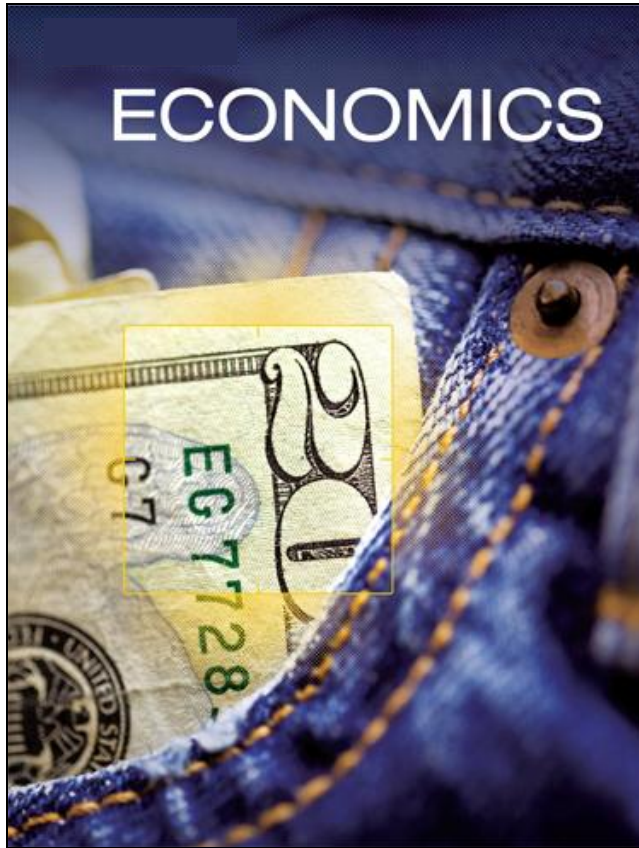


A Correlation of



© 2016

To the

**Colorado Academic Standards
Social Studies**

High School

A Correlation of Savvas Economics © 2016 to the Colorado Academic Standards for Economics, High School

Introduction

This document demonstrates how *Savvas Economics*, ©2016 meets the Colorado Academic Standards, Social Studies, High School.

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

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Colorado Academic Standards Social Studies	Savvas Economics © 2016
Content Area: Social Studies	
Standard: 3. Economics	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy 	
Concepts and skills students master:	
1. Productive resources – natural, human, capital – are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources	
Evidence Outcomes: Students can:	
a. Analyze the relationships between economic goals and the allocation of scarce resources (DOK 2-3)	SE: Scarcity, 4-8; Topic 1 Assessment (2. Explain Scarcity), 17, (11. Explain Scarcity), 18; Topic 10 Assessment (1. Describe and Explain Economic Factors), 444
b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs (DOK 1-2)	SE: Opportunity Cost and Trade-Offs, 9-12; Topic 1.2 Assessment (2. Apply Concepts), (4. Analyze Information), 12; Topic 1 Assessment (1. Explain Economic Concepts), 18; Topic 10 Assessment (2. Explain Concepts), 444
c. Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits (DOK 1-2)	SE: Thinking at the Margin, 11-12; Decision Making at the Margin, Analyze Charts, 12; Topic 1.2 Assessment (5. Apply Concepts), 12; Topic 1 Assessment (7. Explain Economic Concepts), 18
d. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services (DOK 1-2)	SE: For related content, please see: Entrepreneurs Use Factors of Production, 5-7; What Does an Entrepreneur Do?, 6; Important Patents in U.S. History, Analyze Information, 136; Entrepreneurial Spirit, 160-161

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Relevance and Application:	
1. The availability of natural resources, such as fossil fuels and blood diamonds, has an impact on economic decisions made in a global economy.	SE: Resource Distribution and Specialization, 390-392; The Benefits of Specialization & Trade, Analyze Charts, 394; The United States and Its Trading Partners, 394-395; Topic 10.1 Assessment (1. Apply Concepts), 397
2. Entrepreneurship and innovation create new paradigms to address scarcity and choice. Examples include electric cars, cell phones, social networking, Internet, and satellite television.	SE: For related content, please see: Entrepreneurs Use Factors of Production, 5-7; What Does an Entrepreneur Do? 6; Topic 2.1 Assessment (2. Analyze Information), 26; Causes of Technological Progress, 289
3. Natural resources can be scarce in the world or specific regions, impacting markets and creating innovation such as projects developed to provide clean drinking water around the world, lack of water in the Middle East created significant desalination research).	SE: All Resources Are Scarce, 7-8; Topic 1 Assessment (1. Explain Basic Economic Problems), 17; Causes of Technological Progress, 289-290; Resource Distribution and Specialization, 390-392
4. Marginal thinking allows for good economic decisions to be made by individuals, businesses, and governments.	SE: Thinking at the Margin, 11-12; Decision Making at the Margin, Analyze Charts, 12; Topic 1.2 Assessment (5. Apply Concepts), 12
Concepts and skills students master: 2. Economic policies affect markets	
Evidence Outcomes: Students can:	
a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve (DOK 1-2)	SE: The Fed's Roles: Serving the Government, 228; The Fed's Roles: Serving and Regulating Banks, 229-230; The Fed's Roles: Regulating the Money Supply, 231; The Economic Goal of Equity, 307-310; Social Security, Medicare, and Unemployment Taxes, 329-330; Topic 8.2 Assessment (5. Express Ideas Clearly), 331; How Fiscal Policy Decisions Impact the Economy, 351-353; Timing Monetary Policy, 380-382; Topic 9.5 Assessment (1. Apply Concepts), 384

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b. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies (DOK 1-2)	SE: More Recent Recessions, 282-283; Identify Cause and Effect, 283; Tariffs— Taxes on Imported Goods, 330; Free Trade and Trade Barriers, 398-399; Effects of Trade Barriers, 399-400; Regional Trade Organizations, 403-405; Topic 10.2 Assessment (2. Identify Cause and Effect), (3. Categorize), (4. Express Problems Clearly), 406
c. Identify government activities that affect the local, state, or national economy (DOK 1)	SE: Encouraging Economic Strength, 52-54; Stabilizing the Economy, 231; Federal Spending, 332-336; State and Local Taxes and Spending, 337-343; Topic 8 Assessment (6. Identify Economic Importance), 344; How Fiscal Policy Decisions Impact the Economy, 351-353; Measures to Control the Deficit, 370-372; Topic 9.3 Assessment (5. Predict Consequences), 372
d. Give examples of the role of government in a market economic system (DOK 1)	SE: Topic 3 Assessment (14. Identify Restrictions and Describe the Role of Government and Changes in That Role), 125; Topic 9 Assessment (12. Describe the Role of Government in the Free Enterprise System and Analyze Information by Sequencing), 386
e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies (DOK 1-3)	SE: Incentives and Competition, 30-31; What Are Incentives?, Identify Central Ideas, 30; Prices Provide Incentives, 118; Identify Central Ideas, 119; Prices and the Profit Incentive, 121; Topic 3 Assessment (8. Describe Characteristics of Economic Systems), 124; Taxes That Affect Behavior, 330
f. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy (DOK 2-3)	SE: The Role of Automatic Stabilizers, 359-360; Measures to Control the Deficit, 370-372; Topic 9.3 Assessment (3. Evaluate Arguments), 372; Topic 9.5 Assessment (1. Apply Concepts), 384; International Monetary Fund, 426

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Relevance and Application:	
1. Fiscal and monetary policies affect financial markets and individuals such as the impact of exchange rates on tourists, and the effect of interest rates on the cost of borrowing money.	SE: The Basics of Monetary Policy, 379-380; How Monetary Policy Affects Inflation, 382-383; Topic 9 Assessment (19. Explain Actions and Analyze Tools), 387; Foreign Exchange and Currencies, 407-409; Topic 10 Assessment (5. Examine and Analyze Currency), 445
2. Businesses understand and follow the changes in fiscal and monetary policy to make better choices and react to changing markets.	SE: How Fiscal Policy Decisions Impact the Economy, 351-353; Timing Monetary Policy, 380-382; Anticipating Business Cycles, 382-383; Topic 9 Assessment (17. Analyze Business Cycles), 387
3. Technology allows both individuals and businesses to access up-to-date information regarding fiscal and monetary policies and the fluctuations in markets.	SE: For related content, please see: Electronic Banking 239-240; Topic 6.4 Assessment (3. Identify Supporting Details), 240
4. Economic behavior is modified based on positive and negative incentives such as tax credits on alternative energy and increases in payroll taxes.	SE: Incentives and Competition, 30-31; What Are Incentives?, Identify Central Ideas, 30; The Earned Income Tax Credit, 308; Filing a Tax Return, 327-328; Taxes That Affect Behavior, 330; Topic 8.2 Assessment (3. Draw Conclusions), 331
Concepts and skills students master:	
1. Government and competition affect markets	
Evidence Outcomes: Students can:	
a. Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism (DOK 1-3)	SE: The Features of Central Planning, 33-34; Comparing and Contrasting Socialism and Communism, Draw Conclusions, 34; Two Communist Economies, 35-36; The Reasons for Mixed Economies, 38-39; Circular Flow Model of a Mixed Economy, 40; Mixed Economies Today, 41; The Economy of the United States, 41-42; Topic 2 Assessment (17. Compare Economic Systems), 65; Topic 3 Assessment (14. Identify Restrictions and Describe the Role of Government and Changes in That Role), 125; Topic 9 Assessment (12. Describe the Role of Government in the Free Enterprise System and Analyze Information by Sequencing), 386

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b. Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly (DOK 1-3)	SE: Conditions for Pure Competition, 128-130; Pure Competition, Analyze Information, 129; Price, Output, and Purely Competitive Markets, 131; Topic 4.1 Assessment (1. Summarize), (3. Analyze Information), (4. Analyze Information); Characteristics of Monopolistic Competition, 141-142; Characteristics of Oligopoly, 145-146; Topic 4 Assessment (4. Describe Basic Characteristics), 154
c. Compare and contrast economic systems in terms of their ability to achieve economic goals (DOK 2-3)	SE: Economic Goals of Society, 24-26; Topic 2.1 Assessment (4. Draw Conclusions), (5. Apply Concepts), 26; How Socialism and Communism Differ, 34-35; Comparing and Contrasting Socialism and Communism, Draw Conclusions, 34; Topic 2.3 Assessment (2. Contrast); Topic 2 Assessment (17. Compare Economic Systems), 65
d. Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and proportional (DOK 1-2)	SE: Tax Structures and Tax Bases, 321-323; Topic 8.1 Assessment (4. Contrast), 325
Relevance and Application:	
1. Knowledge of the changing role of government in various markets helps to make informed choices.	SE: For related content, please see: Changing Government's Role in the Economy, 358
2. The understanding of the role of competition in markets helps to make informed decisions and create business strategies.	SE: The Invisible Hand, 31; Competition, 45-46; Topic 2 Assessment (8. Explain Basic Characteristics of Economic Systems), 63; Barriers to Entry and Competition, 130-131; Four Conditions of Monopolistic Competition, 142
3. Government taxing and spending policies affect individuals and businesses.	SE: Advantages of Partnerships, 166-167; Double Taxation, 173-174; Other Economic Measures, 274-275; Social Security, Medicare, and Unemployment Taxes, 329-330; How Fiscal Policy Decisions Impact the Economy, 351-353; The Multiplier Effect, 359; A Return to Deficit Spending, 371-372

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Prepared Graduates:	
➤ Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
Concepts and skills students master:	
4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)	
Evidence Outcomes: Students can:	
a. Develop a financial plan including a budget based on short- and long-term goals (DOK 1-4)	SE: For related material, please see, Social Studies Core Concepts: Personal Finance Core Concepts @ www.SavvasRealize.com http://www.savvasrealize.com/ , Economics, 2016.
b. Analyze financial information for accuracy, relevance, and steps for identity protection (DOK 2-3)	SE: For related material, please see, Social Studies Core Concepts: Personal Finance Core Concepts @ www.SavvasRealize.com http://www.savvasrealize.com/ , Economics, 2016.
c. Describe factors affecting take-home pay (DOK 1)	SE: The Impact of Taxation, 320-321; Tax Structures and Tax Bases, 321-323; Progressive Taxation, Analyze Graphs, 322; Topic 8.1 Assessment (2. Draw Conclusions), 325; Filing a Tax Return, 327-328; Social Security, Medicare, and Unemployment Taxes, 329-330
d. Identify sources of personal income and likely deductions and expenditures as a basis for a financial plan (DOK 1-2)	SE: For related content, please see: The Expenditure Approach, 271; The Income Approach, 272; Filing a Tax Return, 327-328
e. Describe legal and ethical responsibilities regarding tax liabilities (DOK 1-2)	SE: For related content, please see: Unlimited Personal Liability, 163; Limited Liability Partnerships, 166; Unlimited Liability, 167-168; Double Taxation, 173-174; Topic 5 Assessment (11. Explain and Analyze Partnerships), 206

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Relevance and Application:	
1. Individuals create long- and short-term financial plans that include predictions about education, costs; potential to achieve financial goals; projected income; likely expenditures, savings and interest; credit or loans; and investment decisions including diversification.	SE: Functions of Financial Institutions, 234-238; The Financial System, 242; Financial Intermediaries, 243-245; Topic 6 Assessment (3. Examine Credit and Explain Responsibilities), (7. Examine Investment Options), 264, (15. Analyze the Role), 265; Topic 7 Assessment (16. Identify Loans and Explain Borrowing Responsibilities), 315
2. Individuals are able use the appropriate contracts and identify each party's basic rights and responsibilities to protect financial well-being.	SE: Contracts, 48; Franchises and Licenses, 136; What Is a Franchise?, 168-169; Unions, 195-196; Labor and Management, 201-202
3. Technology allows individuals to research and track information regarding personal finances using such tools as online banking and brokerage accounts.	SE: Electronic Banking 239-240; Topic 6.4 Assessment (3. Identify Supporting Details), 240
Concepts and skills students master:	
5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)	
Evidence Outcomes: Students can:	
a. Compare and contrast the variety of investments available for a diversified portfolio (DOK 2-3)	SE: Financial Intermediaries, 243-245; Topic 6.5 Assessment (3. Compare and Contrast), 247; Topic 6 Assessment (18. Examine Financial Accounts), 265
b. Evaluate factors to consider when managing savings and investment accounts (DOK 2-3)	SE: Saving Money, 235; Interest, 237-238; Investment, 241-242; Savers and Borrowers, 242; Risk and Return, 245-246; Topic 6.5 Assessment (5. Formulate Questions), 247; Topic 6 Assessment (19. Examine Financial Accounts), 266
c. Explain how economic cycles affect personal financial decisions (DOK 1-3)	SE: For related content, please see: Circular Flow Model of a Market Economy, Analyze Charts, 29; Forecasting the Business Cycle, 52; Topic 2.6 Assessment (4. Make Decisions), 55; Business Cycles in the United States, 281-283; Topic 9 Assessment (17. Analyze Business Cycles), 387

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d. Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth (DOK 1-2)	SE: Financial Intermediaries 243-245; Liquidity, Return, and Risk, 245-246; Other Types of Financial Assets, 253; Investing in Stock, 255-257; Topic 6 Assessment (2. Explain the Benefits), 264; Topic 7 Assessment (23. Analyze Trade and Growth), 316
Relevance and Application:	
1. Investigation of different investment strategies helps to identify which strategies are appropriate for different life stages such as early adulthood through to retirement.	SE: Topic 6 Assessment (7. Examine Investment Options), 264, (21. Examine, Explain, and Assess Personal Investment Options), (24. Explain How to Begin a Savings Program), 266
2. The creation of a plan to diversify a portfolio of investments balances risks and returns and prepares for a solid financial future.	SE: Sharing Risk, 244; Types of Risk, Analyze Charts, 244; Liquidity, Return, and Risk, 245-246; Potential Risk and Potential Reward, 246; Topic 6.5 Assessment (2. Make Generalizations), 247; Topic 6 Assessment (21. Examine, Explain, and Assess Personal Investment Options), 266; Topic 7 Assessment (20. Develop Strategies to Become a Low-Risk Borrower), 316
3. A personal career plan includes educational requirements, costs, and analysis of the potential job demand to achieve financial well-being.	SE: For related material, please see, Social Studies Core Concepts: Personal Finance Core Concepts @ www.SavvasRealize.com http://www.savvasrealize.com/ , Economics, 2016.

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Concepts and skills students master:	
6. The components of personal credit to manage credit and debt (PFL)	
Evidence Outcomes	
Students can:	
a. Analyze various lending sources, services, and financial institutions (DOK 1-2)	SE: Functions of Financial Institutions, 234-238; Types of Financial Institutions, 238-239; Financial Intermediaries, 243-245; Topic 6 Assessment (14. Explain Functions), 265; Topic 7 Assessment (11. Explain the Functions of Financial Institutions), 315
b. Investigate legal and personal responsibilities affecting lenders and borrowers (DOK 1-3)	SE: Topic 6 Assessment (3. Examine Credit and Explain Responsibilities), 264; Topic 7 Assessment (16. Identify Loans and Explain Borrowing Responsibilities), 315
c. Make connections between building and maintaining a credit history and its impact on lifestyle (DOK 1-3)	SE: For related material, please see, Social Studies Core Concepts: Personal Finance Core Concepts @ www.SavvasRealize.com http://www.savvasrealize.com/ , Economics, 2016.
Relevance and Application:	
1. The understanding of the components of personal credit allows for the management of credit and debt. For example, individuals can use an amortization schedule to examine how mortgages differ, check a credit history, know the uses of and meaning of a credit score, and use technology to compare costs of revolving credit and personal loans.	SE: Making Loans, 235-236; Topic 6 Assessment (3. Examine Credit and Explain Responsibilities), 264; Topic 7 Assessment (18. Examine Credit Card Debt), 316
2. Knowledge of the penalties that accompany bad credit, such as the inability to qualify for loans, leads to good financial planning.	SE: For related material, please see, Social Studies Core Concepts: Personal Finance Core Concepts @ www.SavvasRealize.com http://www.savvasrealize.com/ , Economics, 2016.

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Concepts and skills students master:	
7. Identify, develop, and evaluate risk-management strategies (PFL)	
Evidence Outcomes: Students can:	
a. Differentiate between types of insurance (DOK 1-2)	SE: Life Insurance Companies, 243; Topic 6 Assessment (22. Evaluate Insurance Options), 266
b. Explain the function and purpose of insurance (DOK 1)	SE: Life Insurance Companies, 243; Topic 6 Assessment (22. Evaluate Insurance Options), 266
c. Select and evaluate strategies to mitigate risk (DOK 1-3)	SE: For related material, please see, Social Studies Core Concepts: Personal Finance Core Concepts @ www.SavvasRealize.com http://www.savvasrealize.com/ , Economics, 2016.
Relevance and Application:	
1. The knowledge of how to evaluate, develop, revise, and implement risk-management strategies allow individuals to be prepared for the future. For example, a plan for insurance may change over the course of life depending on changing circumstances.	SE: For related material, please see, Social Studies Core Concepts: Personal Finance Core Concepts @ www.SavvasRealize.com http://www.savvasrealize.com/ , Economics, 2016.
2. Individuals seek advice and counsel from insurance companies, financial planners, and other businesses on risk management.	SE: For related material, please see, Social Studies Core Concepts: Personal Finance Core Concepts @ www.SavvasRealize.com http://www.savvasrealize.com/ , Economics, 2016.