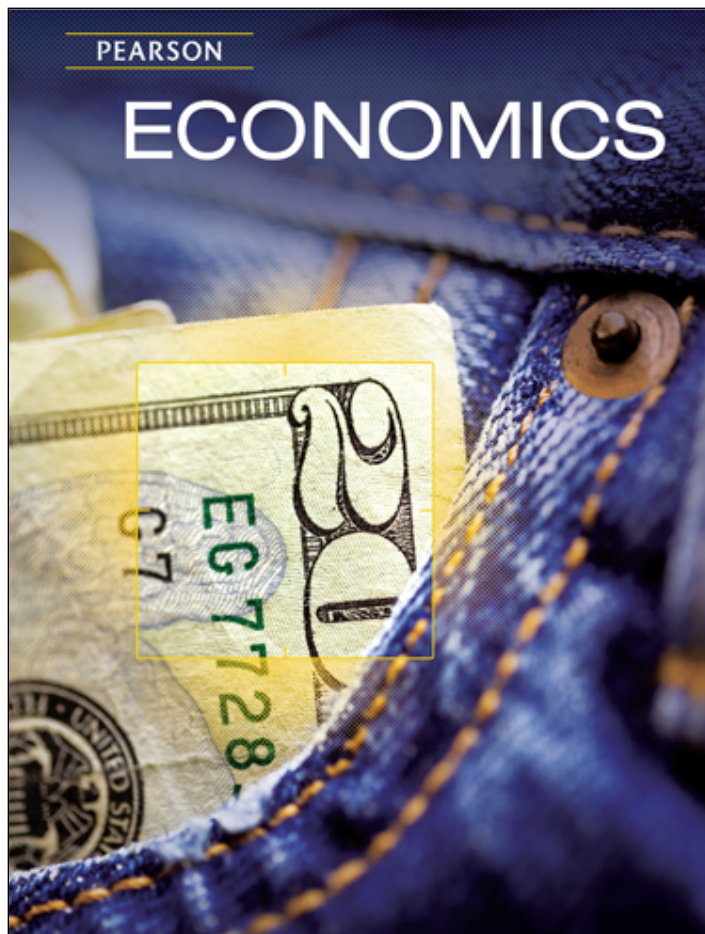


**A Correlation of**



**©2016**

**To the**

**California History-Social Science  
Content Standards  
Grade 12**

# A Correlation of Economics, ©2016 to the California History-Social Science Content Standards

## Introduction

This document demonstrates how *Economics*, ©2016 meets the California History-Social Science Content Standards for Grade 12.

*Savvas* is excited to announce its NEW *Economics* program. Helping students build an essential, life-long understanding of core economics principles. *Pearson 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.

*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 the Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBC Learn™ 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

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California History-Social Science Content Standards Principles of American Democracy and Economics, Grade 12	Economics ©2016
<b>Principles of American Democracy</b>	
<b>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</b>	
1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government	<p><b>SE/TE:</b> For related material see: United States Constitution, 448–471</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Republic, Plato; Politics, Aristotle; English Petition of Right; English Bill of Rights; Two Treatises of Government, John Locke; The Spirit of Laws, Baron de Montesquieu; The Social Contract, Jean-Jacques Rousseau</p>
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville	<p><b>SE/TE:</b> For related material see: Celebrate Freedom: Declaration of Independence &amp; Constitution Assembly Day, 1</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> <i>Democracy in America</i>, Alexis de Tocqueville</p>
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”	<p><b>SE/TE:</b> For related material see: Celebrate Freedom: Declaration of Independence &amp; Constitution Assembly Day, 1; Economic Freedom and the Constitution, 47–48</p> <p>United States Constitution, 448–471</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>

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<p>4. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers</p>	<p><b>SE/TE:</b> For related material see: Economic Freedom and the Constitution, 47–48</p> <p>United States Constitution, 448–471</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.</p>	<p><b>SE/TE:</b> For related material see: Economic Freedom and the Constitution, 47–48; 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, 448–471</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>6. Understand that the Bill of Rights limits the powers of the federal government and state governments.</p>	<p><b>SE/TE:</b> For related material see: Celebrate Freedom: Declaration of Independence (and Bill of Rights) &amp; Constitution Assembly Day, 1; Bill of Rights, 47</p> <p>United States Constitution: Amendments 1–10, 464–465</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>

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<p><b>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</b></p>	
<p>1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).</p>	<p><b>SE/TE:</b> For related material see: Celebrate Freedom: Declaration of Independence (and Bill of Rights) &amp; Constitution Assembly Day, 1; Bill of Rights, 47</p> <p>United States Constitution: Amendments 1–10, 464–465</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one’s work; right to join or not join labor unions; copyright and patent).</p>	<p><b>SE/TE:</b> For related material see: Key Roles in the Free Enterprise System, 46; Property Rights, 47–48</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economic Systems</p>
<p>3. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.</p>	<p><b>SE/TE:</b> For related material see: The Importance of National Taxes, 320–321; Individual and Corporate Income Taxes, 326–328</p> <p>21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; Being an Informed Citizen, 548</p> <p>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), 345</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – Celebrate Freedom: Declaration of Independence and Constitution Day; Declaration of Independence and the Bill of Rights; The Constitution of the United States; Primary Source: Declaration of Independence <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship; Personal Finance – Taxes and Income <i>21st Century Skills Tutorials:</i> Political Participation; Voting; Serving on a Jury; Being an Informed Citizen</p>

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<p>4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service</p>	<p><b>SE/TE:</b> 21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others</p>	<p><b>SE/TE:</b> For related material see: The Importance of National Taxes, 320–321; Individual and Corporate Income Taxes, 326–328</p> <p>21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; Being an Informed Citizen, 548</p> <p>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), 345</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – Celebrate Freedom: Declaration of Independence and Constitution Day; Declaration of Independence and the Bill of Rights; The Constitution of the United States; Primary Source: Declaration of Independence</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Citizenship; Personal Finance – Taxes and Income</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting; Serving on a Jury; Being an Informed Citizen</p>

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<p>6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</p>	<p><b>SE/TE:</b> For related material see: Constitution Assembly Day, 1; The Impact of Foreign-Born Workers, 187–188</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p align="center"><b>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</b></p>	
<p>1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</p>	<p><b>SE/TE:</b> For related material see: Labor Unions, 197–203; The History of the Labor Movement, 198–199</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change; Science and Technology</p>
<p>2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.</p>	<p><b>SE/TE:</b> 21st Century Skills: Solve Problems, 546–547; Make Decisions, 547–548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; also see: Labor Unions, 197–203; The History of the Labor Movement, 198–199 21st Century Skills: Solve Problems, 546–547; Make Decisions, 547–548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Biography – César Chávez; Martin Luther King Jr.; Rosa Parks <i>Interactive Primary Sources:</i> "I Have a Dream," Martin Luther King, Jr.; "Letter from Birmingham Jail," Martin Luther King, Jr.; "I Will Fight No More Forever," Chief Joseph <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p>



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3. Discuss the historical role of religion and religious diversity.	<p><b>SE/TE:</b> For related material see: Celebrate Freedom: Declaration of Independence (and Bill of Rights) &amp; Constitution Assembly Day, 1; Bill of Rights, 47</p> <p>United States Constitution: Amendments 1–10, 464–465</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.	<p><b>SE/TE:</b> For related material see: see: How Communism and Socialism Differ, 34–35; Two Communist Economies, 35–36; The Economy of the United States, 41–43; Economic Freedom and the Constitution, 47–48</p> <p>Topic 2 Assessment (5. Examine Socialist Economic Systems), 63; (6. Understand Terms That Describe the U.S. Economic System), 63; (8. Explain Basic Characteristics of Economic Systems), 63</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> United States Constitution</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting; Serving on a Jury</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics –Political Systems</p>
<b>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</b>	
1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.	<p><b>SE/TE:</b> For related material see: Constitution Assembly Day, 1</p> <p>United States Constitution: Article I, 450–457</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>

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2. Explain the process through which the Constitution can be amended	<p><b>SE/TE:</b> Fourteenth Amendment, 39; United States Constitution: Amendments, 464–465</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
3. Identify their current representatives in the legislative branch of the national government.	<p><b>SE/TE:</b> 21<sup>st</sup> Century Skills: Political Participation, 549; Being an Informed Citizen, 548</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Being an Informed Citizen</p>
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers	<p><b>SE/TE:</b> For related material see: Constitution Assembly Day, 1</p> <p>United States Constitution: Article II, 457–459</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court	<p><b>SE/TE:</b> For related material see: Constitution Assembly Day, 1</p> <p>United States Constitution: Article III, 459–460</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
6. Explain the processes of selection and confirmation of Supreme Court justices.	<p><b>SE/TE:</b> For related material see: United States Constitution: Article III, 459</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases</p>

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<b>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</b>	
1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.	<p><b>SE/TE:</b> For related material see: Celebrate Freedom: Declaration of Independence (and Bill of Rights) &amp; Constitution Assembly Day, 1; Bill of Rights, 47</p> <p>United States Constitution: Amendments 1–10, 464–465</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	<p><b>SE/TE:</b> For related material see: United States Constitution: Article III, 459</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases</p>
3. Evaluate the effects of the Court’s interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, with emphasis on the arguments espoused by each side in these cases.	<p><b>SE/TE:</b> For related material see: United States Constitution: Article III, 459</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases</p>
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Peña, and United States v. Virginia (VMI).	<p><b>SE/TE:</b> For related material see: United States Constitution: Article III, 459</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases</p>

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<p><b>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</b></p>	
<p>1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.</p>	<p><b>SE/TE:</b> For related material see: <i>The Recent History of U.S. Fiscal Policy (economic theories of different administrations)</i>, 362–365</p> <p>21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Government and Civics – Citizenship</i></p> <p><i>21st Century Skills Tutorials: Political Participation; Voting</i></p> <p><i>Social Studies Reference Center: Constitution Day Resources – The Constitution of the United States</i></p>
<p>2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.</p>	<p><b>SE/TE:</b> For related material see: 21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Government and Civics – Citizenship</i></p> <p><i>21st Century Skills Tutorials: Political Participation; Voting</i></p> <p><i>Social Studies Reference Center: Constitution Day Resources – The Constitution of the United States</i></p>
<p>3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.</p>	<p><b>SE/TE:</b> For related material see: 21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Government and Civics – Citizenship</i></p> <p><i>21st Century Skills Tutorials: Political Participation; Voting</i></p> <p><i>Social Studies Reference Center: Constitution Day Resources – The Constitution of the United States</i></p>

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<p>4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).</p>	<p><b>SE/TE:</b> 21st Century Skills: Solve Problems, 546–547; Make Decisions, 547–548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; also see: Labor Unions, 197–203; The History of the Labor Movement, 198–199</p> <p>21st Century Skills: Solve Problems, 546–547; Make Decisions, 547–548; Political Participation, 549; Voting, 549–550; Serving on a Jury, 550</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Biography – César Chávez; Martin Luther King Jr.; Rosa Parks</p> <p><i>Interactive Primary Sources:</i> "I Have a Dream," Martin Luther King, Jr.; "Letter from Birmingham Jail," Martin Luther King, Jr.; "I Will Fight No More Forever," Chief Joseph</p> <p><i>Social Studies Reference Center:</i> Landmark Supreme Court Cases</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p>
<p>5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections)</p>	<p><b>SE/TE:</b> For related material see: 21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.</p>	<p><b>SE/TE:</b> For related material see: 21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>

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<p><b>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</b></p>	
<p>1. Explain how conflicts between levels of government and branches of government are resolved.</p>	<p><b>SE/TE:</b> For related material see: Economic Freedom and the Constitution, 47–48; 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, 448–471</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>2. Identify the major responsibilities and sources of revenue for state and local governments.</p>	<p><b>SE/TE:</b> For related material see: The Importance of National Taxes, 320–321; Individual and Corporate Income Taxes, 326–328</p> <p>21<sup>st</sup> Century Skills: Political Participation, 549; Voting, 549–550; Serving on a Jury, 550; Being an Informed Citizen, 548</p> <p>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), 345</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – Celebrate Freedom: Declaration of Independence and Constitution Day; Declaration of Independence and the Bill of Rights; The Constitution of the United States; Primary Source: Declaration of Independence <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship; Personal Finance – Taxes and Income <i>21st Century Skills Tutorials:</i> Political Participation; Voting; Serving on a Jury; Being an Informed Citizen</p>

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<p>3. Discuss reserved powers and concurrent powers of state governments.</p>	<p><b>SE/TE:</b> For related material see: 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, 448–471</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power.</p>	<p><b>SE/TE:</b> For related material see: Celebrate Freedom: Declaration of Independence (and Bill of Rights) &amp; Constitution Assembly Day, 1; Bill of Rights, 47</p> <p>United States Constitution: Amendments 1–10, 464–465</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>

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<p>5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.</p>	<p><b>SE/TE:</b> 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>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; Topic 4 Assessment (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; (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385; (9. Analyze Fiscal Policy Decisions), 385; (10. Analyze Fiscal Policy Decisions), 385</p> <p>21<sup>st</sup> Century Skills: Paying Taxes, 551</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Paying Taxes</p> <p><i>Social Studies Social Studies Core Concepts:</i> Economics – Economic Systems; Personal Finance – Taxes and Income</p>
<p>6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.</p>	<p><b>SE/TE:</b> For related material see: 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, 448–471</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>



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<p>7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.</p>	<p><b>SE/TE:</b> For related material see: United States Constitution: Article III, 459</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases</p>
<p>8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.</p>	<p><b>SE/TE:</b> For related material see: Trade Barriers and Agreements, 398–406</p> <p>Topic 10 Assessment (7. Compare Effects of Trade), 445; (8. Analyze Impacts), 445; (9. Evaluate Free-Trade), 446</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Trade</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p><b>12.8 Students evaluate and take and defend positions on the influence of the media on American political life</b></p>	
<p>1. Discuss the meaning and importance of a free and responsible press</p>	<p><b>SE/TE:</b> For related material see: Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> <p>Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155</p> <p>21st Century Skills: Political Participation, 549; Voting, 549–550</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Solve Problems; Make Decisions; Political Participation; Voting</p>

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<p>2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.</p>	<p><b>SE/TE:</b> Advertising on Internet, 76; Entrepreneurs and the Internet, 161, 442; also see: Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> <p>Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155</p> <p>21st Century Skills: Political Participation, 549; Voting, 549–550</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p>
<p>3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.</p>	<p><b>SE/TE:</b> For related material see: Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> <p>Topic 4 Assessment (7. Analyze and Evaluate Primary Sources), 155</p> <p>21st Century Skills: Political Participation, 549; Voting, 549–550</p>

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<p><b>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</b></p>	
<p>1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.</p>	<p><b>SE/TE:</b> How Communism and Socialism Differ, 34–35; Two Communist Economies, 35–36; The Economy of the United States, 41–43; Economic Freedom and the Constitution, 47–48; Poverty and Income Distribution, 303–312; Development Around the World, 415–419; Growth, Resources, and Development, 420–427</p> <p>Topic 2 Assessment (5. Examine Socialist Economic Systems), 63; (6. Understand Terms That Describe the U.S. Economic System), 63; (8. Explain Basic Characteristics of Economic Systems), 63</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Magna Carta; The Mayflower Compact; English Petition of Right; English Bill of Rights; Two Treatises of Government, John Locke; The Spirit of Laws, Baron de Montesquieu</p> <p><i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process Economic Systems; Economic Development</p>
<p>2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).</p>	<p><b>SE/TE:</b> For related material see:</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems</p> <p><i>Social Studies Reference Center:</i> Biography – Winston Churchill</p>

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<p>3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government</p>	<p><b>SE/TE:</b> For related material see: Celebrate Freedom: Declaration of Independence &amp; Constitution Assembly Day, 1; Economic Freedom and the Constitution, 47–48; Authoritarian Government, 34–35, 65; Communism, 34, 65, 429</p> <p>United States Constitution, 448–471</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).</p>	<p><b>SE/TE:</b> For related material see: Japan, 396, 409, 413; World War II, 20, 36, 66, 75, 99, 119–120, 122, 125–126, 158, 208, 248, 268, 282, 297, 318, 334, 346, 360, 362–363, 368, 388, 402, 410, 423, 425</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt; "Freedom from Fear," Aung San Suu Kyi</p> <p><i>Social Studies Reference Center:</i> Biography – Benito Mussolini</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems</p>
<p>5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.</p>	<p><b>SE/TE:</b> For related material see: Authoritarian Government, 34–35, 65; Communism, 34, 65, 429</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "Freedom from Fear," Aung San Suu Kyi</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems</p>

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<p>6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.</p>	<p><b>SE/TE:</b> For related material see: Authoritarian Government, 34–35, 65; Communism, 34, 65, 429</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Biography – Simón Bolívar; Antonio López de Santa Anna</p> <p><i>Interactive Primary Sources:</i> Mexican Federal Constitution of 1824; State Colonization Law of 1825; Law of April 6, 1830; 1836 Victory or Death Letter from the Alamo, Travis</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems</p>
<p>7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).</p>	<p><b>SE/TE:</b> For related material see: Communism, 34, 65, 429</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> Biography – Lech Walesa</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems</p>
<p>8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.</p>	<p><b>SE/TE:</b> For related material see: Growth, Resources, and Development: Political Barriers to Growth, 423–424; Growth and Challenges in Latin America, 432–434</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process Economic Systems; Economic Development; Government and Civics – Foundations of Government; Political Systems</p>

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<p>12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p>	<p><b>SE/TE:</b> For related material see: 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</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Ask Questions; Search for Information on the Internet</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – How Do Historians Study History?</p>
<b>Principles of Economics</b>	
<b>12.1 Students understand common economic terms and concepts and economic reasoning.</b>	
<p>1. Examine the causal relationship between scarcity and the need for choices.</p>	<p><b>SE/TE:</b> Scarcity, 4–8; Making Decisions, 9–10; Karen’s Decision-Making Grid, 11; Consumers and Self-Interest, 30–31</p> <p>Topic 1 Assessment (1. Explain Basic Economic Problems), 17; (2. Explain Scarcity), 17; (3. Explain Basic Economic Problems), 17; (6. Explain a Concept and Create Written Presentations), 17; (11. Explain Scarcity), 18</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics</p>
<p>2. Explain opportunity cost and marginal benefit and marginal cost.</p>	<p><b>SE/TE:</b> Opportunity Cost and Trade-Offs, 9–12; Thinking at the Margin, 11–12</p> <p>Topic 1 Assessment (4. Explain Economic Concepts), 17; (7. Explain Economic Concepts), 18; (10. Explain Economic Concepts), 18</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics</p>

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<p>3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.</p>	<p><b>SE/TE:</b> Incentives and Competition, 30–31; Command Economies and Competition, 33; Basic Characteristics of Free Enterprise: Competition, 45; Pure Competition, 128–132, Monopolies, 133–140; Monopolistic Competition and Oligopoly, 141–147; Government Regulation and Competition, 148–153</p> <p>Topic 2 Assessment (8. Explain Basic Characteristics of Economic Systems), 63; Topic Assessment, 154–156</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics; Economics Systems</i></p>
<p>4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources</p>	<p><b>SE/TE:</b> Private Property, 39, 46; Overall Economic Freedom, 42, 46; Economic Freedom and the Constitution, 47–48; also see: Conflicting Economic Goals (Environment), 25; Other Non-Price Determinants that Create Changes in Supply, 101–102; Development, 415–419; Growth, Resources, and Development, 420–427</p> <p>Topic 2 Assessment (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65; Topic 3 Assessment (13. Identify Restrictions and Describe the Role of Government and Changes in That Role), 125</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Geography – Environment and Resources; Land Use; People's Impact on the Environment</i></p>

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<p>5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).</p>	<p><b>SE/TE:</b> Competition, 30–31; Free Markets, 27–32; Overall Economic Freedom, 42, 46; Economic Freedom and the Constitution, 47–48; Pure Competition, 128–132</p> <p>Topic 2 Assessment (3. Describe and Explain Basic Characteristics of Economic Systems), 63; (7. Analyze the Importance and Impact of Economic Philosophers), 63; (9. Explain the Benefits of Economic Systems), 63; (15. Describe the Role of Government in the Free Enterprise System), 64; (19. Identify Economic Concepts in the U.S. Constitution), 65; (11. Analyze the Importance of Economic Philosophers), 125</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economics Process; Economics Systems</p>
<p align="center"><b>12.2 Students analyze the elements of America’s market economy in a global setting.</b></p>	
<p>1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.</p>	<p><b>SE/TE:</b> Incentives, 27, 32, 45, 118; 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; Increasing Supply, 112–116</p> <p>Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; (2. Understand the Effect of Changes in Price), 123; (3. Understand the Effect of Changes in Price), 123; (4. Identify Non-Price Determinants), 123; (5. Understand the Effect of Changes in Price and Create an Oral Presentation), 123; (6. Interpret a Graph), 124</p>



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<p>2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</p>	<p><b>SE/TE:</b> 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; Increasing Supply, 112–116</p> <p>Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; (2. Understand the Effect of Changes in Price), 123; (3. Understand the Effect of Changes in Price), 123; (4. Identify Non-Price Determinants), 123; (5. Understand the Effect of Changes in Price and Create an Oral Presentation), 123; (6. Interpret a Graph), 124</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economics Process; Economics Systems</p>
<p>3. Explain the roles of property rights, competition, and profit in a market economy.</p>	<p><b>SE/TE:</b> Private Property, 39, 46; Overall Economic Freedom, 42, 46; Economic Freedom and the Constitution, 47–48; also see: Conflicting Economic Goals (Environment), 25; Other Non-Price Determinants that Create Changes in Supply, 101–102; Development, 415–419; Growth, Resources, and Development, 420–427</p> <p>Topic 2 Assessment (20. Describe the Role of Government in the Free Enterprise System and Categorize Economic Information), 65; Topic 3 Assessment (13. Identify Restrictions and Describe the Role of Government and Changes in That Role), 125</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People's Impact on the Environment</p>

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<p>4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.</p>	<p><b>SE/TE:</b> Scarcity, 4–8; Fundamentals of Demand, 68–72; Price Range, 79; How Elasticity Affects Revenue, 82–84; The Effect of Price on Supply, 85–87; Prices at Work, 117–122</p> <p>Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; (2. Understand the Effect of Changes in Price), 123; (3. Understand the Effect of Changes in Price), 123; (4. Identify Non-Price Determinants), 123; (5. Understand the Effect of Changes in Price and Create an Oral Presentation), 123; (6. Interpret a Graph), 124</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>
<p>5. Understand the process by which competition among buyers and sellers determines a market price</p>	<p><b>SE/TE:</b> Incentives and Competition, 30–31; Command Economies and Competition, 33; Basic Characteristics of Free Enterprise: Competition, 45; Price Range, 79; How Elasticity Affects Revenue, 82–84; The Effect of Price on Supply, 85–87; Prices at Work, 117–122; Pure Competition, 128–132</p> <p>Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; (2. Understand the Effect of Changes in Price), 123; (3. Understand the Effect of Changes in Price), 123; (4. Identify Non-Price Determinants), 123; (5. Understand the Effect of Changes in Price and Create an Oral Presentation), 123; (6. Interpret a Graph), 124</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>

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<p>6. Describe the effect of price controls on buyers and sellers.</p>	<p><b>SE/TE:</b> Negative Effects of Regulation, 49–50; Price Controls, 99, 120, 127, 129, 135, 138, 140, 142, 144, 149, 255, 430</p> <p>Topic 4 Assessment (4. Describe Basic Characteristics), 154</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>
<p>7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products</p>	<p><b>SE/TE:</b> Incentives and Competition, 30–31; Command Economies and Competition, 33; Basic Characteristics of Free Enterprise: Competition, 45; Pure Competition, 128–132, Monopolies, 133–140; Monopolistic Competition and Oligopoly, 141–147; Government Regulation and Competition, 148–153</p> <p>Topic 2 Assessment (8. Explain Basic Characteristics of Economic Systems), 63; Topic Assessment, 154–156</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics; Economics Systems</i></p>
<p>8. Explain the role of profit as the incentive to entrepreneurs in a market economy</p>	<p><b>SE/TE:</b> Entrepreneurs, 32, 95, 172; also see: Incentives and Competition, 30–31</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics; Economics Systems</i></p>

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9. Describe the functions of the financial markets.	<p><b>SE/TE:</b> The Functions of Modern Banks, 233–240; Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263</p> <p>Personal Finance: Investments, 483–487; Savings and Retirement, 487–492</p> <p>Topic 6 Assessment (7. Examine Investment Options), 264; (13. Explain How Corporations Raise Money), 265; (17. Identify Loans, Evaluate Costs and Benefits, and Assess Financial Aspects), 265; (21. Examine, Explain, and Assess Personal Investment Options), 266</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economics Systems; Personal Finance – Investments</p>
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	<p><b>SE/TE:</b> Growth, Resources, and Development, 420–427; also see: Why Nations Trade, 390–397; Trade Barriers and Agreements, 398–406; Exchange Rates and Trade, 407–414</p> <p>Topic 10 Assessment (1. Describe and Explain Economic Factors), 444; (3. Apply Concepts), 444; (4. Explain Concepts), 444; (6. Apply Concepts), 445</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economic Development; Trade</p> <p><i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People's Impact on the Environment</p>

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<b>12.3 Students analyze the influence of the federal government on the American economy.</b>	
<p>1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.</p>	<p><b>SE/TE:</b> Economic Freedom and the Constitution, 47–48; The Limited Role of Government in the Marketplace, 48–49; Trade Barriers and Agreements, 398–406</p> <p>Topic 2 Assessment (14. Identify Economic Concepts in the U.S. Constitution), 64; (19. Identify Economic Concepts in the U.S. Constitution), 65; Topic 10 Assessment (7. Compare Effects of Trade), 445; (8. Analyze Impacts), 445; (9. Evaluate Free-Trade), 446</p> <p>United States Constitution, 448–471</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Charter of the United Nations; Universal Declaration of Human Rights</p> <p><i>Social Studies Social Studies Core Concepts:</i> Economics – Trade</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p>
<p>2. Identify the factors that may cause the costs of government actions to outweigh the benefits</p>	<p><b>SE/TE:</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</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; Topic 4 Assessment (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; (7. Analyze U.S. Economic Policies and Analyze and Evaluate Primary and Secondary Sources), 385; (9. Analyze Fiscal Policy Decisions), 385; (10. Analyze Fiscal Policy Decisions), 385</p>

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<p><b>(Continued)</b> 2. Identify the factors that may cause the costs of government actions to outweigh the benefits</p>	<p><b>(Continued)</b> 21<sup>st</sup> Century Skills: Paying Taxes, 551  <u>Digital Resources:</u> <i>21st Century Skills Tutorials: Paying Taxes</i>  <i>Social Studies Social Studies Core Concepts:</i> Economics – Economic Systems; Personal Finance – Taxes and Income</p>
<p>3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</p>	<p><b>SE/TE:</b> Fiscal Policy Options, 356–365  Topic 9 Assessment (2. Explain Federal Reserve Actions and Analyze the Impact of Fiscal Policy), 385; (9. Analyze Fiscal Policy Decisions), 385; (10. Analyze Fiscal Policy Decisions), 385  <u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>
<p>4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).</p>	<p><b>SE/TE:</b> The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387  Topic 6 Assessment (10. Analyze Basic Tools), 265; (19. Examine Financial Accounts), 266; Topic 9 Assessment (18. Analyze Tools and Explain Actions), 387; (19. Explain Actions and Analyze Tools), 387  <u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>

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<b>12.4 Students analyze the elements of the U.S. labor market in a global setting.</b>	
<p>1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.</p>	<p><b>SE/TE:</b> The Labor Force, 182–190; Discrimination in the Labor Market, 193–194; The History of the Labor Movement, 198–199; Gender Makeup of the U.S. Labor Force, 201; Unemployment, 291–296; Poverty and Income Distribution, 303–312; Development Around the World, 415–419; Growth, Resources, and Development, 420–427</p> <p>Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Development</p>
<p>2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.</p>	<p><b>SE/TE:</b> The Labor Force, 182–190; Development, 415–419; Growth, Resources, and Development, 420–427; Changing Economies, 428–434; Globalization, 435–443</p> <p>Topic 5 Assessment (9. Identify Examples of Restrictions), 205</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economic Development</p>
<p>3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p><b>SE/TE:</b> Labor and Wages, 190–196</p> <p>Topic 8 Assessment (7. Analyze Revenues), 345</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economic Development</p>
<p>4. Explain the effects of international mobility of capital and labor on the U.S. economy.</p>	<p><b>SE/TE:</b> Immigrants and Labor Force, 188; Growth, Resources, and Development, 420–427; Globalization, 435–443; Globalization, 435–443</p> <p>Topic 10 Assessment (3. Apply Concepts), 444; (8. Analyze Impacts), 445; (9. Evaluate Free-Trade), 446; (14. Analyze Trade), 446</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – Population; Migration; Culture – Cultural Diffusion and Change; Science and Technology</p>

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<b>12.5 Students analyze the aggregate economic behavior of the U.S. economy.</b>	
1. Distinguish between nominal and real data.	<p><b>SE/TE:</b> Nominal GDP, 272–273, 276; Real GDP, 54, 223, 231, 270, 272–273, 275–278, 280, 282, 284–285, 288–290, 357, 360, 380–382</p> <p>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><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.	<p><b>SE/TE:</b> Unemployment, 291-296</p> <p>Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; (7. Interpret Data), 205</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i></p>
3. Distinguish between short-term and long-term interest rates and explain their relative significance	<p><b>SE/TE:</b> Investing, 241–247; Personal Finance: Investments, 483–487; Savings and Retirement, 487–492; Credit and Debt, 492–498; Risk Management, 498–502</p> <p>Topic 7 Assessment (16. Identify Loans and Explain Borrowing Responsibilities), 315; (17. Examine Aspects of Credit Cards), 316; (18. Examine Credit Card Debt), 316; (20. Develop Strategies to Become a Low-Risk Borrower), 316</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Personal Finance – Investments; Savings and Retirement; Credit and Debt</i></p>



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<b>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.</b>	
1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	<p><b>SE/TE:</b> Why Nations Trade, 390–397; Trade Barriers and Agreements, 398–406; Exchange Rates and Trade, 407–414</p> <p>Topic 10 Assessment (14. Analyze Trade), 446</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Trade</p>
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	<p><b>SE/TE:</b> Great Depression: Fiscal Policy, 347, 356–358, 360, 362, 364</p> <p>Topic 7 Assessment (3. Analyze the Importance and Impact of Economic Philosophers), 313; Topic 9 Assessment (12. Describe the Role of Government in the Free Enterprise System and Analyze Information by Sequencing), 386</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Trade</p>
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	<p><b>SE/TE:</b> For related material see: see: How Communism and Socialism Differ, 34–35; Two Communist Economies, 35–36; The Economy of the United States, 41–43; Economic Freedom and the Constitution, 47–48</p> <p>Topic 2 Assessment (5. Examine Socialist Economic Systems), 63; (6. Understand Terms That Describe the U.S. Economic System), 63; (8. Explain Basic Characteristics of Economic Systems), 63</p> <p><u>Digital Resources:</u> <i>Social Studies Reference Center:</i> United States Constitution</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting; Serving on a Jury</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics –Political Systems</p>

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<p align="center"><b>California History-Social Science Content Standards Principles of American Democracy and Economics, Grade 12</b></p>	<p align="center"><b>Economics ©2016</b></p>
<p>4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar’s gaining (or losing) value relative to other currencies.</p>	<p><b>SE/TE:</b> Exchange Rates and Trade, 407–414</p> <p>Topic 10 Assessment (10. Analyze Exchange Rates), 446; (11. Analyze Exchange Rates), 446</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Trade</i></p>

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