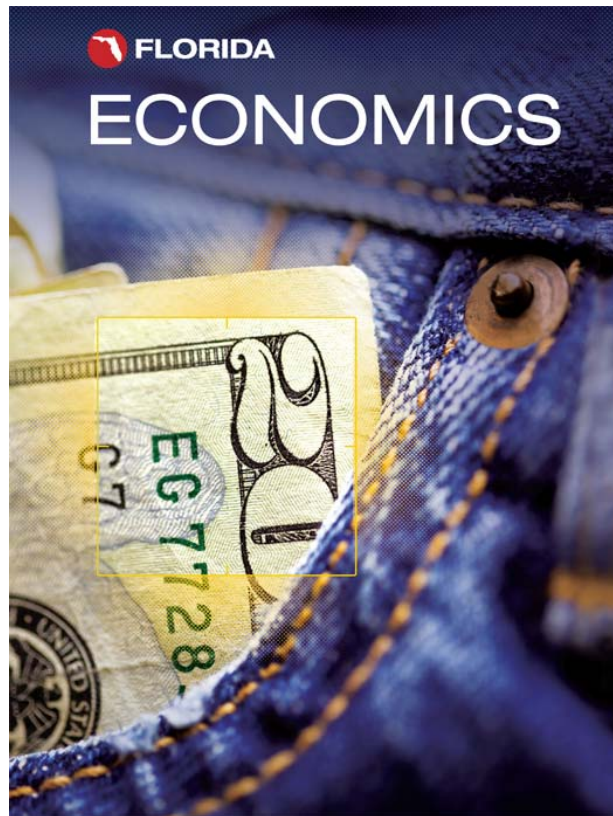


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ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	
ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	
HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.	
HE.912.C.2.In.d: Describe how public-health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.	<b>SE/TE:</b> Government Actions in the Product Market, 46; Analyze Charts, 49; Determine Relevance, 55; Protecting Public Health, Safety, and Well-Being, 55; Excise Taxes and Supply, 110; Medicare, 362; Medicaid, 362; Health and Welfare, 367; Sales and Excise Taxes, 368; Florida Topic Quick Study Guide, 372-373; Critical Thinking (19. Summarize), 374  <b>TE Only:</b> Check Understanding, 55; Describe, 362
HE.912.C.2.Su.d: Identify ways school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.	<b>SE/TE:</b> Government Actions in the Product Market, 46; Protecting Public Health, Safety, and Well-Being, 55; Excise Taxes and Supply, 110; Medicare, 362; Medicaid, 362; Health and Welfare, 367; Sales and Excise Taxes, 368  <b>TE Only:</b> Differentiate (Extra Support), 362
HE.912.C.2.Pa.d: Recognize ways selected school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and assessing health status.	<b>SE/TE:</b> Government Actions in the Product Market, 46; Protecting Public Health, Safety, and Well-Being, 55; Excise Taxes and Supply, 110; Medicare, 362; Medicaid, 362; Health and Welfare, 367; Sales and Excise Taxes, 368  <b>TE Only:</b> OSHA, 55
LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	
LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	

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LAFS.1112.RH.1.3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LAFS.1112.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
LAFS.1112.RH.2.5:	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LAFS.1112.RH.2.6:	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LAFS.1112.RH.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
LAFS.1112.RH.3.8:	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
LAFS.1112.RH.3.9:	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LAFS.1112.RH.4.10:	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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LAFS.1112.SL.1.AP.1a: Consider a full range of ideas or positions on a given topic or text when presented in a discussion.	<b>SE/TE:</b> Quest!, 25, 227; Participate in a Discussion or Debate, 586  <b>TE Only:</b> Quest!, 22C-22D, 224C-224D; Support a Point of View With Evidence, 48; Synthesize, 49
LAFS.1112.SL.1.AP.1b: Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.	<b>SE/TE:</b> Consider and Counter Opposing Arguments, 585-586; Participate in a Discussion or Debate, 586  <b>TE Only:</b> Quest!, 22C-22D, 224C-224D; Construct Arguments, 86, 408
LAFS.1112.SL.1.AP.1c: Summarize points of agreement and disagreement within a discussion on a given topic or text.	<b>SE/TE:</b> Consider and Counter Opposing Arguments, 585-586; Participate in a Discussion or Debate, 586  <b>TE Only:</b> Quest!, 22C-22D, 224C-224D; Active Classroom, 417
LAFS.1112.SL.1.AP.1d: Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	<b>SE/TE:</b> Quest!, 25, 227; Participate in a Discussion or Debate, 586  <b>TE Only:</b> Quest!, 22C-22D, 224C-224D; Apply Concepts and Compare, 91; Active Classroom, 218; Guided Reading and Discussion, 48, 282, 431
LAFS.1112.SL.1.AP.1e: Work with peers to promote democratic discussions.	<b>SE/TE:</b> Quest!, 25, 227; Participate in a Discussion or Debate, 586  <b>TE Only:</b> Quest!, 22C-22D, 224C-224D
LAFS.1112.SL.1.AP.1f: Actively seek the ideas or opinions of others in a discussion on a given topic or text.	<b>SE/TE:</b> Quest!, 3, 77, 175, 293, 347, 429; Participate in a Discussion or Debate, 586  <b>TE Only:</b> Analyze Information, 167

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LAFS.1112.SL.1.AP.1g: Engage appropriately in discussion with others who have a diverse or divergent perspectives.	<b>SE/TE:</b> Participate in a Discussion or Debate, 586  <b>TE Only:</b> Quest!, 22C-22D, 224C-224D; Synthesize, 49; Guided Reading and Discussion, 352; Arguments for Protectionism, 440
LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
LAFS.1112.SL.1.AP.2a: Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	For supporting material please see: <b>SE/TE:</b> Assessment (Writing), Iv; Document-Based Questions (25. Writing Task), 489; Personal Finance: Checking, 520-525; Analyze Primary and Secondary Sources, 581-582; Identify Bias, 583-584
LAFS.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
LAFS.1112.SL.1.AP.3a: Determine the speaker’s point of view or purpose in a text.	<b>SE/TE:</b> Explain an Argument, 242, 308; Assessment (2. Assess an Argument), 309; Determine Author’s Point of View, 399, 420; Assessment (2. Determine an Author’s Purpose), 420; Assessment (3. Assess an Argument), 420, 485; Determine Point of View, 462; Interpret Sources, 571-572; Identify Bias, 583-584
LAFS.1112.SL.1.AP.3b: Determine what arguments the speaker makes.	<b>SE/TE:</b> Explain an Argument, 37, 242, 243, 308, 398, 484; Assess an Argument, 38, 241; Assessment (3. Assess an Argument), 244, 420, 485; Assessment (2. Assess an Argument), 309; Assessment (1. Assess an Argument), 399; Compare Viewpoints, 582-583; Evaluate Existing Arguments, 584-585

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LAFS.1112.SL.1.AP.3c: Evaluate the evidence used to make the speaker’s argument.	<b>SE/TE:</b> Critical Thinking (21. Writing Activity), 288; Assessment (1. Identify Supporting Details), 309; Assessment (1. Assess an Argument), 399; Assessment (3. Assess an Argument), 420; Cite Evidence, 485; Assessment (2. Identify Supporting Details), 485; Evaluate Existing Arguments, 584-585  <b>TE Only:</b> Quest!, 22C-22D, 224C-224D
LAFS.1112.SL.1.AP.3d: Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.	<b>SE/TE:</b> Document-Based Questions (25. Writing Task), 21, 73, 171, 425; Assessment (2. Analyze Style and Rhetoric), 244; Critical Thinking (21. Writing Activity), 288; Analyze Style and Rhetoric, 308, 309; Analyze Word Choices, 309; Document-Based Questions (23. Writing Task), 343; Assessment (1. Assess an Argument), 399; Evaluate Existing Arguments, 584-585
LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
LAFS.1112.SL.2.AP.4a: Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	<b>SE/TE:</b> Critical Thinking (21. Writing Activity), 288; Give an Effective Presentation, 586-587  <b>TE Only:</b> Conduct Research, 41, 51, 129; Quest!, 138C-138D, 376C-376D
LAFS.1112.WHST.1.1: Write arguments focused on <i>discipline-specific content</i> .	
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	

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e.	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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MA.912.A.1.1: Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).	
MA.912.A.1.In.a: Identify and use equivalent forms of fractions, such as halves, fourths, thirds, sixths, eighths, tenths, and sixteenths; decimals to the hundredths place; and percents, such as 25%, 50%, 75%, 100%, 33%, and 67%, using visual and numerical representation	<b>SE/TE:</b> Analyze Graphs, 315  <b>TE Only:</b> Analyze Charts, lii, liii; Use a Formula to Calculate, 89; Guided Reading and Discussion, 199; Active Classroom, 258; Apply Concepts, 320
MA.912.A.1.In.b: Identify examples of positive and negative whole numbers in real-world situations.	<b>SE/TE:</b> Analyze Graphs, 58, 104, 366, 392, 401, 461; Apply Concepts, 105
MA.912.A.1.In.c: Determine the value of numbers to 10 with the exponents 2 and 3, such as 42 and 33, using physical and visual patterns.	For supporting material please see: <b>SE/TE:</b> Other Benefits, 531  <b>TE Only:</b> Active Classroom, 258
MA.912.A.1.Su.a: Identify equivalent forms of fractions, such as halves, thirds, and fourths; percents, such as 50%, 33%, and 25%; and decimals in the context of money, using visual and numerical representation in real-world situations.	For supporting material please see: <b>SE/TE:</b> Florida's Exports to South Korea, lviii; Analyze Graphs, 28, 82, 177, 256, 257, 350, 363; Analyze Data, 81; Analyze Information, 85; Apply Concepts, 91; Analyze Charts, 93, 97, 186  <b>TE Only:</b> Differentiate (Extra Support), 97
MA.912.A.1.Su.b: Identify the value of numbers to 5 with the exponent 2 using physical and visual models.	For supporting material please see: <b>SE/TE:</b> Other Benefits, 531  <b>TE Only:</b> Active Classroom, 258
MA.912.A.1.Pa.a: Identify and express quantity in sets to 10 using objects, pictures, symbols, or number names.	For supporting material please see: <b>SE/TE:</b> Create Databases, 572  <b>TE Only:</b> Differentiate (Special Needs), 98; Solve a Problem, 104; Graphing, 106



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MA.912.F.1.1: Explain the difference between simple and compound interest.	
MA.912.F.1.In.a: Identify interest on a loan or credit card as money charged for borrowing money.	<b>SE/TE:</b> Making Loans, 257-258; Credit Cards, 259; Interest, 260; Assessment (2. Determine Central Ideas), 262; The Cost of Credit, 303
MA.912.F.1.In.b: Identify interest on a savings account as money earned by keeping money in the account over time.	<b>SE/TE:</b> Saving Money, 257; Interest, 260; Critical Thinking (15. Apply Concepts), 288  <b>TE Only:</b> Apply Concepts, 312
MA.912.F.1.Su.a: Identify interest as extra money charged when borrowing money.	<b>SE/TE:</b> Interest, 260  <b>TE Only:</b> Differentiate (Extra Support), 226, 264
MA.912.F.1.Su.b: Identify interest on a savings account as money earned by keeping money in the account.	<b>SE/TE:</b> Saving Money, 257; Interest, 260  <b>TE Only:</b> Apply Concepts, 312
MA.912.F.1.Su.c: Identify interest rates used in real-world situations.	<b>SE/TE:</b> How Interest Rates Affect Spending, 413-414; Online Benefits, 523  <b>TE Only:</b> Online (Interactive Chart: Analyzing Interest Rate Effect), 410; Apply Concepts, 414
MA.912.F.1.Pa.a: Recognize that some items cost more than others.	<b>SE/TE:</b> Market Changes, 122; Prices Serve as Signals, 128-129  <b>TE Only:</b> Differentiate (Special Needs), 122
MA.912.F.3.10: Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.	
MA.912.F.3.11: Calculate the final pay out amount for a balloon mortgage.	
MA.912.F.3.12: Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points.	
MA.912.F.3.13: Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest.	
MA.912.F.3.14: Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage.	

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MA.912.F.3.2: Analyze credit scores and reports.	
MA.912.F.3.3: Calculate the finance charges and total amount due on a credit card bill.	
MA.912.F.3.In.c: Identify finance charges as extra amounts added to cost of items that are not paid for on time.	<b>SE/TE:</b> Credit Traps and Tips, 537; Caught in the Debt Spiral, 539
MA.912.F.3.Su.c: Identify the effects of not paying bills on time.	<b>SE/TE:</b> Credit Traps and Tips, 537; Caught in the Debt Spiral, 539
MA.912.F.3.Pa.a: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.	<b>SE/TE:</b> Consumer Smarts, 544-547
MA.912.F.3.4: Compare the advantages and disadvantages of deferred payments.	
MA.912.F.3.In.d: Recognize that deferred payments result in extra charges, such as increased interest rates.	<b>SE/TE:</b> Credit Cards, 259; Interest, 260; A Credit Plan and Savings, 262; The Cost of Credit, 303
MA.912.F.3.Su.c: Identify the effects of not paying bills on time.	<b>SE/TE:</b> A Credit Plan and Savings, 262; Credit and Debt, 535-540
MA.912.F.3.Pa.a: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.	<b>SE/TE:</b> Consumer Smarts, 544-547; Personal Finance: Budgeting, 518-520
MA.912.F.3.5: Calculate deferred payments.	
MA.912.F.3.6: Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.	
MA.912.F.3.In.e: Identify reasons for paying bills on time and the effects of late payments or nonpayment.	<b>SE/TE:</b> A Credit Plan and Savings, 262; Building Credit, 262; Establishing Your Credit, 535; How Do You Score?, 536
MA.912.F.3.Su.c: Identify the effects of not paying bills on time.	<b>SE/TE:</b> Credit and Debt, 535-540

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MA.912.F.3.Pa.a: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.	<b>SE/TE:</b> Consumer Smarts, 544-547; Personal Finance: Budgeting, 518-520 * Standard Repeated see MA.912.F.3.Pa.a:
MA.912.F.3.9: Calculate the total amount to be paid over the life of a fixed rate loan.	
MA.912.F.4.10: Analyze diversification in investments.	
MA.912.F.4.11: Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.	
MA.912.F.4.12: Compare and contrast income from purchase of common stock, preferred stock, and bonds.	
MA.912.F.4.13: Given current exchange rates be able to convert from one form of currency to another.	
MA.912.F.4.14: Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.	
MA.912.F.4.8: Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.	
MA.912.F.4.9: Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.	
MAFS.K12.MP.1.1: <b>Make sense of problems and persevere in solving them.</b> Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	

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MAFS.K12.MP.3.1: <b>Construct viable arguments and critique the reasoning of others.</b>	
<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	
MAFS.K12.MP.5.1: <b>Use appropriate tools strategically.</b> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	

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<p>MAFS.K12.MP.6.1: <b>Attend to precision.</b> Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	
<p>SS.912.E.1.1: Identify the factors of production and why they are necessary for the production of goods and services.</p>	
<p>SS.912.E.1.In.a: Identify examples of factors of production, such as land, labor, and capital.</p>	<p><b>SE/TE:</b> Entrepreneurs Use Factors of Production, 5-7; Assessment (4. Categorize), 8; Florida Topic Quick Study Guide, 18-19; Key Terms and Ideas (4.), 20; Elements of a Free Market Economy, 32-33; Resource Distribution and Specialization, 430-432</p>
<p>SS.912.E.1.Su.a: Recognize examples of factors of production, such as land, labor, and capital.</p>	<p><b>SE/TE:</b> Assessment (4. Categorize), 8 <b>TE Only:</b> Categorize, 6; Key Terms, 27; Guided Reading and Discussion, 462</p>
<p>SS.912.E.1.Pa.a: Recognize that products are made from resources.</p>	<p><b>SE/TE:</b> Entrepreneurs Use Factors of Production, 5-7; Production Possibilities, 13-14; Households and Firms, 33</p>
<p>SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</p>	
<p>SS.912.E.1.In.j: Identify that the government uses taxation and oversight of government spending to support the economy.</p>	<p><b>SE/TE:</b> Taxation, 54; The Importance of National Taxes, 348-349; Budget Surpluses and Deficits, 400-402</p>
<p>SS.912.E.1.Su.j: Recognize that the government uses tax money to support the economy.</p>	<p><b>SE/TE:</b> Taxation, 54; The Importance of National Taxes, 348-349; Budget Surpluses and Deficits, 400-402</p>

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SS.912.E.1.Pa.j: Recognize that the government makes rules about money.	<b>SE/TE:</b> The Power to Tax, 349; Assessment (1. Summarize), 353
SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.	
SS.912.E.1.In.k: Identify that the Federal Reserve controls interest rates to affect economic growth.	<b>SE/TE:</b> The History of the Federal Reserve System, 246-248; The Fed's Roles: Regulating the Money Supply, 253-254; Monetary Tool #2: The Discount Rate, 410; Using Monetary Policy Tools, 412
SS.912.E.1.Su.k: Recognize that the bank of the federal government (Federal Reserve) controls some interest rates.	<b>SE/TE:</b> The History of the Federal Reserve System, 246-248; The Fed's Roles: Regulating the Money Supply, 253-254
SS.912.E.1.Pa.k: Recognize that the government makes rules about money.	<b>SE/TE:</b> The Power to Tax, 349; Assessment (1. Summarize), 353 * Standard Repeated see SS.912.E.1.Pa.j:
SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).	
SS.912.E.1.In.l: Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.	<b>SE/TE:</b> Business Cycles, 301-307; Florida Topic Quick Study Guide, 340-341; Key Terms and Ideas (3.), 342; Critical Thinking (12. Summarize), 342; Critical Thinking (13. Apply Concepts), 342
SS.912.E.1.Su.l: Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.	<b>SE/TE:</b> Business Cycle Phases, 301-302 <b>TE Only:</b> Differentiate (Extra Support), 302
SS.912.E.1.Pa.l: Recognize a change in the business cycle, such as growth (peak).	<b>SE/TE:</b> Business Cycle Phases, 301-302 <b>TE Only:</b> Differentiate (Special Needs), 304
SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.	

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SS.912.E.1.In.m: Describe the basic functions of money in the United States.	<b>SE/TE:</b> The Role of Money, 228-233
SS.912.E.1.Su.m: Identify the basic functions of money in the United States.	<b>SE/TE:</b> The Three Uses of Money, 228-230 <b>TE Only:</b> Differentiate (Extra Support), 229, 230
SS.912.E.1.Pa.m: Recognize a use for money in the United States.	<b>SE/TE:</b> The Three Uses of Money, 228-230 <b>TE Only:</b> Differentiate (Special Needs), 230
SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.	
SS.912.E.1.In.n: Identify major differences between credit, savings, and investment services.	<b>SE/TE:</b> The Functions of Modern Banks, 255-262; Critical Thinking (17. Compare), 288; Checking, 520-525; Investments, 525-529; Savings and Retirement, 529-535; Credit and Debt, 535-540
SS.912.E.1.Su.n: Recognize a credit and savings service.	<b>SE/TE:</b> Types of Financial Institutions, 260-261; Critical Thinking (17. Compare), 288; Savings and Retirement, 529-535; Credit and Debt, 535-540
SS.912.E.1.Pa.n: Recognize that money in a bank can be withdrawn.	<b>SE/TE:</b> The Money Supply, 255; Saving Money; 257
SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.	
SS.912.E.1.In.o: Identify sources of information on investments, such as stocks, bonds, and mutual funds.	<b>SE/TE:</b> Types of Bonds, 273-275; Money Market Mutual Funds, 275; Stocks, 277-285; Florida Topic Quick Study Guide, 286-287; Investments, 525-529

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SS.912.E.1.Su.o: Recognize the purpose of saving and investing money.	<b>SE/TE:</b> Investment and Free Enterprise, 263-264; Liquidity and Return, 267; Saving and Investment, 312-313; Investments, 525-529  <b>TE Only:</b> Differentiate (Extra Support), 226, 264; Demonstrate, 316
SS.912.E.1.Pa.o: Recognize the purpose of saving money.	<b>SE/TE:</b> Saving Money, 257; Liquidity and Return, 267  <b>TE Only:</b> Differentiate (Extra Support), 226
SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.	
SS.912.E.1.In.p: Identify a budget plan that includes wages for a specific career, ongoing expenses, and a plan for purchasing a major item.	<b>SE/TE:</b> Budgeting, 261-262; Critical Thinking (14. Identify Steps in a Process), 288; Budgeting, 518-520
SS.912.E.1.Su.p: Recognize a budget plan that includes wages and essential expenses, such as food and housing.	<b>SE/TE:</b> Budgeting, 261-262; Budgeting, 518-520
SS.912.E.1.Pa.p: Recognize a plan (budget) to save and spend money.	<b>SE/TE:</b> Budgeting, 261-262; Budgeting, 518-520
SS.912.E.1.2: Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.	
SS.912.E.1.In.b: Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services.	<b>SE/TE:</b> Scarcity, 4-8; Opportunity Cost and Trade-Offs, 9-12; Florida Topic Quick Study Guide, 18-19; Critical Thinking (11. Support Ideas With Examples), 20; Critical Thinking (16. Synthesize), 20; Summarize, 432
SS.912.E.1.Su.b: Identify an example of scarcity, choice, and trade-offs in the production of goods.	<b>SE/TE:</b> Scarcity, 4-8; Opportunity Cost and Trade-Offs, 9-12; Critical Thinking (11. Support Ideas With Examples), 20; Summarize, 432  <b>TE Only:</b> Differentiate (Extra Support), 2



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SS.912.E.1.Pa.b: Recognize examples of scarcity and choice.	<b>SE/TE:</b> Scarcity Means Making Choices, 4-5  <b>TE Only:</b> Differentiate (Extra Support), 5
SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?	
SS.912.E.1.In.c: Identify differences in the major characteristics of the market, command, and mixed economic systems.	<b>SE/TE:</b> Free Markets, 31-36; Centrally Planned Economies, 39-43; Mixed Economies, 44-49; Benefits of Free Enterprise, 50-56  <b>TE Only:</b> Compare, 1
SS.912.E.1.Su.c: Recognize a major characteristic of the market and the command economic systems.	<b>SE/TE:</b> Elements of a Free Market Economy, 32-33; Advantages of a Free Market, 36; The Features of Central Planning, 39-40; Disadvantages of Central Planning, 43
SS.912.E.1.Pa.c: Recognize that goods are produced because people want or need them (supply and demand).	<b>SE/TE:</b> Unlimited Wants, Limited Resources, 4-5  <b>TE Only:</b> Essential Question, 74
SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; Graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.	
SS.912.E.1.In.d: Describe how the interaction between supply and demand affects the price of a product.	<b>SE/TE:</b> Quest!, 77; Fundamentals of Demand, 78-82; Fundamentals of Supply, 95-100; Equilibrium and Price Controls, 114-120; Prices at Work, 127-132; Florida Topic Quick Study Guide, 134-135; Florida Topic Assessment, 136
SS.912.E.1.Su.d: Identify examples of the interaction between supply and demand.	<b>SE/TE:</b> Equilibrium and Price Controls, 114-120; Changes in Market Equilibrium, 121-126
SS.912.E.1.Pa.d: Recognize that goods are produced because people want or need them (supply and demand).	<b>SE/TE:</b> Unlimited Wants, Limited Resources, 4-5  <b>TE Only:</b> Essential Question, 74 * Standard Repeated see SS.912.E.1.Pa.c:

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SS.912.E.1.5: Compare different forms of business organizations.	
SS.912.E.1.In.e: Identify forms of business organization, such as sole proprietorship, partnership, and corporation.	<b>SE/TE:</b> Sole Proprietorships, 176-180; Partnerships and Franchises, 181-186; Corporations, 187-192; Florida Topic Quick Study Guide, 220-221; Florida Topic Assessment, 222
SS.912.E.1.Su.e: Recognize forms of business organization, such as sole proprietorship, partnership, or corporation.	<b>SE/TE:</b> Sole Proprietorships, 176-180; Partnerships and Franchises, 181-186; Corporations, 187-192  <b>TE Only:</b> Differentiate (Extra Support), 177
SS.912.E.1.Pa.e: Recognize that some businesses are owned by people.	<b>SE/TE:</b> The Role of Sole Proprietorships, 176-177; The Characteristics of Partnerships, 181-182
SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).	
SS.912.E.1.In.f: Identify differences between a monopoly and pure competition market structure.	<b>SE/TE:</b> Pure Competition, 142-146; Monopolies, 147-154; Characteristics of Monopolistic Competition, 155-157; Analyze Charts, 158; Florida Topic Quick Study Guide, 168-169; Florida Topic Assessment, 170
SS.912.E.1.Su.f: Recognize a difference between a monopoly and pure competition market structure.	<b>SE/TE:</b> Analyze Charts, 158; Critical Thinking (17. Compare and Contrast), 170
SS.912.E.1.Pa.f: Recognize a basic characteristic of a market structure, such as buyers and sellers.	<b>SE/TE:</b> Conditions for Pure Competition, 142-144; Characteristics of a Monopoly, 147-149; Characteristics of Monopolistic Competition, 155-157
SS.912.E.1.7: Graph and explain how firms determine price and output through marginal cost analysis.	
SS.912.E.1.In.g: Identify factors that determine the price of a good or service, such as fixed and variable costs.	<b>SE/TE:</b> Costs of Production, 101-106; Assessment (1. Describe), 107; Critical Thinking (21. Writing Activity), 136

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SS.912.E.1.Su.g: Recognize factors that determine the price of a good or service, such as fixed costs.	<b>SE/TE:</b> Costs of Production, 101-106
SS.912.E.1.Pa.g: Recognize that goods are produced because people want or need them (supply and demand).	<b>SE/TE:</b> Unlimited Wants, Limited Resources, 4-5  <b>TE Only:</b> Essential Question, 74
SS.912.E.1.8: Explain ways firms engage in price and nonprice competition.	
SS.912.E.1.In.h: Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.	<b>SE/TE:</b> Price Competition and Non-price Competition, 35-36; Critical Thinking (12. Support Ideas With Examples), 72
SS.912.E.1.Su.h: Recognize an example of price and non-price competition, such as discounts or extra service.	<b>SE/TE:</b> Price Competition and Non-price Competition, 35-36
SS.912.E.1.Pa.h: Recognize that products have different prices.	<b>SE/TE:</b> Price Competition and Non-price Competition, 35-36; The Benefits of the Price System, 128-130
SS.912.E.1.9: Describe how the earnings of workers are determined.	
SS.912.E.1.In.i: Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity.	<b>SE/TE:</b> The Minimum Wage, 119-120; Labor and Wages, 206-212; Key Terms and Ideas (7.), 222; Critical Thinking (17. Identify Cause and Effect), 222
SS.912.E.1.Su.i: Recognize that the earnings of workers reflect worker productivity.	<b>SE/TE:</b> Incentives, 51; Labor Demand, 206-207; Organized Labor, 213-214
SS.912.E.1.Pa.i: Recognize that workers receive wages.	<b>SE/TE:</b> Where Money is Made in Florida, by County, li; Equilibrium Wage, 207-208

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SS.912.E.2.1: Identify and explain broad economic goals.	
SS.912.E.2.In.a: Identify broad economic goals, such as freedom, security, and full employment.	<b>SE/TE:</b> Economic Goals for Society, 28-30; Identify, 30; Assessment, 30  <b>TE Only:</b> Differentiate, (On-Level), 28
SS.912.E.2.Su.a: Recognize a broad economic goal, such as full employment.	<b>SE/TE:</b> Economic Goals for Society, 28-30; Identify, 30; Assessment, (1. Apply Concepts), (3. Generate Explanations), (4. Draw Conclusions), (5. Apply Concepts), 30  <b>TE Only:</b> Differentiate, (Extra Support), 28
SS.912.E.2.Pa.a: Recognize a reason for employment.	<b>SE/TE:</b> How Florida Makes a Living, liv; Tracking the Labor Force, 198-199
SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.	
SS.912.E.2.In.j: Identify a function of the Federal Reserve System, such as to control interest rates and the money supply and supervise banking institutions.	<b>SE/TE:</b> Six Characteristics of Money; 230-231; Identify, 231; The Federal Reserve System, 238; Describe, 238; History of the Federal Reserve System, 246-248; The Structure of the Federal Reserve System, 248-250; The Fed's Roles: Serving the Public, 250-251; The Fed's Roles: Serving and Regulating Banks, 251-253; The Fed's Roles: Regulating the Money Supplies, 253-254
SS.912.E.2.Su.j: Recognize a function of the Federal Reserve System, such as to control interest rates.	<b>SE/TE:</b> History of the Federal Reserve System, 246-248; The Fed's Roles: Serving and Regulating Banks, 251-253  <b>TE Only:</b> Differentiate, (Extra Support), 250
SS.912.E.2.Pa.j: Recognize that the government controls money.	<b>SE/TE:</b> Characteristics of Money; 230-231; The Fed's Roles: Regulating the Money Supplies, 253-254  <b>TE Only:</b> Differentiate, (Special Needs), 253

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SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.	
SS.912.E.2.In.k: Describe an example of the economic impact of positive and negative side effects (externalities) on the environment.	<b>SE/TE:</b> Economic Goals of Society, 28-30; The Limited Role of Government in the Marketplace, 54-56; Identify Main Ideas, 56; Externalities, 65-67; Identify Supporting Details, 67; Assessment, (4. Apply Concepts), 68
SS.912.E.2.Su.k: Identify an example of the economic impact of a positive and negative side effect (externality) on the environment.	<b>SE/TE:</b> Economic Goals of Society, 28-30; The Limited Role of Government in the Marketplace, 54-56; Identify Main Ideas, 56; Externalities, 65-67; Identify Supporting Details, 67; Assessment, (4. Apply Concepts), 68
SS.912.E.2.Pa.k: Recognize a positive or negative side effect (externality) of producing goods.	<b>SE/TE:</b> Externalities, 65-67
SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.	
SS.912.E.2.In.l: Identify the flow of money in a local economy, including the individual and household, businesses, banks, government, and international trade.	<b>SE/TE:</b> Elements of a Free Market Economy, 32-33; Express Ideas Clearly, 33; The Advantages of a Free Market, 36; Generate Explanations, 36; Assessment, (5. Connect), 36; Encouraging Economic Strength, 58-60; List, 60; A Circular Flow Model Including Finance and Trade, 437; Draw Inferences, 437; Critical Thinking, (9. Construct), 488
SS.912.E.2.Su.l: Recognize the movement of money in a local economy, including the individual and household, businesses, banks, and government.	<b>SE/TE:</b> Elements of a Free Market Economy, 32-33; Express Ideas Clearly, 33; The Advantages of a Free Market, 36; Generate Explanations, 36; Assessment, (5. Connect), 36; A Circular Flow Model Including Finance and Trade, 437; Draw Inferences, 437
SS.912.E.2.Pa.l: Recognize that money moves from buyer to seller.	<b>SE/TE:</b> Elements of a Free Market Economy, 32-33

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SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	
SS.912.E.2.In.b: Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.	<b>SE/TE:</b> Quest!, Ixii-Ixiii; Public Goods, 62-65; Identify Main Ideas, 65; Externalities, 65-67  <b>TE Only:</b> Quest!, 1C-1D
SS.912.E.2.Su.b: Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses.	<b>SE/TE:</b> Quest!, Ixii-Ixiii; Public Goods, 62-65; Identify Main Ideas, 65; Externalities, 65-67  <b>TE Only:</b> Quest!, 1C-1D
SS.912.E.2.Pa.b: Recognize the value of a community project, such as recycling.	<b>SE/TE:</b> Encouraging Economic Strength, 58-60  <b>TE Only:</b> Differentiate, (Special Needs), 59
SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.	
SS.912.E.2.In.c: Describe contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.	<b>SE/TE:</b> Entrepreneurs Use Factors of Production, 5-7; Assessment, (3. Identify), 8; Critical Thinking (21. Writing Activity), 20; Elements of a Free Market Economy, 32-33; Analyze Charts, 35; Advantages of a Free Market, 36; The Economy of the United States, 48-49; Basic Characteristics of Free Enterprise, 50-52; Key Roles of the Free Enterprise System, 52-53; Identify Main Ideas, 53; Document-Based Questions, 73; The Role of Government, 149-151
SS.912.E.2.Su.c: Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States.	<b>SE/TE:</b> Entrepreneurs Use Factors of Production, 5-7; Assessment, (3. Identify), 8; Elements of a Free Market Economy, 32-33; Analyze Charts, 35; Advantages of a Free Market, 36; The Economy of the United States, 48-49; Basic Characteristics of Free Enterprise, 50-52; Key Roles of the Free Enterprise System, 52-53; Identify Main Ideas, 53; The Role of Government, 149-151

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SS.912.E.2.Pa.c: Recognize an individual who has contributed to the United States.	<b>SE/TE:</b> The Role of Government, 149-151
SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.	
SS.912.E.2.In.d: Identify examples of government wage and price controls, such as minimum wage and rent control.	<b>SE/TE:</b> Achieving Equilibrium, 114-115; Price Ceilings, 117-119; Summarize, 119; Price Floors, 119-120; Define, 120; Assessment (1. Define), (2. Identify Central Ideas), (4. Identify Main Ideas), (5. Recall), 120; Choice and Efficiency, 130-131; Government and Competition, 162-165; Identify, 165; Promoting Development, 466-467  <b>TE Only:</b> Differentiate, (On-Level), 118
SS.912.E.2.Su.d: Recognize examples of government wage and price controls, such as minimum wage and rent control.	<b>SE/TE:</b> Achieving Equilibrium, 114-115; Price Ceilings, 117-119; Summarize, 119; Price Floors, 119-120; Define, 120; Assessment (1. Define), (2. Identify Central Ideas), (4. Identify Main Ideas), (5. Recall), 120; Choice and Efficiency, 130-131; Government and Competition, 162-165; Identify, 165; Promoting Development, 466-467  <b>TE Only:</b> Differentiate, (Extra Support), 119
SS.912.E.2.Pa.d: Recognize that government sets the minimum wage.	<b>SE/TE:</b> Price Floors, 119-120
SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.	
SS.912.E.2.In.e: Identify how investment in factories, machinery, technology, or people can impact productivity.	<b>SE/TE:</b> Making Decisions, 9-10; Economic Goals of Society, 28-30; Basic Characteristics of Free Enterprise, 50-52; Productivity and the Role of Technology, 60-61; Express Ideas Clearly, 61; The Changing Labor Force, 201-204; Critical Thinking, (14. Identify Cause and Effect), 342

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SS.912.E.2.Su.e: Recognize that investment in factories, machinery, technology, or people can impact productivity.	<b>SE/TE:</b> Making Decisions, 9-10; Economic Goals of Society, 28-30; Basic Characteristics of Free Enterprise, 50-52; Productivity and the Role of Technology, 60-61; Express Ideas Clearly, 61; The Changing Labor Force, 201-204; Critical Thinking, (14. Identify Cause and Effect), 342
SS.912.E.2.Pa.e: Recognize that investment may increase productivity.	<b>SE/TE:</b> Basic Characteristics of Free Enterprise, 50-52; Productivity and the Role of Technology, 60-61
SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.	
SS.912.E.2.In.f: Identify the purpose of natural monopolies regulated by the government, such as electricity and water.	<b>SE/TE:</b> Characteristics of a Monopoly, 147-149; Critical Thinking, (12. Summarize), 170
SS.912.E.2.Su.f: Recognize examples of a natural monopoly, such as electricity and water.	<b>SE/TE:</b> Characteristics of a Monopoly, 147-149; Critical Thinking (12. Summarize), 170
SS.912.E.2.Pa.f: Recognize an example of a natural monopoly, such as electricity or water.	<b>SE/TE:</b> Characteristics of a Monopoly, 147-149
SS.912.E.2.7: Identify the impact of inflation on society.	
SS.912.E.2.In.g: Identify a common impact of inflation on society.	<b>SE/TE:</b> Other Non-Price Determinants That Create Changes in Supply, 111-112; Wages and Benefits Trends, 204-205; The Three Uses of Money, 228-230; Sources of Money's Value, 230-233; A Review of U.S. Banking History, 245-246; The Fed's Roles: Regulating the Money Supply, 253-254; Identify, 254



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SS.912.E.2.Su.g: Recognize a common impact of inflation on society.	<b>SE/TE:</b> Other Non-Price Determinants That Create Changes in Supply, 111-112; Wages and Benefits Trends, 204-205; The Three Uses of Money, 228-230; Sources of Money's Value, 230-233; A Review of U.S. Banking History, 245-246; The Fed's Roles: Regulating the Money Supply, 253-254; Identify, 254  <b>TE Only:</b> Differentiate, (Extra Support), 250
SS.912.E.2.Pa.g: Recognize that the cost of items can increase.	<b>SE/TE:</b> Factors Affecting Elasticity, 90-92  <b>TE Only:</b> Differentiate, (Special Needs), 91
SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).	
SS.912.E.2.In.h: Identify different types of taxes, such as income, sales, and social security.	<b>SE/TE:</b> The Reasons for Mixed Economies, 44-46; Circular Flow Model of a Mixed Economy, 46-47; Basic Characteristics of Free Enterprise, 50-52; Economic Freedom and the Constitution, 53-54; Wages and Benefit Trends, 204-205; Identify Supporting Details, 205; Tax Structure and Tax Bases, 349-351; Individual and Corporate Income Taxes, 354-357; Define, 357; Social Security, Medicare, and Unemployment Taxes, 357-358; Categorize, 358; Other National Taxes, 358-359; Assessment, (1. Compare and Contrast), (2. Express Ideas Clearly), (5. Express Ideas Clearly), 359  <b>TE Only:</b> Social Insurance Tax Contributions, 356

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SS.912.E.2.Su.h: Recognize different types of taxes, such as income, sales, and social security.	<b>SE/TE:</b> The Reasons for Mixed Economies, 44-46; Circular Flow Model of a Mixed Economy, 46-47; Basic Characteristics of Free Enterprise, 50-52; Economic Freedom and the Constitution, 53-54; Wages and Benefit Trends, 204-205; Identify Supporting Details, 205; Tax Structure and Tax Bases, 349-351; Individual and Corporate Income Taxes, 354-357; Define, 357; Social Security, Medicare, and Unemployment Taxes, 357-358; Categorize, 358; Other National Taxes, 358-359; Assessment (1. Compare and Contrast), (2. Express Ideas Clearly), (5. Express Ideas Clearly), 359  <b>TE Only:</b> Differentiate, (Extra Support), 46, 350, 356
SS.912.E.2.Pa.h: Recognize a tax, such as sales tax.	<b>SE/TE:</b> Tax Structure and Tax Bases, 349-351
SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.	
SS.912.E.2.In.i: Recognize the relationship between government spending and taxation and the economy.	<b>SE/TE:</b> The Importance of National Taxes, 348-349; Identify Main Ideas, 349; Mandatory and Discretionary Spending, 360-361; Express Ideas Clearly, 361; Government Entitlements, 361-363; Spending on Discretionary Programs, 363-364  <b>TE Only:</b> Differentiate, (On-Level), 363; State Income Tax Rates, 369
SS.912.E.2.Su.i: Recognize that government spending and taxation affects the economy.	<b>SE/TE:</b> The Importance of National Taxes, 348-349; Identify Main Ideas, 349; Mandatory and Discretionary Spending, 360-361; Express Ideas Clearly, 361; Government Entitlements, 361-363; Spending on Discretionary Programs, 363-364  <b>TE Only:</b> State Income Tax Rates, 369

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SS.912.E.2.Pa.i: Recognize that the government spends money.	<b>SE/TE:</b> Mandatory and Discretionary Spending, 360-361
SS.912.E.3.1: Demonstrate the impact of inflation on world economies.	
SS.912.E.3.In.a: Identify the impact of inflation on world economies, such as oil prices and the Great Depression.	<b>SE/TE:</b> Inflation and Deflation, 323-328; Florida Topic Quick Study Guide, 340-341; Critical Thinking (16. Summarize), 342
SS.912.E.3.Su.a: Recognize an impact of inflation on the economy, such as oil prices.	<b>SE/TE:</b> How Rising Prices Affect You, 323-324; Interpreting Effects of Inflation, 327-328; Assessment (3. Describe), 328
SS.912.E.3.Pa.a: Recognize that costs of goods and services change over time.	<b>SE/TE:</b> How Rising Prices Affect You, 323-324; Analyze Graphs, 324
SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.	
SS.912.E.3.In.b: Identify economic advantages a country may have when trading with another country, such as abundant natural resources and a cheap labor force.	<b>SE/TE:</b> Why Nations Trade, 430-437; Florida Topic Quick Study Guide, 486-487; Critical Thinking (10. Identify Cause and Effect), 488
SS.912.E.3.Su.b: Recognize examples of economic advantages a country may have when trading with another country, such as abundant natural resources.	<b>SE/TE:</b> Resource Distribution and Specialization, 430-432; Comparative Advantage in Action, 434  <b>TE Only:</b> Differentiate (Extra Support), 432
SS.912.E.3.Pa.b: Recognize the advantage of a trade.	<b>SE/TE:</b> Absolute and Comparative Advantage, 432-433; Comparative Advantage and World Trade, 433-434
SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.	
SS.912.E.3.In.c: Identify examples of barriers to trade, such as quotas and tariffs.	<b>SE/TE:</b> Trade Barriers and Agreements, 438-446; Florida Topic Quick Study Guide, 486-487

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SS.912.E.3.Su.c: Recognize a barrier to trade, such as quotas and tariffs.	<b>SE/TE:</b> Tariffs, 438; Quotas and VERs, 439
SS.912.E.3.Pa.c: Recognize a disadvantage (barrier) of a trade.	<b>SE/TE:</b> Effects of Trade Barriers, 439-440
SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.	
SS.912.E.3.In.d: Identify an example of the economic impact of positive and negative side effects (externalities) on the international environment.	<b>SE/TE:</b> Externalities, 65-67; Assessment (4. Apply), 68; Florida Topic Quick Study Guide, 70; Key Terms and Ideas (8.), 72; Critical Thinking (20. Support Ideas With Examples), 72; Critical Thinking (19. Apply Concepts), 488  <b>TE Only:</b> Assess Impacts, 457
SS.912.E.3.Su.d: Recognize an example of the economic impact of a positive and negative side effect (externality) on the international environment.	<b>SE/TE:</b> Externalities, 65-67; Market Problems, 131-132; Negative Externalities, 298
SS.912.E.3.Pa.d: Recognize a positive or negative side effect (externality) of producing goods in the international environment.	<b>SE/TE:</b> Externalities, 65-67; Negative Externalities, 298
SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.	
SS.912.E.3.In.e: Identify differences in the economies of the United States and another country, such as the standard of living and productivity.	<b>SE/TE:</b> Development, 455-459; Florida Topic Quick Study Guide, 486-487; Key Terms and Ideas (5.), 488
SS.912.E.3.Su.e: Recognize a characteristic of another country's economy, such as the standard of living.	<b>SE/TE:</b> Analyze Graphs, 456; Indicators of Developed Nations, 458; Indicators of Less Developed Nations, 459
SS.912.E.3.Pa.e: Recognize an economic characteristic of daily living, such as the cost of housing.	<b>TE Only:</b> Differentiate (Special Needs), 458

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SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.	
SS.912.E.3.In.f: Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.	<b>SE/TE:</b> Scarcity Means Making Choices, 4-5; Opportunity Cost, 10-11; Florida Topic Quick Study Guide, 18-19; Key Terms and Ideas (2.), 20; Critical Thinking (18. Apply Concepts), 20
SS.912.E.3.Su.f: Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.	<b>SE/TE:</b> Scarcity Means Making Choices, 4-5; Opportunity Cost, 10-11  <b>TE Only:</b> Differentiate (Extra Support), 5
SS.912.E.3.Pa.f: Recognize that people study the economy.	<b>SE/TE:</b> Unlimited Wants, Limited Resources, 4-5  <b>TE Only:</b> Differentiate (Extra Support), 2; Make Inferences, 5
SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.	
SS.912.G.2.In.b: Recognize factors and processes that contribute to differences between developing and developed regions of the world.	<b>SE/TE:</b> Government Policies and Changes in Supply, 109-110; Development Around the World, 455-456; Contrast, 456; Indicators of Development, 456-458; Indicators of Developed Nations, 458-459; Identify Central Ideas, 458; Support Ideas With Examples, 459; Indicators of Less Developed Nations, 459; Infer, 459; Assessment, 459  <b>TE Only:</b> Differentiate, (On-Level), 458
SS.912.G.2.Su.b: Recognize a factor that contributes to differences between developing and developed regions of the world.	<b>SE/TE:</b> Government Policies and Changes in Supply, 109-110; Development Around the World, 455-456; Contrast, 456; Indicators of Development, 456-458; Identify Central Ideas, 458; Indicators of Developed Nations, 458-459; Support Ideas With Examples, 459; Indicators of Less Developed Nations, 459; Assessment, 459
SS.912.G.2.Pa.b: Recognize a characteristic of development.	<b>SE/TE:</b> Development Around the World, 455-456; Developed Nations, 458-459

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SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.	
SS.912.G.3.In.c: Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.	<b>SE/TE:</b> Geography Shapes History, xxxvi; Assessment (Writing), xxxvii; Ongoing Issues, 480-482; Critical Thinking (21. Writing Activity), 488
SS.912.G.3.Su.c: Use geographic terms and tools to recognize ways that people have used renewable and non-renewable resources in Florida, the United States, or the world.	<b>SE/TE:</b> Geography Shapes History, xxxvi; Assessment (Writing), xxxvii; Ongoing Issues, 480-482
SS.912.G.3.Pa.c: Recognize a way to recycle resources.	<b>SE/TE:</b> Ongoing Issues, 480-482
SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.	
SS.912.G.4.In.d: Use geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.	<b>SE/TE:</b> Occupational Trends, 200-201; Recall, 201; Wages and Benefit Trends, 204-205; Labor and Management, 217-219; Document-Based Questions, 223; Challenges of Globalization, 477-479; Document-Based Questions, 489  <b>TE Only:</b> Fair Trade, 479
SS.912.G.4.Su.d: Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups.	<b>SE/TE:</b> Occupational Trends, 200-201; Recall, 201; Wages and Benefit Trends, 204-205; Labor and Management, 217-219; Document-Based Questions, 223; Challenges of Globalization, 477-479; Document-Based Questions, 489
SS.912.G.4.Pa.d: Recognize an effect of globalization.	<b>SE/TE:</b> Challenges of Globalization, 477-479  <b>TE Only:</b> Differentiate, (Special Needs), 477

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