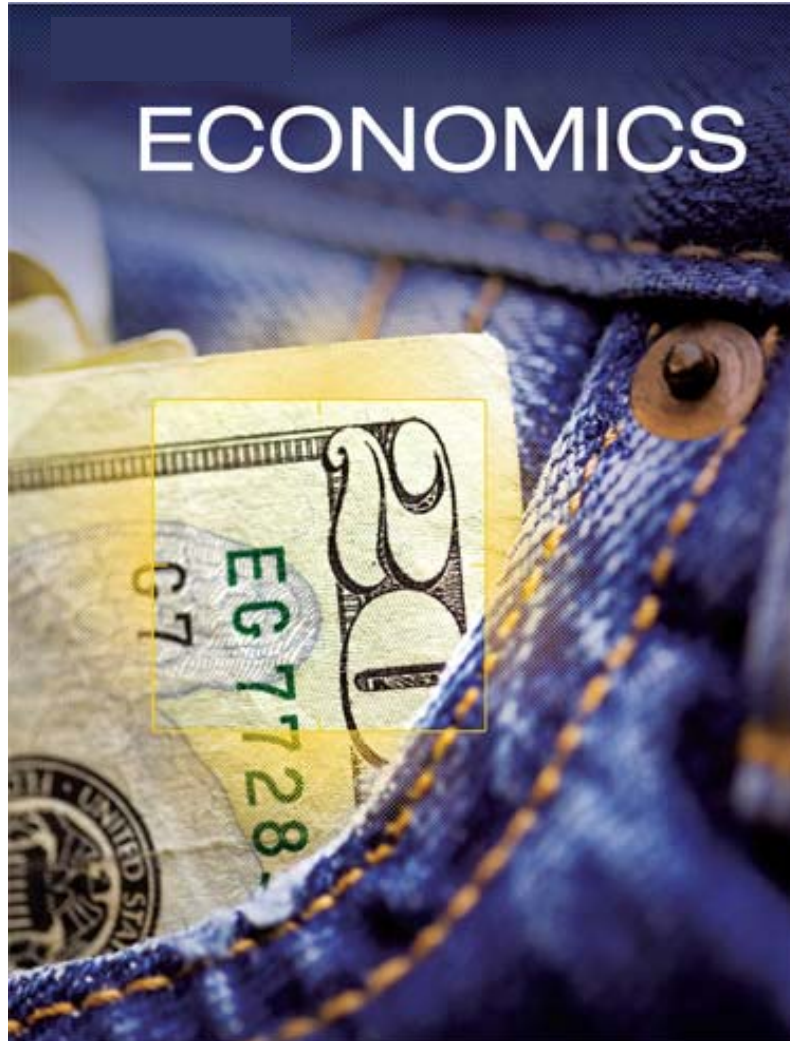


A Correlation of



**to the
Kentucky Academic Standards
for Social Studies
Economics Standards
High School**

A Correlation of Economics to the Kentucky Academic Standards for Social Studies Economics Standards, High School

Introduction

This document demonstrates how ***Economics***, meets the Kentucky Academic Standards Social Studies High School: Economics Standards. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The *Economics* program to help students build an essential, life-long understanding of core economics principles. *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.

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Kentucky Academic Standards for Social Studies
Economics Standards, High School**

Table of Contents

HS.E.I.Q Questioning	4
Investigating - Disciplinary Concepts and Practices	
HS.E.MI Microeconomics	6
HS.E.MA Macroeconomics.....	9
HS.E.ST Specialization, Trade and Interdependence.....	12
HS.E.IC Incentives, Choices and Decision Making	14
HS.E.KE Kentucky Economics.....	15
HS.E.I.UE Using Evidence.....	17
HS.E.I.CC Communicating Conclusions	20

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Economics Standards, High School**

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Inquiry Practices	
HS.E.I.Q Questioning	
<p>HS.E.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key economic concepts.</p>	<p>TE: Topic 1: Inquiry: Civic Action Project, 4-5; Topic 2: Topic Inquiry: Civic Discussion, Step 1: Connect, 28, Topic 3: Inquiry: Civic Action Project, 74-75; Topic 4: Topic Inquiry: Document-Based Questions, Step 1: Connect, 132; Topic 5: Inquiry: Civic Action Project, 160-161; Topic 6: Topic Inquiry: Civic Discussion, Step 1: Connect, 204 Topic 7: Inquiry: Civic Action Project, 248-249; Topic 8: Inquiry: Civic Action Project, 290-291; Topic 9: Topic Inquiry: Document-Based Questions, Step 1: Connect, 318 Topic 10: Inquiry: Civic Action Project, 354-355</p> <p>Digital Resources: Topics 1, 3, 5, 7, 8, and 10> Civic Action Project: Constitutional Rights Foundation Topic 2: Free Enterprise and Other Economic Systems>Civic Discussion: Laissez Faire?>Civic Discussion: Student Instructions Topic 4: Competition and Market Structures?> Document-Based Question: Microsoft Antitrust Lawsuit>Student Instructions Topic 6: Money, Banking, and Financial Markets>Civic Discussion: Reinstate Glass-Steagall?>Civic Discussion: Student Instructions Topic 9: Fiscal and Monetary Policy>Document-Based Questions: The Great Recession of 2007-2009>The Great Recession of 2007-2009: Student Instructions</p>

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<p>HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</p>	<p>TE: Topic 1: Inquiry: Civic Action Project, 4-5; Topic 2: Topic Inquiry: Civic Discussion, Step 1: Connect, 28, Topic 3: Inquiry: Civic Action Project, 74-75; Topic 4: Topic Inquiry: Document-Based Questions, Step 1: Connect, 132; Topic 5: Inquiry: Civic Action Project, 160-161; Topic 6: Topic Inquiry: Civic Discussion, Step 1: Connect, 204 Topic 7: Inquiry: Civic Action Project, 248-249; Topic 8: Inquiry: Civic Action Project, 290-291; Topic 9: Topic Inquiry: Document-Based Questions, Step 1: Connect, 318 Topic 10: Inquiry: Civic Action Project, 354-355</p> <p>Digital Resources: Topics 1, 3, 5, 7, 8, and 10> Civic Action Project: Constitutional Rights Foundation Topic 2: Free Enterprise and Other Economic Systems>Civic Discussion: Laissez Faire?>Civic Discussion: Student Instructions Topic 4: Competition and Market Structures?> Document-Based Question: Microsoft Antitrust Lawsuit>Student Instructions Topic 6: Money, Banking, and Financial Markets>Civic Discussion: Reinstate Glass-Steagall?>Civic Discussion: Student Instructions Topic 9: Fiscal and Monetary Policy>Document-Based Questions: The Great Recession of 2007-2009>The Great Recession of 2007-2009: Student Instructions</p>

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Investigating - Disciplinary Concepts and Practices	
Investigating occurs through the exploration of the discipline strand standards.	
HS.E.MI Microeconomics	
<p>HS.E.MI.1 Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.</p>	<p>SE: Perfect Competition, 128-131; Monopolies, 133-140; Monopolistic Competition and Oligopoly, 141-146; Identify Cause and Effect, 144; Analyze Charts, 144</p> <p>TE: 137-139, 142-146, 149-152</p> <p>Digital Resources: Topic 4: Competition and Market Structures>Lesson 1: Pure Competition>Flipped Video: What is Perfect Competition?; Interactive Chart: Characteristics of Competition Topic 4: Competition and Market Structures>Lesson 2: Monopolies>Flipped Video: How Monopolies Form; Interactive Gallery: Analyzing Monopolies in America; Interactive Graph: How Monopolies Set Output and Price Topic 4: Competition and Market Structures>Lesson 3: Monopolistic Competition and Oligopoly> Flipped Video: Monopolistic Competition; Interactive Illustration: Comparing Types of Competition; Synthesize: Monopolistic Competition and Oligopoly Topic 4: Competition and Market Structures>Synthesize: Competition and Market Structures</p>

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<p>HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced.</p>	<p>SE: Achieving Equilibrium, 104-105; Identify Central Issues, 105; Effects of Disequilibrium, 105-107; Analyze Data, 105; Analyze Graphs, 106; Assessment #1, 110; Tending Toward Equilibrium, 111-112; Identify Main Ideas, 112; Increasing Supply, 112-114; Check Understanding, 114; Assessment #3, 116; Analyze Information, 131</p> <p>TE: 114-117, 120-123</p> <p>Topic 3: Demand, Supply, and Prices> Lesson 7: Equilibrium and Price Controls> Interactive Chart: Interpreting a Supply and Demand Schedule and Graph; Interactive Graph: Understanding Price, Shortage, and Surplus Topic 3: Demand, Supply, and Prices> Lesson 8: Changes in Market Equilibrium>Interactive Graph: Analyzing Change in Demand; Synthesize: Changes in Market Equilibrium</p>

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Economics Standards, High School**

Kentucky Academic Standards for Social Studies Economics Standards, High School	Economics
<p>HS.E.MI.3 Analyze the roles of product and factor markets.</p>	<p>SE: Factor and Product Markets, 29; Figures 2.4: Analyze Charts, 29 Circular Flow Model of a Mixed Economy, 40; Describe, 40 Figures 2.10: Analyze Charts, 40</p> <p>TE: 39, 51</p> <p>Digital Resources: Topic 2: Free Enterprise and Other Economic Systems>Lesson 2: Free Markets>3-D Model: The Circular Flow Model of a Market Economy Topic 2: Free Enterprise and Other Economic Systems> Lesson 4: Mixed Economies>Interactive Chart: Circular Flow Model of a Mixed Economy</p>
<p>HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.</p>	<p>SE: Key Roles in the Free Enterprise System, 46-47; Identify Main Ideas, 47; Assessment #4, 50; Topic 2 Assessment #6, 63</p> <p>TE: 58</p>

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HS.E.MA Macroeconomics	
<p>HS.E.MA.1 Evaluate how values and beliefs like economic freedom, equity, full employment, price stability, security, efficiency and growth help to form different types of economic systems.</p>	<p>SE: Economic Goals of Society, 24-26; Identify, 26; Assessment #4, #5, 26; Disadvantages of Central Planning, 37; Check Understanding, 37; Assessment #4, 37; Balancing Government Involvement and Economic Freedom, 39; Economic Freedom, 46; Economic Freedom and the Constitution, 47-48; Assessment #1, 50; Topic 2 Assessment #10, 64; The Goal of Full Employment, 295-296</p> <p>TE: 34, 46, 50, 58-60, 273</p>
<p>HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.</p>	<p>SE: Incentives and Competition, 30-31; Assessment #2, 32; Competition, 45; The Limited Role of Government in the Marketplace, 48-50; Figure 2.15: Determine Relevance, 49; Identify Main Ideas, 50; Assessment #5, 50; Characteristics of Monopolistic Competition, 141-142; Non-price Competition, 143; Government and Competition, 148-151; Analyze Information, 151; Deregulation, 151-153; Check Understanding, 153; Assessment #3, 153</p> <p>TE: 40, 59, 149-150, 155-158</p>

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Kentucky Academic Standards for Social Studies Economics Standards, High School	Economics
<p>HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p>	<p><i>For opportunities to address this standard please see:</i> SE: Market Failure, 59; Check Understanding, 59; Externalities, 59-61; Identify Supporting Details, 61; Assessment #3, #4, 62 How Fiscal Policy Decisions Impact the Economy, 351-353 The Limits and costs of Fiscal Policy, 353-355</p> <p>TE: 69-70, 324-325</p>
<p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p>	<p>SE: How Fiscal Policy Decisions Impact the Economy, 351-353; Figure 9.4: Analyze Graphs, 352; Figure 9.5: Infer, 353; The Limits and Costs of Fiscal Policy, 353-355; Figure 9.7: Express Problems Clearly, 355; Assessment #1, #2, #4, 355; The Recent History of U.S. Fiscal Policy, 362-365</p> <p>TE: 323-326</p> <p>Digital Resources: Topic 9: Fiscal and Monetary Policy>Lesson 1: The Federal Budget and Fiscal Policy>Flipped Video: Fiscal Policy Basics>Interactive Graph: The Effects of Fiscal Policy; Synthesize: The Federal Budget and Fiscal Policy</p>

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<p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p>	<p><i>For opportunities to address this standard please see:</i> SE: Savers and Borrowers, 242; How Interest Rates Affect Spending, 379-380;</p> <p>TE: 231</p> <p>Digital Resources: Topic 9: Fiscal and Monetary Policy>Lesson 4: Monetary Policy Options>Interactive Chart: Analyzing Interest Rate Effect</p>
<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p>	<p>SE: Protecting Public Health, Safety, and Well-Being, 49; Determine Relevance, 49; Assessment #5, 50; Topic 2 Assessment #11, 64; The Role of Government Rules and Regulations, 100; Government and Competition, 148-151 Deregulation, 151-153 Topic 4 Assessment #3, 154</p> <p>TE: 59, 155-158</p>

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<p>HS.E.MA.7 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.</p>	<p>SE: The Fed’s Roles: Regulating the Money Supply, 231; The Basics of Monetary Policy, 379-380; Timing Monetary Policy, 380-382 Anticipating Business Cycles, 382-383 Figure 9.28: Analyze Graphs, 381; Assessment #1, 384; Topic 9 Assessment #5, #8, 385</p> <p>TE: 341-344</p> <p>Topic 9: Fiscal and Monetary Policy>Lesson 4: Monetary Policy Options>Flipped Video: Monetary Policy Tools; Interactive Chart: Affecting the Money Supply</p>
HS.E.ST Specialization, Trade and Interdependence	
<p>HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.</p>	<p>SE: The Role of Specialization, 27-28; Assessment #1, #4, 32; Resource Distribution and Specialization, 390-392; Absolute and comparative Advantage, 392-393 Comparative advantage and world Trade, 393-394 The Impact of Trade on Jobs, 395-396; Assessment #1, #3, 397</p> <p>TE: 38, 359363</p> <p>Digital Resources: Topic 10: Trade, Development, and Globalization>Lesson 1: Why Nations Trade>Flipped Video: Absolute and Comparative Advantage; Interactive Gallery: Identifying Resources and Specialization; Synthesize: Why Nations Trade</p>

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<p>HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.</p>	<p>SE: Absolute and comparative Advantage, 392-393 Comparative Advantage and World Trade, 393-394; Identify Central Issues, 394; Topic 10 Assessment #4, 444; #6, 445</p> <p>TE: 38, 359363</p> <p>Digital Resources: Topic 10: Trade, Development, and Globalization>Lesson 1: Why Nations Trade>Flipped Video: Absolute and Comparative Advantage; Interactive Gallery: Identifying Resources and Specialization; Synthesize: Why Nations Trade</p>
<p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p>	<p>SE: Effects of International Competition, 184-185; Moving Toward a Market Economy, 428-429; Changes in Russia, 429-431; Growth in Asia Through Trade, 431-432; Growth and Challenges in Africa and Latin America, 432-433; Assessment #2, #3, #5, 434; Topic 10 Assessment #1, 444</p> <p>TE: 187, 387-390</p> <p>Digital Resources: Flipped Video: Building Economies; Interactive Timeline: Summarizing Russia's Transition to a Market Economy; Interactive Graph: Analyzing Economic Growth in China; Synthesize: Changing Economies</p>

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HS.E.IC Incentives, Choices and Decision Making	
HS.E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.	<p>SE: Scarcity Means Making Choices, 4-5; Making Decisions, 9-10; Define, 10; Opportunity Cost, 10-11; Identify Main Ideas, 11; Figure 1.1: Analyze Charts, 11 Figure 1.2: Analyze Charts, 12; Assessment #1-#4, 12; Topic 1 Assessment #3, #4, 17; #7, #10, #11, 18</p> <p>TE: 9-12</p> <p>Digital Resources: Topic 1: Fundamentals of Economics>Lesson 1: Scarcity>Synthesize: Scarcity</p>
HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.	<p>SE: Incentives and Competition, 30-31; Figures 2.5: Identify Central Ideas, 30; Assessment #5, 32; Prices Provide Incentives, 118; Identify Central Ideas, 119; Prices and the Profit Incentive, 121</p> <p>TE; 39, 127-129</p> <p>Digital Resources: Topic 2: Free Enterprise and Other Economic Systems>Lesson 2: Free Markets>Flipped Video: Competition Topic 3: Demand, Supply, and Prices>Lesson 9: Prices at Work>Flipped Video: Prices at Work; Interactive Chart: Describing Advantages of the Price System</p>

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HS.E.IC.3 Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.	<p>SE: Thinking at the Margin, 11-12; Check Understanding, 12; Assessment #3, #5, 12</p> <p>TE: 16</p>
HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.	<p>SE: Incentives and Competition, 30-31; Figures 2.5: Identify Central Ideas, 30; Assessment #5, 32; Prices Provide Incentives, 118; Identify Central Ideas, 119; Prices and the Profit Incentive, 121</p> <p>TE: 39, 127-129</p> <p>Digital Resources: Topic 2: Free Enterprise and Other Economic Systems>Lesson 2: Free Markets>Flipped Video: Competition Topic 3: Demand, Supply, and Prices>Lesson 9: Prices at Work>Flipped Video: Prices at Work; Interactive Chart: Describing Advantages of the Price System</p>
HS.E.KE Kentucky Economics	
HS.E.KE.1 Explain the impact of varying market structures on profit, price and production in Kentucky.	<p><i>For opportunities to address this standard please see:</i></p> <p>SE: Perfect Competition, 128-131; Monopolies, 133-140; Assessment #4, #5, 140; Monopolistic Competition and Oligopoly, 141-146; Topic 4 Assessment #2, #4, 154</p>

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<p>HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky's state and local economies.</p>	<p><i>For opportunities to address this standard please see:</i> SE: Federal Aid to State and Local Governments, 336; Tracking the Labor Force, 182-183; Occupational Trends, 183-185; State and Local Taxes and Spending, 337-343</p>
<p>HS.E.KE.3 Analyze how the four components of Gross Domestic Product GDP are combined to assess the health of Kentucky's economy.</p>	<p><i>For opportunities to address this standard please see:</i> SE: GDP as a Measure of the Business Cycle, 51-52; Identify Central Issues, 53; A Growing Economy, 53; Gross Domestic Product, 270-276; Analyze Charts, 272; Topic 7 Assessment #5, 313; #12, 315</p>

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HS.E.I.UE Using Evidence	
<p>HS.E.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in economics.</p>	<p>SE: Topic 4 Assessment #13, 156; Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540</p> <p>TE: TE: Topic 2: Topic Inquiry: Civic Discussion, Step 3: Synthesize, 29 Topic 6: Topic Inquiry: Civic Discussion, Step 3: Synthesize, 205, Topic 9: Topic Inquiry: Document-Based Questions, Step 3: Synthesize, 319</p> <p>Digital Resources: Topic 2: Free Enterprise and Other Economic Systems>Civic Discussion: Laissez Faire?>Synthesize and Demonstrate Topic 6: Money, Banking, and Financial Markets>Civic Discussion: Reinstate Glass-Steagall?>Synthesize and Demonstrate Topic 9: Fiscal and Monetary Policy>Document-Based Questions: The Great Recession of 2007-2009>Synthesize and Demonstrate</p>

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<p>HS.E.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in economics.</p>	<p>SE: Topic 4 Assessment #13, 156; Topic 6 Assessment #8, 264; Topic 7 Assessment #9, 314; #27, 317; Interpret Sources, 529-530; Analyze Primary and Secondary Sources, 539-540</p> <p>TE: Topic 2: Topic Inquiry: Civic Discussion, Step 2: Synthesize, 28 Topic : Topic Inquiry: Civic Discussion, Step 2: Synthesize, 132 Topic 6: Topic Inquiry: Civic Discussion, Step 2: Synthesize, 204, Topic 9: Topic Inquiry: Document-Based Questions, Step 2: Synthesize, 318</p> <p>Digital Resources: Topic 2: Free Enterprise and Other Economic Systems>Civic Discussion: Laissez Faire?>Synthesize and Demonstrate Topic 4: Competition and Market Structures?> Document-Based Question: Microsoft Antitrust Lawsuit>Synthesize and Demonstrate Topic 6: Money, Banking, and Financial Markets>Civic Discussion: Reinstate Glass-Steagall?>Synthesize and Demonstrate Topic 9: Fiscal and Monetary Policy>Document-Based Questions: The Great Recession of 2007-2009>Synthesize and Demonstrate</p>

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<p>HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.</p>	<p>SE: Consider and Counter Opposing Arguments, 543-544; Participate in a Discussion or Debate, 544</p> <p>TE: Topic 2: Topic Inquiry: Civic Discussion, Step 3: Synthesize, 29 Topic 6: Topic Inquiry: Civic Discussion, Step 3: Synthesize, 205, Topic 9: Topic Inquiry: Document-Based Questions, Step 3: Synthesize, 319</p> <p>Digital Resources: Topic 2: Free Enterprise and Other Economic Systems>Civic Discussion: Laissez Faire?>Synthesize and Demonstrate Topic 6: Money, Banking, and Financial Markets>Civic Discussion: Reinstate Glass-Steagall?>Synthesize and Demonstrate Topic 9: Fiscal and Monetary Policy>Document-Based Questions: The Great Recession of 2007-2009>Synthesize and Demonstrate</p>

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HS.E.I.CC Communicating Conclusions	
<p>HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.</p>	<p>SE: Compare Viewpoints, 540-541; Evaluate Existing Arguments, 542-543; Participate in a Discussion or Debate, 544</p> <p>TE Topic 1: Inquiry: Civic Action Project, 4-5; Topic 2: Topic Inquiry: Civic Discussion, Step 4: Connect, 28, Topic 3: Inquiry: Civic Action Project, 74-75; Topic 4: Topic Inquiry: Document-Based Questions, 132; Topic 5: Inquiry: Civic Action Project, 160-161; Topic 6: Topic Inquiry: Civic Discussion, 204 Topic 7: Inquiry: Civic Action Project, 248-249; Topic 8: Inquiry: Civic Action Project, 290-291; Topic 9: Topic Inquiry: Document-Based Questions, 318 Topic 10: Inquiry: Civic Action Project, 354-355</p> <p>Digital Resources: Topic 1, 3, 5, 7, 8, and 10> Civic Action Project: Constitutional Rights Foundation Topic 2: Free Enterprise and Other Economic Systems>Civic Discussion: Laissez Faire?>Synthesize and Demonstrate Topic 4: Competition and Market Structures?> Document-Based Question: Microsoft Antitrust Lawsuit>Synthesize and Demonstrate Topic 6: Money, Banking, and Financial Markets>Civic Discussion: Reinstate Glass-Steagall?>Synthesize and Demonstrate Topic 9: Fiscal and Monetary Policy>Document-Based Questions: The Great Recession of 2007-2009>Synthesize and Demonstrate</p>

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<p>HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.</p>	<p>SE:</p> <p>Topic 1 Assessment #8, 18; Topic 7 Assessment #27, 317; Participate in a Discussion or Debate, 544; Give an Effective Presentation, 544-545; Write an Essay, 545-546; Political Participation, 549</p> <p>TE Topic 1: Inquiry: Civic Action Project, 4-5; Topic 2: Topic Inquiry: Civic Discussion, Step 4: Connect, 28, Topic 3: Inquiry: Civic Action Project, 74-75; Topic 4: Topic Inquiry: Document-Based Questions, 132; Topic 5: Inquiry: Civic Action Project, 160-161; Topic 6: Topic Inquiry: Civic Discussion, 204 Topic7: Inquiry: Civic Action Project, 248-249; Topic 8: Inquiry: Civic Action Project, 290-291; Topic 9: Topic Inquiry: Document-Based Questions, 318 Topic 10: Inquiry: Civic Action Project, 354-355</p> <p>Digital Resources:</p> <p>Topic 1, 3, 5, 7, 8, and 10> Civic Action Project: Constitutional Rights Foundation</p> <p>Topic 2: Free Enterprise and Other Economic Systems>Civic Discussion: Laissez Faire?>Synthesize and Demonstrate</p> <p>Topic 4: Competition and Market Structures?> Document-Based Question: Microsoft Antitrust Lawsuit>Synthesize and Demonstrate</p> <p>Topic 6: Money, Banking, and Financial Markets>Civic Discussion: Reinstate Glass-Steagall?>Synthesize and Demonstrate</p> <p>Topic 9: Fiscal and Monetary Policy>Document-Based Questions: The Great Recession of 2007-2009>Synthesize and Demonstrate</p>

SE = Student Edition

TE = Teacher's Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Economics to the
Kentucky Academic Standards for Social Studies
Economics Standards, High School**

<p style="text-align: center;">Kentucky Academic Standards for Social Studies Economics Standards, High School</p>	<p style="text-align: center;">Economics</p>
<p>HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.</p>	<p>SE: Topic 1 Assessment #7, 18; Topic 7 Assessment #24, 316; Solve Problems, 546-547; Make Decisions, 547-548; Political Participation, 549</p> <p>TE: Topic 1: Inquiry: Civic Action Project, 4-5; Topic 2: Topic Inquiry: Civic Discussion, Step 4: Connect, 28, Topic 3: Inquiry: Civic Action Project, 74-75; Topic 4: Topic Inquiry: Document-Based Questions, 132; Topic 5: Inquiry: Civic Action Project, 160-161; Topic 6: Topic Inquiry: Civic Discussion, 204 Topic 7: Inquiry: Civic Action Project, 248-249; Topic 8: Inquiry: Civic Action Project, 290-291; Topic 9: Topic Inquiry: Document-Based Questions, 318 Topic 10: Inquiry: Civic Action Project, 354-355</p> <p>Digital Resources: Topic 1, 3, 5, 7, 8, and 10> Civic Action Project: Constitutional Rights Foundation Topic 2: Free Enterprise and Other Economic Systems>Civic Discussion: Laissez Faire?>Synthesize and Demonstrate Topic 4: Competition and Market Structures?> Document-Based Question: Microsoft Antitrust Lawsuit>Synthesize and Demonstrate Topic 6: Money, Banking, and Financial Markets>Civic Discussion: Reinstate Glass-Steagall?>Synthesize and Demonstrate Topic 9: Fiscal and Monetary Policy>Document-Based Questions: The Great Recession of 2007-2009>Synthesize and Demonstrate</p>

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