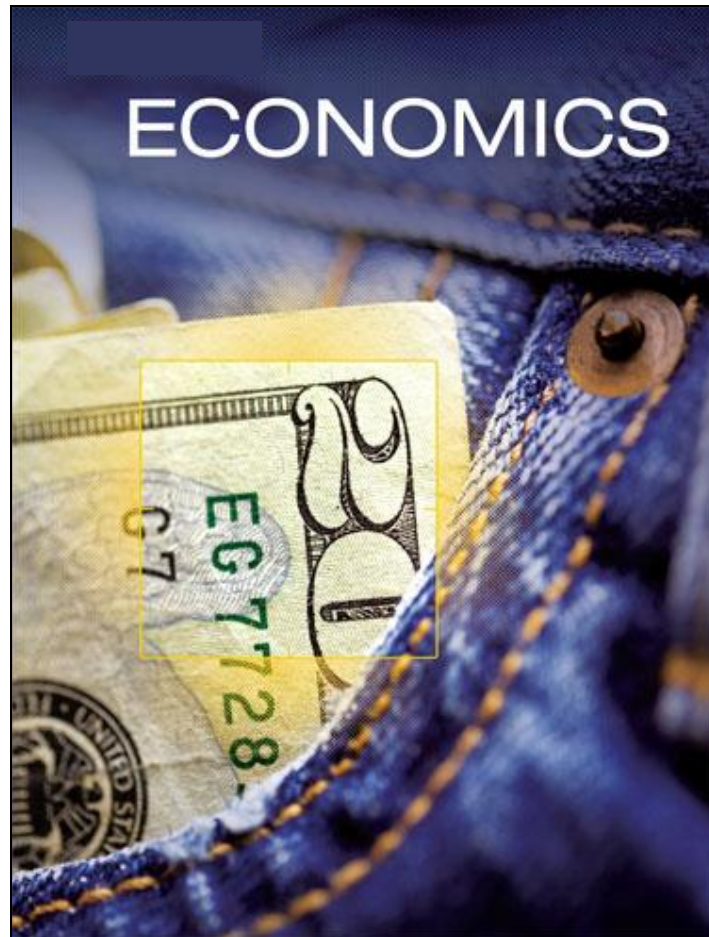


A Correlation of



©2016

To the

**Nebraska
Social Studies Standards
High School**

A Correlation of Savvas Economics, ©2016 to the Nebraska Social Studies Standards

Introduction

This document demonstrates how *Savvas Economics*, ©2016 meets the Nebraska Social Studies Standards, High School. Correlation page references are to the Student Edition.

Savvas is excited to announce its NEW *Economics* program! Helping students build an essential, life-long understanding of core economics principles. *Savvas Economics* features motivating hands-on activities, interactive graphics, animations, and videos to help build relevant economic literacy. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready. Available in print, digital, and blended options.

Savvas Economics program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Savvas’ Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
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|--|--|
| Civics: High School (United States/World) | |
| K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels. | |
| Forms and Functions of Government | |
| SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments. | |
| SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers) | SE: Economic Freedom and the Constitution, 47; Fourteenth Amendment, 39 United States Constitution, 448–471 |
| SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college) | SE: Economic Freedom and the Constitution, 47; Fourteenth Amendment, 39; U.S. President, 221, 281; Congressional Budget Office, 350; also see: Government Intervention in the Economy, 38, 54, 100, 282, 364 United States Constitution, 448–471 |
| SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens) | SE: Government Regulation and Competition, 148–153; Federal Taxes, 326–331; Federal Spending, 332–336; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384; Topic Assessment, 385–387 |
| SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards) | SE: State and Local Taxes and Spending, 337–343 |
| SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government) | SE: State and Local Taxes and Spending, 337–343 |

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| SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations) | SE: 21 st Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504 |
| SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States | SE: For related material see: 21 st Century Skills: Political Participation, 503; Voting, 503–504; Government Regulation and Competition, 148–153 |
| SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events) | SE: Why Nations Trade, 390–397; Trade Barriers and Agreements, 398–406; Exchange Rates and Trade, 407–414; Topic 10 Assessment (14. Analyze Trade), 446 <i>Digital Resources:</i> Core Concepts: Economics – Trade |
| Civic Participation | |
| SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation. | |
| SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning) | SE: For related material see: Government Regulation and Competition, 148–153; Labor and Wages, 190–196; Labor Unions, 197–203 21 st Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504; Serving on a Jury, 504 |
| SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day) | SE: For related material see: Constitution Day Assembly, 1; United States Constitution, 448–471; Declaration of Independence, 472–473 <i>Digital Resources:</i> Landmark Supreme Court Cases |

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| <p>SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)</p> | <p>SE: 21st Century Skills: Solve Problems, 500–501; Make Decisions, 501–502; Political Participation, 503; Voting, 503–504; Serving on a Jury, 504</p> <p>Constitution Day Assembly, 1; Express Problems Clearly, 12, 97, 355, 384, 406; Make Decisions, 55, 168, 181; Solve Problems, 97, 181</p> <p>Topic Assessment: Topic 5: (6. Explain Corporations and Create Oral Presentations), 205; Topic 7: (24. Analyze Costs and Benefits and Use a Problem-Solving Process), 316; Topic 9: (5. Analyze U.S. Economic Policies and Analyze Information by Categorizing), 385</p> |
| <p>SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue</p> | <p>SE: Federal Taxes, 326–331; Federal Spending, 332–336; State and Local Taxes and Spending, 337–343; Topic Assessment, 344–345; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Monetary Policy Options, 373–378; The Effects of Monetary Policy, 379–384</p> <p>Topic 9 Assessment (9. Analyze Fiscal Policy Decisions), 385; (10. Analyze Fiscal Policy Decisions), 385; (15. Explain How the Federal Reserve System Affects the Money Supply), 386; (18. Analyze Tools and Explain Actions), 387</p> |
| <p>SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)</p> | <p>SE: For related material see: Labor Unions, 197–203; Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403; Government Regulation and Competition, 148–153</p> <p>21st Century Skills: Political Participation, 503; Voting, 503–504</p> |
| <p>SS 12.1.2.f Critique various media sources for accuracy and perspective</p> | <p>SE: My Story video, 3, 21, 67, 127, 159, 209, 319, 347, 389; Analyze Political Cartoons, 39, 62, 121, 143, 163, 195, 245, 260, 279, 325, 330, 401, 403</p> |

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|--|---|
| Economics: High School (United States/World) | |
| K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels. | |
| Markets | |
| SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy. | |
| SS 12.2.1.a Explain how the factors of production are bought and sold in the market | SE: Factors of Production, 5–6, 37, 52, 102 Topic 1 Assessment (9. Describe Economic Factors), 18; (12. Describe Economic Factors), 18 <u>Digital Resources: Core Concepts</u> Economics – Economics Basics; Economic Development |
| SS 12.2.1.b Analyze the role of the product market and the resource market | SE: Free Market, 27–32; All Resources Are Scarce, 7–8; Efficient Resource Allocation, 120–121 |
| SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product) | SE: Tracking the Economy, 51–52; Gross Domestic Product, 270–276 Topic 7 Assessment (5. Interpret Economic Data and Analyze Information), 313; (7. Interpret Economic Data), 314; (12. Interpret Economic Data and Create Written Presentations), 315; (13. Interpret Economic Data), 315; (14. Analyze Productivity and Growth), 315; Topic 9 Assessment (11. Interpret and Evaluate Economic Data), 386 |
| SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive | SE: Opportunity Cost and Trade-Offs, 9–12; Factors of Production, 5–6, 37, 52, 102; Production Possibilities Curves, 13–16; The Three Basic Economic Questions, 22–23 Topic 1 Assessment (4. Explain Economic Concepts), 17; (10. Explain Economic Concepts), 18; Topic 2 Assessment (2. Describe Answers to Economic Questions), 63 |
| SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications) | SE: Labor and Wages, 190–196; Inflation and Wages, 297, 301–302; Wages and Prices, 297; Supply of Labor, 191 |

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| SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries) | SE: Profit, 22–23; Setting Output, 94–95; Making a Profit, 238 Topic 3 Assessment (8. Describe Characteristics of Economic Systems), 124 |
| SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services. | |
| SS 12.2.2.a Understand demand, quantity demanded, and changes in demand | SE: Fundamentals of Demand, 68–72; Shifts in Demand, 73–77; Elasticity of Demand, 78–84 Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123 |
| SS 12.2.2.b Understand supply, quantity supplied, and changes in supply | SE: Fundamentals of Supply, 85–90; Costs of Production, 91–97; Changes in Supply, 98–103 Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123 |
| SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand | SE: Equilibrium and Price Controls, 104–110; Changes in Market Equilibrium, 111–116 Topic 3 Assessment (4. Identify Non-Price Determinants ... Create a Written Presentation), 123 |
| SS 12.2.2.d Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service | SE: Prices at Work, 117–122 Topic 3 Assessment (2. Understand the Effect of Changes in Price), 123; (3. Understand the Effect of Changes in Price), 123 |
| SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity) | SE: Equilibrium and Price Controls, 104–110; Changes in Market Equilibrium, 111–116; Prices at Work, 117–122 Topic 3 Assessment (1. Interpret a Graph, Create Economic Models, and Transfer Information), 123; (2. Understand the Effect of Changes in Price), 123; (3. Understand the Effect of Changes in Price), 123 |

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| Institutions | |
| SS 12.2.3 Students will analyze how economic institutions impact individuals and groups. | |
| SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships) | <p>SE: Sole Proprietorships, 160–164; Partnerships and Franchises, 165–170; Corporations, 171–176; Labor Unions, 197–203; The Functions of Modern Banks, 233–240; Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263</p> <p><i>Topic Assessment:</i> Topic 5 (3. Explain and Analyze Sole Proprietorships), 204; (11. Explain and Analyze Partnerships), 206; (12. Analyze Advantages), 206; Topic 6 (6. Explain the Structure), 264; (14. Explain Functions), 265</p> |
| SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates) | <p>SE: Tracking the Economy, 51–52; Gross Domestic Product, 270–276; Unemployment, 291–296; Inflation and Deflation, 297–302</p> <p>Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204</p> |
| SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy | <p>SE: Changes in American Banks, 223–232; The Federal Reserve System, 223–232; The Functions of Modern Banks, 233–240</p> <p>Topic 6 Assessment (6. Explain the Structure), 264; (11. Explain the Actions), 265</p> |
| SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment) | <p>SE: The Federal Reserve System, 223–232; Fiscal and Monetary Policy, 346–347; The Federal Budget and Fiscal Policy, 348–355; Fiscal Policy Options, 356–365</p> <p>Topic 6 Assessment (6. Explain the Structure), 264; (11. Explain the Actions), 265</p> |

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| SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity | SE: Bond Prices and Interest Rates, 250; Money Demand, 231; Prime Interest Rate, 231; Monetary Tool #2: The Discount Rate, 376; How Monetary Policy Works, 380 Topic 6 Assessment (10. Analyze Basic Tools), 265 |
| SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy. | |
| SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property) | SE: Intellectual Property, 39; Private Property Rights, 44, 46, 429; Zoning Laws, 49, 160, 162, 167, 174, 205; Eminent Domain, 44, 48 |
| SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth) | SE: Business Cycles, 277–283; Economic Growth, 284–290; Inflation and Deflation, 297–302; Anticipating Business Cycles, 382–383 Topic 7 Assessment (6. Analyze Business Cycles), 314 |
| Financial Literacy | |
| SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people. | |
| SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed) | SE: Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43 Topic 2 Assessment (8. Explain Basic Characteristics of Economic Systems), 63 |
| SS 12.2.5.b Evaluate the historical use of various economic systems | SE: Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43; Changing Economies, 428–434 Topic 7 Assessment (2. Describe Economic Systems), 313 |
| SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China) | SE: Analyze Charts: Resource Distribution, 391; Education and Literacy, 422; Analyze Graphs: Per Capita GDP of Selected Nations, 2012, 416; Per Capita GNI of Selected Countries, 417; Population Growth of Selected Nations, 421 |

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| SS 12.2.6 Students will understand economic concepts that support rational decision making | |
| SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment | SE: Unemployment, 291–296 Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; (1. Interpret Data and Create Visual Presentations), 204; (7. Interpret Data), 205 |
| SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis | SE: For related material see: The Labor Force, 182–189; Labor and Wages, 190–196; Labor Unions, 197–203 <u>Digital Resources – Core Concepts</u> Personal Finance: After High School |
| SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents | SE: For related material see: The Labor Force, 182–189; Labor and Wages, 190–196; Labor Unions, 197–203 <u>Digital Resources – Core Concepts</u> Personal Finance: After High School |
| SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education) | SE: For related material see: The Labor Force, 182–189; Labor and Wages, 190–196; Labor Unions, 197–203 <u>Digital Resources – Core Concepts</u> Personal Finance: After High School |
| SS 12.2.7 Students will apply effective money management concepts. | |
| SS 12.2.7.a Organize personal finances and use a budget to manage cash flow | SE: For related material see: Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263; Topic 6 Assessment (18. Examine Financial Accounts), 265; (19. Examine Financial Accounts), 266 <u>Digital Resources – Core Concepts</u> Economics: Money Management Personal Finance: Budgeting |

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| SS 12.2.7.b Compare and contrast checking and savings accounts | <p>SE: Types of Financial Institutions, 238–239; Electronic Banking, 239–240</p> <p>Topic 6 Assessment (20. Maintain a Checking Account)</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Checking</p> |
| SS 12.2.7.c Assess the effects of taxes on personal income | <p>SE: The Tax Burden, 323–324; Individual and Corporate Income Taxes, 326–328; Social Security, Medicare, and Unemployment Taxes, 329–331; Revenue for State Budgets, 339–341; Property Tax, 342; Other Local Taxes, 342–343; Paying Taxes, 505</p> <p>Topic 8 Assessment (6. Identify Economic Importance), 344</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Taxes and Income</p> |
| SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit. | |
| SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit | <p>SE: Credit Card, 46, 237, 240, 264</p> <p>Topic 7 Assessment (17. Examine Aspects of Credit Cards), 316; (18. Examine Credit Card Debt), 316</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Credit and Debt</p> |
| SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages) | <p>SE: Credit History, 221; Credit Risk, 244</p> <p>Topic 7 Assessment (18. Examine Credit Card Debt), 316</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Credit and Debt</p> |

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| SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops) | <p>SE: Types of Financial Institutions, 238–239; Electronic Banking, 239–240</p> <p>Topic 6 Assessment (18. Examine Financial Accounts), 265; (19. Examine Financial Accounts), 266</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Credit and Debt</p> |
| SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision | <p>SE: Mortgage, 221, 230, 233, 236–237, 287, 315; Personal Loan, 163</p> <p>Topic 6 Assessment (23. Evaluate Buying a Home), 266; Topic 7 Assessment (16. Identify Loans and Explain Borrowing Responsibilities), 315; Topic 7 Assessment (26. Analyze and Compare Student Grants), 317</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Credit and Debt; Risk Management; After High School</p> |
| SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals. | |
| SS 12.2.9.a Explain the importance of saving to ensure financial security | <p>SE: For related material see: Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263; Social Security Benefits, 204, 334</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Investments; Savings and Retirement</p> |
| SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans) | <p>SE: Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263</p> <p>Topic 6 Assessment (21. Examine, Explain, and Assess Personal Investment Options), 266; (24. Explain How to Begin a Savings Program), 266</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Investments; Savings and Retirement</p> |

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| SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance) | <p>SE: Financial Risk, 235; Personal Risk, 316; also see: Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263;</p> <p>Topic 6 Assessment (22. Evaluate Insurance Options), 266</p> <p><u>Digital Resources – Core Concepts</u> Personal Finance: Investments; Savings and Retirement; Risk Management</p> |
| Government | |
| SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems. | |
| SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection) | <p>SE: Understanding Taxes, 320–325; Federal Taxes, 326–331; Federal Spending, 332–336; State and Local Taxes and Spending, 337–343; Topic 8 Assessment, 344–345</p> |
| SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax) | <p>SE: Free Markets, 27–32; Benefits of Free Enterprise, 44–50; Supporting Economic Growth, 51–55; Public Goods and Externalities, 56–62; Understanding Taxes, 320–325; Zoning Laws, 160, 162, 167, 174, 205</p> |
| SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity | <p>SE: Understanding Taxes, 320–325; Federal Taxes, 326–331; State and Local Taxes and Spending, 337–343; Topic 8 Assessment, 344–345</p> |
| SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems) | <p>SE: Free Markets, 27–32; Centrally Planned Economies, 33–37; Mixed Economies, 38–43</p> <p>Topic 2 Assessment (8. Explain Basic Characteristics of Economic Systems), 63</p> |

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| SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights) | SE: Monopolies, 133–140; Monopolistic Competition and Oligopoly, 141–147; Government Regulation and Competition, 148–153; Business Cycles, 277–283; Inflation and Deflation, 297–302 Topic 4 Assessment (2. Describe Characteristics), 154; (6. Describe Characteristics), 154; (8. Give Examples), 155; Topic 7 Assessment (6. Analyze Business Cycles), 314; Topic 7 Assessment (10. Interpret Economic Data and Analyze Economic Information), 314 |
| SS 12.2.11 Students will examine the government’s influence on economic systems through fiscal policy. | |
| SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction) | SE: Taxes That Affect Behavior, 330; Revenue for State Budgets, 339–341; Other Local Taxes, 342–343 |
| SS 12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt | SE: Fiscal Policy Options, 356–365; The National Debt and Deficits, 366–372; Topic 9 Assessment (9. Analyze Fiscal Policy Decisions), 385; (10. Analyze Fiscal Policy Decisions), 385 |
| SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical) | SE: Unemployment, 291–296 Topic 5 Assessment (1. Interpret Data and Create Visual Presentations), 204; (7. Interpret Data), 205 |
| Globalization | |
| SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations | |
| SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts) | SE: Comparative Advantage in World Trade, 393–394; The United States and Its Trading Partners, 394–395; The Impact of Trade on Jobs, 396–397; Trade Barriers and Agreements, 398–406; A Growing Trade Deficit, 412–414; Globalization, 435–443 Topic 10 Assessment (7. Compare Effects of Trade), 445; (8. Analyze Impacts), 445; (9. Evaluate Free-Trade), 446 |

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| SS 12.2.12.b Identify goods which are available at a lower price because of international trade | SE: Absolute and Comparative advantage, 392–393; Comparative Advantage in World Trade, 393–394; The United States and Its Trading Partners, 394–395 Topic 10 Assessment (3. Apply Concepts), 444; (4. Explain Concepts), 444 |
| SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market | SE: Trade Barriers and Agreements, 398–406 Topic 10 Assessment (7. Compare Effects of Trade), 445 |
| SS 12.2.13 Students will evaluate how international trade affects the domestic economy. | |
| SS 12.2.13.a Identify goods which are available at a lower price because of international trade | SE: Absolute and Comparative advantage, 392–393; Comparative Advantage in World Trade, 393–394; The United States and Its Trading Partners, 394–395 Topic 10 Assessment (3. Apply Concepts), 444; (4. Explain Concepts), 444 |
| SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market | SE: Trade Barriers and Agreements, 398–406 Topic 10 Assessment (7. Compare Effects of Trade), 445 |
| Geography: High School (United States/World) | |
| K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels. | |
| The World in Spatial Terms | |
| SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface. | |
| SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS) | SE: <i>Interactive Maps:</i> Analyze Maps, 5, 103, 150, 227, 341, 405 <i>21st Century Skills:</i> Read Physical Maps, 488–489; Read Political Maps, 490; Read Special-Purpose Maps, 491–492; Use Parts of a Map, 492–493 |

