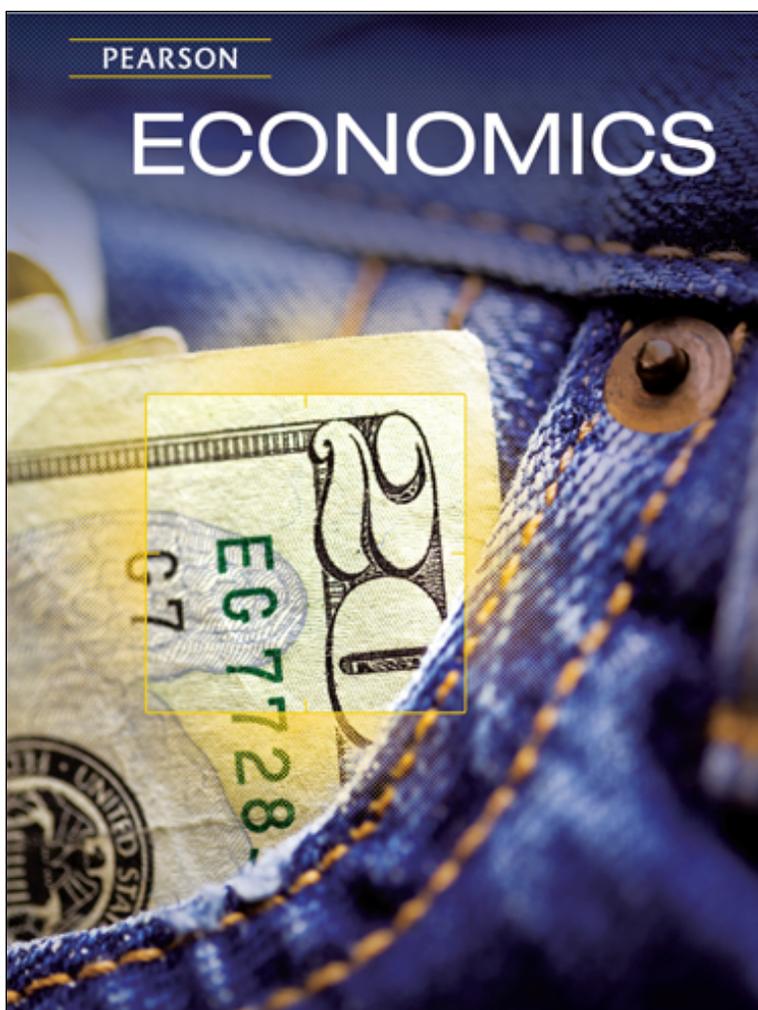


**A Planning Guide of
Economics**



and the

**Michigan Standards Social Studies 2019
High School Economics**

**A Planning Guide of Economics and the
Michigan Standards for Social Studies 2019, High School Economics**

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Economics	Michigan Standards for Social Studies High School Economics
Economics Student and Teacher Edition	
Topic 1: Fundamentals of Economics	
<p>Topic Inquiry: Civic Action Project, TE: TE4-TE5</p>	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
<p>1.1 Scarcity, 4-8</p>	<p><u>Content Expectations</u></p> <p>E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.</p> <p>E1.1.2 Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.</p>

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Economics	Michigan Standards for Social Studies High School Economics
1.2 Opportunity Cost and Trade-Offs, 9-12	<p><u>Content Expectations</u></p> <p>E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.</p> <p>E1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making.</p> <p>E4.1.2 Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.</p>
1.3 Production Possibilities Curves, 13-16	<p><u>Process and Skills</u></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Topic 1 Assessment, 17-19	<p><u>Arc of Inquiry</u></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p><u>Content Expectations</u></p> <p>E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.</p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 2: Free Enterprise and Other Economic Systems	
Topic Inquiry: Civic Discussion, TE: T28-T29	<p><u>Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source.</p> <p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p><u>Process and Skills</u></p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P4.1 Act within the rule of law and hold others to the same standard</p>
2.1 The Three Key Economic Questions, 22-26	<p><u>Content Expectations</u></p> <p>E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.</p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
2.2 Free Markets, 27-32	<p><u>Content Expectations</u></p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Elements of a Free Market Economy, 28-29	<p><u>Content Expectations</u></p> <p>E2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.</p>
2.3 Centrally Planned Economics, 33-37	<p><u>Content Expectations</u></p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
2.4 Mixed economies, 38-43	<p><u>Process and Skills</u></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p> <p><u>Content Expectations</u></p> <p>E1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.</p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
Incentives and Competition, 30-31	<p><u>Content Expectations</u></p> <p>E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.</p>
Circular Flow Model of a Mixed Economy, 40	<p><u>Content Expectations</u></p> <p>E2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.</p>

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Economics	Michigan Standards for Social Studies High School Economics
<p>2.5 Benefits of Free Enterprise, 44-50</p>	<p><u>Content Expectations</u></p> <p>E1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.</p> <p>E2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.</p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
<p>2.6 Supporting Economic Growth, 51-55</p>	<p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p> <p>E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).</p>
<p>2.7 Public Goods and Externalities, 56-62</p>	<p><u>Content Expectations</u></p> <p>E1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.</p> <p>E1.4.4 Market Failure – explain the role for government in addressing both negative and positive externalities.</p> <p>E2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.</p>

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Economics	Michigan Standards for Social Studies High School Economics
<p>Topic 2 Assessment, 63-65</p>	<p><u>Arc of Inquiry</u></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>4.4 critique the use of claims and evidence in arguments for credibility.</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><u>Process and Skills</u></p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p><u>Content Expectations</u></p> <p>E1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.</p> <p>E1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.</p> <p>E1.4.4 Market Failure – explain the role for government in addressing both negative and positive externalities.</p> <p>E2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.</p>

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Topic 3: Demand, Supply, and Prices	
<p>Topic Inquiry: Civic Action Project, TE: T74-T75</p>	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>

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Economics	Michigan Standards for Social Studies High School Economics
3.1 Fundamentals of Demand, 68-72	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>
3.2 Shifts in Demand, 73-77	<p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p>
3.3 Elasticity of Demand, 78-84	<p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>
3.4 Fundamentals of Supply, 85-90	<p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>
3.5 Costs of Production, 91-97	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making.</p>

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Economics	Michigan Standards for Social Studies High School Economics
3.6 Changes in Supply, 98-103	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.</p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p>
3.7 Equilibrium and Price Controls, 104-110	<p><u>Content Expectations</u></p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>E1.4.6 Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.</p>
Changes in the Global Economy and Supply, 101	<p><u>Content Expectations</u></p> <p>E3.2.4 The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.</p>
3.8 Changes in Market Equilibrium, 111-116	<p><u>Content Expectations</u></p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>

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<p>3.9 Prices at Work, 117-122</p>	<p><u>Process and Skills</u></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p> <p><u>Content Expectations</u></p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p> <p>E1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.</p>
<p>Topic 3 Assessment, 123-125</p>	<p><u>Arc of Inquiry</u></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 4: Competition and Market Structures	
Topic Inquiry: Document-Based Question, TE: T132-T133	<p><u>Arc of Inquiry</u></p> <p>1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>
4.1 Pure Competition, 128-133	<p><u>Content Expectations</u></p> <p>E1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures.</p>
4.2 Monopolies, 133-140	<p><u>Content Expectations</u></p> <p>E1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures.</p>
4.3 Monopolistic Competition and Oligopoly, 141-147	<p><u>Content Expectations</u></p> <p>E1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures.</p>
4.4 Government Regulation and Competition, 148-153	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 4 Assessment, 154-157	<p><u>Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source.</p> <p><u>Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>Process and Skills</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><u>Content Expectations</u></p> <p>E1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 5: Business and Labor	
<p>Topic Inquiry: Civic Action Project, TE: T160-T161</p>	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
<p>5.1 Sole Proprietorships, 160-164</p>	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
<p>5.2 Partnerships and Franchises, 165-170</p>	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>

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5.3 Corporations, 171-176	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
5.4 Nonprofit Organizations, 177-181	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
5.5 The labor Force, 182-189	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>
5.6 Labor and Wages, 190-196	<p><u>Content Expectations</u></p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>
5.7 Labor Unions, 197-203	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
Topic 5 Assessment, 204-207	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 6 Money, Banking, and Financial Markets	
Topic Inquiry: Civic Discussion, TE: T204-T205	<p><u>Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source.</p> <p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><u>Process and Skills</u></p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P4.1 Act within the rule of law and hold others to the same standard.</p>
6.3 The Federal Reserve, 223-232	<p><u>Content Expectations</u></p> <p>E2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>
6.4 The Functions of Modern Banks, 233-240	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Saving Money, 235	<p><u>Content Expectations</u></p> <p>E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p>
Credit Cards, 237	<p><u>Content Expectations</u></p> <p>E4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>
6.5 Investing, 241-247	<p><u>Content Expectations</u></p> <p>E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.</p>
Risk and Return, 245-246	<p><u>Content Expectations</u></p> <p>E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>
Savers and Borrowers, 242	<p><u>Content Expectations</u></p> <p>E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p>
Certificates of Deposit, 253	<p><u>Content Expectations</u></p> <p>E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p>
6.7 Stocks, 255-263	<p><u>Process and Skills</u></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p> <p>E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 6 Assessment, 264-267	<p><u>Arc of Inquiry</u> 1.1 explain how a question reflects an enduring issue in the field.</p> <p><u>Process and Skills</u> P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p><u>Content Expectations</u> E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy. E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings. E4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services. E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets. E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 7: Economic Performance and Challenges	
<p>Topic Inquiry: Civic Action Project, TE: T248-T249</p>	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
<p>7.1 Gross Domestic Product, 270-276</p>	<p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Analyze Charts, 274	<p><u>Content Expectations</u></p> <p>E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).</p>
7.3 Economic Growth, 284-290	<p><u>Content Expectations</u></p> <p>E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).</p>
7.4 Unemployment, 291-296	<p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p> <p>E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).</p>
Price Indexes, 298-299	<p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p>
Effects on Interest Rates, 302	<p><u>Content Expectations</u></p> <p>E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.</p>
7.6 Poverty and Income Distribution, 303-312	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>E1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Interpreting Effects of Inflation, 301-302	<p><u>Content Expectations</u></p> <p>E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p>
Topic 7 Assessment, 313-317	<p><u>Arc of Inquiry</u></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p> <p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 8 Taxes and Spending	
<p>Topic Inquiry: Civic Action Project, TE: T290-T291</p>	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>

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Economics	Michigan Standards for Social Studies High School Economics
8.2 Federal Taxes, 326-331	<p><u>Content Expectations</u></p> <p>E2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.</p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>
8.3 Federal Spending, 332-336	<p><u>Content Expectations</u></p> <p>E2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.</p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>
8.4 State and Local Taxes and Spending, 337-343	<p><u>Content Expectations</u></p> <p>E1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.</p>
Topic 8 Assessment, 344-345	<p><u>Content Expectations</u></p> <p>E1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 9 Fiscal and Monetary Policy	
Topic Inquiry: Document-Based Project, TE: T318-T319	<p><u>Arc of Inquiry</u></p> <p>1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><u>Content Expectations</u></p> <p>E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).</p> <p>E2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>
9.1 The Federal Budget and Fiscal Policy, 348-355	<p><u>Content Expectations</u></p> <p>E2.2.3 Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>
9.2 Fiscal Policy Options, 356-365	<p><u>Content Expectations</u></p> <p>E2.2.3 Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>
9.5 The Effects of Monetary Policy, 379-384	<p><u>Content Expectations</u></p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>E2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 9 Assessment, 385-387	<p><u>Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source.</p> <p><u>Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p><u>Content Expectations</u></p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>E2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Topic 10 Trade, Development and Globalization	
<p>Topic Inquiry: Civic Action Project, TE: T354-T355</p>	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
<p>10.1 Why Nations Trade, 390-397</p>	<p><u>Content Expectations</u></p> <p>E3.2.1 Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.</p>

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Economics	Michigan Standards for Social Studies High School Economics
10.2 Trade Barriers and Agreements, 398-406	<p><u>Content Expectations</u></p> <p>E1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.</p> <p>E3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.</p> <p>E3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.</p>
10.3 Exchange Rates and Trade, 407-414	<p><u>Content Expectations</u></p> <p>E3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.</p> <p>E3.2.3 Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.</p>
10.4 Development, 415-419	<p><u>Content Expectations</u></p> <p>E3.1.1 Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.</p>
Per Capita GDP, 416	<p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p>
10.5 Growth, Resources, and Development, 420-427	<p><u>Content Expectations</u></p> <p>E3.1.1 Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.</p> <p>E3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.</p>

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Economics	Michigan Standards for Social Studies High School Economics
10.6 Changing Economies, 428-434	<p><u>Content Expectations</u></p> <p>E3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.</p> <p>E3.1.4 Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.</p>
10.7 Globalization, 435-443	<p><u>Content Expectations</u></p> <p>E3.2.4 The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.</p>
Topic 10 Assessment, 444-446	<p><u>Arc of Inquiry</u></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p><u>Content Expectations</u></p> <p>E3.1.4 Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.</p> <p>E3.2.1 Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.</p> <p>E3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.</p> <p>E3.2.3 Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.</p> <p>E3.2.4 The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.</p>
End Matter	
Primary Sources—Declaration of Independence, 472-473	<p><u>Arc of Inquiry</u></p> <p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Personal Finance	
Your Fiscal Fitness: An Introduction, 474-475	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Long-Term Rewards, 478	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Investments, 483	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Savings and Retirement, 487-492	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Credit and Debt, 493-498	<u>Content Expectations</u> E4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.
Risk Management, 498-502	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.
A Growing Crime, 508	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.
It Can Happen Anywhere, 508	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.

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Economics	Michigan Standards for Social Studies High School Economics
The Cost of Theft, 509	<p><u>Content Expectations</u></p> <p>E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>
Prime Target: You, 509	<p><u>Content Expectations</u></p> <p>E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>
Why Me? , 509	<p><u>Content Expectations</u></p> <p>E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>
At College, 509	<p><u>Content Expectations</u></p> <p>E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>
Lower Your Risk, 509-510	<p><u>Content Expectations</u></p> <p>E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>
After High School, 511	<p><u>Content Expectations</u></p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>
Taxes and Income, 516-519	<p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>

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Economics	Michigan Standards for Social Studies High School Economics
21st Century Skills	
Sequence, 520	<p><u>Arc of Inquiry</u></p> <p>4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>
Analyze Cause and Effect, 522-523	<p><u>Arc of Inquiry</u></p> <p>4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>
Compare and Contrast, 523-524	<p><u>Arc of Inquiry</u></p> <p>4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
Interpret Sources, 529-530	<p><u>Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p>
Create Databases, 530	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>

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Analyze Data and Models, 531	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Read Charts and Graphs, 532-533	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Analyze Political Cartoons, 533-534	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Read Physical Maps, 534-535	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Read Political Maps, 536	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Read Special Purpose Maps, 537-538	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>

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Economics	Michigan Standards for Social Studies High School Economics
<p>Analyze Primary and Secondary Sources, 539-540</p>	<p><u>Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source.</p> <p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p><u>Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p> <p><u>Continued:</u></p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p>P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.</p>

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Economics	Michigan Standards for Social Studies High School Economics
<p>Compare Points of View, 540-541</p>	<p><u>Arc of Inquiry</u></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><u>Process and Skills</u></p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p>
<p>Identify Bias, 541-542</p>	<p><u>Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p>

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<p>Evaluate Existing Arguments, 542-543</p>	<p><u>Arc of Inquiry</u></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.4 critique the use of claims and evidence in arguments for credibility.</p> <p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p><u>Process and Skills</u></p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.</p>

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Economics	Michigan Standards for Social Studies High School Economics
<p>Consider and Counter Opposing Arguments, 543-544</p>	<p><u>Arc of Inquiry</u></p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>4.4 critique the use of claims and evidence in arguments for credibility.</p> <p><u>Process and Skills</u></p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p>
<p>Participate in a Discussion or Debate, 544</p>	<p><u>Arc of Inquiry</u></p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P4.1 Act within the rule of law and hold others to the same standard.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Give an Effective Presentation, 544-545	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p>
Write an Essay, 545-546	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p>
Solve Problems, 546-547	<p><u>Arc of Inquiry</u></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>

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Economics	Michigan Standards for Social Studies High School Economics
<p>Make Decisions, 547-548</p>	<p><u>Arc of Inquiry</u></p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><u>Process and Skills</u></p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p>
<p>Being an Informed Citizen, 548</p>	<p><u>Arc of Inquiry</u></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><u>Process and Skills</u></p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.1 Act within the rule of law and hold others to the same standard</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>

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Economics	Michigan Standards for Social Studies High School Economics
<p>Political Participation, 549</p>	<p><u>Arc of Inquiry</u></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><u>Process and Skills</u></p> <p>P4.1 Act within the rule of law and hold others to the same standard</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
<p>Voting, 549-550</p>	<p><u>Arc of Inquiry</u></p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>
<p>Serving on a Jury, 550</p>	<p><u>Arc of Inquiry</u></p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Celebrating Your State Digital Resources	
Celebrating Your State>Michigan>MI Activity ECON 1: Questions That Reflect Enduring Issues	<p><u>Arc of Inquiry</u> 1.1 explain how a question reflects an enduring issue in the field.</p> <p><u>Content Expectations</u> E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.</p>
Celebrating Your State>Michigan> MI Activity ECON 2: Writing and Using Supporting Questions	<p><u>Arc of Inquiry</u> 1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><u>Process and Skills</u> P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p>
Celebrating Your State>Michigan>MI Activity ECON 3: Evaluating Credibility of Sources	<p><u>Arc of Inquiry</u> 3.2 evaluate the credibility of a source by examining how experts value the source. 4.4 critique the use of claims and evidence in arguments for credibility.</p> <p><u>Process and Skills</u> P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information. P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p>

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Economics	Michigan Standards for Social Studies High School Economics
Celebrating Your State>Michigan>MI Activity ECON 4: Identifying Strengths and Weaknesses in Explanations	<u>Arc of Inquiry</u> 3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
Celebrating Your State>Michigan>MI Activity ECON 5: Critiquing Arguments for Credibility	<u>Arc of Inquiry</u> 4.4 critique the use of claims and evidence in arguments for credibility.
Celebrating Your State>Michigan>MI Activity ECON 6: The Impact of International Organizations on Developing and Developed Economies	<u>Content Expectations</u> E3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.
Celebrating Your State>Michigan>MI Activity ECON 7: The Economic Impact of the World’s Two Most-Populous Nations	<u>Content Expectations</u> E3.1.4 Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.
Celebrating Your State>Michigan>MI Activity ECON 8: Researching the Economics of Career Choices	<u>Content Expectations</u> E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.
Celebrating Your State>Michigan>MI Activity ECON 9: How Government Helps Consumers Make Decisions	<u>Content Expectations</u> E4.1.2 Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.

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Economics	Michigan Standards for Social Studies High School Economics
Celebrating Your State>Michigan>MI Activity ECON 10: The Tax Benefits of Investments	<u>Content Expectations</u> E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.

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