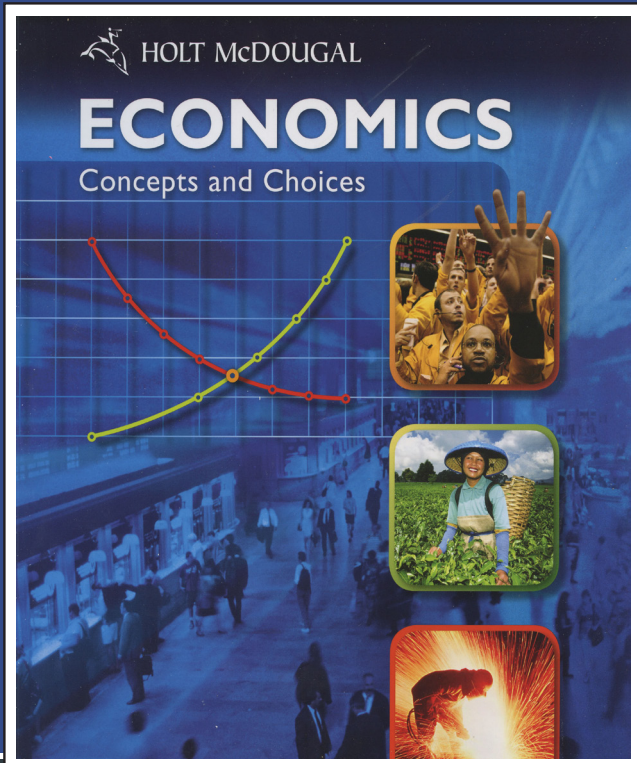


Correlation to the
Texas
English Language
Proficiency Standards
(ELPS) §74.4.



Economics:
Concepts and Choices
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Correlations to the English Language Proficiency Standards (ELPS): Student Material

Subject	Chapter 113. Social Studies
Subchapter	Subchapter C. High School
Course	§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012
Publisher	Houghton Mifflin Harcourt
Program Title	Holt McDougal Economics: Concepts and Choices Print Program Bundle
Program ISBN	9780544344013

The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement the ELPS as an integral part of each subject in the required curriculum. This document outlines the ELPS that have been designated as appropriate for inclusion in instructional materials. Since the designated ELPS are included in student materials for English language arts and reading, the ELPS are not required to be included in Proclamation 2015 instructional materials for Kindergarten through grade 5 where students are typically taught in self-contained classroom settings rather than departmentalized classes. Additionally, many of the designated ELPS are most appropriate for inclusion in teacher materials and are only required to be included in student materials where specifically indicated.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(1) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	9780547082943	13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Your Economic Choices: Making Choices
				9780547082943	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Your Economic Choices: Section Assessment: Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	51	Chapter 1 Section 2 Market Economies: Economics Essentials: Fundamentals of a Market Economy
				9780547082943	57	Chapter 1 Section 2 Market Economies: Section Assessment: Economics in Practice
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(2) use prior experiences to understand meanings in English	T: K-12 S: 6-12	9780547082943	3	Chapter 1 The Economic Way of Thinking: Why the Concept Matters
				9780547082943	11	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Section Assessment, Item 9
				9780547082943	37	Chapter 2 Economic Systems: Why the Concept Matters
				9780547082943	41	Chapter 2 Section 1 Introduction to Economic Systems: Section Assessment, Item 10

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) monitor oral and written language production and employ self-corrective techniques or other resources</p>	<p>(1) monitor oral language production and employ self-corrective techniques or other resources</p>	<p>T: K-12</p>			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) monitor oral and written language production and employ self-corrective techniques or other resources</p>	<p>(2) monitor written language production and employ self-corrective techniques or other resources</p>	<p>NA</p>			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p>	<p>(1) use strategic learning techniques to acquire basic and grade-level vocabulary</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>4</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Key Terms & Quick Reference</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	11	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Section Assessment: Reviewing Key Concepts
				9780547082943	12	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Key Terms & Quick Reference
				9780547082943	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Section Assessment: Reviewing Key Concepts
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(1) speak using learning strategies	T: K-12 S: 6-12	9780547082943	255	Chapter 8 Types of Business Organizations: Chapter Assessment: Simulation
				9780547082943	315	Chapter 10 Money and Banking: Chapter Assessment: Simulation
				9780547082943	379	Chapter 12 Economic Indicators and Measurements: Chapter Assessment: Simulation

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	471	Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p>	<p>(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p>	NA			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p>	<p>(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p>	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p>	<p>(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p>	<p>NA</p>			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p>	<p>(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p>	<p>NA</p>			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) use accessible language and learn new and essential language in the process</p>	<p>(1) use accessible language and learn new and essential language in the process</p>	<p>T: K-12</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p>	<p>(1) demonstrate an increasing ability to distinguish between formal and informal English</p>	NA			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p>	<p>(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations</p>	NA			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p>	<p>(1) develop and expand repertoire of learning strategies</p>	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(1) distinguish sounds of English with increasing ease</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(2) distinguish intonation patterns of English with increasing ease</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p>	<p>(1) recognize elements of the English sound system in newly acquired vocabulary</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(1) learn new language structures heard during classroom instruction and interactions</p>	<p>T: K-12</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(2) learn new expressions heard during classroom instruction and interactions</p>	<p>T: K-12</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(3) learn basic vocabulary heard during classroom instruction and interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>35</p>	<p>Chapter 1 The Economic Way of Thinking: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>67</p>	<p>Chapter 2 Economic Systems: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>127</p>	<p>Chapter 4 Demand: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>161</p>	<p>Chapter 1 Supply: Chapter Assessment: Simulation</p>

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(4) learn academic vocabulary heard during classroom instruction and interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>10</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Economics Skillbuilder: Analyzing Cause and Effect</p>
				<p>9780547082943</p>	<p>56</p>	<p>Chapter 2 Section 3 Market Economies: Economics Skillbuilder: Comparing and Contrasting Economic Systems</p>
				<p>9780547082943</p>	<p>321</p>	<p>Chapter 11 Section 1 Savings and Investment: Math Challenge</p>
				<p>9780547082943</p>	<p>430</p>	<p>Chapter 14 Section 3 Federal Government Spending: Your Economic Choices</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	T: K-12			
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	9780547082943	189	Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation
				9780547082943	223	Chapter 7 Market Structures: Chapter Assessment: Simulation
				9780547082943	347	Chapter 11 Financial Markets: Chapter Assessment: Simulation
				9780547082943	407	Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>95</p>	<p>Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>223</p>	<p>Chapter 7 Market Structures: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>407</p>	<p>Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(2) listen to and derive meaning from a variety of media to build and reinforce language attainment</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>			

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>			

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>NA</p>			

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs</p>	NA			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	9780547082943	189	Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation
				9780547082943	223	Chapter 7 Market Structures: Chapter Assessment: Simulation
				9780547082943	347	Chapter 11 Financial Markets: Chapter Assessment: Simulation
				9780547082943	407	Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation

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				<p>9780547082943</p>	<p>471</p>	<p>Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>507</p>	<p>Chapter 16 The Federal Reserve and Monetary Policy: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>541</p>	<p>Chapter 17 International Trade: Chapter Assessment: Simulation</p>

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs</p>	<p>T: K-12</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>35</p>	<p>Chapter 1 The Economic Way of Thinking: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>95</p>	<p>Chapter 1 The American Free Enterprise System: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>189</p>	<p>Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	347	Chapter 11 Financial Markets: Chapter Assessment: Simulation
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p>	<p>(1) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p>	NA			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p>	NA			

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				<p>9780547082943</p>	<p>223</p>	<p>Chapter 7 Market Structures: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>407</p>	<p>Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation</p>

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<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>38</p>	<p>Chapter 2 Section 1 Scarcity: Introduction to Economic Systems: Key Terms & Quick Reference</p>
				<p>9780547082943</p>	<p>41</p>	<p>Chapter 2 Section 1 Scarcity: Introduction to Economic Systems: Section Assessment: Reviewing Key Concepts</p>
				<p>9780547082943</p>	<p>42</p>	<p>Chapter 2 Section 2 Command Economies: Key Terms & Quick Reference</p>
				<p>9780547082943</p>	<p>47</p>	<p>Chapter 2 Section 2 Command Economies: Section Assessment: Reviewing Key Concepts</p>

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<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>			

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				<p>9780547082943</p>	<p>95</p>	<p>Chapter 1 The American Free Enterprise System: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>189</p>	<p>Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>

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				<p>9780547082943</p>	<p>56</p>	<p>Chapter 2 Section 3 Market Economies: Economics Skillbuilder: Comparing and Contrasting Economic Systems</p>
				<p>9780547082943</p>	<p>236</p>	<p>Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion</p>

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				<p>9780547082943</p>	<p>471</p>	<p>Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>507</p>	<p>Chapter 16 The Federal Reserve and Monetary Policy: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>541</p>	<p>Chapter 17 International Trade: Chapter Assessment: Simulation</p>

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				<p>9780547082943</p>	<p>121</p>	<p>Chapter 4 Section 3 What is Elasticity of Demand?: Math Challenges: Calculating the Elasticity of Demand</p>
				<p>9780547082943</p>	<p>263</p>	<p>Chapter 9 Section 1 How Are Wages Determined?: Math Challenges: Calculating Annual Wages</p>
				<p>9780547082943</p>	<p>321</p>	<p>Chapter 11 Section 1 Savings and Investment: Math Challenges: Calculating Interest</p>

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				<p>9780547082943</p>	<p>223</p>	<p>Chapter 7 Market Structures: Chapter Assessment: Simulation</p>
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				9780547082943	507	Chapter 16 The Federal Reserve and Monetary Policy: Chapter Assessment: Simulation
				9780547082943	541	Chapter 17 International Trade: Chapter Assessment: Simulation
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>T: K-12</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>T: K-12</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(1) narrate with increasing specificity and detail as more English is acquired</p>	<p>NA</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(2) describe with increasing specificity and detail as more English is acquired</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(3) explain with increasing specificity and detail as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>443</p>	<p>Chapter 14 Government Revenue and Spending: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>471</p>	<p>Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>507</p>	<p>Chapter 16 The Federal Reserve and Monetary Policy: Chapter Assessment: Simulation</p>
				<p>9780547082943</p>	<p>541</p>	<p>Chapter 17 International Trade: Chapter Assessment: Simulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) adapt spoken language appropriately for formal and informal purposes</p>	<p>(1) adapt spoken language appropriately for formal purposes</p>	<p>NA</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) adapt spoken language appropriately for formal and informal purposes</p>	<p>(2) adapt spoken language appropriately for informal purposes</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment</p>	<p>NA</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment</p>	<p>N/A</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(1) learn relationships between sounds and letters of the English language</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(2) decode (sound out) words using a combination of skills</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(B) recognize directionality of English reading such as left to right and top to bottom</p>	<p>(1) recognize directionality of English reading</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(1) develop basic sight vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>10</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Economics Skillbuilder: Analyzing Cause and Effect</p>
				<p>9780547082943</p>	<p>56</p>	<p>Chapter 2 Section 3 Market Economies: Economics Skillbuilder: Comparing and Contrasting Economic Systems</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	236	Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion
				9780547082943	568	Chapter 18 Section 3 Transition to a Market Economy: Economics Skillbuilder: Using a Decision-Making Process
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print	T: K-12 S: 6-12	9780547082943	125	Chapter 4 Demand: Case Study: Fueling Automobile Demand: Political Cartoon
				9780547082943	400	Chapter 13 Section 3 Causes and Consequences of Inflation: Your Economic Choices: Inflation and Purchases
				9780547082943	585	Consumer and Personal Finance; Figure CPF 9: Understanding Your Credit Card Statement

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	599	Consumer and Personal Finance; Figure CPF 14: A Cell Phone Contract
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(3) comprehend English vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	9780547082943	38	Chapter 2 Section 1 Scarcity: Introduction to Economic Systems: Key Terms & Quick Reference
				9780547082943	41	Chapter 2 Section 1 Scarcity: Introduction to Economic Systems: Section Assessment: Reviewing Key Concepts
				9780547082943	42	Chapter 2 Section 2 Command Economies: Key Terms & Quick Reference
				9780547082943	47	Chapter 2 Section 2 Command Economies: Section Assessment: Reviewing Key Concepts

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(4) comprehend English language structures used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>10</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Economics Skillbuilder: Analyzing Cause and Effect</p>
				<p>9780547082943</p>	<p>56</p>	<p>Chapter 2 Section 3 Market Economies: Economics Skillbuilder: Comparing and Contrasting Economic Systems</p>
				<p>9780547082943</p>	<p>236</p>	<p>Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion</p>
				<p>9780547082943</p>	<p>272</p>	<p>Chapter 9 Section 2 Trends in Today's Labor Market: Economics Skillbuilder: Drawing Conclusions from Graphs</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p>	<p>(1) use prereading supports to enhance comprehension of written text</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>69</p>	<p>Chapter 3 The American Free Enterprise System: Key Concept & Why the Concept Matters</p>
				<p>9780547082943</p>	<p>70</p>	<p>Chapter 3 Section 1 Advantages of the Free Enterprise System: Taking Notes</p>
				<p>9780547082943</p>	<p>92</p>	<p>Chapter 3 The American Free Enterprise System: Case Study: Background & What's the Issue</p>
				<p>9780547082943</p>	<p>198</p>	<p>Chapter 7 Section 2 The Impact of Monopoly: Key Terms & Taking Notes</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>(1) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>T: K-12</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(1) use visual and contextual support to read grade-appropriate content area text</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>60</p>	<p>Chapter 2 Section 4 Modern Economies in a Global Age: Math Challenges: Calculating Percentages</p>
				<p>9780547082943</p>	<p>121</p>	<p>Chapter 4 Section 3 What is Elasticity of Demand?: Math Challenges: Calculating the Elasticity of Demand</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	263	Chapter 9 Section 1 How Are Wages Determined?: Math Challenges: Calculating Annual Wages
				9780547082943	321	Chapter 11 Section 1 Savings and Investment: Math Challenges: Calculating Interest
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(2) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	9780547082943	80	Chapter 3 Section 2 How Does Free Enterprise Allocate Resources?: Figure 3.4: Government in the Circular Flow Model
				9780547082943	82	Chapter 3 Section 2 How Does Free Enterprise Allocate Resources?: Economics Skillbuilder: Interpreting Graphs: Public Opinion Polls
				9780547082943	113	Chapter 4 Section 2 What Factors Affect Demand?: Economics Essentials: Factors That Cause a Change in Demand

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	114	Chapter 4 Section 2 What Factors Affect Demand?: Economics Skillbuilder: Analyzing Political Cartoons
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9780547082943	196	Chapter 7 Section 1 What is Perfect Competition?: Economics Skillbuilder: Creating and Interpreting Economic Models
				9780547082943	342	Chapter 11 Section 4 Bonds and Other Financial Instruments: Economics Skillbuilder: Interpreting Graphs: Online Financial Information
				9780547082943	449	Chapter 15 Section 1 What is Fiscal Policy?: Figures 15.1 & 15.2: Effects of Fiscal Policy
				9780547082943	467	Chapter 15 Section 1 What is Fiscal Policy?: Section Assessment: Economics in Practice: Analyze the Crowding-Out Effect

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>92-93</p>	<p>Chapter 3 The American Free Enterprise System: Case Study: Background & Chart</p>
				<p>9780547082943</p>	<p>124-125</p>	<p>Chapter 4 Demand: Case Study: Fueling Automobile Demand: Background & Political Cartoon</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	376-377	Chapter 12 Economic Indicators and Measurements: Case Study: Poland: Economic Freedom and Economic Growth: Background & Political Cartoon
				9780547082943	404-405	Chapter 13 Facing Economic Challenges: Case Study: The Effects of Inflation in the 1970s: Background & Political Cartoon
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(6) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	9780547082943	10	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Economics Skillbuilder: Analyzing Cause and Effect
				9780547082943	114	Chapter 4 Section 2 What Factors Affect Demand?: Economics Skillbuilder: Analyzing Political Cartoons
				9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production?: Economics Skillbuilder: Evaluating Sources

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	236	Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(7) use support from peers and teachers to enhance and confirm understanding	T: K-12 S: 6-12	9780547082943	31	Chapter 1 Section 4 The Economist's Toolbox: Section Assessment: Reviewing Key Concepts & Critical Thinking
				9780547082943	34-35	Chapter 1 The Economic Way of Thinking: Chapter Assessment: Reviewing Key Concepts & Critical Thinking
				9780547082943	255	Chapter 8 Types of Business Organizations: Chapter Assessment: Simulation
				9780547082943	568	Chapter 18 Section 3 Transition to a Market Economy: Economics Skillbuilder: Using a Decision-Making Process

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>4</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Key Terms & Quick Reference</p>
				<p>9780547082943</p>	<p>11</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Section Assessment: Reviewing Key Concepts</p>
				<p>9780547082943</p>	<p>12</p>	<p>Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Key Terms & Quick Reference</p>
				<p>9780547082943</p>	<p>17</p>	<p>Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Section Assessment: Reviewing Key Concepts</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>196</p>	<p>Chapter 7 Section 1 What is Perfect Competition?: Economics Skillbuilder: Creating and Interpreting Economic Models</p>
				<p>9780547082943</p>	<p>342</p>	<p>Chapter 11 Section 4 Bonds and Other Financial Instruments: Economics Skillbuilder: Interpreting Graphs: Online Financial Information</p>
				<p>9780547082943</p>	<p>449</p>	<p>Chapter 15 Section 1 What is Fiscal Policy?: Figures 15.1 & 15.2: Effects of Fiscal Policy</p>
				<p>9780547082943</p>	<p>467</p>	<p>Chapter 15 Section 1 What is Fiscal Policy?: Section Assessment: Economics in Practice: Analyze the Crowding-Out Effect</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>92-93</p>	<p>Chapter 3 The American Free Enterprise System: Case Study: Background & Chart</p>
				<p>9780547082943</p>	<p>124-125</p>	<p>Chapter 4 Demand: Case Study: Fueling Automobile Demand: Background & Political Cartoon</p>
				<p>9780547082943</p>	<p>376-377</p>	<p>Chapter 12 Economic Indicators and Measurements: Case Study: Poland: Economic Freedom and Economic Growth: Background & Political Cartoon</p>
				<p>9780547082943</p>	<p>404-405</p>	<p>Chapter 13 Facing Economic Challenges: Case Study: The Effects of Inflation in the 1970s: Background & Political Cartoon</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780547082943</p>	<p>94</p>	<p>Chapter 3 The American Free Enterprise System: Interactive Review: Summary</p>
				<p>9780547082943</p>	<p>115</p>	<p>Chapter 4 Section 2 What Factors Affect Demand?: Section Assessment: Using Your Notes</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	123	Chapter 4 Section 3 What is Elasticity of Demand?: Section Assessment: Economics in Practice: Write a Summary
				9780547082943	379	Chapter 12 Economic Indicators and Measurements: Chapter Assessment: Simulation
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	9780547082943	127	Chapter 4 Demand: Chapter Assessment: Critical Thinking
				9780547082943	236	Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion: Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	356	Chapter 12 Section 1 Gross Domestic Product and Other Indicators: Economics Skillbuilder: Synthesizing Economic Data: Thinking Economically
				9780547082943	405	Chapter 13 Facing Economic Challenges: Case Study: The Effects of Inflation in the 1970s: Thinking Economically
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: K-12 S: 6-12	9780547082943	70	Chapter 3 Section 1 Advantages of the Free Enterprise System: Taking Notes
				9780547082943	115	Chapter 4 Section 2 What Factors Affect Demand?: Section Assessment: Using Your Notes
				9780547082943	198	Chapter 7 Section 2 The Impact of Monopoly: Taking Notes

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547082943	205	Chapter 7 Section 2 The Impact of Monopoly: Section Assessment: Using Your Notes
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(1) read silently with increasing ease for longer periods</p>	NA			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(2) read silently with increasing comprehension for longer periods</p>	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(2) expand reading skills commensurate with content area needs</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing inferential skills</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing analytical skills</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>(1) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(1) write using newly acquired basic vocabulary</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(2) write using content-based grade-level vocabulary</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(1) spell familiar English words with increasing accuracy</p>	<p>NA</p>			

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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(2) employ English spelling pattern with increasing accuracy as more English is acquired</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(3) employ English spelling rules with increasing accuracy as more English is acquired</p>	<p>NA</p>			

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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(2) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	NA			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly</p>	<p>(1) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations</p>	NA			

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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(1) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired</p>	NA			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p>	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(1) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>NA</p>			

Correlations to the English Language Proficiency Standards (ELPS): Teacher Material

Subject	Chapter 113. Social Studies
Subchapter	Subchapter C. High School
Course	§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012
Publisher	Houghton Mifflin Harcourt
Program Title	Holt McDougal Economics: Concepts and Choices Print Program Bundle
Program ISBN	9780544344013

The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement the ELPS as an integral part of each subject in the required curriculum. This document outlines the ELPS that have been designated as appropriate for inclusion in instructional materials. Since the designated ELPS are included in student materials for English language arts and reading, the ELPS are not required to be included in Proclamation 2015 instructional materials for Kindergarten through grade 5 where students are typically taught in self-contained classroom settings rather than departmentalized classes. Additionally, many of the designated ELPS are most appropriate for inclusion in teacher materials and are only required to be included in student materials where specifically indicated.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(1) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	9780547083063	13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Your Economic Choices: Making Choices
				9780547083063	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Your Economic Choices: Section Assessment: Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	51	Chapter 1 Section 2 Market Economies: Economics Essentials: Fundamentals of a Market Economy
				9780547083063	57	Chapter 1 Section 2 Market Economies: Section Assessment: Economics in Practice
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(2) use prior experiences to understand meanings in English	T: K-12 S: 6-12	9780547083063	3	Chapter 1 The Economic Way of Thinking: Why the Concept Matters
				9780547083063	11	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Section Assessment, Item 9
				9780547083063	37	Chapter 2 Economic Systems: Why the Concept Matters
				9780547083063	41	Chapter 2 Section 1 Introduction to Economic Systems: Section Assessment, Item 10

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) monitor oral and written language production and employ self-corrective techniques or other resources</p>	<p>(1) monitor oral language production and employ self-corrective techniques or other resources</p>	<p>T: K-12</p>	<p>9780547083063</p>	<p>9</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Individual Activity: Rubric</p>
				<p>9780547083063</p>	<p>13</p>	<p>Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Small Group Activity: Rubric</p>
				<p>9780547083063</p>	<p>15</p>	<p>Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Class Activity: Rubric</p>
				<p>9780547083063</p>	<p>65</p>	<p>Chapter 1 Economic Systems: Technology Activity: Rubric</p>
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) monitor oral and written language production and employ self-corrective techniques or other resources</p>	<p>(2) monitor written language production and employ self-corrective techniques or other resources</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(1) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K-12 S: 6-12	9780547083063	4	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Key Terms & Quick Reference
				9780547083063	11	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Section Assessment: Reviewing Key Concepts
				9780547083063	12	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Key Terms & Quick Reference
				9780547083063	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Section Assessment: Reviewing Key Concepts
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(1) speak using learning strategies	T: K-12 S: 6-12	9780547083063	255	Chapter 8 Types of Business Organizations: Chapter Assessment: Simulation

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	315	Chapter 10 Money and Banking: Chapter Assessment: Simulation
				9780547083063	379	Chapter 12 Economic Indicators and Measurements: Chapter Assessment: Simulation
				9780547083063	471	Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p>	<p>(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p>	NA			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p>	<p>(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p>	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p>	<p>(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p>	<p>NA</p>			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p>	<p>(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p>	<p>NA</p>			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) use accessible language and learn new and essential language in the process</p>	<p>(1) use accessible language and learn new and essential language in the process</p>	<p>T: K-12</p>	<p>9780547083063</p>	<p>99</p>	<p>Chapter 4 Section 1 What is Demand?: Leveled Activity</p>
				<p>9780547083063</p>	<p>107</p>	<p>Chapter 4 Section 2 What Factors Affect Demand?: Leveled Activity</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	181	Chapter 6 Section 3 Intervention in the Price System: Leveled Activity
				9780547083063	193	Chapter 7 Section 1 What is Perfect Competition: Leveled Activity
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p>	<p>(1) demonstrate an increasing ability to distinguish between formal and informal English</p>	NA			
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p>	<p>(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations</p>	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p>	<p>(1) develop and expand repertoire of learning strategies</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(1) distinguish sounds of English with increasing ease</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(2) distinguish intonation patterns of English with increasing ease</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p>	<p>(1) recognize elements of the English sound system in newly acquired vocabulary</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(1) learn new language structures heard during classroom instruction and interactions</p>	<p>T: K-12</p>	<p>9780547083063</p>	<p>10</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Differentiating Instruction: Struggling Readers: Use Signal Words</p>
				<p>9780547083063</p>	<p>14</p>	<p>Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Differentiating Instruction: English Learners: Hyphenated Words</p>
				<p>9780547083063</p>	<p>28</p>	<p>Chapter 1 Section 4 The Economist's Toolbox: Differentiating Instruction: English Learners: Determining Meaning From Prefixes</p>
				<p>9780547083063</p>	<p>46</p>	<p>Chapter 2 Section 2 Command Economies: Differentiating Instruction: English Learners: Using Strategies for Unfamiliar Words</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(2) learn new expressions heard during classroom instruction and interactions</p>	<p>T: K-12</p>	<p>9780547083063</p>	<p>52</p>	<p>Chapter 2 Section 3 Market Economies: Differentiating Instruction: English Learners: Subject- Related Terms</p>
				<p>9780547083063</p>	<p>186</p>	<p>Chapter 6 Demand, Supply, and Prices: Differentiating Instruction: English Learners: Understanding Colloquial English</p>
				<p>9780547083063</p>	<p>230</p>	<p>Chapter 8 Section 1 Sole Proprietorships: Differentiating Instruction: English Learners: Use Oral Language</p>
				<p>9780547083063</p>	<p>268</p>	<p>Chapter 9 Section 2 Trends in Today's Labor Market: Differentiating Instruction: English Learners: Recognize Coined Words</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9780547083063	35	Chapter 1 The Economic Way of Thinking: Chapter Assessment: Simulation
				9780547083063	67	Chapter 2 Economic Systems: Chapter Assessment: Simulation
				9780547083063	127	Chapter 4 Demand: Chapter Assessment: Simulation
				9780547083063	161	Chapter 1 Supply: Chapter Assessment: Simulation
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9780547083063	10	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Economics Skillbuilder: Analyzing Cause and Effect

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	56	Chapter 2 Section 3 Market Economies: Economics Skillbuilder: Comparing and Contrasting Economic Systems
				9780547083063	321	Chapter 11 Section 1 Savings and Investment: Math Challenge
				9780547083063	430	Chapter 14 Section 3 Federal Government Spending: Your Economic Choices
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	T: K-12	9780547083063	9	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Individual Activity: Rubric
				9780547083063	13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Small Group Activity: Rubric
				9780547083063	15	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Class Activity: Rubric
				9780547083063	65	Chapter 1 Economic Systems: Technology Activity: Rubric

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	9780547083063	189	Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation
				9780547083063	223	Chapter 7 Market Structures: Chapter Assessment: Simulation
				9780547083063	347	Chapter 11 Financial Markets: Chapter Assessment: Simulation
				9780547083063	407	Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>95</p>	<p>Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>223</p>	<p>Chapter 7 Market Structures: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>407</p>	<p>Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(2) listen to and derive meaning from a variety of media to build and reinforce language attainment</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>			

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>			

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>			

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>			

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>NA</p>			

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>NA</p>			
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs</p>	<p>NA</p>			

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(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	T: K-12 S: 6-12	9780547083063	189	Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation
				9780547083063	223	Chapter 7 Market Structures: Chapter Assessment: Simulation
				9780547083063	347	Chapter 11 Financial Markets: Chapter Assessment: Simulation
				9780547083063	407	Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: K-12 S: 6-12	9780547083063	443	Chapter 14 Government Revenue and Spending: Chapter Assessment: Simulation

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	471	Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation
				9780547083063	507	Chapter 16 The Federal Reserve and Monetary Policy: Chapter Assessment: Simulation
				9780547083063	541	Chapter 17 International Trade: Chapter Assessment: Simulation
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: K-12	9780547083063	9	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Individual Activity: Rubric
				9780547083063	13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Small Group Activity: Rubric
				9780547083063	15	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Class Activity: Rubric
				9780547083063	65	Chapter 1 Economic Systems: Technology Activity: Rubric

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>35</p>	<p>Chapter 1 The Economic Way of Thinking: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>95</p>	<p>Chapter 1 The American Free Enterprise System: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>189</p>	<p>Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p>	<p>(1) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p>	<p>NA</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p>	<p>NA</p>			

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				<p>9780547083063</p>	<p>223</p>	<p>Chapter 7 Market Structures: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>407</p>	<p>Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation</p>

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<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>38</p>	<p>Chapter 2 Section 1 Scarcity: Introduction to Economic Systems: Key Terms & Quick Reference</p>
				<p>9780547083063</p>	<p>41</p>	<p>Chapter 2 Section 1 Scarcity: Introduction to Economic Systems: Section Assessment: Reviewing Key Concepts</p>
				<p>9780547083063</p>	<p>42</p>	<p>Chapter 2 Section 2 Command Economies: Key Terms & Quick Reference</p>
				<p>9780547083063</p>	<p>47</p>	<p>Chapter 2 Section 2 Command Economies: Section Assessment: Reviewing Key Concepts</p>

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<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>			

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				<p>9780547083063</p>	<p>95</p>	<p>Chapter 1 The American Free Enterprise System: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>189</p>	<p>Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>

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				<p>9780547083063</p>	<p>56</p>	<p>Chapter 2 Section 3 Market Economies: Economics Skillbuilder: Comparing and Contrasting Economic Systems</p>
				<p>9780547083063</p>	<p>236</p>	<p>Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion</p>

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<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p>	<p>(1) speak using grade-level content area vocabulary in context to internalize new English words</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>443</p>	<p>Chapter 14 Government Revenue and Spending: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>471</p>	<p>Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>507</p>	<p>Chapter 16 The Federal Reserve and Monetary Policy: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>541</p>	<p>Chapter 17 International Trade: Chapter Assessment: Simulation</p>

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				<p>9780547083063</p>	<p>121</p>	<p>Chapter 4 Section 3 What is Elasticity of Demand?: Math Challenges: Calculating the Elasticity of Demand</p>
				<p>9780547083063</p>	<p>263</p>	<p>Chapter 9 Section 1 How Are Wages Determined?: Math Challenges: Calculating Annual Wages</p>
				<p>9780547083063</p>	<p>321</p>	<p>Chapter 11 Section 1 Savings and Investment: Math Challenges: Calculating Interest</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) share information in cooperative learning interactions</p>	<p>(1) share information in cooperative learning interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>189</p>	<p>Chapter 6 Demand, Supply, and Prices: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>223</p>	<p>Chapter 7 Market Structures: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>407</p>	<p>Chapter 13 Facing Economic Challenges: Chapter Assessment: Simulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>347</p>	<p>Chapter 11 Financial Markets: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>471</p>	<p>Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>541</p>	<p>Chapter 17 International Trade: Chapter Assessment: Simulation</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>443</p>	<p>Chapter 14 Government Revenue and Spending: Chapter Assessment: Simulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	471	Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation
				9780547083063	507	Chapter 16 The Federal Reserve and Monetary Policy: Chapter Assessment: Simulation
				9780547083063	541	Chapter 17 International Trade: Chapter Assessment: Simulation
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K-12	9780547083063	221	Chapter 7 Market Structures: Technology Activity: Promoting Cell Phones
				9780547083063	435	Chapter 14 Section 4 State and Local Taxes and Spending: Small Group Activity: Promoting Business Incentives
				9780547083063	437	Chapter 14 Section 4 State and Local Taxes and Spending: Individual Activity: Analyzing Government Support of Education

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	469	Chapter 15 Using Fiscal Policy: Technology Activity: Multimedia Presentation
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K-12	9780547083063	13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Individual Activity
				9780547083063	15	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Class Activity: Creating a Decision-Making Grid
				9780547083063	51	Chapter 2 Section 2 Market Economics: Small Group Activity: Understanding Specialization and Efficiency
				9780547083063	75	Chapter 3 Section 1 Advantages of the Free Enterprise System: Small Group Activity: Understanding Competition

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>NA</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(1) narrate with increasing specificity and detail as more English is acquired</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(2) describe with increasing specificity and detail as more English is acquired</p>	<p>NA</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(3) explain with increasing specificity and detail as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>443</p>	<p>Chapter 14 Government Revenue and Spending: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>471</p>	<p>Chapter 15 Using Fiscal Policy: Chapter Assessment: Simulation</p>
				<p>9780547083063</p>	<p>507</p>	<p>Chapter 16 The Federal Reserve and Monetary Policy: Chapter Assessment: Simulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	541	Chapter 17 International Trade: Chapter Assessment: Simulation
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) adapt spoken language appropriately for formal and informal purposes</p>	<p>(1) adapt spoken language appropriately for formal purposes</p>	NA			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) adapt spoken language appropriately for formal and informal purposes</p>	<p>(2) adapt spoken language appropriately for informal purposes</p>	NA			

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<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment</p>	<p>NA</p>			
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment</p>	<p>N/A</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(1) learn relationships between sounds and letters of the English language</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(2) decode (sound out) words using a combination of skills</p>	<p>NA</p>			

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<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(B) recognize directionality of English reading such as left to right and top to bottom</p>	<p>(1) recognize directionality of English reading</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(1) develop basic sight vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>10</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Economics Skillbuilder: Analyzing Cause and Effect</p>
				<p>9780547083063</p>	<p>56</p>	<p>Chapter 2 Section 3 Market Economies: Economics Skillbuilder: Comparing and Contrasting Economic Systems</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	236	Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion
				9780547083063	568	Chapter 18 Section 3 Transition to a Market Economy: Economics Skillbuilder: Using a Decision-Making Process
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print	T: K-12 S: 6-12	9780547083063	125	Chapter 4 Demand: Case Study: Fueling Automobile Demand: Political Cartoon
				9780547083063	400	Chapter 13 Section 3 Causes and Consequences of Inflation: Your Economic Choices: Inflation and Purchases
				9780547083063	585	Consumer and Personal Finance; Figure CPF 9: Understanding Your Credit Card Statement

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	599	Consumer and Personal Finance; Figure CPF 14: A Cell Phone Contract
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(3) comprehend English vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	9780547083063	38	Chapter 2 Section 1 Scarcity: Introduction to Economic Systems: Key Terms & Quick Reference
				9780547083063	41	Chapter 2 Section 1 Scarcity: Introduction to Economic Systems: Section Assessment: Reviewing Key Concepts
				9780547083063	42	Chapter 2 Section 2 Command Economies: Key Terms & Quick Reference
				9780547083063	47	Chapter 2 Section 2 Command Economies: Section Assessment: Reviewing Key Concepts

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(4) comprehend English language structures used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>10</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Economics Skillbuilder: Analyzing Cause and Effect</p>
				<p>9780547083063</p>	<p>56</p>	<p>Chapter 2 Section 3 Market Economies: Economics Skillbuilder: Comparing and Contrasting Economic Systems</p>
				<p>9780547083063</p>	<p>236</p>	<p>Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion</p>
				<p>9780547083063</p>	<p>272</p>	<p>Chapter 9 Section 2 Trends in Today's Labor Market: Economics Skillbuilder: Drawing Conclusions from Graphs</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p>	<p>(1) use prereading supports to enhance comprehension of written text</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>69</p>	<p>Chapter 3 The American Free Enterprise System: Key Concept & Why the Concept Matters</p>
				<p>9780547083063</p>	<p>70</p>	<p>Chapter 3 Section 1 Advantages of the Free Enterprise System: Taking Notes</p>
				<p>9780547083063</p>	<p>92</p>	<p>Chapter 3 The American Free Enterprise System: Case Study: Background & What's the Issue</p>
				<p>9780547083063</p>	<p>198</p>	<p>Chapter 7 Section 2 The Impact of Monopoly: Key Terms & Taking Notes</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>(1) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>T: K-12</p>	<p>9780547083063</p>	<p>52</p>	<p>Chapter 2 Section 3 Market Economies: Differentiating Instruction: English Learners: Subject- Related Terms</p>
				<p>9780547083063</p>	<p>182</p>	<p>Chapter 6 Section 3 Intervention in the Price System: Differentiating Instruction: English Learners: Build Economics Vocabulary</p>
				<p>9780547083063</p>	<p>290</p>	<p>Chapter 10 Section 1 Money: Its Functions and Properties: Differentiating Instruction: English Learners: Analyze Word Forms</p>
				<p>9780547083063</p>	<p>306</p>	<p>Chapter 10 Section 3 Innovations in Modern Banking: Differentiating Instruction: Struggling Readers: Access Prior Knowledge</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(1) use visual and contextual support to read grade-appropriate content area text</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>60</p>	<p>Chapter 2 Section 4 Modern Economies in a Global Age: Math Challenges: Calculating Percentages</p>
				<p>9780547083063</p>	<p>121</p>	<p>Chapter 4 Section 3 What is Elasticity of Demand?: Math Challenges: Calculating the Elasticity of Demand</p>
				<p>9780547083063</p>	<p>263</p>	<p>Chapter 9 Section 1 How Are Wages Determined?: Math Challenges: Calculating Annual Wages</p>
				<p>9780547083063</p>	<p>321</p>	<p>Chapter 11 Section 1 Savings and Investment: Math Challenges: Calculating Interest</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(2) use visual and contextual support to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>80</p>	<p>Chapter 3 Section 2 How Does Free Enterprise Allocate Resources?: Figure 3.4: Government in the Circular Flow Model</p>
				<p>9780547083063</p>	<p>82</p>	<p>Chapter 3 Section 2 How Does Free Enterprise Allocate Resources?: Economics Skillbuilder: Interpreting Graphs: Public Opinion Polls</p>
				<p>9780547083063</p>	<p>113</p>	<p>Chapter 4 Section 2 What Factors Affect Demand?: Economics Essentials: Factors That Cause a Change in Demand</p>
				<p>9780547083063</p>	<p>114</p>	<p>Chapter 4 Section 2 What Factors Affect Demand?: Economics Skillbuilder: Analyzing Political Cartoons</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>196</p>	<p>Chapter 7 Section 1 What is Perfect Competition?: Economics Skillbuilder: Creating and Interpreting Economic Models</p>
				<p>9780547083063</p>	<p>342</p>	<p>Chapter 11 Section 4 Bonds and Other Financial Instruments: Economics Skillbuilder: Interpreting Graphs: Online Financial Information</p>
				<p>9780547083063</p>	<p>449</p>	<p>Chapter 15 Section 1 What is Fiscal Policy?: Figures 15.1 & 15.2: Effects of Fiscal Policy</p>
				<p>9780547083063</p>	<p>467</p>	<p>Chapter 15 Section 1 What is Fiscal Policy?: Section Assessment: Economics in Practice: Analyze the Crowding-Out Effect</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>92-93</p>	<p>Chapter 3 The American Free Enterprise System: Case Study: Background & Chart</p>
				<p>9780547083063</p>	<p>124-125</p>	<p>Chapter 4 Demand: Case Study: Fueling Automobile Demand: Background & Political Cartoon</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	376-377	Chapter 12 Economic Indicators and Measurements: Case Study: Poland: Economic Freedom and Economic Growth: Background & Political Cartoon
				9780547083063	404-405	Chapter 13 Facing Economic Challenges: Case Study: The Effects of Inflation in the 1970s: Background & Political Cartoon
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(6) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	9780547083063	10	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Economics Skillbuilder: Analyzing Cause and Effect
				9780547083063	114	Chapter 4 Section 2 What Factors Affect Demand?: Economics Skillbuilder: Analyzing Political Cartoons
				9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production?: Economics Skillbuilder: Evaluating Sources

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	236	Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(7) use support from peers and teachers to enhance and confirm understanding	T: K-12 S: 6-12	9780547083063	31	Chapter 1 Section 4 The Economist's Toolbox: Section Assessment: Reviewing Key Concepts & Critical Thinking
				9780547083063	34-35	Chapter 1 The Economic Way of Thinking: Chapter Assessment: Reviewing Key Concepts & Critical Thinking
				9780547083063	255	Chapter 8 Types of Business Organizations: Chapter Assessment: Simulation
				9780547083063	568	Chapter 18 Section 3 Transition to a Market Economy: Economics Skillbuilder: Using a Decision-Making Process

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>4</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Key Terms & Quick Reference</p>
				<p>9780547083063</p>	<p>11</p>	<p>Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Section Assessment: Reviewing Key Concepts</p>
				<p>9780547083063</p>	<p>12</p>	<p>Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Key Terms & Quick Reference</p>
				<p>9780547083063</p>	<p>17</p>	<p>Chapter 1 Section 2 Economic Choice Today: Opportunity Cost: Section Assessment: Reviewing Key Concepts</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>196</p>	<p>Chapter 7 Section 1 What is Perfect Competition?: Economics Skillbuilder: Creating and Interpreting Economic Models</p>
				<p>9780547083063</p>	<p>342</p>	<p>Chapter 11 Section 4 Bonds and Other Financial Instruments: Economics Skillbuilder: Interpreting Graphs: Online Financial Information</p>
				<p>9780547083063</p>	<p>449</p>	<p>Chapter 15 Section 1 What is Fiscal Policy?: Figures 15.1 & 15.2: Effects of Fiscal Policy</p>
				<p>9780547083063</p>	<p>467</p>	<p>Chapter 15 Section 1 What is Fiscal Policy?: Section Assessment: Economics in Practice: Analyze the Crowding-Out Effect</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>92-93</p>	<p>Chapter 3 The American Free Enterprise System: Case Study: Background & Chart</p>
				<p>9780547083063</p>	<p>124-125</p>	<p>Chapter 4 Demand: Case Study: Fueling Automobile Demand: Background & Political Cartoon</p>
				<p>9780547083063</p>	<p>376-377</p>	<p>Chapter 12 Economic Indicators and Measurements: Case Study: Poland: Economic Freedom and Economic Growth: Background & Political Cartoon</p>
				<p>9780547083063</p>	<p>404-405</p>	<p>Chapter 13 Facing Economic Challenges: Case Study: The Effects of Inflation in the 1970s: Background & Political Cartoon</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780547083063</p>	<p>94</p>	<p>Chapter 3 The American Free Enterprise System: Interactive Review: Summary</p>
				<p>9780547083063</p>	<p>115</p>	<p>Chapter 4 Section 2 What Factors Affect Demand?: Section Assessment: Using Your Notes</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	123	Chapter 4 Section 3 What is Elasticity of Demand?: Section Assessment: Economics in Practice: Write a Summary
				9780547083063	379	Chapter 12 Economic Indicators and Measurements: Chapter Assessment: Simulation
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	9780547083063	127	Chapter 4 Demand: Chapter Assessment: Critical Thinking
				9780547083063	236	Chapter 8 Section 2 Forms of Partnerships: Economics Skillbuilder: Distinguishing Fact from Opinion: Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	356	Chapter 12 Section 1 Gross Domestic Product and Other Indicators: Economics Skillbuilder: Synthesizing Economic Data: Thinking Economically
				9780547083063	405	Chapter 13 Facing Economic Challenges: Case Study: The Effects of Inflation in the 1970s: Thinking Economically
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: K-12 S: 6-12	9780547083063	70	Chapter 3 Section 1 Advantages of the Free Enterprise System: Taking Notes
				9780547083063	115	Chapter 4 Section 2 What Factors Affect Demand?: Section Assessment: Using Your Notes
				9780547083063	198	Chapter 7 Section 2 The Impact of Monopoly: Taking Notes

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9780547083063	205	Chapter 7 Section 2 The Impact of Monopoly: Section Assessment: Using Your Notes
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(1) read silently with increasing ease for longer periods</p>	NA			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(2) read silently with increasing comprehension for longer periods</p>	NA			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(2) expand reading skills commensurate with content area needs</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing inferential skills</p>	<p>NA</p>			
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing analytical skills</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>(1) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(1) write using newly acquired basic vocabulary</p>	<p>NA</p>			

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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(2) write using content-based grade-level vocabulary</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(1) spell familiar English words with increasing accuracy</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(2) employ English spelling pattern with increasing accuracy as more English is acquired</p>	<p>NA</p>			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(3) employ English spelling rules with increasing accuracy as more English is acquired</p>	<p>NA</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p>	NA			
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(2) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</p>	NA			

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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly</p>	<p>(1) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations</p>	<p>NA</p>			

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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p>	<p>NA</p>			

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