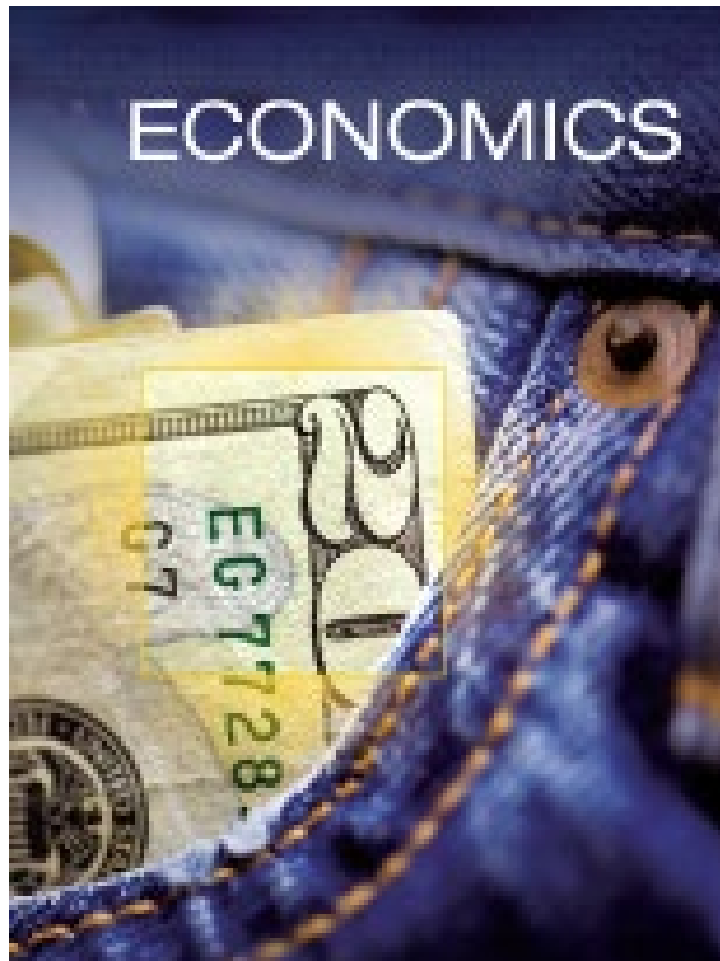


**A Correlation of
Economics**



**to the
New York State
Social Studies Framework
Grade 12: Economics, the Enterprise
System, and Finance**

**A Correlation of Economics to the
New York State Social Studies Framework
Grade 12: Economics, the Enterprise System, and Finance**

Introduction

This document demonstrates how ***Economics*** meets New York State Social Studies Framework: Grade 12: Economics, the Enterprise System, and Finance. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

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

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

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

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<p>Social Studies Practices Grades 9-12</p>	
<p>A: Gathering, Interpreting, and Using Evidence</p>	
<p>A.1: Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</p>	<p>SE/TE: Assessment, #5, 269</p> <p>TE only: Step 1: Connect, 22C Step 3: Synthesize, 22D Step 1: Connect, 138C Step 3: Synthesize, 138D Step 1: Connect, 224C Step 3: Synthesize, 224D Step 1: Connect, 376C Step 3: Synthesize, 376D Construct Arguments, 408 Differentiate: On-Level, 444 Conduct Research, 465</p>
<p>A.2: Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</p>	<p>SE/TE: Topic 1 Assessment, #25, 21 Draw Conclusions, 42 Topic 2 Assessment, #25, 73 Topic 4 Assessment, #25, 171 Assessment, #1, 399 Cite Evidence, 485</p> <p>TE only: Step 2: Investigate, 22C Step 2: Investigate, 224C</p> <p>Digital Resources: Topic 6>Lesson 4>Synthesize: The Functions of Modern Banks</p>

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<p>A.3: Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</p>	<p>SE/TE: Topic 4 Assessment, #25, 171 Assessment, #2, 242 Assessment, #2, 244 Topic 6 Assessment, #25, 289 Assessment, #2, 309 Topic 7 Assessment, #23, 343 Assessment, #1, 399 Compare Points of View, 404 Assessment, #3, 420 Topic 9 Assessment, #25, 425</p> <p>TE only: Step 2: Investigate, 22C Step 2: Investigate, 138C Step 2: Investigate, 224C</p>
<p>A.4: Describe, analyze, and evaluate arguments of others.</p>	<p>SE/TE: Assess an Argument, 38 Assessment, #2, 38 Assessment, #5, 167 Assessment, #1, 242 Assessment, #3, 244 Topic 6 Assessment, #21, 288 Explain an Argument, 398 Assessment, #3, 420 Assessment, #3, 485</p>

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<p>A.5: Make inferences and draw conclusions from evidence.</p>	<p>SE/TE: Assessment, #4, #5, 43 Assessment, #1, #2, 56 Draw Conclusions, 123 Topic 4 Assessment, #20, 170 Infer, 385 Assessment, #3, 399</p> <p>TE only: Infer, 60 Draw Conclusions, 92 Make Inferences, 304 Investigate and Compare, 306 Draw Conclusions, 396</p>
<p>A.6: Deconstruct and construct plausible and persuasive arguments, using evidence.</p>	<p>SE/TE: Topic 1 Assessment, #25, 21 Topic 4 Assessment, #21, 170 Assess an Argument, 241 Topic 6 Assessment, #21, 288 Assessment, #2, 309 Topic 7 Assessment, #19, 342</p> <p>TE only: Step 3: Synthesize, 22D Construct Arguments, 86 Step 3: Synthesize, 224D Support a Point of View, 336 Construct Arguments, 408</p> <p>Digital Resources: Topic 10>Lesson 2>Synthesize: Trade Barriers and Agreements</p>

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<p>A.7: Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.</p>	<p>TE only: Investigate and Compare, 306 Quest! Document-Based Question: How Well did the Federal Government Respond to the Great Recession?, 376C-376D</p>
<p>B: Chronological Reasoning and Causation</p>	
<p>B.1: Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</p>	<p>SE/TE: Analyze Data, 86</p> <p>TE only: Identify Cause and Effect, 239</p> <p>Digital Resources: Topic 6>Lesson 2>Interactive Timeline: Important Events in Banking History; Topic 7>Lesson 6>Interactive Timeline: Changes in Anti-Poverty Policies</p>
<p>B.2: Identify causes and effects using examples from different time periods and courses of study across several grade levels.</p>	<p>SE/TE: Assessment, #2, 87 Assessment, #5, 146 Compare, 238 Assessment, #2, 240 Identify Cause and Effect, 307 Identify Cause and Effect, 331 Identify Cause and Effect, 414 Identify Cause and Effect, 440</p> <p>TE only: Identify Cause and Effect, 49 Identify Cause and Effect, 96</p> <p>Digital Resources: Topic 5>Lesson 6>Interactive Gallery: Exploring Factors Affecting Wages</p>

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<p>B.3: Identify, analyze, and evaluate the relationship between multiple causes and effects.</p>	<p>TE only: Guided Reading and Discussion, 67 Identify Causes and Effects, 100 Identify Causes and Effects, 283 Review, 405</p>
<p>B.4: Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</p>	<p>SE/TE: Assessment, #5, 100 Identify Cause and Effect, 307</p> <p>TE only: Identify Cause and Effect, 239 Explain, 327 Review, 405</p>
<p>B.5: Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.</p>	<p>SE/TE: Assessment, #2, 254</p> <p>TE only: Differentiate: Challenge, 48 Differentiate: Challenge/Gifted, 148 Research, 200 Differentiate: Challenge/Gifted, 436</p> <p>Digital Resources: Topic 5>Lesson 5>Interactive Gallery: Comparing Jobs in a Changing Economy; Topic 7>Lesson 6>Interactive Timeline: Changes in Anti-Poverty Policies</p>
<p>B.6: Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</p>	<p>For related content, please see: SE/TE: American Banking Before the Civil War, 234-236 Stability in the Later 1800s, 237 Banking in the Early 1900s, 237-238 The Recent History of U.S. Fiscal Policy, 394-397</p>

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<p>B.7: Relate patterns of continuity and change to larger historical processes and themes.</p>	<p>SE/TE: Occupational Trends, 200-201</p> <p>TE only: Research, 200</p> <p>Digital Resources: Topic 5>Lesson 5>Interactive Gallery: Comparing Jobs in a Changing Economy</p>
<p>B.8: Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.</p>	<p>For related content, please see:</p> <p>SE/TE: American Banking Before the Civil War, 234-236 Stability in the Later 1800s, 237 Banking in the Early 1900s, 237-238 The Recent History of U.S. Fiscal Policy, 394-397</p> <p>TE: Active Classroom, 235 Transfer Information, 237 Analyze Graphs, 396</p>

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<p>C: Comparison and Contextualization</p>	
<p>C.1: Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.</p>	<p>SE/TE: Two Communist Economies, 41-42 Mixed Economies Today, 47 Natural Resources, 430-431 Development Around the World, 455-456 Analyze Graphs, 456 Analyze Graphs, 457 Obstacles to Development, 462 Russia in the 21st Century, 470-471 Growth and Challenges in Africa and Latin America, 473-474 Topic 10 Assessment, #15, 488</p> <p>TE only: Differentiate: On-Level, 470</p> <p>Digital Resources: Topic 2>Lesson 3>Interactive Gallery: Central Planning in Two Communist Systems</p>
<p>C.2: Identify, compare, and evaluate multiple perspectives on a given historical experience.</p>	<p>SE/TE: Topic 2 Assessment, #25, 73 Topic 4 Assessment, #25, 171 Topic 6 Assessment, #10, 288 Assessment, #3, 309 Assessment, #1, 399 Topic 9 Assessment, #12, #25, 424-425</p> <p>TE only: Step 2: Investigate, 22C Compare Points of View, 41</p>

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<p>C.3: Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.</p>	<p>SE/TE: Changes in Russia, 469-471 Growth in Asia Through Trade, 471-472 Growth and Challenges in Africa and Latin America, 473-474 Topic 10 Assessment, #18, 488</p> <p>TE only: Differentiate: On-Level, 470</p> <p>Digital Resources: Topic 10>Lesson 6>Interactive Timeline: Summarizing Russia’s Transition to a Market Economy; Interactive Graph: Analyzing Economic Growth in China</p>
<p>C.4: Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).</p>	<p>SE/TE: Two Communist Economies, 41-42 Identify, 42 Deregulation, 165-167 Analyze Information, 201 The History of the Labor Movement, 214-215 American Banking Before the Civil War, 234-236 Banking in the Early 1900s, 237-238 Two Crises for Banking, 239-240 Topic 6 Assessment, #21, 288 A Recent History of U.S. Fiscal Policy, 394-397 Ongoing Issues, 480-482</p> <p>TE only: Conduct Research, 41 Compare, 238 Differentiate: On-Level, 470 Research, 481</p> <p>Digital Resources: Topic 6>Lesson 2>Interactive Timeline: Important Events in Banking History</p>

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<p>C.5: Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p>	<p>SE/TE: Two Communist Economies, 41-42 Occupational Trends, 200-201 Analyze Information, 201 The History of the Labor Movement, 214-215 Analyze Charts, 235 Banking in the Early 1900s, 237-238 The History of the Federal Reserve System, 246-248 A Recent History of U.S. Fiscal Policy, 394-397 China, 471-472 Different Paths in Latin America, 473-474 Assessment, #3, #5, 474</p> <p>TE only: Conduct Research, 41 Research, 200</p>
<p>C.6: Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</p>	<p>SE/TE: Topic 1 Assessment, #21, 20 The Decline in Union Membership, 215-217 Analyze Data, 216 Topic 5 Assessment, #21, 222 Topic 6 Assessment, #11, #21, 288 Topic 10 Assessment, #15, 488</p> <p>TE only: Investigate and Compare, 306</p> <p>Digital Resources: Topic 5>Lesson 7>Interactive Chart: Analyzing the Decline of Labor Unions</p>

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<p>D: Geographic Reasoning</p>	
<p>D.1: Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.</p>	<p>For related content, please see: SE/TE: Topic 10 Assessment, #21, 488</p> <p>TE only: Apply Concepts and Hypothesize, 434 Research, 481 Research, 482</p>
<p>D.2: Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p>	<p>SE/TE: Analyze Maps, 5 Analyze Maps, 445 Topic 10 Assessment, #21, 488</p> <p>TE only: Analyze Visuals, 480</p> <p>Digital Resources: Topic 10>Lesson 1>Interactive Map: Comparing U.S. Trading Partners; Lesson 2>Interactive Map: Analyzing U.S. Trade with Canada and Mexico</p>
<p>D.3: Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth’s physical features and processes.</p>	<p>SE/TE: Natural Resources, 430-431 Development and the Environment, 457-458 Russia in the 21st Century, 470-471 Growth and Challenges in Africa and Latin America, 473-474 Ongoing Issues, 480-482</p> <p>TE only: Analyze Visuals, 480</p>

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<p>D.4: Recognize and interpret (at different scales) the relationships between patterns and processes.</p>	<p>SE/TE: The Impact of Trade on Jobs, 435-436 Indicators of Developed Nations, 458-459 Indicators of Less Developed Nations, 459 Topic 10 Assessment, #15, 488</p> <p>TE only: Differentiate: Challenge/Gifted, 436</p> <p>Digital Resources: Topic 10>Lesson 4>Interactive Chart: Identifying Patterns of Development</p>
<p>D.5: Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.</p>	<p>For related content, please see: SE/TE: The Impact of U.S. Exports, 434-435 Regional Trade Organizations, 443-445 Analyze Maps, 445 China, 471-472</p>
<p>D.6: Characterize and analyze changing connections between places and regions.</p>	<p>SE/TE: China, 471-472 Different Paths in Latin America, 473-474 Territorial Sovereignty, 478 International Migration, 479-480 Topic 10 Assessment, #20, 488</p> <p>Digital Resources: Topic 10>Lesson 6>Interactive Graph: Analyzing Economic Growth in China</p>

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<p>E: Economics and Economics Systems</p>	
<p>E.1: Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p>	<p>SE/TE: Thinking at the Margin, 11-12 Assessment, #5, 12 Topic 1 Assessment, #14, 20 Topic 6 Assessment, #25, 289 Topic 8 Assessment, #25, 375</p>
<p>E.2: Analyze the ways in which incentives influence what is produced and distributed in a market system.</p>	<p>SE/TE: Incentives and Competition, 34-35 Identify Central Ideas, 34 Assessment, #5, 36 Prices Provide Incentives, 128 Identify Central Details, 130</p>
<p>E.3: Evaluate the extent to which competition between sellers and between buyers exists in specific markets.</p>	<p>SE/TE: Conditions for Pure Competition, 142-144 Characteristics of a Monopoly, 147-148 Characteristics of Monopolistic Competition, 155-157 Non-price Competition, 157-158 Characteristics of Oligopoly, 159 Topic 4 Assessment, #14, #17, 170</p> <p>TE only: Test Conclusions, 143 Analyze, 157 Active Classroom, 159</p> <p>Digital Resources: Topic 4>Lesson 3>Interactive Illustration: Comparing Types of Competition</p>

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<p>E.4: Describe concepts of property rights and rule of law as they apply to a market economy.</p>	<p>SE/TE: Why Government Gets Involved in the Economy, 44-45 Private Property Rights, 52 Property Rights, 53-54</p> <p>TE only: Check Understanding, 53</p> <p>Digital Resources: Topic 2>Lesson 5>Synthesize: Benefits of Free Enterprise</p>
<p>E.5: Use economic indicators to analyze the current and future state of the economy.</p>	<p>SE/TE: Economic Measures, 294-296 Two Measures of GDP, 296-297 Other Economic Measures, 298-299 The Unemployment Rate, 320-321 Price Indexes, 324-325 Recent Trends in the Rate of Inflation, 328</p> <p>TE only: Investigate and Compare, 306</p> <p>Digital Resources: Topic 7>Lesson 1>Interactive Graph: Interpreting the Impact of Events on U.S. GDP</p>

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<p>E.6: Analyze government economic policies and the effects on the national and global economy.</p>	<p>SE/TE: Government Policies and Changes in Supply, 109-110 Price Floors, 119-120 Topic 3 Assessment, #23, 137 Antitrust Laws, 163 Airline Deregulation: Mixed Results, 166-167 How Fiscal Policy Decisions Impact the Economy, 383-385 Assessment, #4, 387 The Recent History of U.S. Fiscal Policy, 394-397 Assessment, #5, 397 Effects of Trade Barriers, 439-440</p> <p>TE only: Diagram Consequences, 119 Active Classroom, 355 Analyze Information, 396</p> <p>Digital Resources: Topic 9>Lesson 2>Interactive Timeline: Exploring Fiscal Policy in a Changing Economy</p>
<p>F: Civic Participation</p>	
<p>F.1: Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</p>	<p>TE only: Quest! Civic Discussion: Laissez Faire?, 22C-22D Quest! Civic Discussion: Reinstate Glass-Steagall?, 224C-224D</p>
<p>F.2: Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p>	<p>SE/TE: Quest! Civic Action Project, 3 Quest! Civic Action Project, 77 Topic 2 Assessment, #21, 72 Quest! Civic Action Project, 175 Quest! Civic Action Project, 347 Topic 9 Assessment, #21, 424</p>

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F.3: Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.	For related content, please see: SE/TE: Economic Citizenship, 60 Being an Informed Citizen, 544 Political Participation, 545
F.4: Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.	For related content, please see: SE/TE: Economic Citizenship, 60 Political Barriers to Growth, 463-464
F.5: Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.	TE only: Differentiate: Challenge/Gifted, 67 Differentiate: Challenge/Gifted, 315 Compare Points of View, 362 Active Classroom, 464
F.6: Identify situations in which social actions are required and determine an appropriate course of action.	SE/TE: Quest! Civic Action Project (Step 4), 3 Quest! Civic Action Project (Step 4), 77 Quest! Civic Action Project (Step 4), 175 Quest! Civic Action Project (Step 4), 293 Quest! Civic Action Project (Step 4), 347 Quest! Civic Action Project (Step 4), 429
F.7: Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.	For related content, please see: SE/TE: Topic 2 Assessment, #21, 72 Topic 4 Assessment, #21, 170 Topic 10 Assessment, #25, 489

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F.8: Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.	SE/TE: Quest! Civic Action Project (Step 3), 3 Topic 2 Assessment, #21, 72 Quest! Civic Action Project (Step 3), 77 Topic 4 Assessment, #21, 170 Quest! Civic Action Project (Step 3), 175 Quest! Civic Action Project (Step 3), 293 Quest! Civic Action Project (Step 3), 347 Quest! Civic Action Project (Step 3), 429 Topic 10 Assessment, #25, 489
Common Core	
RH: Reading for Literacy in History/Social Studies	
Key Ideas and Details	
RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	SE/TE: Assessment, #1, 309 Cite Evidence, 485 Cite Evidence, 485 Assessment, #2, 485 TE only: Step 3: Synthesize, 138D
RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	SE/TE: Identify Main Ideas, 38 Assessment, #1, 242 Assessment, #1, 244 Assessment, #1, #3, 485
RH.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	SE/TE: Assessment, #2, 399

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Craft and Structure	
RH.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	SE/TE: Determine Meaning, 37 Explain an Argument, 242 Determine Meaning, 242 Determine Meaning, 244 Analyze Word Choices, 309 Determine Meaning, 419 Determine Meaning, 419 Assessment, #3, 420
RH.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	SE/TE: Assessment, #2, 242 Assessment, #2, 244 Analyze Style and Rhetoric, 309 Assessment, #1, 309
RH.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	SE/TE: Assessment, #1, #2, #3, 309
Integration of Knowledge and Ideas	
RH.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgment in a text.	SE/TE: Topic 1 Assessment, #25, 21 Topic 4 Assessment, #25, 171 Topic 7 Assessment, #18, #23, 342-343 Topic 8 Assessment, #13, #25, 374-375 TE only: Distinguish Among Fact, Opinion, and Reasoned Judgement, 8 Integrate Information, 12 Integrate Information, 104 Step 2: Investigate, 138C Step 3: Synthesize, 138D Step 2: Investigate, 376C Step 3: Synthesize, 376D

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<p>RH.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>SE/TE: Topic 1 Assessment, #25, 21 Topic 2 Assessment, #25, 73 Topic 4 Assessment, #25, 171 Topic 6 Assessment, #21, 288 Topic 7 Assessment, #23, 343</p>
<p>RH.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.</p>	<p>SE/TE: Topic 4 Assessment, #25, 171 Quest! Document-Based Question: How well did the federal government respond to the Great Recession? (Step 2), 379</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RH.10: By the end of Grade 12, read and comprehend history/social studies texts in the Grade 11-12 CCR text complexity band independently and proficiently.</p>	<p>SE/TE: Primary Sources: The Wealth of Nations: Adam Smith, 37-38 Primary Sources: Opinion on the Constitutionality of a National Bank: Thomas Jefferson, 241-242 Primary Sources: Opinion as to the Constitutionality of the Bank of the United States: Alexander Hamilton, 243-244 Primary Sources: Contrasting Views of the New Deal, 308-309 Primary Sources: The Economic Role of the Government: Two Views, 398-399 Primary Sources: The Role of Monetary Policy: Milton Friedman, 419-420 Primary Sources: Monetary Policy in a Global Environment: Janet Yellen, 484-485</p>

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WHST: Writing for Literacy in History/Social Studies, Science, and Technical Subjects	
Text Types and Purposes	
WHST.1: Write arguments focused on discipline-specific content.	
WHST.1.a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	<p>SE/TE: Topic 4 Assessment, #21, 170</p> <p>TE only: Step 3: Synthesize, 138D Construct and Evaluate Arguments, 145 Step 3: Synthesize, 376D Construct Arguments, 408</p>
WHST.1.b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	<p>SE/TE: Topic 4 Assessment, #21, 170 Topic 8 Assessment, #21, 374</p> <p>TE only: Step 3: Synthesize, 138D Construct and Evaluate Arguments, 145 Step 3: Synthesize, 376D</p>
WHST.1.c: Use words, phrases, and clauses and varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<p>SE/TE: Topic 6 Assessment, #21, 288 Topic 7 Assessment, #19, 342</p>
WHST.1.d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>SE/TE: Topic 2 Assessment, #21, 72 Topic 4 Assessment, #21, 170 Topic 6 Assessment, #21, 288</p>

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WHST.1.e: Provide a concluding statement or section that follows from or supports the argument presented.	SE/TE: Topic 6 Assessment, #21, 288 Topic 7 Assessment, #19, 342 TE only: Step 3: Synthesize, 138D Step 3: Synthesize, 376D
WHST.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
WHST.2.a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SE/TE: Topic 7 Assessment, #19, 342 Topic 10 Assessment, #21, 488
WHST.2.b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	SE/TE: Topic 7 Assessment, #19, 342
WHST.2.c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts.	SE/TE: Topic 7 Assessment, #19, 342
WHST.2.d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	SE/TE: Topic 7 Assessment, #19, 342
WHST.2.e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Topic 1 Assessment, #21, 20

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WHST.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE/TE: Topic 7 Assessment, #19, 342
Production and Distribution of Writing	
WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: Topic 2 Assessment, #21, 72 Topic 3 Assessment, #23, 137
WHST.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	TE only: Step 3: Synthesize, 138D Step 3: Synthesize, 376D
WHST.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	TE only: Write a Blog, 203 Write a Blog, 330 Update a Blog, 336 Support a Point of View, 336 Active Classroom, 476 Write a Wiki, 482 Update a Wiki, 482
Research to Build and Present Knowledge	
WHST.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE/TE: Topic 9 Assessment, #21, 424 TE only: Differentiate: Challenge/Gifted, 14 Differentiate: Challenge/Gifted, 35 Differentiate: Challenge, 48 Differentiate: Challenge/Gifted, 148 Conduct Research, 239 Investigate and Compare, 306 Conduct Research, 465 Research, 481 Research, 482

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<p>WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p>	<p>SE/TE: Topic 1 Assessment, #21, 20 Topic 10 Assessment, #21, 488</p> <p>TE only: Conduct Research, 41 Conduct Research, 51 Conduct Research, 129 Research, 200 Conduct Research, 239 Conduct Research, 312 Analyze Information, 444</p>
<p>WHST.9: Draw evidence from informational texts to support analysis, reflection and research.</p>	<p>SE/TE: Topic 10 Assessment, #21, 488</p>
<p>Range of Writing</p>	
<p>WHST.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TE: Topic 2 Assessment, #21, 72 Topic 3 Assessment, #23, 137 Topic 4 Assessment, #21, 170 Topic 8 Assessment, #25, 375 Topic 9 Assessment, #25, 425</p> <p>TE only: Active Classroom, 32 Active Classroom, 99 Step 3: Synthesize, 138D Update a Wiki, 352 Step 3: Synthesize, 376D</p> <p>Digital Resources: Topic 4>Synthesize: Competition and Market Structures; Topic 5>Lesson 2>Synthesize: Partnerships and Franchises</p>

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SL: Speaking and Listening	
Comprehension and Collaboration	
SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
SL.1.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<p>SE/TE: Participate in a Discussion or Debate, 540</p> <p>TE only: Step 2: Investigate, 22C Step 3: Synthesize, 22D Step 2: Investigate, 224C Step 3: Synthesize, 224D</p>
SL.1.b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	<p>SE/TE: Participate in a Discussion or Debate, 540</p> <p>TE only: Step 3: Synthesize, 22D Step 3: Synthesize, 224D Compare Points of View, 362 Active Classroom, 370</p>
SL.1.c: Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives.	<p>SE/TE: Participate in a Discussion or Debate, 540</p> <p>TE only: Step 3: Synthesize, 22D Active Classroom, 144 Step 3: Synthesize, 224D Active Classroom, 370</p>

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SL.1.d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue and resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.	<p>SE/TE: Participate in a Discussion or Debate, 540</p> <p>TE only: Step 3: Synthesize, 22D Step 3: Synthesize, 224D</p>
SL.1.e: Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.	<p>For related content, please see:</p> <p>SE/TE: Participate in a Discussion or Debate, 540</p> <p>TE only: Step 3: Synthesize, 22D Step 3: Synthesize, 224D</p>
SL.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies between the data.	<p>TE only: Step 3: Synthesize, 22D Step 3: Synthesize, 224D</p>
SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<p>SE/TE: Analyze Word Choices, 309 Analyze Style and Rhetoric, 309 Assessment, #2, 309</p>

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<p>Presentation of Knowledge and Ideas</p>	
<p>SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>TE only: Step 3: Synthesize, 22D Differentiate: Challenge/Gifted, 35 Step 3: Synthesize, 224D Conduct Research, 129 Differentiate: Challenge/Gifted, 258 Conduct Research, 312 Research, 481</p> <p>Digital Resources: Topic 4>Lesson 4>Synthesize: Government Regulation and Competition</p>
<p>SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>TE only: Conduct Research, 41 Conduct Research, 51 Conduct Research, 465 Differentiate: Challenge/Gifted, 470 Update a Wiki, 482</p>
<p>SL.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>TE only: Differentiate: On-Level, 79 Differentiate: On-Level, 163 Differentiate: Challenge/Gifted, 178 Active Classroom, 191 Active Classroom, 279 Differentiate: Challenge/Gifted, 381 Differentiate: On-Level, 417 Active Classroom, 464</p>

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<p>Grade 12: Economics, the Enterprise System, and Finance</p>	
<p>12.E1: Individual Responsibility and the Economy: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.</p>	
<p>12.E1a: In making economic decisions in any role, individuals should consider the set of opportunities they have, their resources (e.g., income and wealth), their preferences, and their ethics.</p>	<p>SE/TE: Income and Expenses, PF4 Needs and Wants, PF4-PF5 It's Your Turn, PF53 Income and Expenses, 261-262</p>
<p>12.E1b: Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.</p>	<p>SE/TE: Think Discipline, PF1 Income and Expenses, PF4 Long-Term Rewards, PF5 It's Your Turn, PF5 How Much Risk?, PF12 Building Wealth with Stocks, PF12-PF13 Choosing a Risk Level, PF13 What Are Your Savings Goals?, PF17 How Much Will You Need?, PF18 Cost-Benefit Analysis, PF38 It's Your Turn, PF53 Risk and Return, 268-269 Other Types of Financial Assets, 275 Risks of Investing in Stock, 279 Topic 6 Assessment, #20, 288</p> <p>Digital Resources: Topic 6>Lesson 7>Synthesize: Interactive Chart: How Will You Invest?</p>

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<p>12.E1c: Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.</p>	<p>SE/TE: Your Credit Report, PF21 The Lure of Credit, PF22 Credit Convenience, PF22-PF23 Credit Traps and Tips, PF24 Cost of Credit, PF24 Types of Loans, PF25 Too Much Debt?, PF25 Payday Lending Trap, PF26 Bankruptcy: The Last Resort, PF27 Credit Cards, 259 Interest, 260 A Credit Plan and Savings, 262 Building Credit, 262</p>
<p>12.E1d: To be an informed participant in the global economy, one must be aware of inflation and have an understanding of how international currencies fluctuate in value relative to the United States dollar.</p>	<p>SE/TE: How Rising Prices Affect You, 323-324 Types of Inflation, 325 Interpreting Effects of Inflation, 327-328 Foreign Exchange and Currencies, 447-449</p> <p>Digital Resources: Topic 10>Lesson 3>Interactive Chart: Contrasting the Effects of Exchange Rates; Synthesize: Exchange Rates and Trade</p>

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<p>12.E2: Individuals and Businesses in the Product and Factor Markets: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.</p>	
<p>12.E2a: Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one’s resources are driven by numerous factors, including a desire to derive the maximum benefit from and thus the most efficient allocation of those resources.</p>	<p>SE/TE: Three Basic Economic Questions, 26-27 Efficiency, 28 The Role of Specialization, 31-32 Elements of a Free Market Economy, 32-33 How Markets Self-Regulate, 34-36 Circular Flow Model of a Mixed Economy, 46-47 Efficient Resource Allocation, 131</p>
<p>12.E2b: The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.</p>	<p>SE/TE: The Law of Demand, 78-79 The Non-Price Determinants of Demand, 84-87 Suppliers Follow the Law of Supply, 95-96 Achieving Equilibrium, 114-115 Increasing Supply, 122-124 Decreasing Supply, 124 Increasing Demand, 124-125 Decreasing Demand, 125-126 Efficient Resource Allocation, 131</p> <p>Digital Resources: Topic 3>Lesson 8>Interactive Graph: Analyzing Change in Demand</p>

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<p>12.E2c: Businesses choose what to supply in the product market, based on product market prices, available technology, and prices of factors of production. The prices of those factors are determined based on supply and demand in the factor market. The supply and demand of each factor market is directly related to employment. Debates surround various ways to minimize unemployment (frictional, structural, cyclical).</p>	<p>SE/TE: The Effect of Price on Supply, 95-97 Input Costs and Changes in Supply, 108-109 Increasing Supply, 122-124 Decreasing Supply, 124 Structural Unemployment, 318-319</p>
<p>12.E3: The Impact of American Capitalism in a Global Economy: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly, and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</p>	
<p>12.E3a: As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.</p>	<p>SE/TE: Occupational Trends, 200-201 College Graduates, 202</p>
<p>12.E3b: The government’s evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government’s need to stimulate the economy balanced against the need to curb abusive business practices.</p>	<p>SE/TE: Why Government Gets Involved in the Economy, 44-45 Laws Against Wage Discrimination, 209 Minimum Wage Laws, 210-211 Safety Laws, 211 The Bargaining Process, 217-218 Topic 5 Assessment, #19, 222</p>

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<p>12.E3c: The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).</p>	<p>SE/TE: Entrepreneurs Use Factors of Production, 5-7 Topic 1 Assessment, #3, #21, 20 The Role of the Entrepreneur, 52-53</p> <p>TE only: Summarize, 6 Compare, 56</p>
<p>12.E3d: A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.</p>	<p>SE/TE: Why Government Gets Involved in the Economy, 44-45 The Role of the Government, 48 The Limited Role of Government in the Marketplace, 54-56 The Role of Government Rules and Regulations, 110 Regulating Business Practices, 163-164 Safety Laws, 211</p> <p>Digital Resources: Topic 4>Lesson 4>Synthesize: Government Regulation and Competition</p>

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<p>12.E3e: The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.</p>	<p>SE/TE: What Causes Poverty?, 330-331 Differences in Income, 333 The Economic Goal of Equity, 333-337 Topic 7 Assessment, #17, #18, 342</p> <p>TE only: Support a Point of View, 336</p> <p>Digital Resources: Topic 7>Lesson 6>Interactive Timeline: Changes in Anti-Poverty Policies</p>
<p>12.E4: The Tools of Economic Policy in a Global Economy: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.</p>	
<p>12.E4a: Policy makers establish economic goals related to economic indicators, including the Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand.</p>	<p>SE/TE: Economic Measures, 294-296 Quality of Life, 298 Other Economic Measures, 298-299 Factors That Affect GDP, 299-330 The Unemployment Rate, 320-321 How Price Indexes Are Used, 324 The Consumer Price Index, 324 Topic 7 Assessment #9, 342</p>
<p>12.E4b: The president and Congress determine fiscal policy by establishing the level of spending and taxing in the annual budget. Some tax programs are designed to provide incentives to individuals and businesses that influence private sector spending, saving, and investment.</p>	<p>SE/TE: The Federal Budget and Fiscal Policy, 380-383 How Fiscal Policy Decisions Impact the Economy, 383-385 Coordinating Fiscal Policy, 386-387 Assessment, #2, 387</p> <p>Digital Resources: Topic 9>Lesson 1>Interactive Chart: The Budget Process</p>

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<p>12.E4c: The Federal Reserve is the government institution responsible for managing the nation’s monetary policy, including regulating the amount of money in circulation and interest rates.</p>	<p>SE/TE: The Federal Reserve in American History, 245-246 The Fed’s Roles: Serving the Government, 250-251 The Fed’s Roles: Serving and Regulating Banks, 251-253 The Fed’s Roles: Regulating the Money Supply, 253-254 Monetary Tool #2: The Discount Rate, 410</p> <p>Digital Resources: Topic 9>Lesson 4>Interactive Chart: Analyzing Interest Rate Effects</p>
<p>12.E4d: Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.</p>	<p>SE/TE: Free Trade and Trade Barriers, 438-439 Effects of Trade Barriers, 439-440 Trade Agreements, 442-443 Regional Trade Organizations, 443-445 Support a Point of View With Evidence, 445</p>

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