dimension 2, Processes, Rules, and Laws</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Civ.11.9-12.</b> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.	<p><b>SE:</b> Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43; Government Regulation and Competition, 148–153; Unemployment, 291–296; Inflation and Deflation, 297–302; Poverty and Income Distribution, 303–312; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387</p>
<b>D2.Civ.12.9-12.</b> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.	<p><b>SE:</b> Government Regulation and Competition, 148–153; Labor and Wages, 190–196; Labor Unions, 197–203</p> <p>21<sup>st</sup> Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504; Serving on a Jury, 504</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>D2.Civ.13.9-12.</b> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.	<b>SE:</b> Government Regulation and Competition, 148–153; Unemployment, 291–296; Inflation and Deflation, 297–302; Poverty and Income Distribution, 303–312; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387
<b>D2.Civ.14.9-12.</b> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	<b>SE:</b> Unemployment, 291–296; Inflation and Deflation, 297–302; Poverty and Income Distribution, 303–312  <i>Digital Resources:</i> Landmark Supreme Court Cases
<b>ECONOMICS</b>	
<b>Dimension 2, Economic Decision Making</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Eco.1.9-12.</b> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	<b>SE:</b> Opportunity Cost and Trade-Offs, 9–12; Incentives: Centrally Planned Economies, 21, 33, 37, 118; Free Market Economy, 27, 32, 118  <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
<b>D2.Eco.2.9-12.</b> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.	<b>SE:</b> Opportunity Cost and Trade-Offs, 9–12; Changes in Supply, 98–103  <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Dimension 2, Exchange and Markets</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Eco.3.9-12.</b> Analyze the ways in which incentives influence what is produced and distributed in a market system.	<p><b>SE:</b> Factors of Production, 5–6, 37, 52, 102; Production Possibilities Curves, 13–16; Incentives and Competition, 30–31</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economic Development</p>
<b>D2.Eco.4.9-12.</b> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.	<p><b>SE:</b> Incentives and Competition, 30–31, 33; 45; Topic 2 Assessment (8. Explain Basic Characteristics of Economic Systems), 63; Pure Competition, 128–132, Monopolies, 133–140; Monopolistic Competition and Oligopoly, 141–147; Government Regulation and Competition, 148–153; Topic Assessment, 154–156</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economics Systems</p>
<b>D2.Eco.5.9-12.</b> Describe the consequences of competition in specific markets.	<p><b>SE:</b> Competition, 30–31; Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43; Pure Competition, 128–132, Monopolies, 133–140; Monopolistic Competition and Oligopoly, 141–147; Government Regulation and Competition, 148–153; Topic 4 Assessment (4. Describe Basic Characteristics), 154</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economics Process; Economics Systems</p>
<b>D2.Eco.6.9-12.</b> Generate possible explanations for a government role in markets when market inefficiencies exist.	<p><b>SE:</b> Government Regulation and Competition, 148–153; Fiscal Policy Options, 356–365; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387; also see: Unemployment, 291–296; Inflation and Deflation, 297–302; Poverty and Income Distribution, 303–312</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics</p>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>D2.Eco.7.9-12.</b> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.	<p><b>SE:</b> Government Regulation and Competition, 148–153; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economics Process</p>
<b>D2.Eco.8.9-12.</b> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.	<p><b>SE:</b> Unemployment, 291–296; Inflation and Deflation, 297–302; Poverty and Income Distribution, 303–312; Fiscal and Monetary Policy, 346–347; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economics Process</p>
<b>D2.Eco.9.9-12.</b> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.	<p><b>SE:</b> The A Federal Reserve System, 223–232; Fiscal and Monetary Policy, 346–347; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387; Topic 8 Assessment (3. Analyze Costs and Benefits), 344</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economic Development</p>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Dimension 2, The National Economy</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p><b>D2.Eco.10.9-12.</b> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</p>	<p><b>SE:</b> Topic 7 Assessment (5. Interpret Economic Data and Analyze Information), 313; (7. Interpret Economic Data), 314; (12. Interpret Economic Data and Create Written Presentations), 315; (13. Interpret Economic Data), 315; (14. Analyze Productivity and Growth), 315; Topic 9 Assessment (11. Interpret and Evaluate Economic Data), 386; also see: 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 Data, 71, 76, 105, 137, 146, 200, 201, 224, 272, 273, 274, 281, 286, 287, 290, 290, 302, 306, 334, 357, 363</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics</p>
<p><b>D2.Eco.11.9-12.</b> Use economic indicators to analyze the current and future state of the economy.</p>	<p><b>SE:</b> Gross Domestic Product, 270–276; Fiscal Policy Options, 356–365; Monetary Policy Options, 373–378; Topic 7 Assessment (5. Interpret Economic Data and Analyze Information), 313; (7. Interpret Economic Data), 314; (12. Interpret Economic Data and Create Written Presentations), 315; (13. Interpret Economic Data), 315; (14. Analyze Productivity and Growth), 315; Topic 9 Assessment (11. Interpret and Evaluate Economic Data), 386</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics</p>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>D2.Eco.12.9-12.</b> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.	<b>SE:</b> Fiscal and Monetary Policy, 346–347; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387  <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
<b>D2.Eco.13.9-12.</b> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<b>SE:</b> Advances in Technology, 16, 99, 112, 113, 401, 417; Exporting and Technology, 321; Topic 7 Assessment (15. Analyze Technology and Growth), 315  <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
<b>Dimension 2, The Global Economy</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Eco.14.9-12.</b> Analyze the role of comparative advantage in international trade of goods and services.	<b>SE:</b> Why Nations Trade, 390–397; Trade Barriers and Agreements, 398–406; Exchange Rates and Trade, 407–414; Topic 10 Assessment (14. Analyze Trade), 446  <i>Digital Resources:</i> Core Concepts: Economics – Trade
<b>D2.Eco.15.9-12.</b> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.	<b>SE:</b> Globalization, 435–443; Topic 10 Assessment (14. Analyze Trade), 446

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>GEOGRAPHY</b>	
<b>Dimension 2, Geographic Representations</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Geo.1.9-12.</b> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.	<b>SE:</b> <i>21<sup>st</sup> Century Skills:</i> Create Charts and Maps, 487; also see: Read Physical Maps, 488–489; Read Political Maps, 490; Read Special-Purpose Maps, 491–492; Use Parts of a Map, 492–493 787–788; Use Parts of a Map, 788–789
<b>D2.Geo.2.9-12.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	<b>SE:</b> Analyze Maps, 5, 103, 150, 227, 341, 405  <i>21<sup>st</sup> Century Skills:</i> Read Physical Maps, 488–489; Read Political Maps, 490; Read Special-Purpose Maps, 491–492; Use Parts of a Map, 492–493
<b>D2.Geo.3.9-12.</b> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.	<b>SE:</b> <i>Interactive Maps:</i> Analyze Maps, 5, 103, 150, 227, 341, 405  <i>21<sup>st</sup> Century Skills:</i> Read Physical Maps, 488–489; Read Political Maps, 490; Read Special-Purpose Maps, 491–492; Use Parts of a Map, 492–493  <i>Topic Assessment:</i> (activities involving maps and spatial data), Topic 1 Assessment (1. Explain Basic Economic Problems), 17
<b>Dimension 2, Human-Environment Interaction</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Geo.4.9-12.</b> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.	<b>SE:</b> Development, 425–419; Growth, Resources, and Development, 420–427
<b>D2.Geo.5.9-12.</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	<b>SE:</b> Growth, Resources, and Development, 420–427; Changing Economies, 428–434; Globalization, 435–443



**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>D2.Geo.6.9-12.</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	<b>SE:</b> <i>Interactive Maps:</i> Analyze Maps, 5, 103, 150, 227, 341, 405; Globalization, 435-443  <i>21<sup>st</sup> Century Skills:</i> Read Physical Maps, 488-489; Read Political Maps, 490; Read Special-Purpose Maps, 491-492; Use Parts of a Map, 492-493
<b>Dimension 2, Human Population: Spatial Patterns and Movements</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Geo.7.9-12.</b> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	<b>SE:</b> Students explore the cost and benefits of trade: Topic 10 Assessment (3. Apply Concepts), 444; (8. Analyze Impacts), 445; (9. Evaluate Free-Trade), 446; (14. Analyze Trade), 446
<b>D2.Geo.8.9-12.</b> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.	<b>SE:</b> Development, 425-419; Growth, Resources, and Development, 420-427; Changing Economies, 428-434; Globalization, 435-443
<b>D2.Geo.9.9-12.</b> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	<b>SE:</b> For related material see: Growth, Resources, and Development, 420-427; Globalization, 435-443
<b>Dimension 2, Global Interconnections</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Geo.10.9-12.</b> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	<b>SE:</b> Why Nations Trade, 390-397; Trade Barriers and Agreements, 398-406; Exchange Rates and Trade, 407-414; Topic 10 Assessment (14. Analyze Trade), 446
<b>D2.Geo.11.9-12.</b> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	<b>SE:</b> Globalization, 435-443; Topic 10 Assessment (14. Analyze Trade), 446
<b>D2.Geo.12.9-12.</b> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	<b>SE:</b> Hurricane Katrina, 291, 293, 336

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>HISTORY</b>	
<b>Dimension 2, Change, Continuity, and Context</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.His.1.9-12.</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	<b>SE:</b> Analyze Timeline, 76, 136, 185, 199, 224, 355, 383, 400; Changes in American Banking, 216–222; Changing Economies, 428–434; Topic 7 Assessment (3. Analyze the Importance and Impact of Economic Philosophers), 313; Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385; (13. Explain How the Federal Reserve System), 386; (15. Explain How the Federal Reserve System Affects the Money Supply), 386; Topic 10 Assessment (14. Analyze Trade), 446
<b>D2.His.2.9-12.</b> Analyze change and continuity in historical eras.	<b>SE:</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; Analyze Timeline, 76, 136, 185, 199, 224, 355, 383, 400
<b>D2.His.3.9-12.</b> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	<b>SE:</b> Express Problems Clearly, 12, 97, 355, 384, 406; Formulate Questions, 247, 262; Hypothesize, 222, 378, 443; Topic 2 Assessment (17. Compare Economic Systems), 65; (17. Compare Economic Systems), 65; Topic 3 Assessment (8. Describe Characteristics of Economic Systems), 124 Topic 5 Assessment (10. Explain and Analyze Corporations), 205; (11. Explain and Analyze Partnerships), 206; Topic 7 Assessment (3. Analyze the Importance and Impact of Economic Philosophers), 313; (11. Explain the Functions of Financial Institutions), 315; Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385; (13. Explain How the Federal Reserve System), 386; (15. Explain How the Federal Reserve System Affects the Money Supply), 386; Topic 10 Assessment (14. Analyze Trade), 446

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Dimension 2, Perspectives</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.His.4.9-12.</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	<b>SE:</b> Compare Viewpoints, 494–495; Identify Bias, 495–496; Evaluate Existing Arguments, 496–497; Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Support a Point of View with Evidence, 402, 405, 406, 427, 441; 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  <i>Digital Resources:</i> Biographies
<b>D2.His.5.9-12.</b> Analyze how historical contexts shaped and continue to shape people’s perspectives.	<b>SE:</b> Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Support a Point of View with Evidence, 402, 405, 406, 427, 441  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

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<p><b>D2.His.6.9-12.</b> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p>	<p><b>SE:</b> Compare Viewpoints, 494–495; Identify Bias, 495–496; Evaluate Existing Arguments, 496–497; Compare Points of View, 131, 370; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Support a Point of View with Evidence, 402, 405, 406, 427, 441</p> <p>Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p>
<p><b>D2.His.7.9-12.</b> Explain how the perspectives of people in the present shape interpretations of the past.</p>	<p><b>SE:</b> Students can understand this concept as they complete the following 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><b>D2.His.8.9-12.</b> Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p>	<p><b>SE:</b> Support a Point of View with Evidence, 402, 405, 406, 427, 441; 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>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Dimension 2, Historical Sources and Evidence</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p><b>D2.His.9-12.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p><b>SE:</b> Students examine specific historical sources in the Topic Assessment activities. For examples see:</p> <p><i>Using Primary Sources:</i> Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</p> <p><i>Research Activities and Presentations:</i> Topic 3 Assessment (4. Identify Non-Price Determinants ... 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>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<p><b>D2.His.10.9-12.</b> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p>	<p><b>SE: 21<sup>st</sup> Century Skills:</b> Interpret Sources, 483–484; Analyze Primary and Secondary Sources, 493–494; Compare Viewpoints, 494–495</p> <p><i>Critical Thinking:</i> Evaluate Arguments, 153, 343, 372, 443</p> <p><i>Using Primary Sources:</i> Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</p> <p><i>Research Activities:</i> Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; Topic 7 Assessment (27. Research and Evaluate Scholarships), 317; 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>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<p><b>D2.His.11.9-12.</b> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p><b>SE:</b> <i>Critical Thinking:</i> Evaluate Arguments, 153, 343, 372, 443; Evaluate Data, 41, 276, 312</p> <p><i>21<sup>st</sup> Century Skills:</i> Analyze Primary and Secondary Sources, 493-494; Compare Viewpoints, 494-495</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><b>D2.His.12.9-12.</b> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>	<p><b>SE:</b> Formulate Questions, 247, 262; Essential Question, 2, 20, 66, 126, 158, 208, 268, 318, 346, 388; Topic Assessment, 17-18, 63-65, 123-125, 154-156, 204-206, 264-266, 313-317, 344-345, 385-387, 444-446</p>
<p><b>D2.His.13.9-12.</b> Critique the appropriateness of the historical sources used in a secondary interpretation.</p>	<p><b>SE:</b> Analyze Primary and Secondary Sources, 493-494; Compare Viewpoints, 494-495</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>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>Dimension 2, Causation and Argumentation</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.	<b>SE:</b> 21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 476–477; 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
<b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.	<b>SE:</b> Topic 7 Assessment (15. Analyze Technology and Growth), 315; Topic 9 Assessment (16. Analyze Information and Explain Actions), 386; 21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 476–477; 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
<b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	<p><b>SE:</b> <i>Using Primary Sources:</i> Topic 4 Assessment (7. Analyze and Evaluate Primary Sources and Give Examples), 155; Topic 9 Assessment (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385</p> <p><i>Research Activities:</i> Topic 6 Assessment (8. Assess the Transition from Renting to Home Ownership), 264; Topic 7 Assessment (9. Research and Evaluate Work-Study Programs), 314; Topic 7 Assessment (27. Research and Evaluate Scholarships), 317; 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> <p><i>21<sup>st</sup> Century Skills:</i> Interpret Sources, 483–484; Analyze Primary and Secondary Sources, 493–494; Compare Viewpoints, 494–495; Identify Bias, 495–496; Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498</p>



**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<p><b>D2.His.17.9-12.</b> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</p>	<p><b>SE:</b> Evaluate Arguments, 153, 343, 372, 443</p> <p>21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498</p> <p><i>Understanding Debates and Points of View:</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> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

C3 Framework for Social Studies Grades 9-12	Savvas Economics ©2016
<b>Evaluating Sources &amp; USING EVIDENCE</b>	
<b>Dimension 3, Gathering and Evaluating Sources</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p><b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p><b>SE:</b> <i>21<sup>st</sup> Century Skills:</i> Interpret Sources, 483–484; Analyze Primary and Secondary Sources, 493–494; Compare Viewpoints, 494–495; Identify Bias, 495–496; Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498</p> <p><i>Research Activities and Presentations:</i> 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>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<p><b>D3.2.9-12.</b> Evaluate the credibility of a source by examining how experts value the source.</p>	<p><b>SE:</b> Analyze Primary and Secondary Sources, 493–494; Compare Viewpoints, 494–495</p> <p><i>Primary Sources are embedded within the text (examples): 47, 69, 161, 225, 401, 418</i></p> <p><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 align="center"><b>Dimension 3, Developing Claims and Using Evidence</b></p>	
<p align="center">INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p><b>SE:</b> 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; Determine Point of View, 421; Evaluate Arguments, 153, 343, 372, 443; Evaluate Data, 41, 276, 312; Integrate Information, 122, 232; Support a Point of View with Evidence, 402, 405, 406, 427, 441; Support Ideas with Evidence, 262, 365, 419; Support Ideas with Examples, 12, 77, 164, 419, 431, 433; Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<p><b>D3.4.9-12.</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p><b>SE:</b> Evaluate Arguments, 153, 343, 372, 443</p> <p>21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498</p> <p><i>Understanding Debates and Points of View:</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> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
<p align="center"><b>Communicating Conclusions &amp; Taking INFORMED ACTION</b></p>	
<p><b>Dimension 4, Communicating Conclusions</b></p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</p>	
<p><b>D4.1.9-12.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498; also see: Evaluate Arguments, 153, 343, 372, 443</p> <p>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>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>D4.2.9-12.</b> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	<b>SE:</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; Analyze Timeline, 76, 136, 185, 199, 224, 355, 383, 400  Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446
<b>D4.3.9-12.</b> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	<b>SE:</b> 21 <sup>st</sup> Century Skills: Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498; Participate in a Discussion or Debate, 498; Give an Effective Presentation, 498–499; Write an Essay, 499–500; also see: Evaluate Arguments, 153, 343, 372, 443  Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446
<b>Dimension 4, Critiquing Conclusions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D4.4.9-12.</b> Critique the use of claims and evidence in arguments for credibility.	<b>SE:</b> 21 <sup>st</sup> Century Skills: Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498; Compare Points of View, 131, 370; Evaluate Arguments, 153, 343, 372, 443  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  <i>Digital Resources:</i> Landmark Supreme Court Cases

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<b>D4.5.9-12.</b> Critique the use of the reasoning, sequencing, and supporting details of explanations.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 496–497; Consider and Counter Opposing Arguments, 497–498; Compare Points of View, 131, 370; Evaluate Arguments, 153, 343, 372, 443; Express Problems Clearly, 12, 97, 355, 384, 406; Identify Supporting Details, 48, 61, 121, 147, 174, 176, 189, 219, 240, 296, 336; Support Ideas with Evidence, 262, 365, 419; Support Ideas with Examples, 12, 77, 164, 419, 431, 433</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
<b>Dimension 4, Taking Informed Action</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D4.6.9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	<p><b>SE:</b> Topic Assessment, 17–18, 63–65, 123–125, 154–156, 204–206, 264–266, 313–317, 344–345, 385–387, 444–446; Apply Concepts, 8, 12, 16, 26, 50, 55, 62, 72, 77, 81, 90, 93, 97, 100, 132, 215, 262, 290, 355, 382, 384, 393, 397, 419, 429, 443</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>D4.7.9-12.</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504</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>

**A Correlation of Savvas Economics, ©2016  
to the C3 Framework for Social Studies State Standards, Grades 9-12**

<b>C3 Framework for Social Studies Grades 9-12</b>	<b>Savvas Economics ©2016</b>
<p><b>D4.8.9-12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504; Serving on a Jury, 504</p> <p>Express Problems Clearly, 12, 97, 355, 384, 406; Make Decisions, 55, 168, 181; Solve Problems, 97, 181</p> <p>Topic 5 Assessment (6. Explain Corporations and Create Oral Presentations), 205; Topic 7 Assessment (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; Topic 9 Assessment (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p>