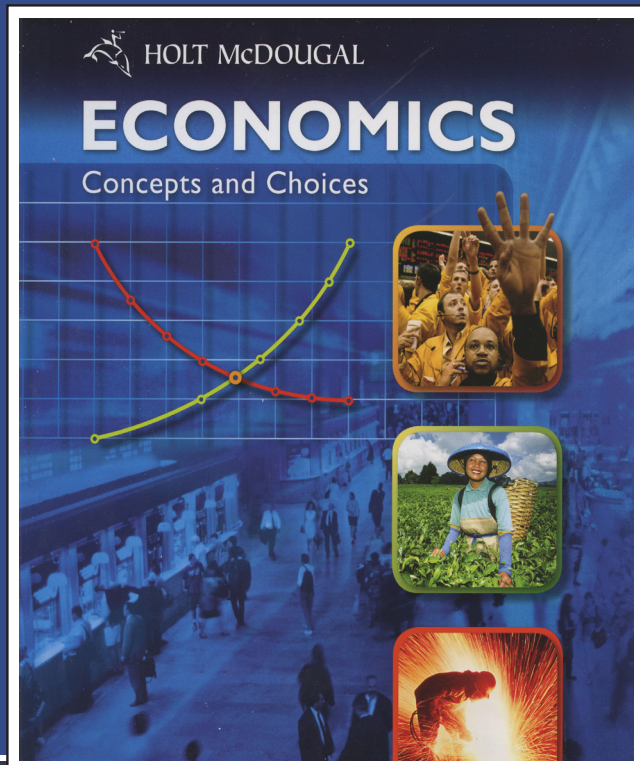


Correlation to the  
**Texas**  
**Essential Knowledge  
and Skills (TEKS) §118.4.**  
**Economics with Emphasis on  
the Free Enterprise System  
and Its Benefits**



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Concepts and Choices**  
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Texas



## Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material

<b>Subject</b>	<b>Chapter 118. Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits</b>
<b>Subchapter</b>	<b>Subchapter C. High School</b>
<b>Course</b>	<b>§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012.</b>
<b>Publisher</b>	<b>Houghton Mifflin Harcourt</b>
<b>Program Title</b>	<b>Holt McDougal Economics: Concepts and Choices Print Program Bundle</b>
<b>Program ISBN</b>	<b>9780544344013</b>
(a) <b>General Requirements.</b> This course will be taught in the social studies department and is recommended to be taught in Grade 12.	
(b) <b>Introduction.</b>	
(1) Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.	
(2) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	
(3) Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).	
(4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(5) As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.	

(6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(7) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

**(c) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(A) explain why scarcity and choice are basic economic problems faced by every society	(i) explain why scarcity [is a] basic economic problem faced by every society	Instruction	9780547082943	5	Chapter 1 Section 1 Scarcity: The Basic Economic Problem, Scarcity Affects Everyone
			Review	9780547082943	11	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Section Assessment Items 1, 3, 4, 7 and Economics in Action
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(A) explain why scarcity and choice are basic economic problems faced by every society	(ii) explain why choice [is a] basic economic problem faced by every society	Instruction	9780547082943	12--16	Chapter 1 Section 2 Economic choice Today: Opportunity Cost
			Review	9780547082943	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Section Assessment Items 1, 3, 4, 7 and Economics in Action

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(B) describe how societies answer the basic economic questions	(i) describe how societies answer the basic economic questions	Instruction	9780547082943	6--7	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Scarcity Leads to Three Economic Questions
			Review	9780547082943	7	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Application
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(C) describe the economic factors of production	(i) describe the economic factors of production	Instruction	9780547082943	8--9	Chapter 1 Section 1: Scarcity: The Basic Economic Problem: The Factors of Production
			Review	9780547082943	11	Chapter 1 Scarcity: The Basic Economic Problem: Section Assessment: Item 1
			Review	9780547082943	34	Chapter 1 Section 1: Scarcity: The Basic Economic Problem: Assessment: Item 2
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(D) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity	(i) interpret a production-possibilities curve	Instruction	9780547082943	18-22	Chapter 1, Section 3: Analyzing Production Possibilities
			Review	9780547082943	23	Chapter 1, Section 3: Analyzing Production Possibilities: Section Assessment: Items 1, 5 and Economics in Action
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(D) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity	(ii) explain the concept of opportunity costs	Instruction	9780547082943	12--16	Chapter 1 Section 3: Economic Choice Today: Opportunity Cost

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	17	Chapter 1 Section 2: Economic Choice Today: Opportunity Cost: Section Assessment: Items, 1, 2, 7
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(D) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity	(iii) explain the concept of scarcity	Instruction	9780547082943	4–9	Chapter 1 Section 1: Scarcity: The Basic Economic Problem
			Review	9780547082943	11	Chapter 1 Section 1: Scarcity: The Basic Economic Problem: Section Assessment: Items 1, 3, 6 and Economics in Action
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	(A) understand the effect of changes in price on the quantity demanded and quantity supplied	(i) understand the effect of changes in price on the quantity demanded	Instruction	9780547082943	169	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply, Change in Demand and Equilibrium Price
			Review	9780547082943	11	Chapter 1 Section 1: Scarcity: The Basic Economic Problem: Section Assessment: Items 3, 4
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	(A) understand the effect of changes in price on the quantity demanded and quantity supplied	(ii) understand the effect of changes in price on the quantity supplied	Instruction	9780547082943	170-171	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply, Change in Supply and Equilibrium Price
			Review	9780547082943	173	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply, Section assessment Items 2, 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	(B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price	(i) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price	Instruction	9780547082943	164-171	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply
			Review	9780547082943	173	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply: Section Assessment Items 8, 9
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	(C) interpret a supply-and-demand graph using supply-and-demand schedules	(i) interpret a supply-and-demand graph using supply-and-demand schedules	Instruction	9780547082943	98-101	Chapter 4 Section 1 What Is Supply?, Demand Schedules; Demand Curves
			Review	9780547082943	105	Chapter 4 Section 1 What Is Supply?, Section Assessment: Economics in Practice
			Instruction	9780547082943	132-135	Chapter 5 Section 1 What Is Supply?, Supply Schedules; Supply Curves
			Review	9780547082943	137	Chapter 5 Section 1 Assessment, Economics in Practice
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(A) explain the concepts of absolute and comparative advantages	(i) explain the concept of absolute advantage	Instruction	9780547082943	513	Chapter 17 Section 1 Benefits and Issues of International Trade: Absolute and Comparative Advantage
			Review	9780547082943	519	Chapter 17 Section 1 Benefits and Issues of International Trade: Section Assessment, Items 1 and Economics in Practice
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(A) explain the concepts of absolute and comparative advantages	(ii) explain the concept of comparative advantage	Instruction	9780547082943	514	Chapter 17 Section 1 Benefits and Issues of International Trade: Absolute and Comparative Advantage

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	519	Chapter 17 Section 1 Benefits and Issues of International Trade: Section Assessment, Items 1 and Economics in Practice
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(B) apply the concept of comparative advantage to explain why and how countries trade	(i) apply the concept of comparative advantage to explain why countries trade	Instruction	9780547082943	510-511	Chapter 17 Section 1 Benefits and Issues of International Trade: Resource Distribution and Specialization
			Review	9780547082943	511	Chapter 17 Section 1 Benefits and Issues of International Trade: Application; Section Assessment Item 2
			Review	9780547082943	519	Chapter 17 Section 1 Assessment Item 2
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(B) apply the concept of comparative advantage to explain why and how countries trade	(ii) apply the concept of comparative advantage to explain how countries trade	Instruction	9780547082943	510-518	Chapter 17 Section 1 Benefits and Issues of International Trade
			Review	9780547082943	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment Item 3
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(i) analyze the impact of U.S. imports on the United States	Instruction	9780547082943	516-517	Chapter 17 Section 1 Benefits and Issues of International Trade: International Trade Affects the National Economy
			Review	9780547082943	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment Item 9 & Economics in Action

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(ii) analyze the impact of U.S. imports on its trading partners	Instruction	9780547082943	518	Chapter 17 Section 1 Benefits and Issues of International Trade: The United States in the World Economy
			Review	9780547082943	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment - Economics in Action
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(iii) analyze the impact of U.S. exports on the United States	Instruction	9780547082943	516-517	Chapter 17 Section 1 Benefits and Issues of International Trade: International Trade Affects the National Economy
			Review	9780547082943	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment Item 9 & Economics in Action
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(iv) analyze the impact of U.S. exports on its trading partners	Instruction	9780547082943	516-517	Chapter 17 Section 1 Benefits and Issues of International Trade: International Trade Affects the National Economy
			Review	9780547082943	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment Item 9 & Economics in Action
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(A) compare the effects of free trade and trade barriers on economic activities	(i) compare the effects of free trade and trade barriers on economic activities	Instruction	9780547082943	520-524	Chapter 17 Section 2 Trade Barriers



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	525	Chapter 17 Section 2 Trade Barriers, Section Assessment Items 4, 5
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(B) evaluate the benefits and costs of participation in international free-trade agreements	(i) evaluate the benefits of participation in international free-trade agreements	Instruction	9780547082943	532-535	Chapter 17 Section 4 Modern International Institutions, Regional and World Trade Organizations
			Review	9780547082943	537	Chapter 17 Section 4 Modern International Institutions, Section Assessment, Items 1, 4, 5, 7
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(B) evaluate the benefits and costs of participation in international free-trade agreements	(ii) evaluate the costs of participation in international free-trade agreements	Instruction	9780547082943	532-535	Chapter 17 Section 4 Modern International Institutions, Regional and World Trade Organizations
			Review	9780547082943	537	Chapter 17 Section 4 Modern International Institutions, Section Assessment, Items 1, 4, 5, 7
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(C) analyze the effects of changes in exchange rates on imports and exports	(i) analyze the effects of changes in exchange rates on imports	Instruction	9780547082943	526-527	Chapter 17 Section 3 Measuring the Value of Trade, Foreign Exchange
			Review	9780547082943	529	Chapter 17 Section 3 Measuring the Value of Trade, Application, 528
			Review	9780547082943	531	Chapter 17 Section 3 Assessment, Economics in Action
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(C) analyze the effects of changes in exchange rates on imports and exports	(ii) analyze the effects of changes in exchange rates on exports	Instruction	9780547082943	526-527	Chapter 17 Section 3 Measuring the Value of Trade, Foreign Exchange

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	529	Chapter 17 Section 3 Measuring the Value of Trade, Application, 528
			Review	9780547082943	531	Chapter 17 Section 3 Assessment, Economics in Action
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(i) describe the basic characteristics of economic systems, including property rights	Instruction	9780547082943	48-49	Chapter 2 Section 3 Market Economies, Fundamentals of a Market Economy
			Review	9780547082943	57	Chapter 2 Section 3 Market Economies, Section Assessment Item 1
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(ii) describe the basic characteristics of economic systems, including incentives	Instruction	9780547082943	176-177	Chapter 6 Section 2, Prices as Signals and Incentives, Prices Motivate Producers and Consumers
			Review	9780547082943	179	Chapter 6 Section 2, Prices as Signals and Incentives, Section Assessment Item 1 & Economics in Practice
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(iii) describe the basic characteristics of economic systems, including economic freedom	Instruction	9780547082943	38-39	Chapter 2 Section 2, Introduction to Economic Systems, Types of Economic Systems
			Review	9780547082943	41	Chapter 2 Section 2, Introduction to Economic Systems, Section Assessment Item 1 & Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	77	Chapter 3 Section 1 Advantages of the Free Enterprise System, Section Assessment Item 3
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(iv) describe the basic characteristics of economic systems, including competition	Instruction	9780547082943	192-195	Chapter 7 Section 1, What Is Perfect Competition?
			Review	9780547082943	196	Chapter 7 Section 1, What Is Perfect Competition? Section Assessment Items 1, 4, 5
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(v) describe the basic characteristics of economic systems, including the role of government	Instruction	9780547082943	43	Chapter 2 Section 2 Command Economies, Socialism and Communism
			Review	9780547082943	43	Chapter 2 Section 2, Application
			Instruction	9780547082943	48-49	Section 3 Market Economies, Fundamentals of a Market Economy
			Review	9780547082943	47	Chapter 2 Section 2 Assessment Item 1
			Review	9780547082943	57	Chapter 2 Section 3 Assessment Item 2
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(B) compare the free enterprise system, socialism, and communism using the basic characteristics of economic systems	(i) compare the free enterprise system, socialism, and communism using the basic characteristics of economic systems	Instruction	9780547082943	56	Chapter 2 Section 3 Market Economies, Comparing and Contrasting Economic Systems
			Review	9780547082943	66	Chapter 2 Chapter Assessment, Items 3-6

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(i) examine current examples of free enterprise economic systems	Instruction	9780547082943	70-76	Chapter 3 Section 1 Advantages of the Free Enterprise System
			Review	9780547082943	77	Chapter 3 Section 1, Section Assessment, Economics in Practice
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(ii) examine current examples of socialist economic systems	Instruction	9780547082943	45	Chapter 2 Section 2, Command Economies, Command Economies Today
			Review	9780547082943	47	Chapter 2 Section 2, Section Assessment, Item 9
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(iii) examine current examples of communist economic systems	Instruction	9780547082943	45	Chapter 2 Section 2, Command Economies, Command Economies Today
			Review	9780547082943	47	Chapter 2 Section 2, Section Assessment, Item 9
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(D) understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system	(i) understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system	Instruction	9780547082943	30	Chapter 1 Section 4 The Economist's Toolbox, Economic Pacesetter
			Review	9780547082943	57	Chapter 2, Section 3 Section Assessment Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	49	Chapter 2, Section 3 Market Economies, Limited Government Involvement
			Review	9780547082943	77	Chapter 3 Section 1 Section Assessment Item 2
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(i) analyze the importance of various economic philosophers, including Friedrich Hayek	Instruction			
			(Drop-down menu)			
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(ii) analyze [Hayek's] impact on the U.S. free enterprise system	Instruction			
			(Drop-down menu)			
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(iii) analyze the importance of various economic philosophers, including Milton Friedman	Instruction	9780547082943	76	Chapter 1 Section 1, Advantages of the Free Enterprise System, Economics Pacesetter

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	76-77	Chapter 1 Section 1, Advantages of the Free Enterprise System, Application; Section Assessment, Item 10
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(iv) analyze [Friedman's] impact on the U.S. free enterprise system	Instruction	9780547082943	76	Chapter 3 Section 1, Advantages of the Free Enterprise System, Economics Pacesetter
			Review	9780547082943	76	Chapter 3 Section 1, Advantages of the Free Enterprise System, Application
			Review	9780547082943	77	Chapter 3, Section 1 Assessment, Item 10
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(v) analyze the importance of various economic philosophers, including John Maynard Keynes	Instruction	9780547082943	454-456	Chapter 15 Section 2 Demand-Side and Supply-Side Policies, Demand-Side Economics; Economics Pacesetter
			Review	9780547082943	461	Chapter 15 Section 2 Demand-Side and Supply-Side Policies, Section Assessment - Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(vi) analyze [Keynes's] impact on the U.S. free enterprise system	Instruction	9780547082943	454-456	Chapter 15 Section 2 Demand-Side and Supply-Side Policies, Demand-Side Economics; Economics Pacesetter
			Review	9780547082943	461	Chapter 15 Section 2 Demand-Side and Supply-Side Policies, Section Assessment - Item 2
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(vii) analyze the importance of various economic philosophers, including Adam Smith	Instruction	9780547082943	30	Chapter 15 Section 4 The Economist's Toolbox; Economics Pacesetter
			Review	9780547082943	30	Chapter 15 Section 4 The Economist's Toolbox, Application
			Review	9780547082943	31	Chapter 15, Section 4 Assessment Item 6
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(viii) analyze [Smith's] impact on the U.S. free enterprise system	Instruction	9780547082943	30	Chapter 15 Section 4 The Economist's Toolbox; Economics Pacesetter
			Review	9780547082943	30	Chapter 15 Section 4 The Economist's Toolbox, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	369	Chapter 12 Section 3 Stimulating Economic Growth, Gauging Economic Growth
			Review	9780547082943	31	Chapter 15, Section 4 Assessment Item 6
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(i) explain the basic characteristics of the U.S. free enterprise system, including private property	Instruction	9780547082943	48-49	Chapter 2 Section 3 Market Economies, Fundamentals of a Market Economy
			Review	9780547082943	57	Chapter 2 Section 3 Market Economies, Section Assessment Item 1
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(ii) explain the basic characteristics of the U.S. free enterprise system, including incentives	Instruction	9780547082943	176-177	Chapter 6 Section 2, Prices as Signals and Incentives, Prices Motivate Producers and Consumers
			Review	9780547082943	179	Chapter 6 Section 2, Prices as Signals and Incentives, Section Assessment Item 1 & Economics in Practice
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(iii) explain the basic characteristics of the U.S. free enterprise system, including economic freedom	Instruction	9780547082943	38-39	Chapter 2 Section 2, Introduction to Economic Systems, Types of Economic Systems



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	41	Chapter 2 Section 2, Introduction to Economic Systems, Section Assessment Item 1 & Economics in Practice
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(iv) explain the basic characteristics of the U.S. free enterprise system, including competition	Instruction	9780547082943	192-195	Chapter 7 Section 1, What Is Perfect Competition?
			Review	9780547082943	196	Chapter 7 Section 1, What Is Perfect Competition? Section Assessment Items 1, 4, 5
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(v) explain the basic characteristics of the U.S. free enterprise system, including the limited role of government	Instruction	9780547082943	84-88	Chapter 3 Section 3 Government and Free Enterprise
			Review	9780547082943	91	Chapter 3 Section 3 Government and Free Enterprise Section Assessment Items 6, 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(i) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers	Instruction	9780547082943	49-50	Chapter 2 Section 3 Market Economies, Competition and Consumer Sovereignty
			Review	9780547082943	57	Chapter 2 Section 3 Market Economies, Section Assessment, Economics in Practice
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(ii) explain the benefits of the U.S. free enterprise system, including individual freedom of producers	Instruction	9780547082943	39	Chapter 2 Section 1 Introduction to Economic Systems, Market Economy
			Review	9780547082943	41	Chapter 2 Section 1 Introduction to Economic Systems, Section Assessment, Item 4
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(iii) explain the benefits of the U.S. free enterprise system, including variety of goods	Instruction	9780547082943	71	Chapter 3 Section 1 Advantages of the Free Enterprise System, United States

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	71	Chapter 3 Section 1 Advantages of the Free Enterprise System, United States
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(iv) explain the benefits of the U.S. free enterprise system, including responsive prices	Instruction	9780547082943	174-178	Chapter 6 Section 2 Prices as Signals and Incentives
			Review	9780547082943	179	Chapter 6 Section 2 Prices as Signals and Incentives Section Assessment Items 2, 7, 8
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(v) explain the benefits of the U.S. free enterprise system, including investment opportunities	Instruction	9780547082943	324-337	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547082943	338	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment Items 1-8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(vi) explain the benefits of the U.S. free enterprise system, including the creation of wealth	Instruction	9780547082943	73	Chapter 3 Section 1 Advantages of the Free Enterprise System, How a Free Enterprise System Works
			Review	9780547082943	77	Chapter 3 Section 1 Advantages of the Free Enterprise System, Section Assessment Item 2
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(C) analyze recent changes in the basic characteristics of the U.S. economy	(i) analyze recent changes in the basic characteristics of the U.S. economy	Instruction	9780547082943	58-62	Chapter 2 Section 4 Modern Economies in a Global Age
			Review	9780547082943	63	Chapter 2 Section 4 Modern Economies in a Global Age, Section Assessment Items 2, 4, 5
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(i) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth	Instruction	9780547082943	368-373	Chapter Chapter 12 Section 3 Stimulating Economic Growth
			Review	9780547082943	375	Chapter Chapter 12 Section 3 Stimulating, Section Assessment, Item 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(ii) analyze the costs and benefits of U.S. economic policies related to the economic goals of stability	Instruction	9780547082943	447	Chapter Chapter 15 Section 1 What Is Fiscal Policy? Automatic Stabilizers
			Review	9780547082943	453	Chapter Chapter 15 Section 1 What Is Fiscal Policy? Section Assessment, Item 2
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(iii) analyze the costs and benefits of U.S. economic policies related to the economic goals of full employment	Instruction	9780547082943	383	Chapter 13 Section 1 Unemployment in Today's Economy, Full Employment
			Review	9780547082943	387	Chapter 13 Section 1 Unemployment in Today's Economy, Item 5
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(iv) analyze the costs and benefits of U.S. economic policies related to the economic goals of freedom	Instruction	9780547082943	38-39	Chapter 2 Section 2, Introduction to Economic Systems, Types of Economic Systems
			Review	9780547082943	41	Chapter 2 Section 2, Introduction to Economic Systems, Section Assessment Item 1 & Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	77	Chapter 3 Section 1 Advantages of the Free Enterprise System, Section Assessment Item 3
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(v) analyze the costs and benefits of U.S. economic policies related to the economic goals of security	Instruction	9780547082943	388-393	Chapter 13 Section 2 Poverty and Income Distribution
			Review	9780547082943	395	Chapter 13 Section 2 Poverty and Income Distribution Section Assessment, Items 1-4
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(vi) analyze the costs and benefits of U.S. economic policies related to the economic goals of equity (equal opportunity versus equal outcome)	Instruction	9780547082943	388-393	Chapter 13 Section 2 Poverty and Income Distribution
			Review	9780547082943	395	Chapter 13 Section 2 Poverty and Income Distribution Section Assessment, Items 1-4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(vii) analyze the costs and benefits of U.S. economic policies related to the economic goals of efficiency	Instruction	9780547082943	142-143	Chapter 5 Section 2 What Are the Costs of Production? Earning the Highest Profit
			Review	9780547082943	143	Chapter 5 Section 2 What Are the Costs of Production? Application
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(i) analyze the costs and benefits of the purchase of personal property	Instruction	9780547082943	12--13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Making Choices
			Review	9780547082943	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost Section Assessment
			Instruction	9780547082943	48-50	Chapter 2 Section 3: Market Economies, Fundamental of a Market Economy, Key Concepts; Quick Reference (consumer sovereignty)
			Review	9780547082943	57	Chapter 2 Section 3 Market Economies, Section Assessment, Item 1
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(ii) analyze the costs and benefits of the use of personal property	Instruction	9780547082943	12–13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Making Choices
			Review	9780547082943	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost Section Assessment
			Instruction	9780547082943	48-50	Chapter 2 Section 3: Market Economies, Fundamental of a Market Economy, Key Concepts; Quick Reference (consumer sovereignty)

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	57	Chapter 2 Section 3 Market Economies, Section Assessment, Item 1
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(iii) analyze the costs and benefits of the disposal of personal property	Instruction			
			(Drop-down menu)			
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(iv) analyze the costs and benefits of the purchase of business property	Instruction	9780547082943	8–9	Chapter 1 Section 1 The Factors of Production
			Review	9780547082943	35	Chapter 1 Assessment Simulation: Start a Business
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(v) analyze the costs and benefits of the use of business property	Instruction	9780547082943	8–9	Chapter 1 Section 1 The Factors of Production
			Review	9780547082943	35	Chapter 1 Assessment Simulation: Start a Business
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(vi) analyze the costs and benefits of the disposal of business property	Instruction			
			(Drop-down menu)			



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(i) identify examples of restrictions that the government places on the use of business property	Instruction	9780547082943	92-93	Chapter 3 Case Study The United States: Land of Entrepreneurs
			Review	9780547082943	93	Chapter 3 Case Study The United States: Land of Entrepreneurs, Thinking Economically
			Instruction	9780547082943	216-217	Chapter 7 Section 4 Regulation and Deregulation Today, Ensuring a Level Playing Field, Protecting Consumers
			Review	9780547082943	218	Chapter 7 Section 4 Regulation and Deregulation Today, Application
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(ii) evaluate examples of restrictions that the government places on the use of business property	Instruction	9780547082943	92-93	Chapter 3 Case Study The United States: Land of Entrepreneurs
			Review	9780547082943	93	Chapter 3 Case Study The United States: Land of Entrepreneurs, Thinking Economically
			Instruction	9780547082943	216-217	Chapter 7 Section 4 Regulation and Deregulation Today, Ensuring a Level Playing Field, Protecting Consumers
			Review	9780547082943	218	Chapter 7 Section 4 Regulation and Deregulation Today, Application
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(iii) identify examples of restrictions that the government places on the use of individual property	Instruction			
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(iv) evaluate examples of restrictions that the government places on the use of individual property	Instruction			
			(Drop-down menu)			
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model	(i) interpret the roles of resource owners in a circular-flow model of the economy	Instruction	9780547082943	52-53	Chapter 2 Section 3 Market Economies - Circular Flow in Market Economies
			Review	9780547082943	53	Chapter 2 Section 3 Market Economies Application
			Review	9780547082943	57	Chapter 2 Section 3 Assessment Item 8
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model	(ii) interpret the roles of firms in a circular-flow model of the economy	Instruction	9780547082943	52-53	Chapter 2 Section 3 Market Economies - Circular Flow in Market Economies
			Review	9780547082943	53	Chapter 2 Section 3 Market Economies Application
			Review	9780547082943	57	Chapter 2 Section 3 Assessment Item 8
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model	(iii) provide real-world examples to illustrate elements of the [circular-flow] model	Instruction	9780547082943	52-53	Chapter 2 Section 3 Market Economies - Circular Flow in Market Economies

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	53	Chapter 2 Section 3 Market Economies Application
			Review	9780547082943	57	Chapter 2 Section 3 Assessment Item 8
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(B) explain how government actions affect the circular-flow model	(i) explain how government actions affect the circular-flow model	Instruction	9780547082943	80-81	Chapter 3, Section 2 How Does Free Enterprise Allocate Resources? - Government in the U.S. Economy
			Review	9780547082943	81	Chapter 3, Section 2 How Does Free Enterprise Allocate Resources? Application
			Review	9780547082943	83	Chapter 3 Section 2 Assessment Item 4
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(C) explain how the circular-flow model is affected by the rest of the world	(i) explain how the circular-flow model is affected by the rest of the world	Instruction	9780547082943	80-81	Chapter 3, Section 2 How Does Free Enterprise Allocate Resources? - Government in the U.S. Economy
			Review	9780547082943	81	Chapter 3, Section 2 How Does Free Enterprise Allocate Resources? Application
			Review	9780547082943	83	Chapter 3 Section 2 Assessment Item 4
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(i) describe characteristics of pure competition	Instruction	9780547082943	192-194	Chapter 7 Section 1 What Is Perfect Competition?, The Characteristics of Perfect Competition
			Review	9780547082943	197	Chapter 7 Section 1, Section Assessment Item 1 & Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(ii) give examples of pure competition	Instruction	9780547082943	195	Chapter 7 Section 1 What Is Perfect Competition?, Competition in the Real World
			Review		197	Chapter 7 Section 1, Section Assessment Economics in Practice
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(iii) describe characteristics of monopolistic competition	Instruction	9780547082943	206-208	Chapter 7 Section 3 Other Market Structures, Characteristics of Monopolistic Competition
			Review		213	Chapter 7 Section 3 Other Market Structures, Section Assessment Items 4, 5
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(iv) give examples of monopolistic competition	Instruction	9780547082943	211	Chapter 7 Section 3 Other Market Structures, Comparing Market Structures
			Review		213	Chapter 7 Section 3 section Assessment - Economics in Practice
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(v) describe characteristics of oligopoly	Instruction	9780547082943	209-210	Chapter 7 Section 3 Other Market Structures, Characteristics of an Oligopoly

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	213	Chapter 7 Section 3 Other Market Structures, Section Assessment Item 1
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(vi) give examples of oligopoly	Instruction	9780547082943	211	Chapter 7 Section 3 Other Market Structures, Comparing Market Structures
			Review	9780547082943	213	Chapter 7 Section 3 section Assessment - Economics in Practice
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(vii) describe characteristics of monopoly	Instruction	9780547082943	198-199	Chapter 7 Section 2 The Impact of Monopoly, Characteristics of a Monopoly
			Review	9780547082943	205	Chapter 7 Section 2 The Impact of Monopoly, Section Assessment Item 1
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(viii) give examples of monopoly	Instruction	9780547082943	200-203	Chapter 7 Section 2 The Impact of Monopoly, Types of Monopoly
			Review	9780547082943	205	Chapter 7 Section 2 The Impact of Monopoly, Section Assessment - Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(i) identify ordinances and regulations that apply to the establishment of various types of businesses	Instruction	9780547082943	92-93	Chapter 3 Case Study The United States: Land of Entrepreneurs
			Review	9780547082943	93	Chapter 3 Case Study The United States: Land of Entrepreneurs, Thinking Economically
			Instruction	9780547082943	216-217	Chapter 7 Section 4 Regulation and Deregulation Today, Ensuring a Level Playing Field, Protecting Consumers
			Review	9780547082943	218	Chapter 7 Section 4 Regulation and Deregulation Today, Application
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(ii) identify ordinances and regulations that apply to the operation of various types of businesses	Instruction	9780547082943	214-218	Chapter 7 Section 4 Regulation and Deregulation Today
			Review	9780547082943	219	Chapter 7 Section 4 Regulation and Deregulation Today, Section Assessment
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(iii) evaluate ordinances and regulations that apply to the establishment of various types of businesses	Instruction	9780547082943	92-93	Chapter 3 Case Study The United States: Land of Entrepreneurs
			Review	9780547082943	93	Chapter 3 Case Study The United States: Land of Entrepreneurs, Thinking Economically
			Instruction	9780547082943	228	Chapter 8 Section 1 Sole Proprietorships: Advantages and Disadvantages, Advantages
			Review	9780547082943	231	Chapter 8 Section 1 Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(iv) evaluate ordinances and regulations that apply to the operation of various types of businesses	Instruction	9780547082943	214	Chapter 7 Section 4 Regulation and Deregulation Today
			Review	9780547082943	219	Chapter 7 Section 4 Regulation and Deregulation Today, Section Assessment
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(i) interpret economic data, including unemployment rate	Instruction	9780547082943	382-387	Chapter 13 Section 1 Unemployment in Today's Economy
			Review	9780547082943	386	Chapter 13 Section 1 Unemployment in Today's Economy Analyze Graphs
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(ii) interpret economic data, including gross domestic product	Instruction	9780547082943	350-357	Chapter 12 Section 1 Gross Domestic Product and Other Indicators
			Review	9780547082943	356	Chapter 12 Section 1 Gross Domestic Product and Other Indicators Synthesizing Economic Data Items 1-3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(iii) interpret economic data, including gross domestic product per capital as a measure of national wealth	Instruction	9780547082943	350-352	Chapter 12 Section 1 Gross Domestic Product and Other Indicators, What Is GDP
			Review		352	Chapter 12 Section 1 Gross Domestic Product and Other Indicators, Analyze Graphs Items 1-3
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(iv) interpret economic data, including rate of inflation	Instruction	9780547082943	396-402	Chapter 13 Section 3 Causes and Consequences of Inflation
			Review		403	Chapter 13 Section 3 Causes and Consequences of Inflation Section Assessment Economics in Practice
(10) Economics. The student understands key economic measurements. The student is expected to:	(B) analyze business cycles using key economic indicators	(i) analyze business cycles using key economic indicators	Instruction	9780547082943	358-366	Chapter 12 Section 2 Business Cycles
			Review		367	Chapter 12 Section 2 Business Cycles Section Assessment Economics in Practice



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Economics. The student understands key components of economic growth. The student is expected to:	(A) analyze how productivity relates to growth	(i) analyze how productivity relates to growth	Instruction	9780547082943	372-373	Chapter 12 Section 3 Stimulating Economic Growth, Productivity and Economic Growth
			Review	9780547082943	373	Chapter 12 Section 3 Stimulating Economic Growth, Productivity and Economic Growth, Application
(11) Economics. The student understands key components of economic growth. The student is expected to:	(B) analyze how technology relates to growth	(i) analyze how technology relates to growth	Instruction	9780547082943	371	Chapter 12 Section 3 Stimulating Economic Growth, Technology and Innovation
			Review	9780547082943	371	Chapter 12 Section 3 Stimulating Economic Growth, Application
(11) Economics. The student understands key components of economic growth. The student is expected to:	(C) analyze how trade relates to growth	(i) analyze how trade relates to growth	Instruction	9780547082943	510-518	Chapter 17 Section 1 Benefits and Issues of International Trade
			Review	9780547082943	519	Chapter 17 Section 1 Benefits and Issues of International Trade, Section Assessment, Items 2-4
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(A) describe the functions of money	(i) describe the functions of money	Instruction	9780547082943	288-294	Chapter 10 Section 1 Money: Its Functions and Properties
			Review	9780547082943	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment
			Instruction	9780547082943	486-487	Chapter 16 Section 2 Functions of the Federal Reserve, Factors Affecting Demand for Money

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	489	Chapter 16 Section 2 Functions of the Federal Reserve, Section Assessment, Critical Thinking
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(i) describe the characteristics of money, including commodity money	Instruction	9780547082943	291	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547082943	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Item 1
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(ii) describe the characteristics of money, including fiat money	Instruction	9780547082943	291	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547082943	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Item 5
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(iii) describe the characteristics of money, including representative money	Instruction	9780547082943	291	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547082943	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(i) examine the positive and negative aspects of barter	Instruction	9780547082943	288	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547082943	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Item 2
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(ii) examine the positive and negative aspects of currency	Instruction	9780547082943	293	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547082943	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Economics in Practice
			Instruction	9780547082943	475	Chapter 16 Section 1 The Federal Reserve System, Duties of the Fed
			Review	9780547082943	479	Chapter 16 Section 1 The Federal Reserve System, Duties of the Fed, Section Assessment, Item 1
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(iii) examine the positive and negative aspects of credit cards	Instruction	9780547082943	309	Chapter 10 Section 3 Technology and Banking, Your Economic Choices
			Review	9780547082943	311	Chapter 10 Section 3 Technology and Banking, Section Assessment, Item 9
			Instruction	9780547082943	584-587	Consumer and Personal Finance, Section 2 Types of Credit
			Review	9780547082943	587	Consumer and Personal Finance, Section 2 Types of Credit, Application
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(iv) examine the positive aspects and negative aspects of debit cards	Instruction	9780547082943	308-309	Chapter 10 Section 3 Technology and Banking, Key Concepts & Debit Cards
			Review	9780547082943	311	Chapter 10 Section 3 Technology and Banking, Section Assessment, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	585	Consumer and Personal Finance, Section 2 Types of Credit, How is a Credit Card Different from a Debit Card?
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(A) explain the structure of the Federal Reserve System	(i) explain the structure of the Federal Reserve System	Instruction	9780547082943	474-478	Chapter 16 Section 1 The Federal Reserve System
			Review	9780547082943	479	Chapter 16 Section 1 The Federal Reserve System, Section Assessment
			Instruction	9780547082943	480-485	Chapter 16 Section 2 Functions of the Federal Reserve
			Review	9780547082943	489	Chapter 16 Section 2 Functions of the Federal Reserve, Section Assessment
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations	(i) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements	Instruction	9780547082943	484-485	Chapter 16 Section 2 Functions of the Federal Reserve, Creating Money
			Review	9780547082943	489	Chapter 16 Section 2 Functions of the Federal Reserve, Section Assessment, Item 3
			Instruction	9780547082943	491	Chapter 16 Section 3 Monetary Policy, Adjusting the Reserve Requirement
			Review	9780547082943	491	Chapter 16 Section 3 Monetary Policy, Application
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations	(ii) analyze the three basic tools used to implement U.S. monetary policy, including the discount rate and the federal funds rate target	Instruction	9780547082943	490–491	Chapter 16 Section 3 Monetary Policy, The Fed's Monetary Tools

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	497	Chapter 16 Section 3 Monetary Policy Section Assessment, Item 8
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations	(iii) analyze the three basic tools used to implement U.S. monetary policy, including open-market operations	Instruction	9780547082943	490-493	Chapter 16 Section 3 Monetary Policy, The Fed's Monetary Tools & Approaches to Monetary Policy
			Review	9780547082943	497	Chapter 16 Section 3 Monetary Policy Section Assessment, Item 4
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(C) explain how the actions of the Federal Reserve System affect the nation's money supply	(i) explain how the actions of the Federal Reserve System affect the nation's money supply	Instruction	9780547082943	485-487	Chapter 16 Section 2 Functions of the Federal Reserve, Creating Money & Factors Affecting Demand for Money
			Review	9780547082943	489	Chapter 16 Section 2 Functions of the Federal Reserve, Section Assessment, Economics in Practice
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(D) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard	(i) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard	Instruction	9780547082943	299	Chapter 10 Section 2 The Development of U.S. Banking, The Struggle for Stability
			Review	9780547082943	303	Chapter 10 Section 2 The Development of U.S. Banking Section Assessment, Item 2
			Instruction	9780547082943	526-527	Chapter 17 Section 3 Measuring the Value of Money, Foreign Exchange

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(A) identify economic concepts in the U.S. Constitution, including property rights and taxation	(i) identify economic concepts in the U.S. Constitution, including property rights	Instruction	9780547082943	48-49	Chapter 2 Section 3 Market Economies, Fundamentals of a Market Economy
			Review	9780547082943	57	Chapter 2 Section 3 Market Economies, Section Assessment Item 1
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(A) identify economic concepts in the U.S. Constitution, including property rights and taxation	(ii) identify economic concepts in the U.S. Constitution, including taxation	Instruction	9780547082943	410-417	Chapter 14 Section 1 How Taxes Work
			Review	9780547082943	419	Chapter 14 Section 1 How Taxes Work, Section Assessment
			Instruction	9780547082943	420-426	Chapter 14 Section 2 Federal Taxes
			Review	9780547082943	427	Chapter 14 Section 2 Federal Taxes, Section Assessment
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(B) describe the role of government in the U.S. free enterprise system and the changes in that role over time	(i) describe the role of government in the U.S. free enterprise system	Instruction	9780547082943	84-88	Chapter 3 Section 3 Government and Free Enterprise
			Review	9780547082943	91	Chapter 3 Section 3 Government and Free Enterprise Section Assessment Items 6, 7
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(B) describe the role of government in the U.S. free enterprise system and the changes in that role over time	(ii) describe the changes in that role over time	Instruction	9780547082943	490-496	Chapter 16 Section 3 Monetary Policy
			Review	9780547082943	497	Chapter 16 Section 3 Monetary Policy Section Assessment, Items 3, 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	498-502	Chapter 16 Section 4 Applying Monetary and Fiscal Policy
			Review	9780547082943	503	Chapter 16 Section 4 Applying Monetary and Fiscal Policy Section Assessment, Items 8, 9
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(C) evaluate government rules and regulations in the U.S. free enterprise system	(i) evaluate government rules and regulations in the U.S. free enterprise system	Instruction	9780547082943	216-217	Chapter 7 Section 4 Regulation and Deregulation Today
			Review	9780547082943	219	Chapter 7 Section 4 Regulation and Deregulation Today, Application
			Instruction	9780547082943	228	Chapter 8 Section 1 Sole Proprietorships: Advantages and Disadvantages, Advantages
			Review	9780547082943	231	Chapter 8 Section 1 Assessment, Item 2
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(i) identify types of taxes at the local level	Instruction	9780547082943	437-438	Chapter 14 Section 4 State and Local Taxes and Spending, Local Revenue and Spending
			Review	9780547082943	439	Chapter 14 Section 4 State and Local Taxes and Spending, Section Assessment, Items 5 & 7
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(ii) identify the economic importance of [types of local taxes]	Instruction	9780547082943	437-438	Chapter 14 Section 4 State and Local Taxes and Spending, Local Revenue and Spending
			Review	9780547082943	439	Chapter 14 Section 4 State and Local Taxes and Spending, Section Assessment, Items 5 & 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(iii) identify types of taxes at the state level	Instruction	9780547082943	434-436	Chapter 14 Section 4 State and Local Taxes and Spending
			Review	9780547082943	439	Chapter 14 Section 4 State and Local Taxes and Spending, Section Assessment, Items 4, 7, &10
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(iv) identify the economic importance of [types of state taxes]	Instruction	9780547082943	434-436	Chapter 14 Section 4 State and Local Taxes and Spending
			Review	9780547082943	439	Chapter 14 Section 4 State and Local Taxes and Spending, Section Assessment, Items 4, 7, &10
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(v) identify types of taxes at the national level	Instruction	9780547082943	410-418	Chapter 14 Section 1 How Taxes Work
			Review	9780547082943	419	Chapter 14 Section 1 How Taxes Work, Section Assessment
			Instruction	9780547082943	420-426	Chapter 14 Section 2 Federal Taxes
			Review	9780547082943	427	Chapter 14 Section 2 Federal Taxes, Section Assessment
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(vi) identify the economic importance of [types of national taxes]	Instruction	9780547082943	410-418	Chapter 14 Section 1 How Taxes Work
			Review	9780547082943	419	Chapter 14 Section 1 How Taxes Work, Section Assessment



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	420-426	Chapter 14 Section 2 Federal Taxes
			Review	9780547082943	427	Chapter 14 Section 2 Federal Taxes, Section Assessment
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(B) analyze the categories of revenues and expenditures in the U.S. federal budget	(i) analyze the categories of revenues in the U.S. federal budget	Instruction	9780547082943	410-411	Chapter 14 Section 1 How Taxes Work, Government Revenue
			Review	9780547082943	419	Chapter 14 Section 1 How Taxes Work, Section Assessment, Item 2
			Instruction	9780547082943	420-426	Chapter 14 Section 1 How Taxes Work; Section 2 Federal Taxes
			Review	9780547082943	427	Chapter 14 Section 2 Federal Taxes, Section Assessment
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(B) analyze the categories of revenues and expenditures in the U.S. federal budget	(ii) analyze the categories of expenditures in the U.S. federal budget	Instruction	9780547082943	428-432	Chapter 14 Section 3 Federal Government Spending
			Review	9780547082943	433	Chapter 14 Section 3 Federal Government Spending, Section Assessment
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(C) analyze the impact of fiscal policy decisions on the economy	(i) analyze the impact of fiscal policy decisions on the economy	Instruction	9780547082943	446-452	Chapter 15 Section 1 What Is Fiscal Policy?
			Review	9780547082943	453	Chapter 15 Section 1 What Is Fiscal Policy?, Section Assessment
			Instruction	9780547082943	498-502	Chapter 16 Section 4 Applying Monetary and Fiscal Policy
			Review	9780547082943	503	Chapter 16 Section 4 Applying Monetary and Fiscal Policy, Section Assessment

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(A) explain the characteristics of sole proprietorships, partnerships, and corporations	(i) explain the characteristics of sole proprietorships	Instruction	9780547082943	226-230	Chapter 8 Section 1 Sole Proprietorships
			Review	9780547082943	231	Chapter 8 Section 1 Sole Proprietorships, Section Assessment
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(A) explain the characteristics of sole proprietorships, partnerships, and corporations	(ii) explain the characteristics of partnerships	Instruction	9780547082943	232-236	Chapter 8 Section 2 Forms of Partnerships
			Review	9780547082943	237	Chapter 8 Section 2 Forms of Partnerships, Section Assessment
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(A) explain the characteristics of sole proprietorships, partnerships, and corporations	(iii) explain the characteristics of corporations	Instruction	9780547082943	238-246	Chapter 8 Section 3 Corporations, Mergers, and Multinationals
			Review	9780547082943	247	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(i) analyze the advantages of sole proprietorships	Instruction	9780547082943	228	Chapter 8 Section 1 Sole Proprietorships, Advantages of Sole Proprietorships
			Review	9780547082943	231	Chapter 8 Section 1 Sole Proprietorships, Section Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(ii) analyze the disadvantages of sole proprietorships	Instruction	9780547082943	229	Chapter 8 Section 1 Sole Proprietorships, Disadvantages of Sole Proprietorships
			Review	9780547082943	231	Chapter 8 Section 1 Sole Proprietorships, Section Assessment, Item 3
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(iii) analyze the advantages of partnerships	Instruction	9780547082943	234-235	Chapter 8 Section 2 Forms of Partnerships, Advantages of Partnerships
			Review	9780547082943	237	Chapter 8 Section 2 Forms of Partnerships, Section Assessment, Item 2
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(iv) analyze the disadvantages of partnerships	Instruction	9780547082943	235	Chapter 8 Section 2 Forms of Partnerships, Disadvantages of Partnerships
			Review	9780547082943	237	Chapter 8 Section 2 Forms of Partnerships, Section Assessment, Item 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(v) analyze the advantages of corporations	Instruction	9780547082943	241	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Advantages of Corporations
			Review	9780547082943	247	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment, Item 2
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(vi) analyze the disadvantages of corporations	Instruction	9780547082943	241-242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Disadvantages of Corporations
			Review	9780547082943	247	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment, Item 3
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(C) analyze the economic rights and responsibilities of businesses, including those involved in starting a small business	(i) analyze the economic rights of businesses, including those involved in starting a small business	Instruction	9780547082943	35	Chapter 1 Chapter Assessment: Simulation
			Review	9780547082943	35	Chapter 1 Chapter Assessment: Simulation
			Instruction	9780547082943	242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Business Organizations: Advantages and Disadvantages
			Review	9780547082943	242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(C) analyze the economic rights and responsibilities of businesses, including those involved in starting a small business	(ii) analyze the economic responsibilities of businesses, including those involved in starting a small business	Instruction	9780547082943	35	Chapter 1 Chapter Assessment: Simulation
			Review	9780547082943	35	Chapter 1 Chapter Assessment: Simulation
			Instruction	9780547082943	242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Business Organizations: Advantages and Disadvantages
			Review	9780547082943	242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Application
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(D) explain how corporations raise money through stocks and bonds	(i) explain how corporations raise money through stocks	Instruction	9780547082943	238	Chapter Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Key Concepts
			Review	9780547082943	247	Chapter Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment, Item 1
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(D) explain how corporations raise money through stocks and bonds	(ii) explain how corporations raise money through bonds	Instruction	9780547082943	240	Chapter Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Key Concepts
			Review	9780547082943	247	Chapter Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment, Item 1
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(A) explain the functions of financial institutions and how they affect households and businesses	(i) explain the functions of financial institutions	Instruction	9780547082943	304-305	Chapter 10 Section 3 Innovations in Modern Banking, What Services Do Banks Provide?

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	311	Chapter 10 Section 3 Innovations in Modern Banking, Section Assessment, Items 7 & 8
			Instruction	9780547082943	582-585	Consumer & Personal Finance, Section 2 Credit
			Review	9780547082943	585	Consumer & Personal Finance, Section 2 Credit, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(A) explain the functions of financial institutions and how they affect households and businesses	(ii) explain how they affect households	Instruction	9780547082943	318-319	Chapter 11 Section 1 Savings and Investment, The Financial System
			Review	9780547082943	323	Chapter 11 Section 1 Savings and Investment, The Financial System, Section Assessment, Items 8, 9, &10
			Instruction	9780547082943	594-595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, How Much Aid Can I Get?
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, How Much Aid Can I Get?, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(A) explain the functions of financial institutions and how they affect households and businesses	(iii) explain how they affect businesses	Instruction	9780547082943	92-93	Chapter 3 Case Study The United States Land of Entrepreneurs
			Review	9780547082943	93	Chapter 3 Case Study The United States Land of Entrepreneurs, Thinking Economically
			Instruction	9780547082943	501	Chapter 16 Section 4 Policies to Control Inflation, Your Economic Choices
			Review	9780547082943	503	Chapter 16 Section 4 Assessment
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(B) explain how the amount of savings in an economy is the basis of capital formation	(i) explain how the amount of savings in an economy is the basis of capital formation	Instruction	9780547082943	318-322	Chapter 11 Section 1 Savings and Investment
			Review	9780547082943	323	Chapter 11 Section 1 Savings and Investment, Section Assessment

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	324-328	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547082943	329	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(C) analyze the role of interest and risk in allocating savings to its most productive use	(i) analyze the role of interest in allocating savings to its most productive use	Instruction	9780547082943	321	Chapter 11 Section 1 Savings and Investment, Math Challenge: Calculating Interest
			Review	9780547082943	323	Chapter 11 Section 1 Savings and Investment, Section Assessment, Items 8 & 9
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(C) analyze the role of interest and risk in allocating savings to its most productive use	(ii) analyze the role of risk in allocating savings to its most productive use	Instruction	9780547082943	327-328	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547082943	329	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment, Items 2, 3, 4, & 5
			Instruction	9780547082943	579	Consumer & Personal Finance, Section 1 Budgeting and Money Management, Determining Risk
			Review	9780547082943	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(i) examine the types of accounts available to consumers from financial institutions	Instruction	9780547082943	304-305	Chapter 10 Section 3 Innovations in Modern Banking, What Services Do Banks Provide?
			Review	9780547082943	311	Chapter 10 Section 3 Innovations in Modern Banking, Section Assessment, Items 7 & 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	576-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts; 1.3 Saving and Investing
			Review	9780547082943	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, Application
			Review	9780547082943	581	Consumer & Personal Finance, Section 1.3 Saving and Investing, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(ii) examine the risks of maintaining these accounts	Instruction	9780547082943	327-328	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547082943	329	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment, Items 2, 3, 4, & 5
			Instruction	9780547082943	579	Consumer & Personal Finance, Section 1 Budgeting and Money Management, Determining Risk
			Review	9780547082943	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(iii) examine the monetary costs of maintaining these accounts	Instruction	9780547082943	305–310	Chapter 10 Section 3 Innovations in Modern Banking
			Review	9780547082943	311	Chapter 10 Section 3 Innovations in Modern Banking, Section Assessment, Items 7 & 9
			Instruction	9780547082943	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, What's the Difference Between an ATM Card and a Debit Card
			Review	9780547082943	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, Application



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(iv) examine the benefits of maintaining these accounts	Instruction	9780547082943	324-328	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547082943	329	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment
			Instruction	9780547082943	576-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts; 1.3 Saving and Investing
			Review	9780547082943	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, Application
			Review	9780547082943	581	Consumer & Personal Finance, Section 1.3 Saving and Investing, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(A) assess ways to be a wise investor in the stock market and in other personal investment options	(i) assess ways to be a wise investor in the stock market	Instruction	9780547082943	580-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, How Should I Invest?
			Review	9780547082943	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(A) assess ways to be a wise investor in the stock market and in other personal investment options	(ii) assess ways to be a wise investor and in other personal investment options	Instruction	9780547082943	580-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, How Should I Invest?
			Review	9780547082943	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(B) explain how to begin a savings program	(i) explain how to begin a savings program	Instruction	9780547082943	578	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, What Are the Benefits of Savings Accounts?
			Review	9780547082943	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(C) examine investment options available in a personal retirement plan	(i) examine investment options available in a personal retirement plan	Instruction	9780547082943	580-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, How Should I Invest?
			Review	9780547082943	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(D) demonstrate how to maintain a checking account, including reconciling a bank statement	(i) demonstrate how to maintain a checking account, including reconciling a bank statement	Instruction	9780547082943	576-577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts
			Review	9780547082943	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(E) identify the types of loans available to consumers	(i) identify the types of loans available to consumers	Instruction	9780547082943	590–595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.1 Buying a Car, How Can I Finance the Purchase of a Car?, 3.2 Financing Your Education
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(F) explain the responsibilities and obligations of borrowing money	(i) explain the responsibilities of borrowing money	Instruction	9780547082943	590–595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.1 Buying a Car, How Can I Finance the Purchase of a Car?, 3.2 Financing Your Education
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(F) explain the responsibilities and obligations of borrowing money	(ii) explain the obligations of borrowing money	Instruction	9780547082943	590–595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.1 Buying a Car, How Can I Finance the Purchase of a Car?, 3.2 Financing Your Education
			Review	9780547082943	595	Consumer & Personal Finance, Section 3
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(G) develop strategies to become a low-risk borrower by improving one's personal credit score	(i) develop strategies to become a low-risk borrower by improving one's personal credit score	Instruction	9780547082943	586-587	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 2.2 Credit Reports
			Review	9780547082943	587	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 2.2 Credit Reports, Application
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(A) examine ways to avoid and eliminate credit card debt	(i) examine ways to avoid credit card debt	Instruction	9780547082943	582-585	Consumer & Personal Finance, Section 2 Credit, 2.1 Types of Credit
			Review	9780547082943	585	Consumer & Personal Finance, Section 2 Credit, 2.1 Types of Credit, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(A) examine ways to avoid and eliminate credit card debt	(ii) examine ways to eliminate credit card debt	Instruction	9780547082943	587	Consumer & Personal Finance, Section 2 Credit, 2.2 Credit Reports, How Do I Solve Credit Problems?
			Review	9780547082943	587	Consumer & Personal Finance, Section 2 Credit, 2.2 Credit Reports, Application
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(B) evaluate the costs and benefits of declaring personal bankruptcy	(i) evaluate the costs and benefits of declaring personal bankruptcy	Instruction			
			(Drop-down menu)			
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(C) evaluate the costs and benefits of buying insurance	(i) evaluate the costs and benefits of buying insurance	Instruction	9780547082943	596-597	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.3 Getting Insurance
			Review	9780547082943	597	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.3 Getting Insurance, Application
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(D) evaluate the costs and benefits of charitable giving	(i) evaluate the costs and benefits of charitable giving	Instruction	9780547082943	421	Chapter 14 Section 2 Federal Taxes, Paying Your Taxes
			Review	9780547082943	421	Chapter 14 Section 2 Federal Taxes, Paying Your Taxes

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:	(A) evaluate the costs and benefits of renting a home	(i) evaluate the costs and benefits of renting a home	Instruction	9780547082943	608-609	Consumer & Personal Finance, Section 4 Getting Out On Your Own, 4.3 Finding an Apartment
			Review	9780547082943	609	Consumer & Personal Finance, Section 4 Getting Out On Your Own, 4.3 Finding an Apartment, Application
(20) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:	(B) evaluate the costs and benefits of buying a home	(i) evaluate the costs and benefits of buying a home	Instruction	9780547082943	305	Chapter 10 Section 3 Innovations in Modern Banking, Customers Can Borrow Money
			Review	9780547082943	305	Chapter 10 Section 3 Innovations in Modern Banking, Application
(20) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:	(C) assess the financial aspects of making the transition from renting to home ownership	(i) assess the financial aspects of making the transition from renting to home ownership	Instruction			
			(Drop-down menu)			
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(A) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education	(i) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education	Instruction	9780547082943	594-595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, How Do I Apply?
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, How Do I Apply?, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:</p>	<p>(B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations</p>	<p>(i) research various scholarship opportunities</p>	Instruction	9780547082943	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
<p>(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:</p>	<p>(B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations</p>	<p>(ii) evaluate various scholarship opportunities</p>	Instruction	9780547082943	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
<p>(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:</p>	<p>(C) analyze and compare student grant options</p>	<p>(i) analyze student grant options</p>	Instruction	9780547082943	593-594	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options, How Much Aid Can I Get?
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(C) analyze and compare student grant options	(ii) compare student grant options	Instruction	9780547082943	593-594	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options, How Much Aid Can I Get?
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(D) analyze and compare student loan options, including private and federal loans	(i) analyze student loan options, including private loans	Instruction	9780547082943	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(D) analyze and compare student loan options, including private and federal loans	(ii) analyze student loan options, including federal loans	Instruction	9780547082943	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review	9780547082943	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(D) analyze and compare student loan options, including private and federal loans	(iii) compare student loan options, including private and federal loans	Instruction	9780547082943	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review		595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(E) research and evaluate various work-study program opportunities	(i) research various work-study program opportunities	Instruction	9780547082943	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review		595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(E) research and evaluate various work-study program opportunities	(ii) evaluate various work-study program opportunities	Instruction	9780547082943	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review		595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(F) investigate nontraditional methods of paying for college or postsecondary education and training	(i) investigate nontraditional methods of paying for college or postsecondary education and training	Instruction			
			(Drop-down menu)			
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(i) analyze economic information by sequencing	Instruction	9780547082943	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect
			Review	9780547082943	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect, Thinking Economically
			Review	9780547082943	246	Chapter 8 Section 3 Types of Business Organizations, Application: Create a Timeline
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ii) analyze economic information by categorizing	Instruction	9780547082943	28	Chapter 1 Section 1 The Economist's Toolbox, Economics Essentials

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	28	Chapter 1 Section 1 The Economist's Toolbox, Application: Categorizing Economic Information
			Instruction	9780547082943	301-302	Chapter 10 Section 2 The Development of U.S. Banking, Financial Institutions in the United States
			Review	9780547082943	302	Chapter 10 Section 2 The Development of U.S. Banking, Application: Categorizing Economic Information
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iii) analyze economic information by identifying cause-and-effect relationships	Instruction	9780547082943	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect
			Review	9780547082943	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect, Thinking Economically
			Instruction	9780547082943	R20	Skillbuilder Handbook 1.8 Analyzing Cause and Effect
			Review	9780547082943	R20	Skillbuilder Handbook 1.8 Analyzing Cause and Effect, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iv) analyze economic information by comparing	Instruction	9780547082943	488	Chapter 16 Case Study, Comparing the Treasury and the Fed
			Review	9780547082943	488	Chapter 16 Case Study, Comparing the Treasury and the Fed, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	R19	Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information
			Review	9780547082943	R19	Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(v) analyze economic information by contrasting	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547082943	R19	Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information
			Review	9780547082943	R19	Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vi) analyze economic information by finding the main idea	Instruction	9780547082943	4	Chapter 1 Section 1 Scarcity: The Basic Economic Problem, Taking Notes & Key Concepts
			Review	9780547082943	11	Chapter 1 Section 1 Scarcity: The Basic Economic Problem, Section Assessment, Reviewing Key Concepts
			Instruction	9780547082943	12	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Taking Notes & Key Concepts

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Reviewing Key Concepts
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vii) analyze economic information by summarizing	Instruction	9780547082943	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect
			Review	9780547082943	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect, Thinking Economically (summarize)
			Review	9780547082943	11	Chapter 1 Section 1 Scarcity: The Basic Economic Problem, Section Assessment, Reviewing Key Concepts
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(viii) analyze economic information by making generalizations and predictions	Instruction	9780547082943	268-269	Chapter 9 Section 2 Trends in Today's Labor Market, Changing Occupations
			Review	9780547082943	269	Chapter 9 Section 2 Trends in Today's Labor Market, Changing Occupations, Application: Predicting Economic Trends
			Instruction	9780547082943	R25	Skillbuilder Handbook 1.13 Predicting Economic Trends
			Review	9780547082943	R25	Skillbuilder Handbook 1.13 Predicting Economic Trends, Applying the Skill

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(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ix) analyze economic information by drawing inferences and conclusions	Instruction	9780547082943	R21	Skillbuilder Handbook 1.9 Making Inferences and Drawing Conclusions
			Review	9780547082943	R21	Skillbuilder Handbook 1.9 Making Inferences and Drawing Conclusions, Applying the Skill
			Review	9780547082943	47	Chapter 1 Section 4 Command Economies Section Assessment, Item 7, Making Inferences
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues	(i) create economic models, including production-possibilities curves, to analyze economic concepts or issues	Instruction	9780547082943	18-22	Chapter 1 Section 3 Analyzing Production Possibilities
			Review	9780547082943	23	Chapter 1 Section 3 Analyzing Production Possibilities, Section Assessment, Creating a PPC
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues	(ii) create economic models, including circular-flow charts, to analyze economic concepts or issues	Instruction	9780547082943	52-53	Chapter 2 Section 3 Market Economies, Circular Flow in Market Economies

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	57	Chapter 2 Section 3 Market Economies, Circular Flow in Market Economies, Section Assessment, Item 8, Create a Circular Flow Model
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues	(iii) create economic models, including supply-and-demand graphs, to analyze economic concepts or issues	Instruction	9780547082943	164-172	Chapter 6 Section 1 Seeking Equilibrium: Demand and Supply; Economics Skillbuilder: Interpreting Graphs: Shifting Curves
			Review	9780547082943	173	Chapter 6 Section 1 Seeking Equilibrium: Demand and Supply, Section Assessment, Economics in Practice, Create a Demand and Supply Curve
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) explain a point of view on an economic issue	(i) explain a point of view on an economic issue	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(i) analyze the validity of economic information from primary sources for bias	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(ii) analyze the validity of economic information from primary sources for propaganda	Instruction	9780547082943	114	Chapter 4 Section 2 What Factors Affect Demand?, Economics Skillbuilder: Analyzing Political Cartoons
			Review	9780547082943	114	Chapter 4 Section 2 What Factors Affect Demand?, Economics Skillbuilder: Analyzing Political Cartoons, Thinking Economically
			Instruction	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(iii) analyze the validity of economic information from primary sources for point of view	Instruction	9780547082943	114	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources

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			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	282-283	Chapter 9 Case Study Managing Change in Your Work Life
			Review	9780547082943	283	Chapter 9 Case Study Managing Change in Your Work Life, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(iv) analyze the validity of economic information from primary sources for frame of reference	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	R28	Skillbuilder Handbook 2.3 Evaluating Online Sources
			Review	9780547082943	R28	Skillbuilder Handbook 2.3 Evaluating Online Sources, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(v) analyze the validity of economic information from secondary sources for bias	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically



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(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(vi) analyze the validity of economic information from secondary sources for propaganda	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(vii) analyze the validity of economic information from secondary sources for point of view	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(viii) analyze the validity of economic information from secondary sources for frame of reference	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea

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			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(ix) evaluate the validity of economic information from primary sources for bias	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(x) evaluate the validity of economic information from primary sources for propaganda	Instruction	9780547082943	114	Chapter 4 Section 2 What Factors Affect Demand?, Economics Skillbuilder: Analyzing Political Cartoons
			Review	9780547082943	114	Chapter 4 Section 2 What Factors Affect Demand?, Economics Skillbuilder: Analyzing Political Cartoons, Thinking Economically
			Instruction	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xi) evaluate the validity of economic information from primary sources for point of view	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xii) evaluate the validity of economic information from primary sources for frame of reference	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547082943	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xiii) evaluate the validity of economic information from secondary sources for bias	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically, Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xiv) evaluate the validity of economic information from secondary sources for propaganda	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xv) evaluate the validity of economic information from secondary sources for point of view	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xvi) evaluate the validity of economic information from secondary sources for frame of reference	Instruction	9780547082943	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547082943	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547082943	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate economic data using charts, tables, graphs, and maps	(i) evaluate economic data using charts	Instruction	9780547082943	42	Chapter 2 Section 2 Command Economies, Taking Notes
			Review	9780547082943	47	Chapter 2 Section 2 Command Economies, Section Assessment, Item 6
			Instruction	9780547082943	106	Chapter 4 Section 2 What Factors Affect Demand?, Taking Notes
			Review	9780547082943	115	Chapter 4 Section 2 What Factors Affect Demand?, Section Assessment, Item 6
			Review	9780547082943	R27	Skillbuilder Handbook, Distinguishing Fact from Opinion, Make a Chart

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate economic data using charts, tables, graphs, and maps	(ii) evaluate economic data using tables	Instruction	9780547082943	356	Chapter 12 Section 1 Gross Domestic Product and Other Indicators, Economics Skillbuilder, Synthesizing Economic Data
			Review	9780547082943	356	Chapter 12 Section 1 Gross Domestic Product and Other Indicators, Economics Skillbuilder, Thinking Economically
			Instruction	9780547082943	R30	Skillbuilder Handbook 2.5 Interpreting Tables
			Review	9780547082943	R30	Skillbuilder Handbook 2.5 Interpreting Tables, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate economic data using charts, tables, graphs, and maps	(iii) evaluate economic data using graphs	Instruction	9780547082943	82	Chapter 3 Section 2 How Does Free Enterprise Allocate Resources?, Economics Skillbuilder, Interpreting Graphs
			Review	9780547082943	82	Chapter 3 Section 2 How Does Free Enterprise Allocate Resources?, Economics Skillbuilder, Thinking Economically
			Instruction	9780547082943	272	Chapter 9 Section 2 Trends in Today's Labor Market, Economics Skillbuilder, Drawing Conclusions from Graphs
			Review	9780547082943	272	Chapter 9 Section 2 Trends in Today's Labor Market, Economics Skillbuilder, Thinking Economically
			Review	9780547082943	R29	Skillbuilder Handbook 2.4 Interpreting Graphs, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate economic data using charts, tables, graphs, and maps	(iv) evaluate economic data using maps	Instruction	9780547082943	534	Chapter 17 Section 4 Modern International Institutions, Some Regional Trade Groups, Analyze Maps
			Review	9780547082943	537	Chapter 17 Section 4 Modern International Institutions, Section Assessment, Item 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	200	Chapter 7 Section 2 The Impact of Monopoly, A Global Perspective
			Review	9780547082943	200	Chapter 7 Section 2 The Impact of Monopoly, A Global Perspective, Connecting Across the Globe
			Review	9780547082943	A2-A11	Economic Atlas and Statistics, United States Maps; World Maps
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(F) use appropriate mathematical skills to interpret economic information	(i) use appropriate mathematical skills to interpret economic information	Instruction	9780547082943	60	Chapter 2 Section 4 Modern Economies in a Global Age, Math Challenge
			Review	9780547082943	60	Chapter 2 Section 4 Modern Economies in a Global Age, Math Challenge, Comparing Economies
			Instruction	9780547082943	121	Chapter 4 Section 3 What is Elasticity of Demand, Math Challenge
			Review	9780547082943	121	Chapter 4 Section 3 What is Elasticity of Demand, Math Challenge, Advanced Calculations
			Review	9780547082943	R2	Math Handbook 1.1 Working With Decimals and Percents, Applying the Skill
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) use economic-related terminology correctly	(i) use economic-related terminology correctly	Instruction	9780547082943	42	Chapter 2 Section 2 Command Economies, Key Terms
			Review	9780547082943	47	Chapter 2 Section 2 Command Economies, Section Assessment, Item 1
			Instruction	9780547082943	116	Chapter 4 Section 3 What is Elasticity of Demand, Key Terms
			Review	9780547082943	123	Chapter 4 Section 3 What is Elasticity of Demand, Section Assessment, Item 1
			Review	9780547082943	R12	Skillbuilder Handbook 1.1 Explaining an Economic Concept, Applying the Skills
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar	Instruction	9780547082943	S14-S15	Strategies for Taking Tests, Extended Response

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics
			Review	9780547082943	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling	Instruction	9780547082943	S14-S15	Strategies for Taking Tests, Extended Response
			Review	9780547082943	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics
			Review	9780547082943	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure	Instruction	9780547082943	S14-S15	Strategies for Taking Tests, Extended Response
			Review	9780547082943	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics
			Review	9780547082943	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation	Instruction	9780547082943	S14-S15	Strategies for Taking Tests, Extended Response
			Review	9780547082943	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate	Instruction	9780547082943	223	Chapter 7 Assessment, Simulation, Create Marketing Poster
			Review	9780547082943	223	Chapter 7 Assessment, Simulation, Create Marketing Poster, Challenge
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(ii) transfer information from one medium to another, including statistical to written or visual, using computer software as appropriate	Instruction	9780547082943	196	Chapter 7 Section 1 What is Perfect Competition?, Economics Skillbuilder, Creating and Interpreting Economic Models
			Review	9780547082943	196	Chapter 7 Section 1 What is Perfect Competition?, Economics Skillbuilder, Creating and Interpreting Economic Models, Thinking Economically
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of economic information	(i) create written presentations of economic information	Instruction	9780547082943	S14-S15	Strategies for Taking Tests, Extended Response
			Review	9780547082943	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of economic information	(ii) create oral presentations of economic information	Instruction	9780547082943	67	Chapter 2 Assessment, Simulation
			Review	9780547082943	67	Chapter 2 Assessment, Simulation
			Instruction	9780547082943	255	Chapter 8 Assessment, Simulation
			Review	9780547082943	255	Chapter 8 Assessment, Simulation
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of economic information	(iii) create visual presentations of economic information	Instruction	9780547082943	196	Chapter 7 Section 1 What is Perfect Competition?, Economics Skillbuilder, Creating and Interpreting Economic Models
			Review	9780547082943	196	Chapter 7 Section 1 What is Perfect Competition?, Economics Skillbuilder, Creating and Interpreting Economic Models, Thinking Economically
			Instruction	9780547082943	223	Chapter 7 Assessment, Simulation, Create Marketing Poster
			Review	9780547082943	223	Chapter 7 Assessment, Simulation, Create Marketing Poster, Challenge
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) attribute ideas and information to source materials and authors	(i) attribute ideas to source materials	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research
			Review	9780547082943	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) attribute ideas and information to source materials and authors	(ii) attribute ideas to authors	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research
			Review	9780547082943	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research, Thinking Economically
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) attribute ideas and information to source materials and authors	(iii) attribute information to source materials	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547082943	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research
			Review	9780547082943	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research, Thinking Economically
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) attribute ideas and information to source materials and authors	(iv) attribute information to authors	Instruction	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547082943	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547082943	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research
			Review	9780547082943	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research, Thinking Economically
(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	(i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	Instruction	9780547082943	568	Chapter 18 Section 3 Transition to a Market Economy, Economics Skillbuilder, Using a Decision-Making Process
			Review	9780547082943	568	Chapter 18 Section 3 Transition to a Market Economy, Economics Skillbuilder, Using a Decision-Making Process, Thinking Economically
			Instruction	9780547082943	R17	Skillbuilder Handbook 1.5 Using a Decision-Making Process
			Review	9780547082943	R17	Skillbuilder Handbook 1.5 Using a Decision-Making Process, Applying the Skills
(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	(i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	Instruction	9780547082943	568	Chapter 18 Section 3 Transition to a Market Economy, Economics Skillbuilder, Using a Decision-Making Process
			Review	9780547082943	568	Chapter 18 Section 3 Transition to a Market Economy, Economics Skillbuilder, Using a Decision-Making Process, Thinking Economically
			Instruction	9780547082943	R17	Skillbuilder Handbook 1.5 Using a Decision-Making Process

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547082943	R17	Skillbuilder Handbook 1.5 Using a Decision-Making Process, Applying the Skills



## Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material

<b>Subject</b>	<b>Chapter 118. Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits</b>
<b>Subchapter</b>	<b>Subchapter C. High School</b>
<b>Course</b>	<b>§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012.</b>
<b>Publisher</b>	<b>Houghton Mifflin Harcourt</b>
<b>Program Title</b>	<b>Holt McDougal Economics: Concepts and Choices Print Program Bundle</b>
<b>Program ISBN</b>	<b>9780544344013</b>
(a) <b>General Requirements.</b> This course will be taught in the social studies department and is recommended to be taught in Grade 12.	
(b) <b>Introduction.</b>	
(1) Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.	
(2) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	
(3) Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).	
(4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(5) As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.	

(6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(7) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

**(c) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(A) explain why scarcity and choice are basic economic problems faced by every society	(i) explain why scarcity [is a] basic economic problem faced by every society	Instruction	9780547083063	5	Chapter 1 Section 1 Scarcity: The Basic Economic Problem, Scarcity Affects Everyone
			Review	9780547083063	11	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Section Assessment Items 1, 3, 4, 7 and Economics in Action
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(A) explain why scarcity and choice are basic economic problems faced by every society	(ii) explain why choice [is a] basic economic problem faced by every society	Instruction	9780547083063	12--16	Chapter 1 Section 2 Economic choice Today: Opportunity Cost
			Review	9780547083063	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Section Assessment Items 1, 3, 4, 7 and Economics in Action



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(B) describe how societies answer the basic economic questions	(i) describe how societies answer the basic economic questions	Instruction	9780547083063	6--7	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Scarcity Leads to Three Economic Questions
			Review	9780547083063	7	Chapter 1 Section 1 Scarcity: The Basic Economic Problem: Application
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(C) describe the economic factors of production	(i) describe the economic factors of production	Instruction	9780547083063	8--9	Chapter 1 Section 1: Scarcity: The Basic Economic Problem: The Factors of Production
			Review	9780547083063	11	Chapter 1 Scarcity: The Basic Economic Problem: Section Assessment: Item 1
			Review	9780547083063	34	Chapter 1 Section 1: Scarcity: The Basic Economic Problem: Assessment: Item 2
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(D) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity	(i) interpret a production-possibilities curve	Instruction	9780547083063	18-22	Chapter 1, Section 3: Analyzing Production Possibilities
			Review	9780547083063	23	Chapter 1, Section 3: Analyzing Production Possibilities: Section Assessment: Items 1, 5 and Economics in Action
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(D) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity	(ii) explain the concept of opportunity costs	Instruction	9780547083063	12–16	Chapter 1 Section 3: Economic Choice Today: Opportunity Cost

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	17	Chapter 1 Section 2: Economic Choice Today: Opportunity Cost: Section Assessment: Items, 1, 2, 7
(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:	(D) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity	(iii) explain the concept of scarcity	Instruction	9780547083063	4--9	Chapter 1 Section 1: Scarcity: The Basic Economic Problem
			Review	9780547083063	11	Chapter 1 Section 1: Scarcity: The Basic Economic Problem: Section Assessment: Items 1, 3, 6 and Economics in Action
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	(A) understand the effect of changes in price on the quantity demanded and quantity supplied	(i) understand the effect of changes in price on the quantity demanded	Instruction	9780547083063	169	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply, Change in Demand and Equilibrium Price
			Review	9780547083063	11	Chapter 1 Section 1: Scarcity: The Basic Economic Problem: Section Assessment: Items 3, 4
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	(A) understand the effect of changes in price on the quantity demanded and quantity supplied	(ii) understand the effect of changes in price on the quantity supplied	Instruction	9780547083063	170-171	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply, Change in Supply and Equilibrium Price
			Review	9780547083063	173	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply, Section assessment Items 2, 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	(B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price	(i) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price	Instruction	9780547083063	164-171	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply
			Review	9780547083063	173	Chapter 4 Section 1 Seeking Equilibrium: Demand and Supply: Section Assessment Items 8, 9
(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	(C) interpret a supply-and-demand graph using supply-and-demand schedules	(i) interpret a supply-and-demand graph using supply-and-demand schedules	Instruction	9780547083063	98-101	Chapter 4 Section 1 What Is Supply?, Demand Schedules; Demand Curves
			Review	9780547083063	105	Chapter 4 Section 1 What Is Supply?, Section Assessment: Economics in Practice
			Instruction	9780547083063	132-135	Chapter 5 Section 1 What Is Supply?, Supply Schedules: Supply Curves
			Review	9780547083063	137	Chapter 5 Section 1 Assessment, Economics in Practice
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(A) explain the concepts of absolute and comparative advantages	(i) explain the concept of absolute advantage	Instruction	9780547083063	513	Chapter 17 Section 1 Benefits and Issues of International Trade: Absolute and Comparative Advantage
			Review	9780547083063	519	Chapter 17 Section 1 Benefits and Issues of International Trade: Section Assessment, Items 1 and Economics in Practice
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(A) explain the concepts of absolute and comparative advantages	(ii) explain the concept of comparative advantage	Instruction	9780547083063	514	Chapter 17 Section 1 Benefits and Issues of International Trade: Absolute and Comparative Advantage

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	519	Chapter 17 Section 1 Benefits and Issues of International Trade: Section Assessment, Items 1 and Economics in Practice
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(B) apply the concept of comparative advantage to explain why and how countries trade	(i) apply the concept of comparative advantage to explain why countries trade	Instruction	9780547083063	510-511	Chapter 17 Section 1 Benefits and Issues of International Trade: Resource Distribution and Specialization
			Review	9780547083063	511	Chapter 17 Section 1 Benefits and Issues of International Trade: Application; Section Assessment Item 2
			Review	9780547083063	519	Chapter 17 Section 1 Assessment Item 2
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(B) apply the concept of comparative advantage to explain why and how countries trade	(ii) apply the concept of comparative advantage to explain how countries trade	Instruction	9780547083063	510-518	Chapter 17 Section 1 Benefits and Issues of International Trade
			Review	9780547083063	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment Item 3
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(i) analyze the impact of U.S. imports on the United States	Instruction	9780547083063	516-517	Chapter 17 Section 1 Benefits and Issues of International Trade: International Trade Affects the National Economy
			Review	9780547083063	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment Item 9 & Economics in Action

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(ii) analyze the impact of U.S. imports on its trading partners	Instruction	9780547083063	518	Chapter 17 Section 1 Benefits and Issues of International Trade: The United States in the World Economy
			Review	9780547083063	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment - Economics in Action
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(iii) analyze the impact of U.S. exports on the United States	Instruction	9780547083063	516-517	Chapter 17 Section 1 Benefits and Issues of International Trade: International Trade Affects the National Economy
			Review	9780547083063	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment Item 9 & Economics in Action
(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	(C) analyze the impact of U.S. imports and exports on the United States and its trading partners	(iv) analyze the impact of U.S. exports on its trading partners	Instruction	9780547083063	516-517	Chapter 17 Section 1 Benefits and Issues of International Trade: International Trade Affects the National Economy
			Review	9780547083063	519	Chapter 17 Section 1 Benefits and Issues of International Trade Section Assessment Item 9 & Economics in Action
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(A) compare the effects of free trade and trade barriers on economic activities	(i) compare the effects of free trade and trade barriers on economic activities	Instruction	9780547083063	520-524	Chapter 17 Section 2 Trade Barriers

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	525	Chapter 17 Section 2 Trade Barriers, Section Assessment Items 4, 5
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(B) evaluate the benefits and costs of participation in international free-trade agreements	(i) evaluate the benefits of participation in international free-trade agreements	Instruction	9780547083063	532-535	Chapter 17 Section 4 Modern International Institutions, Regional and World Trade Organizations
			Review	9780547083063	537	Chapter 17 Section 4 Modern International Institutions, Section Assessment, Items 1, 4, 5, 7
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(B) evaluate the benefits and costs of participation in international free-trade agreements	(ii) evaluate the costs of participation in international free-trade agreements	Instruction	9780547083063	532-535	Chapter 17 Section 4 Modern International Institutions, Regional and World Trade Organizations
			Review	9780547083063	537	Chapter 17 Section 4 Modern International Institutions, Section Assessment, Items 1, 4, 5, 7
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(C) analyze the effects of changes in exchange rates on imports and exports	(i) analyze the effects of changes in exchange rates on imports	Instruction	9780547083063	526-527	Chapter 17 Section 3 Measuring the Value of Trade, Foreign Exchange
			Review	9780547083063	529	Chapter 17 Section 3 Measuring the Value of Trade, Application, 528
			Review	9780547083063	531	Chapter 17 Section 3 Assessment, Economics in Action
(4) Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:	(C) analyze the effects of changes in exchange rates on imports and exports	(ii) analyze the effects of changes in exchange rates on exports	Instruction	9780547083063	526-527	Chapter 17 Section 3 Measuring the Value of Trade, Foreign Exchange

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	529	Chapter 17 Section 3 Measuring the Value of Trade, Application, 528
			Review	9780547083063	531	Chapter 17 Section 3 Assessment, Economics in Action
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(i) describe the basic characteristics of economic systems, including property rights	Instruction	9780547083063	48-49	Chapter 2 Section 3 Market Economies, Fundamentals of a Market Economy
			Review	9780547083063	57	Chapter 2 Section 3 Market Economies, Section Assessment Item 1
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(ii) describe the basic characteristics of economic systems, including incentives	Instruction	9780547083063	176-177	Chapter 6 Section 2, Prices as Signals and Incentives, Prices Motivate Producers and Consumers
			Review	9780547083063	179	Chapter 6 Section 2, Prices as Signals and Incentives, Section Assessment Item 1 & Economics in Practice
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(iii) describe the basic characteristics of economic systems, including economic freedom	Instruction	9780547083063	38-39	Chapter 2 Section 2, Introduction to Economic Systems, Types of Economic Systems
			Review	9780547083063	41	Chapter 2 Section 2, Introduction to Economic Systems, Section Assessment Item 1 & Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	77	Chapter 3 Section 1 Advantages of the Free Enterprise System, Section Assessment Item 3
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(iv) describe the basic characteristics of economic systems, including competition	Instruction	9780547083063	192-195	Chapter 7 Section 1, What Is Perfect Competition?
			Review	9780547083063	196	Chapter 7 Section 1, What Is Perfect Competition? Section Assessment Items 1, 4, 5
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(A) describe the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government	(v) describe the basic characteristics of economic systems, including the role of government	Instruction	9780547083063	43	Chapter 2 Section 2 Command Economies, Socialism and Communism
			Review	9780547083063	43	Chapter 2 Section 2, Application
			Instruction	9780547083063	48-49	Section 3 Market Economies, Fundamentals of a Market Economy
			Review	9780547083063	47	Chapter 2 Section 2 Assessment Item 1
			Review	9780547083063	57	Chapter 2 Section 3 Assessment Item 2
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(B) compare the free enterprise system, socialism, and communism using the basic characteristics of economic systems	(i) compare the free enterprise system, socialism, and communism using the basic characteristics of economic systems	Instruction	9780547083063	56	Chapter 2 Section 3 Market Economies, Comparing and Contrasting Economic Systems
			Review	9780547083063	66	Chapter 2 Chapter Assessment, Items 3-6



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(i) examine current examples of free enterprise economic systems	Instruction	9780547083063	70-76	Chapter 3 Section 1 Advantages of the Free Enterprise System
			Review	9780547083063	77	Chapter 3 Section 1, Section Assessment, Economics in Practice
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(ii) examine current examples of socialist economic systems	Instruction	9780547083063	45	Chapter 2 Section 2, Command Economies, Command Economies Today
			Review	9780547083063	47	Chapter 2 Section 2, Section Assessment, Item 9
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(C) examine current examples of free enterprise, socialist, and communist economic systems	(iii) examine current examples of communist economic systems	Instruction	9780547083063	45	Chapter 2 Section 2, Command Economies, Command Economies Today
			Review	9780547083063	47	Chapter 2 Section 2, Section Assessment, Item 9
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(D) understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system	(i) understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system	Instruction	9780547083063	30	Chapter 1 Section 4 The Economist's Toolbox, Economic Pacesetter
			Review	9780547083063	57	Chapter 2, Section 3 Section Assessment Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	49	Chapter 2, Section 3 Market Economies, Limited Government Involvement
			Review	9780547083063	77	Chapter 3 Section 1 Section Assessment Item 2
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(i) analyze the importance of various economic philosophers, including Friedrich Hayek	Instruction			
			(Drop-down menu)			
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(ii) analyze [Hayek's] impact on the U.S. free enterprise system	Instruction			
			(Drop-down menu)			
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(iii) analyze the importance of various economic philosophers, including Milton Friedman	Instruction	9780547083063	76	Chapter 1 Section 1, Advantages of the Free Enterprise System, Economics Pacesetter

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	76-77	Chapter 1 Section 1, Advantages of the Free Enterprise System, Application; Section Assessment, Item 10
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(iv) analyze [Friedman's] impact on the U.S. free enterprise system	Instruction	9780547083063	76	Chapter 3 Section 1, Advantages of the Free Enterprise System, Economics Pacesetter
			Review	9780547083063	76	Chapter 3 Section 1, Advantages of the Free Enterprise System, Application
			Review	9780547083063	77	Chapter 3, Section 1 Assessment, Item 10
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(v) analyze the importance of various economic philosophers, including John Maynard Keynes	Instruction	9780547083063	454-456	Chapter 15 Section 2 Demand-Side and Supply-Side Policies, Demand-Side Economics; Economics Pacesetter
			Review	9780547083063	461	Chapter 15 Section 2 Demand-Side and Supply-Side Policies, Section Assessment - Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(vi) analyze [Keynes's] impact on the U.S. free enterprise system	Instruction	9780547083063	454-456	Chapter 15 Section 2 Demand-Side and Supply-Side Policies, Demand-Side Economics; Economics Pacesetter
			Review	9780547083063	461	Chapter 15 Section 2 Demand-Side and Supply-Side Policies, Section Assessment - Item 2
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(vii) analyze the importance of various economic philosophers, including Adam Smith	Instruction	9780547083063	30	Chapter 15 Section 4 The Economist's Toolbox; Economics Pacesetter
			Review	9780547083063	30	Chapter 15 Section 4 The Economist's Toolbox, Application
			Review	9780547083063	31	Chapter 15, Section 4 Assessment Item 6
(5) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:	(E) analyze the importance of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system	(viii) analyze [Smith's] impact on the U.S. free enterprise system	Instruction	9780547083063	30	Chapter 15 Section 4 The Economist's Toolbox; Economics Pacesetter
			Review	9780547083063	30	Chapter 15 Section 4 The Economist's Toolbox, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	369	Chapter 12 Section 3 Stimulating Economic Growth, Gauging Economic Growth
			Review	9780547083063	31	Chapter 15, Section 4 Assessment Item 6
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(i) explain the basic characteristics of the U.S. free enterprise system, including private property	Instruction	9780547083063	48-49	Chapter 2 Section 3 Market Economies, Fundamentals of a Market Economy
			Review	9780547083063	57	Chapter 2 Section 3 Market Economies, Section Assessment Item 1
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(ii) explain the basic characteristics of the U.S. free enterprise system, including incentives	Instruction	9780547083063	176-177	Chapter 6 Section 2, Prices as Signals and Incentives, Prices Motivate Producers and Consumers
			Review	9780547083063	179	Chapter 6 Section 2, Prices as Signals and Incentives, Section Assessment Item 1 & Economics in Practice
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(iii) explain the basic characteristics of the U.S. free enterprise system, including economic freedom	Instruction	9780547083063	38-39	Chapter 2 Section 2, Introduction to Economic Systems, Types of Economic Systems

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	41	Chapter 2 Section 2, Introduction to Economic Systems, Section Assessment Item 1 & Economics in Practice
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(iv) explain the basic characteristics of the U.S. free enterprise system, including competition	Instruction	9780547083063	192-195	Chapter 7 Section 1, What Is Perfect Competition?
			Review	9780547083063	196	Chapter 7 Section 1, What Is Perfect Competition? Section Assessment Items 1, 4, 5
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government	(v) explain the basic characteristics of the U.S. free enterprise system, including the limited role of government	Instruction	9780547083063	84-88	Chapter 3 Section 3 Government and Free Enterprise
			Review	9780547083063	91	Chapter 3 Section 3 Government and Free Enterprise Section Assessment Items 6, 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(i) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers	Instruction	9780547083063	49-50	Chapter 2 Section 3 Market Economies, Competition and Consumer Sovereignty
			Review	9780547083063	57	Chapter 2 Section 3 Market Economies, Section Assessment, Economics in Practice
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(ii) explain the benefits of the U.S. free enterprise system, including individual freedom of producers	Instruction	9780547083063	39	Chapter 2 Section 1 Introduction to Economic Systems, Market Economy
			Review	9780547083063	41	Chapter 2 Section 1 Introduction to Economic Systems, Section Assessment, Item 4
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(iii) explain the benefits of the U.S. free enterprise system, including variety of goods	Instruction	9780547083063	71	Chapter 3 Section 1 Advantages of the Free Enterprise System, United States

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	71	Chapter 3 Section 1 Advantages of the Free Enterprise System, United States
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(iv) explain the benefits of the U.S. free enterprise system, including responsive prices	Instruction	9780547083063	174-178	Chapter 6 Section 2 Prices as Signals and Incentives
			Review	9780547083063	179	Chapter 6 Section 2 Prices as Signals and Incentives Section Assessment Items 2, 7, 8
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(v) explain the benefits of the U.S. free enterprise system, including investment opportunities	Instruction	9780547083063	324-337	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547083063	338	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment Items 1-8



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth	(vi) explain the benefits of the U.S. free enterprise system, including the creation of wealth	Instruction	9780547083063	73	Chapter 3 Section 1 Advantages of the Free Enterprise System, How a Free Enterprise System Works
			Review	9780547083063	77	Chapter 3 Section 1 Advantages of the Free Enterprise System, Section Assessment Item 2
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(C) analyze recent changes in the basic characteristics of the U.S. economy	(i) analyze recent changes in the basic characteristics of the U.S. economy	Instruction	9780547083063	58-62	Chapter 2 Section 4 Modern Economies in a Global Age
			Review	9780547083063	63	Chapter 2 Section 4 Modern Economies in a Global Age, Section Assessment Items 2, 4, 5
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(i) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth	Instruction	9780547083063	368-373	Chapter Chapter 12 Section 3 Stimulating Economic Growth
			Review	9780547083063	375	Chapter Chapter 12 Section 3 Stimulating, Section Assessment, Item 3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(ii) analyze the costs and benefits of U.S. economic policies related to the economic goals of stability	Instruction	9780547083063	447	Chapter Chapter 15 Section 1 What Is Fiscal Policy? Automatic Stabilizers
			Review	9780547083063	453	Chapter Chapter 15 Section 1 What Is Fiscal Policy? Section Assessment, Item 2
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(iii) analyze the costs and benefits of U.S. economic policies related to the economic goals of full employment	Instruction	9780547083063	383	Chapter 13 Section 1 Unemployment in Today's Economy, Full Employment
			Review	9780547083063	387	Chapter 13 Section 1 Unemployment in Today's Economy, Item 5
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(iv) analyze the costs and benefits of U.S. economic policies related to the economic goals of freedom	Instruction	9780547083063	38-39	Chapter 2 Section 2, Introduction to Economic Systems, Types of Economic Systems
			Review	9780547083063	41	Chapter 2 Section 2, Introduction to Economic Systems, Section Assessment Item 1 & Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	77	Chapter 3 Section 1 Advantages of the Free Enterprise System, Section Assessment Item 3
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(v) analyze the costs and benefits of U.S. economic policies related to the economic goals of security	Instruction	9780547083063	388-393	Chapter 13 Section 2 Poverty and Income Distribution
			Review	9780547083063	395	Chapter 13 Section 2 Poverty and Income Distribution Section Assessment, Items 1-4
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(vi) analyze the costs and benefits of U.S. economic policies related to the economic goals of equity (equal opportunity versus equal outcome)	Instruction	9780547083063	388-393	Chapter 13 Section 2 Poverty and Income Distribution
			Review	9780547083063	395	Chapter 13 Section 2 Poverty and Income Distribution Section Assessment, Items 1-4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:	(D) analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency	(vii) analyze the costs and benefits of U.S. economic policies related to the economic goals of efficiency	Instruction	9780547083063	142-143	Chapter 5 Section 2 What Are the Costs of Production? Earning the Highest Profit
			Review	9780547083063	143	Chapter 5 Section 2 What Are the Costs of Production? Application
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(i) analyze the costs and benefits of the purchase of personal property	Instruction	9780547083063	12–13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Making Choices
			Review	9780547083063	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost Section Assessment
			Instruction	9780547083063	48-50	Chapter 2 Section 3: Market Economies, Fundamental of a Market Economy, Key Concepts; Quick Reference (consumer sovereignty)
			Review	9780547083063	57	Chapter 2 Section 3 Market Economies, Section Assessment, Item 1
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(ii) analyze the costs and benefits of the use of personal property	Instruction	9780547083063	12–13	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Making Choices
			Review	9780547083063	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost Section Assessment
			Instruction	9780547083063	48-50	Chapter 2 Section 3: Market Economies, Fundamental of a Market Economy, Key Concepts; Quick Reference (consumer sovereignty)

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	57	Chapter 2 Section 3 Market Economies, Section Assessment, Item 1
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(iii) analyze the costs and benefits of the disposal of personal property	Instruction			
			(Drop-down menu)			
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(iv) analyze the costs and benefits of the purchase of business property	Instruction	9780547083063	8–9	Chapter 1 Section 1 The Factors of Production
			Review	9780547083063	35	Chapter 1 Assessment Simulation: Start a Business
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(v) analyze the costs and benefits of the use of business property	Instruction	9780547083063	8–9	Chapter 1 Section 1 The Factors of Production
			Review	9780547083063	35	Chapter 1 Assessment Simulation: Start a Business
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property	(vi) analyze the costs and benefits of the disposal of business property	Instruction			
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(i) identify examples of restrictions that the government places on the use of business property	Instruction	9780547083063	92-93	Chapter 3 Case Study The United States: Land of Entrepreneurs
			Review	9780547083063	93	Chapter 3 Case Study The United States: Land of Entrepreneurs, Thinking Economically
			Instruction	9780547083063	216-217	Chapter 7 Section 4 Regulation and Deregulation Today, Ensuring a Level Playing Field, Protecting Consumers
			Review	9780547083063	218	Chapter 7 Section 4 Regulation and Deregulation Today, Application
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(ii) evaluate examples of restrictions that the government places on the use of business property	Instruction	9780547083063	92-93	Chapter 3 Case Study The United States: Land of Entrepreneurs
			Review	9780547083063	93	Chapter 3 Case Study The United States: Land of Entrepreneurs, Thinking Economically
			Instruction	9780547083063	216-217	Chapter 7 Section 4 Regulation and Deregulation Today, Ensuring a Level Playing Field, Protecting Consumers
			Review	9780547083063	218	Chapter 7 Section 4 Regulation and Deregulation Today, Application
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(iii) identify examples of restrictions that the government places on the use of individual property	Instruction			
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:	(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property	(iv) evaluate examples of restrictions that the government places on the use of individual property	Instruction			
			(Drop-down menu)			
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model	(i) interpret the roles of resource owners in a circular-flow model of the economy	Instruction	9780547083063	52-53	Chapter 2 Section 3 Market Economies - Circular Flow in Market Economies
			Review	9780547083063	53	Chapter 2 Section 3 Market Economies Application
			Review	9780547083063	57	Chapter 2 Section 3 Assessment Item 8
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model	(ii) interpret the roles of firms in a circular-flow model of the economy	Instruction	9780547083063	52-53	Chapter 2 Section 3 Market Economies - Circular Flow in Market Economies
			Review	9780547083063	53	Chapter 2 Section 3 Market Economies Application
			Review	9780547083063	57	Chapter 2 Section 3 Assessment Item 8
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model	(iii) provide real-world examples to illustrate elements of the [circular-flow] model	Instruction	9780547083063	52-53	Chapter 2 Section 3 Market Economies - Circular Flow in Market Economies

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	53	Chapter 2 Section 3 Market Economies Application
			Review	9780547083063	57	Chapter 2 Section 3 Assessment Item 8
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(B) explain how government actions affect the circular-flow model	(i) explain how government actions affect the circular-flow model	Instruction	9780547083063	80-81	Chapter 3, Section 2 How Does Free Enterprise Allocate Resources? - Government in the U.S. Economy
			Review	9780547083063	81	Chapter 3, Section 2 How Does Free Enterprise Allocate Resources? Application
			Review	9780547083063	83	Chapter 3 Section 2 Assessment Item 4
(8) Economics. The student understands the circular-flow model of the economy. The student is expected to:	(C) explain how the circular-flow model is affected by the rest of the world	(i) explain how the circular-flow model is affected by the rest of the world	Instruction	9780547083063	80-81	Chapter 3, Section 2 How Does Free Enterprise Allocate Resources? - Government in the U.S. Economy
			Review	9780547083063	81	Chapter 3, Section 2 How Does Free Enterprise Allocate Resources? Application
			Review	9780547083063	83	Chapter 3 Section 2 Assessment Item 4
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(i) describe characteristics of pure competition	Instruction	9780547083063	192-194	Chapter 7 Section 1 What Is Perfect Competition?, The Characteristics of Perfect Competition
			Review	9780547083063	197	Chapter 7 Section 1, Section Assessment Item 1 & Economics in Practice



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(ii) give examples of pure competition	Instruction	9780547083063	195	Chapter 7 Section 1 What Is Perfect Competition?, Competition in the Real World
			Review		197	Chapter 7 Section 1, Section Assessment Economics in Practice
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(iii) describe characteristics of monopolistic competition	Instruction	9780547083063	206-208	Chapter 7 Section 3 Other Market Structures, Characteristics of Monopolistic Competition
			Review		213	Chapter 7 Section 3 Other Market Structures, Section Assessment Items 4, 5
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(iv) give examples of monopolistic competition	Instruction	9780547083063	211	Chapter 7 Section 3 Other Market Structures, Comparing Market Structures
			Review		213	Chapter 7 Section 3 section Assessment - Economics in Practice
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(v) describe characteristics of oligopoly	Instruction	9780547083063	209-210	Chapter 7 Section 3 Other Market Structures, Characteristics of an Oligopoly

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	213	Chapter 7 Section 3 Other Market Structures, Section Assessment Item 1
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(vi) give examples of oligopoly	Instruction	9780547083063	211	Chapter 7 Section 3 Other Market Structures, Comparing Market Structures
			Review	9780547083063	213	Chapter 7 Section 3 section Assessment - Economics in Practice
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(vii) describe characteristics of monopoly	Instruction	9780547083063	198-199	Chapter 7 Section 2 The Impact of Monopoly, Characteristics of a Monopoly
			Review	9780547083063	205	Chapter 7 Section 2 The Impact of Monopoly, Section Assessment Item 1
(9) Economics. The student understands types of market structures. The student is expected to:	(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly	(viii) give examples of monopoly	Instruction	9780547083063	200-203	Chapter 7 Section 2 The Impact of Monopoly, Types of Monopoly
			Review	9780547083063	205	Chapter 7 Section 2 The Impact of Monopoly, Section Assessment - Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(i) identify ordinances and regulations that apply to the establishment of various types of businesses	Instruction	9780547083063	92-93	Chapter 3 Case Study The United States: Land of Entrepreneurs
			Review	9780547083063	93	Chapter 3 Case Study The United States: Land of Entrepreneurs, Thinking Economically
			Instruction	9780547083063	216-217	Chapter 7 Section 4 Regulation and Deregulation Today, Ensuring a Level Playing Field, Protecting Consumers
			Review	9780547083063	218	Chapter 7 Section 4 Regulation and Deregulation Today, Application
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(ii) identify ordinances and regulations that apply to the operation of various types of businesses	Instruction	9780547083063	214-218	Chapter 7 Section 4 Regulation and Deregulation Today
			Review	9780547083063	219	Chapter 7 Section 4 Regulation and Deregulation Today, Section Assessment
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(iii) evaluate ordinances and regulations that apply to the establishment of various types of businesses	Instruction	9780547083063	92-93	Chapter 3 Case Study The United States: Land of Entrepreneurs
			Review	9780547083063	93	Chapter 3 Case Study The United States: Land of Entrepreneurs, Thinking Economically
			Instruction	9780547083063	228	Chapter 8 Section 1 Sole Proprietorships: Advantages and Disadvantages, Advantages
			Review	9780547083063	231	Chapter 8 Section 1 Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Economics. The student understands types of market structures. The student is expected to:	(B) identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses	(iv) evaluate ordinances and regulations that apply to the operation of various types of businesses	Instruction	9780547083063	214	Chapter 7 Section 4 Regulation and Deregulation Today
			Review	9780547083063	219	Chapter 7 Section 4 Regulation and Deregulation Today, Section Assessment
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(i) interpret economic data, including unemployment rate	Instruction	9780547083063	382-387	Chapter 13 Section 1 Unemployment in Today's Economy
			Review	9780547083063	386	Chapter 13 Section 1 Unemployment in Today's Economy Analyze Graphs
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(ii) interpret economic data, including gross domestic product	Instruction	9780547083063	350-357	Chapter 12 Section 1 Gross Domestic Product and Other Indicators
			Review	9780547083063	356	Chapter 12 Section 1 Gross Domestic Product and Other Indicators Synthesizing Economic Data Items 1-3

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(iii) interpret economic data, including gross domestic product per capital as a measure of national wealth	Instruction	9780547083063	350-352	Chapter 12 Section 1 Gross Domestic Product and Other Indicators, What Is GDP
			Review	9780547083063	352	Chapter 12 Section 1 Gross Domestic Product and Other Indicators, Analyze Graphs Items 1-3
(10) Economics. The student understands key economic measurements. The student is expected to:	(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation	(iv) interpret economic data, including rate of inflation	Instruction	9780547083063	396-402	Chapter 13 Section 3 Causes and Consequences of Inflation
			Review	9780547083063	403	Chapter 13 Section 3 Causes and Consequences of Inflation Section Assessment Economics in Practice
(10) Economics. The student understands key economic measurements. The student is expected to:	(B) analyze business cycles using key economic indicators	(i) analyze business cycles using key economic indicators	Instruction	9780547083063	358-366	Chapter 12 Section 2 Business Cycles
			Review	9780547083063	367	Chapter 12 Section 2 Business Cycles Section Assessment Economics in Practice

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Economics. The student understands key components of economic growth. The student is expected to:	(A) analyze how productivity relates to growth	(i) analyze how productivity relates to growth	Instruction	9780547083063	372-373	Chapter 12 Section 3 Stimulating Economic Growth, Productivity and Economic Growth
			Review	9780547083063	373	Chapter 12 Section 3 Stimulating Economic Growth, Productivity and Economic Growth, Application
(11) Economics. The student understands key components of economic growth. The student is expected to:	(B) analyze how technology relates to growth	(i) analyze how technology relates to growth	Instruction	9780547083063	371	Chapter 12 Section 3 Stimulating Economic Growth, Technology and Innovation
			Review	9780547083063	371	Chapter 12 Section 3 Stimulating Economic Growth, Application
(11) Economics. The student understands key components of economic growth. The student is expected to:	(C) analyze how trade relates to growth	(i) analyze how trade relates to growth	Instruction	9780547083063	510-518	Chapter 17 Section 1 Benefits and Issues of International Trade
			Review	9780547083063	519	Chapter 17 Section 1 Benefits and Issues of International Trade, Section Assessment, Items 2-4
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(A) describe the functions of money	(i) describe the functions of money	Instruction	9780547083063	288-294	Chapter 10 Section 1 Money: Its Functions and Properties
			Review	9780547083063	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment
			Instruction	9780547083063	486-487	Chapter 16 Section 2 Functions of the Federal Reserve, Factors Affecting Demand for Money

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	489	Chapter 16 Section 2 Functions of the Federal Reserve, Section Assessment, Critical Thinking
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(i) describe the characteristics of money, including commodity money	Instruction	9780547083063	291	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547083063	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Item 1
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(ii) describe the characteristics of money, including fiat money	Instruction	9780547083063	291	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547083063	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Item 5
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(B) describe the characteristics of money, including commodity money, fiat money, and representative money	(iii) describe the characteristics of money, including representative money	Instruction	9780547083063	291	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547083063	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(i) examine the positive and negative aspects of barter	Instruction	9780547083063	288	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547083063	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Item 2
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(ii) examine the positive and negative aspects of currency	Instruction	9780547083063	293	Chapter 10 Section 1 Money: Its Functions and Properties, Types of Money
			Review	9780547083063	295	Chapter 10 Section 1 Money: Its Functions and Properties, Section Assessment, Economics in Practice
			Instruction	9780547083063	475	Chapter 16 Section 1 The Federal Reserve System, Duties of the Fed
			Review	9780547083063	479	Chapter 16 Section 1 The Federal Reserve System, Duties of the Fed, Section Assessment, Item 1
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(iii) examine the positive and negative aspects of credit cards	Instruction	9780547083063	309	Chapter 10 Section 3 Technology and Banking, Your Economic Choices
			Review	9780547083063	311	Chapter 10 Section 3 Technology and Banking, Section Assessment, Item 9
			Instruction	9780547083063	584-587	Consumer and Personal Finance, Section 2 Types of Credit
			Review	9780547083063	587	Consumer and Personal Finance, Section 2 Types of Credit, Application
(12) Economics. The student understands the role of money in an economy. The student is expected to:	(C) examine the positive and negative aspects of barter, currency, credit cards, and debit cards	(iv) examine the positive aspects and negative aspects of debit cards	Instruction	9780547083063	308-309	Chapter 10 Section 3 Technology and Banking, Key Concepts & Debit Cards
			Review	9780547083063	311	Chapter 10 Section 3 Technology and Banking, Section Assessment, Item 1



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	585	Consumer and Personal Finance, Section 2 Types of Credit, How is a Credit Card Different from a Debit Card?
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(A) explain the structure of the Federal Reserve System	(i) explain the structure of the Federal Reserve System	Instruction	9780547083063	474-478	Chapter 16 Section 1 The Federal Reserve System
			Review	9780547083063	479	Chapter 16 Section 1 The Federal Reserve System, Section Assessment
			Instruction	9780547083063	480-485	Chapter 16 Section 2 Functions of the Federal Reserve
			Review	9780547083063	489	Chapter 16 Section 2 Functions of the Federal Reserve, Section Assessment
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations	(i) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements	Instruction	9780547083063	484-485	Chapter 16 Section 2 Functions of the Federal Reserve, Creating Money
			Review	9780547083063	489	Chapter 16 Section 2 Functions of the Federal Reserve, Section Assessment, Item 3
			Instruction	9780547083063	491	Chapter 16 Section 3 Monetary Policy, Adjusting the Reserve Requirement
			Review	9780547083063	491	Chapter 16 Section 3 Monetary Policy, Application
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations	(ii) analyze the three basic tools used to implement U.S. monetary policy, including the discount rate and the federal funds rate target	Instruction	9780547083063	490–491	Chapter 16 Section 3 Monetary Policy, The Fed's Monetary Tools

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	497	Chapter 16 Section 3 Monetary Policy Section Assessment, Item 8
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations	(iii) analyze the three basic tools used to implement U.S. monetary policy, including open-market operations	Instruction	9780547083063	490-493	Chapter 16 Section 3 Monetary Policy, The Fed's Monetary Tools & Approaches to Monetary Policy
			Review	9780547083063	497	Chapter 16 Section 3 Monetary Policy Section Assessment, Item 4
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(C) explain how the actions of the Federal Reserve System affect the nation's money supply	(i) explain how the actions of the Federal Reserve System affect the nation's money supply	Instruction	9780547083063	485-487	Chapter 16 Section 2 Functions of the Federal Reserve, Creating Money & Factors Affecting Demand for Money
			Review	9780547083063	489	Chapter 16 Section 2 Functions of the Federal Reserve, Section Assessment, Economics in Practice
(13) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	(D) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard	(i) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard	Instruction	9780547083063	299	Chapter 10 Section 2 The Development of U.S. Banking, The Struggle for Stability
			Review	9780547083063	303	Chapter 10 Section 2 The Development of U.S. Banking Section Assessment, Item 2
			Instruction	9780547083063	526-527	Chapter 17 Section 3 Measuring the Value of Money, Foreign Exchange

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(A) identify economic concepts in the U.S. Constitution, including property rights and taxation	(i) identify economic concepts in the U.S. Constitution, including property rights	Instruction	9780547083063	48-49	Chapter 2 Section 3 Market Economies, Fundamentals of a Market Economy
			Review	9780547083063	57	Chapter 2 Section 3 Market Economies, Section Assessment Item 1
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(A) identify economic concepts in the U.S. Constitution, including property rights and taxation	(ii) identify economic concepts in the U.S. Constitution, including taxation	Instruction	9780547083063	410-417	Chapter 14 Section 1 How Taxes Work
			Review	9780547083063	419	Chapter 14 Section 1 How Taxes Work, Section Assessment
			Instruction	9780547083063	420-426	Chapter 14 Section 2 Federal Taxes
			Review	9780547083063	427	Chapter 14 Section 2 Federal Taxes, Section Assessment
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(B) describe the role of government in the U.S. free enterprise system and the changes in that role over time	(i) describe the role of government in the U.S. free enterprise system	Instruction	9780547083063	84-88	Chapter 3 Section 3 Government and Free Enterprise
			Review	9780547083063	91	Chapter 3 Section 3 Government and Free Enterprise Section Assessment Items 6, 7
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(B) describe the role of government in the U.S. free enterprise system and the changes in that role over time	(ii) describe the changes in that role over time	Instruction	9780547083063	490-496	Chapter 16 Section 3 Monetary Policy
			Review	9780547083063	497	Chapter 16 Section 3 Monetary Policy Section Assessment, Items 3, 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	498-502	Chapter 16 Section 4 Applying Monetary and Fiscal Policy
			Review	9780547083063	503	Chapter 16 Section 4 Applying Monetary and Fiscal Policy Section Assessment, Items 8, 9
(14) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	(C) evaluate government rules and regulations in the U.S. free enterprise system	(i) evaluate government rules and regulations in the U.S. free enterprise system	Instruction	9780547083063	216-217	Chapter 7 Section 4 Regulation and Deregulation Today
			Review	9780547083063	219	Chapter 7 Section 4 Regulation and Deregulation Today, Application
			Instruction	9780547083063	228	Chapter 8 Section 1 Sole Proprietorships: Advantages and Disadvantages, Advantages
			Review	9780547083063	231	Chapter 8 Section 1 Assessment, Item 2
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(i) identify types of taxes at the local level	Instruction	9780547083063	437-438	Chapter 14 Section 4 State and Local Taxes and Spending, Local Revenue and Spending
			Review	9780547083063	439	Chapter 14 Section 4 State and Local Taxes and Spending, Section Assessment, Items 5 & 7
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(ii) identify the economic importance of [types of local taxes]	Instruction	9780547083063	437-438	Chapter 14 Section 4 State and Local Taxes and Spending, Local Revenue and Spending
			Review	9780547083063	439	Chapter 14 Section 4 State and Local Taxes and Spending, Section Assessment, Items 5 & 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(iii) identify types of taxes at the state level	Instruction	9780547083063	434-436	Chapter 14 Section 4 State and Local Taxes and Spending
			Review	9780547083063	439	Chapter 14 Section 4 State and Local Taxes and Spending, Section Assessment, Items 4, 7, &10
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(iv) identify the economic importance of [types of state taxes]	Instruction	9780547083063	434-436	Chapter 14 Section 4 State and Local Taxes and Spending
			Review	9780547083063	439	Chapter 14 Section 4 State and Local Taxes and Spending, Section Assessment, Items 4, 7, &10
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(v) identify types of taxes at the national level	Instruction	9780547083063	410-418	Chapter 14 Section 1 How Taxes Work
			Review	9780547083063	419	Chapter 14 Section 1 How Taxes Work, Section Assessment
			Instruction	9780547083063	420-426	Chapter 14 Section 2 Federal Taxes
			Review	9780547083063	427	Chapter 14 Section 2 Federal Taxes, Section Assessment
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(A) identify types of taxes at the local, state, and national levels and the economic importance of each	(vi) identify the economic importance of [types of national taxes]	Instruction	9780547083063	410-418	Chapter 14 Section 1 How Taxes Work
			Review	9780547083063	419	Chapter 14 Section 1 How Taxes Work, Section Assessment

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	420-426	Chapter 14 Section 2 Federal Taxes
			Review	9780547083063	427	Chapter 14 Section 2 Federal Taxes, Section Assessment
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(B) analyze the categories of revenues and expenditures in the U.S. federal budget	(i) analyze the categories of revenues in the U.S. federal budget	Instruction	9780547083063	410-411	Chapter 14 Section 1 How Taxes Work, Government Revenue
			Review	9780547083063	419	Chapter 14 Section 1 How Taxes Work, Section Assessment, Item 2
			Instruction	9780547083063	420-426	Chapter 14 Section 1 How Taxes Work; Section 2 Federal Taxes
			Review	9780547083063	427	Chapter 14 Section 2 Federal Taxes, Section Assessment
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(B) analyze the categories of revenues and expenditures in the U.S. federal budget	(ii) analyze the categories of expenditures in the U.S. federal budget	Instruction	9780547083063	428-432	Chapter 14 Section 3 Federal Government Spending
			Review	9780547083063	433	Chapter 14 Section 3 Federal Government Spending, Section Assessment
(15) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	(C) analyze the impact of fiscal policy decisions on the economy	(i) analyze the impact of fiscal policy decisions on the economy	Instruction	9780547083063	446-452	Chapter 15 Section 1 What Is Fiscal Policy?
			Review	9780547083063	453	Chapter 15 Section 1 What Is Fiscal Policy?, Section Assessment
			Instruction	9780547083063	498-502	Chapter 16 Section 4 Applying Monetary and Fiscal Policy
			Review	9780547083063	503	Chapter 16 Section 4 Applying Monetary and Fiscal Policy, Section Assessment

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(A) explain the characteristics of sole proprietorships, partnerships, and corporations	(i) explain the characteristics of sole proprietorships	Instruction	9780547083063	226-230	Chapter 8 Section 1 Sole Proprietorships
			Review	9780547083063	231	Chapter 8 Section 1 Sole Proprietorships, Section Assessment
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(A) explain the characteristics of sole proprietorships, partnerships, and corporations	(ii) explain the characteristics of partnerships	Instruction	9780547083063	232-236	Chapter 8 Section 2 Forms of Partnerships
			Review	9780547083063	237	Chapter 8 Section 2 Forms of Partnerships, Section Assessment
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(A) explain the characteristics of sole proprietorships, partnerships, and corporations	(iii) explain the characteristics of corporations	Instruction	9780547083063	238-246	Chapter 8 Section 3 Corporations, Mergers, and Multinationals
			Review	9780547083063	247	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(i) analyze the advantages of sole proprietorships	Instruction	9780547083063	228	Chapter 8 Section 1 Sole Proprietorships, Advantages of Sole Proprietorships
			Review	9780547083063	231	Chapter 8 Section 1 Sole Proprietorships, Section Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(ii) analyze the disadvantages of sole proprietorships	Instruction	9780547083063	229	Chapter 8 Section 1 Sole Proprietorships, Disadvantages of Sole Proprietorships
			Review	9780547083063	231	Chapter 8 Section 1 Sole Proprietorships, Section Assessment, Item 3
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(iii) analyze the advantages of partnerships	Instruction	9780547083063	234-235	Chapter 8 Section 2 Forms of Partnerships, Advantages of Partnerships
			Review	9780547083063	237	Chapter 8 Section 2 Forms of Partnerships, Section Assessment, Item 2
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(iv) analyze the disadvantages of partnerships	Instruction	9780547083063	235	Chapter 8 Section 2 Forms of Partnerships, Disadvantages of Partnerships
			Review	9780547083063	237	Chapter 8 Section 2 Forms of Partnerships, Section Assessment, Item 3



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(v) analyze the advantages of corporations	Instruction	9780547083063	241	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Advantages of Corporations
			Review	9780547083063	247	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment, Item 2
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations	(vi) analyze the disadvantages of corporations	Instruction	9780547083063	241-242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Disadvantages of Corporations
			Review	9780547083063	247	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment, Item 3
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(C) analyze the economic rights and responsibilities of businesses, including those involved in starting a small business	(i) analyze the economic rights of businesses, including those involved in starting a small business	Instruction	9780547083063	35	Chapter 1 Chapter Assessment: Simulation
			Review	9780547083063	35	Chapter 1 Chapter Assessment: Simulation
			Instruction	9780547083063	242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Business Organizations: Advantages and Disadvantages
			Review	9780547083063	242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(C) analyze the economic rights and responsibilities of businesses, including those involved in starting a small business	(ii) analyze the economic responsibilities of businesses, including those involved in starting a small business	Instruction	9780547083063	35	Chapter 1 Chapter Assessment: Simulation
			Review	9780547083063	35	Chapter 1 Chapter Assessment: Simulation
			Instruction	9780547083063	242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Business Organizations: Advantages and Disadvantages
			Review	9780547083063	242	Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Application
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(D) explain how corporations raise money through stocks and bonds	(i) explain how corporations raise money through stocks	Instruction	9780547083063	238	Chapter Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Key Concepts
			Review	9780547083063	247	Chapter Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment, Item 1
(16) Personal financial literacy. The student understands types of business ownership. The student is expected to:	(D) explain how corporations raise money through stocks and bonds	(ii) explain how corporations raise money through bonds	Instruction	9780547083063	240	Chapter Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Key Concepts
			Review	9780547083063	247	Chapter Chapter 8 Section 3 Corporations, Mergers, and Multinationals, Section Assessment, Item 1
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(A) explain the functions of financial institutions and how they affect households and businesses	(i) explain the functions of financial institutions	Instruction	9780547083063	304-305	Chapter 10 Section 3 Innovations in Modern Banking, What Services Do Banks Provide?

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	311	Chapter 10 Section 3 Innovations in Modern Banking, Section Assessment, Items 7 & 8
			Instruction	9780547083063	582-585	Consumer & Personal Finance, Section 2 Credit
			Review	9780547083063	585	Consumer & Personal Finance, Section 2 Credit, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(A) explain the functions of financial institutions and how they affect households and businesses	(ii) explain how they affect households	Instruction	9780547083063	318-319	Chapter 11 Section 1 Savings and Investment, The Financial System
			Review	9780547083063	323	Chapter 11 Section 1 Savings and Investment, The Financial System, Section Assessment, Items 8, 9, &10
			Instruction	9780547083063	594-595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, How Much Aid Can I Get?
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, How Much Aid Can I Get?, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(A) explain the functions of financial institutions and how they affect households and businesses	(iii) explain how they affect businesses	Instruction	9780547083063	92-93	Chapter 3 Case Study The United States Land of Entrepreneurs
			Review	9780547083063	93	Chapter 3 Case Study The United States Land of Entrepreneurs, Thinking Economically
			Instruction	9780547083063	501	Chapter 16 Section 4 Policies to Control Inflation, Your Economic Choices
			Review	9780547083063	503	Chapter 16 Section 4 Assessment
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(B) explain how the amount of savings in an economy is the basis of capital formation	(i) explain how the amount of savings in an economy is the basis of capital formation	Instruction	9780547083063	318-322	Chapter 11 Section 1 Savings and Investment
			Review	9780547083063	323	Chapter 11 Section 1 Savings and Investment, Section Assessment

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	324-328	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547083063	329	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(C) analyze the role of interest and risk in allocating savings to its most productive use	(i) analyze the role of interest in allocating savings to its most productive use	Instruction	9780547083063	321	Chapter 11 Section 1 Savings and Investment, Math Challenge: Calculating Interest
			Review	9780547083063	323	Chapter 11 Section 1 Savings and Investment, Section Assessment, Items 8 & 9
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(C) analyze the role of interest and risk in allocating savings to its most productive use	(ii) analyze the role of risk in allocating savings to its most productive use	Instruction	9780547083063	327-328	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547083063	329	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment, Items 2, 3, 4, & 5
			Instruction	9780547083063	579	Consumer & Personal Finance, Section 1 Budgeting and Money Management, Determining Risk
			Review	9780547083063	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(i) examine the types of accounts available to consumers from financial institutions	Instruction	9780547083063	304-305	Chapter 10 Section 3 Innovations in Modern Banking, What Services Do Banks Provide?
			Review	9780547083063	311	Chapter 10 Section 3 Innovations in Modern Banking, Section Assessment, Items 7 & 8

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	576-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts; 1.3 Saving and Investing
			Review	9780547083063	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, Application
			Review	9780547083063	581	Consumer & Personal Finance, Section 1.3 Saving and Investing, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(ii) examine the risks of maintaining these accounts	Instruction	9780547083063	327-328	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547083063	329	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment, Items 2, 3, 4, & 5
			Instruction	9780547083063	579	Consumer & Personal Finance, Section 1 Budgeting and Money Management, Determining Risk
			Review	9780547083063	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, Application
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(iii) examine the monetary costs of maintaining these accounts	Instruction	9780547083063	305–310	Chapter 10 Section 3 Innovations in Modern Banking
			Review	9780547083063	311	Chapter 10 Section 3 Innovations in Modern Banking, Section Assessment, Items 7 & 9
			Instruction	9780547083063	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, What's the Difference Between an ATM Card and a Debit Card
			Review	9780547083063	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(17) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	(D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts	(iv) examine the benefits of maintaining these accounts	Instruction	9780547083063	324-328	Chapter 11 Section 2 Investing in a Market Economy
			Review	9780547083063	329	Chapter 11 Section 2 Investing in a Market Economy, Section Assessment
			Instruction	9780547083063	576-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts; 1.3 Saving and Investing
			Review	9780547083063	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, Application
			Review	9780547083063	581	Consumer & Personal Finance, Section 1.3 Saving and Investing, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(A) assess ways to be a wise investor in the stock market and in other personal investment options	(i) assess ways to be a wise investor in the stock market	Instruction	9780547083063	580-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, How Should I Invest?
			Review	9780547083063	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(A) assess ways to be a wise investor in the stock market and in other personal investment options	(ii) assess ways to be a wise investor and in other personal investment options	Instruction	9780547083063	580-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, How Should I Invest?
			Review	9780547083063	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(B) explain how to begin a savings program	(i) explain how to begin a savings program	Instruction	9780547083063	578	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, What Are the Benefits of Savings Accounts?
			Review	9780547083063	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(C) examine investment options available in a personal retirement plan	(i) examine investment options available in a personal retirement plan	Instruction	9780547083063	580-581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, How Should I Invest?
			Review	9780547083063	581	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.3 Saving and Investing, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(D) demonstrate how to maintain a checking account, including reconciling a bank statement	(i) demonstrate how to maintain a checking account, including reconciling a bank statement	Instruction	9780547083063	576-577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts
			Review	9780547083063	577	Consumer & Personal Finance, Section 1 Budgeting and Money Management, 1.2 Checking Accounts, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(E) identify the types of loans available to consumers	(i) identify the types of loans available to consumers	Instruction	9780547083063	590–595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.1 Buying a Car, How Can I Finance the Purchase of a Car?, 3.2 Financing Your Education
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(F) explain the responsibilities and obligations of borrowing money	(i) explain the responsibilities of borrowing money	Instruction	9780547083063	590–595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.1 Buying a Car, How Can I Finance the Purchase of a Car?, 3.2 Financing Your Education
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(F) explain the responsibilities and obligations of borrowing money	(ii) explain the obligations of borrowing money	Instruction	9780547083063	590–595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.1 Buying a Car, How Can I Finance the Purchase of a Car?, 3.2 Financing Your Education
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(18) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	(G) develop strategies to become a low-risk borrower by improving one's personal credit score	(i) develop strategies to become a low-risk borrower by improving one's personal credit score	Instruction	9780547083063	586-587	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 2.2 Credit Reports
			Review	9780547083063	587	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 2.2 Credit Reports, Application
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(A) examine ways to avoid and eliminate credit card debt	(i) examine ways to avoid credit card debt	Instruction	9780547083063	582-585	Consumer & Personal Finance, Section 2 Credit, 2.1 Types of Credit
			Review	9780547083063	585	Consumer & Personal Finance, Section 2 Credit, 2.1 Types of Credit, Application



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(A) examine ways to avoid and eliminate credit card debt	(ii) examine ways to eliminate credit card debt	Instruction	9780547083063	587	Consumer & Personal Finance, Section 2 Credit, 2.2 Credit Reports, How Do I Solve Credit Problems?
			Review	9780547083063	587	Consumer & Personal Finance, Section 2 Credit, 2.2 Credit Reports, Application
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(B) evaluate the costs and benefits of declaring personal bankruptcy	(i) evaluate the costs and benefits of declaring personal bankruptcy	Instruction			
			(Drop-down menu)			
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(C) evaluate the costs and benefits of buying insurance	(i) evaluate the costs and benefits of buying insurance	Instruction	9780547083063	596-597	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.3 Getting Insurance
			Review	9780547083063	597	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.3 Getting Insurance, Application
(19) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	(D) evaluate the costs and benefits of charitable giving	(i) evaluate the costs and benefits of charitable giving	Instruction	9780547083063	421	Chapter 14 Section 2 Federal Taxes, Paying Your Taxes
			Review	9780547083063	421	Chapter 14 Section 2 Federal Taxes, Paying Your Taxes

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:	(A) evaluate the costs and benefits of renting a home	(i) evaluate the costs and benefits of renting a home	Instruction	9780547083063	608-609	Consumer & Personal Finance, Section 4 Getting Out On Your Own, 4.3 Finding an Apartment
			Review	9780547083063	609	Consumer & Personal Finance, Section 4 Getting Out On Your Own, 4.3 Finding an Apartment, Application
(20) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:	(B) evaluate the costs and benefits of buying a home	(i) evaluate the costs and benefits of buying a home	Instruction	9780547083063	305	Chapter 10 Section 3 Innovations in Modern Banking, Customers Can Borrow Money
			Review	9780547083063	305	Chapter 10 Section 3 Innovations in Modern Banking, Application
(20) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:	(C) assess the financial aspects of making the transition from renting to home ownership	(i) assess the financial aspects of making the transition from renting to home ownership	Instruction			
			(Drop-down menu)			
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(A) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education	(i) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education	Instruction	9780547083063	594-595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, How Do I Apply?
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, How Do I Apply?, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations	(i) research various scholarship opportunities	Instruction	9780547083063	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations	(ii) evaluate various scholarship opportunities	Instruction	9780547083063	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(C) analyze and compare student grant options	(i) analyze student grant options	Instruction	9780547083063	593-594	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options, How Much Aid Can I Get?
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(C) analyze and compare student grant options	(ii) compare student grant options	Instruction	9780547083063	593-594	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options, How Much Aid Can I Get?
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(D) analyze and compare student loan options, including private and federal loans	(i) analyze student loan options, including private loans	Instruction	9780547083063	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(D) analyze and compare student loan options, including private and federal loans	(ii) analyze student loan options, including federal loans	Instruction	9780547083063	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review	9780547083063	595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(D) analyze and compare student loan options, including private and federal loans	(iii) compare student loan options, including private and federal loans	Instruction	9780547083063	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review		595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(E) research and evaluate various work-study program opportunities	(i) research various work-study program opportunities	Instruction	9780547083063	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review		595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(E) research and evaluate various work-study program opportunities	(ii) evaluate various work-study program opportunities	Instruction	9780547083063	593	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Financial Aid Options
			Review		595	Consumer & Personal Finance, Section 3 Wise Choices for Consumers, 3.2 Financing Your Education, Application

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	(F) investigate nontraditional methods of paying for college or postsecondary education and training	(i) investigate nontraditional methods of paying for college or postsecondary education and training	Instruction			
			(Drop-down menu)			
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(i) analyze economic information by sequencing	Instruction	9780547083063	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect
			Review	9780547083063	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect, Thinking Economically
			Review	9780547083063	246	Chapter 8 Section 3 Types of Business Organizations, Application: Create a Timeline
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ii) analyze economic information by categorizing	Instruction	9780547083063	28	Chapter 1 Section 1 The Economist's Toolbox, Economics Essentials

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	28	Chapter 1 Section 1 The Economist's Toolbox, Application: Categorizing Economic Information
			Instruction	9780547083063	301-302	Chapter 10 Section 2 The Development of U.S. Banking, Financial Institutions in the United States
			Review	9780547083063	302	Chapter 10 Section 2 The Development of U.S. Banking, Application: Categorizing Economic Information
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iii) analyze economic information by identifying cause-and-effect relationships	Instruction	9780547083063	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect
			Review	9780547083063	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect, Thinking Economically
			Instruction	9780547083063	R20	Skillbuilder Handbook 1.8 Analyzing Cause and Effect
			Review	9780547083063	R20	Skillbuilder Handbook 1.8 Analyzing Cause and Effect, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iv) analyze economic information by comparing	Instruction	9780547083063	488	Chapter 16 Case Study, Comparing the Treasury and the Fed
			Review	9780547083063	488	Chapter 16 Case Study, Comparing the Treasury and the Fed, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	R19	Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information
			Review	9780547083063	R19	Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(v) analyze economic information by contrasting	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547083063	R19	Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information
			Review	9780547083063	R19	Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vi) analyze economic information by finding the main idea	Instruction	9780547083063	4	Chapter 1 Section 1 Scarcity: The Basic Economic Problem, Taking Notes & Key Concepts
			Review	9780547083063	11	Chapter 1 Section 1 Scarcity: The Basic Economic Problem, Section Assessment, Reviewing Key Concepts
			Instruction	9780547083063	12	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Taking Notes & Key Concepts



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	17	Chapter 1 Section 2 Economic Choice Today: Opportunity Cost, Reviewing Key Concepts
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vii) analyze economic information by summarizing	Instruction	9780547083063	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect
			Review	9780547083063	10	Chapter 1 Section 1 Economics Skillbuilder, Analyzing Cause and Effect, Thinking Economically (summarize)
			Review	9780547083063	11	Chapter 1 Section 1 Scarcity: The Basic Economic Problem, Section Assessment, Reviewing Key Concepts
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(viii) analyze economic information by making generalizations and predictions	Instruction	9780547083063	268-269	Chapter 9 Section 2 Trends in Today's Labor Market, Changing Occupations
			Review	9780547083063	269	Chapter 9 Section 2 Trends in Today's Labor Market, Changing Occupations, Application: Predicting Economic Trends
			Instruction	9780547083063	R25	Skillbuilder Handbook 1.13 Predicting Economic Trends
			Review	9780547083063	R25	Skillbuilder Handbook 1.13 Predicting Economic Trends, Applying the Skill

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ix) analyze economic information by drawing inferences and conclusions	Instruction	9780547083063	R21	Skillbuilder Handbook 1.9 Making Inferences and Drawing Conclusions
			Review	9780547083063	R21	Skillbuilder Handbook 1.9 Making Inferences and Drawing Conclusions, Applying the Skill
			Review	9780547083063	47	Chapter 1 Section 4 Command Economies Section Assessment, Item 7, Making Inferences
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues	(i) create economic models, including production-possibilities curves, to analyze economic concepts or issues	Instruction	9780547083063	18-22	Chapter 1 Section 3 Analyzing Production Possibilities
			Review	9780547083063	23	Chapter 1 Section 3 Analyzing Production Possibilities, Section Assessment, Creating a PPC
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues	(ii) create economic models, including circular-flow charts, to analyze economic concepts or issues	Instruction	9780547083063	52-53	Chapter 2 Section 3 Market Economies, Circular Flow in Market Economies

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	57	Chapter 2 Section 3 Market Economies, Circular Flow in Market Economies, Section Assessment, Item 8, Create a Circular Flow Model
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues	(iii) create economic models, including supply-and-demand graphs, to analyze economic concepts or issues	Instruction	9780547083063	164-172	Chapter 6 Section 1 Seeking Equilibrium: Demand and Supply; Economics Skillbuilder: Interpreting Graphs: Shifting Curves
			Review	9780547083063	173	Chapter 6 Section 1 Seeking Equilibrium: Demand and Supply, Section Assessment, Economics in Practice, Create a Demand and Supply Curve
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) explain a point of view on an economic issue	(i) explain a point of view on an economic issue	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(i) analyze the validity of economic information from primary sources for bias	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(ii) analyze the validity of economic information from primary sources for propaganda	Instruction	9780547083063	114	Chapter 4 Section 2 What Factors Affect Demand?, Economics Skillbuilder: Analyzing Political Cartoons
			Review	9780547083063	114	Chapter 4 Section 2 What Factors Affect Demand?, Economics Skillbuilder: Analyzing Political Cartoons, Thinking Economically
			Instruction	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(iii) analyze the validity of economic information from primary sources for point of view	Instruction	9780547083063	114	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	282-283	Chapter 9 Case Study Managing Change in Your Work Life
			Review	9780547083063	283	Chapter 9 Case Study Managing Change in Your Work Life, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(iv) analyze the validity of economic information from primary sources for frame of reference	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	R28	Skillbuilder Handbook 2.3 Evaluating Online Sources
			Review	9780547083063	R28	Skillbuilder Handbook 2.3 Evaluating Online Sources, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(v) analyze the validity of economic information from secondary sources for bias	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(vi) analyze the validity of economic information from secondary sources for propaganda	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(vii) analyze the validity of economic information from secondary sources for point of view	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(viii) analyze the validity of economic information from secondary sources for frame of reference	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(ix) evaluate the validity of economic information from primary sources for bias	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(x) evaluate the validity of economic information from primary sources for propaganda	Instruction	9780547083063	114	Chapter 4 Section 2 What Factors Affect Demand?, Economics Skillbuilder: Analyzing Political Cartoons
			Review	9780547083063	114	Chapter 4 Section 2 What Factors Affect Demand?, Economics Skillbuilder: Analyzing Political Cartoons, Thinking Economically
			Instruction	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xi) evaluate the validity of economic information from primary sources for point of view	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xii) evaluate the validity of economic information from primary sources for frame of reference	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons
			Review	9780547083063	R26	Skillbuilder Handbook 2.1 Analyzing Political Cartoons, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xiii) evaluate the validity of economic information from secondary sources for bias	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically, Skillbuilder Handbook 1.7 Comparing and Contrasting Economic Information, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xiv) evaluate the validity of economic information from secondary sources for propaganda	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xv) evaluate the validity of economic information from secondary sources for point of view	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xvi) evaluate the validity of economic information from secondary sources for frame of reference	Instruction	9780547083063	64-65	Chapter 2 Case Study, Contrasting Economies: North and South Korea
			Review	9780547083063	65	Chapter 2 Case Study, Contrasting Economies: North and South Korea, Thinking Economically
			Instruction	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion
			Review	9780547083063	236	Chapter 8 Section 2 Forms of Partnerships, Economics Skillbuilder: Distinguishing Fact from Opinion, Thinking Economically
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate economic data using charts, tables, graphs, and maps	(i) evaluate economic data using charts	Instruction	9780547083063	42	Chapter 2 Section 2 Command Economies, Taking Notes
			Review	9780547083063	47	Chapter 2 Section 2 Command Economies, Section Assessment, Item 6
			Instruction	9780547083063	106	Chapter 4 Section 2 What Factors Affect Demand?, Taking Notes
			Review	9780547083063	115	Chapter 4 Section 2 What Factors Affect Demand?, Section Assessment, Item 6
			Review	9780547083063	R27	Skillbuilder Handbook, Distinguishing Fact from Opinion, Make a Chart

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate economic data using charts, tables, graphs, and maps	(ii) evaluate economic data using tables	Instruction	9780547083063	356	Chapter 12 Section 1 Gross Domestic Product and Other Indicators, Economics Skillbuilder, Synthesizing Economic Data
			Review	9780547083063	356	Chapter 12 Section 1 Gross Domestic Product and Other Indicators, Economics Skillbuilder, Thinking Economically
			Instruction	9780547083063	R30	Skillbuilder Handbook 2.5 Interpreting Tables
			Review	9780547083063	R30	Skillbuilder Handbook 2.5 Interpreting Tables, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate economic data using charts, tables, graphs, and maps	(iii) evaluate economic data using graphs	Instruction	9780547083063	82	Chapter 3 Section 2 How Does Free Enterprise Allocate Resources?, Economics Skillbuilder, Interpreting Graphs
			Review	9780547083063	82	Chapter 3 Section 2 How Does Free Enterprise Allocate Resources?, Economics Skillbuilder, Thinking Economically
			Instruction	9780547083063	272	Chapter 9 Section 2 Trends in Today's Labor Market, Economics Skillbuilder, Drawing Conclusions from Graphs
			Review	9780547083063	272	Chapter 9 Section 2 Trends in Today's Labor Market, Economics Skillbuilder, Thinking Economically
			Review	9780547083063	R29	Skillbuilder Handbook 2.4 Interpreting Graphs, Applying the Skill
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate economic data using charts, tables, graphs, and maps	(iv) evaluate economic data using maps	Instruction	9780547083063	534	Chapter 17 Section 4 Modern International Institutions, Some Regional Trade Groups, Analyze Maps
			Review	9780547083063	537	Chapter 17 Section 4 Modern International Institutions, Section Assessment, Item 7

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	200	Chapter 7 Section 2 The Impact of Monopoly, A Global Perspective
			Review	9780547083063	200	Chapter 7 Section 2 The Impact of Monopoly, A Global Perspective, Connecting Across the Globe
			Review	9780547083063	A2-A11	Economic Atlas and Statistics, United States Maps; World Maps
(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(F) use appropriate mathematical skills to interpret economic information	(i) use appropriate mathematical skills to interpret economic information	Instruction	9780547083063	60	Chapter 2 Section 4 Modern Economies in a Global Age, Math Challenge
			Review	9780547083063	60	Chapter 2 Section 4 Modern Economies in a Global Age, Math Challenge, Comparing Economies
			Instruction	9780547083063	121	Chapter 4 Section 3 What is Elasticity of Demand, Math Challenge
			Review	9780547083063	121	Chapter 4 Section 3 What is Elasticity of Demand, Math Challenge, Advanced Calculations
			Review	9780547083063	R2	Math Handbook 1.1 Working With Decimals and Percents, Applying the Skill
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) use economic-related terminology correctly	(i) use economic-related terminology correctly	Instruction	9780547083063	42	Chapter 2 Section 2 Command Economies, Key Terms
			Review	9780547083063	47	Chapter 2 Section 2 Command Economies, Section Assessment, Item 1
			Instruction	9780547083063	116	Chapter 4 Section 3 What is Elasticity of Demand, Key Terms
			Review	9780547083063	123	Chapter 4 Section 3 What is Elasticity of Demand, Section Assessment, Item 1
			Review	9780547083063	R12	Skillbuilder Handbook 1.1 Explaining an Economic Concept, Applying the Skills
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar	Instruction	9780547083063	S14-S15	Strategies for Taking Tests, Extended Response

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics
			Review	9780547083063	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling	Instruction	9780547083063	S14-S15	Strategies for Taking Tests, Extended Response
			Review	9780547083063	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics
			Review	9780547083063	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure	Instruction	9780547083063	S14-S15	Strategies for Taking Tests, Extended Response
			Review	9780547083063	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics
			Review	9780547083063	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation	Instruction	9780547083063	S14-S15	Strategies for Taking Tests, Extended Response
			Review	9780547083063	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate	Instruction	9780547083063	223	Chapter 7 Assessment, Simulation, Create Marketing Poster
			Review	9780547083063	223	Chapter 7 Assessment, Simulation, Create Marketing Poster, Challenge
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(ii) transfer information from one medium to another, including statistical to written or visual, using computer software as appropriate	Instruction	9780547083063	196	Chapter 7 Section 1 What is Perfect Competition?, Economics Skillbuilder, Creating and Interpreting Economic Models
			Review	9780547083063	196	Chapter 7 Section 1 What is Perfect Competition?, Economics Skillbuilder, Creating and Interpreting Economic Models, Thinking Economically
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of economic information	(i) create written presentations of economic information	Instruction	9780547083063	S14-S15	Strategies for Taking Tests, Extended Response
			Review	9780547083063	21	Chapter 1 Section 3 Analyzing Production Possibilities, Application, Writing About Economics

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	407	Chapter 13 Facing Economic Challenges Chapter Assessment, Simulation, Challenge, Write a Paragraph
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of economic information	(ii) create oral presentations of economic information	Instruction	9780547083063	67	Chapter 2 Assessment, Simulation
			Review	9780547083063	67	Chapter 2 Assessment, Simulation
			Instruction	9780547083063	255	Chapter 8 Assessment, Simulation
			Review	9780547083063	255	Chapter 8 Assessment, Simulation
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of economic information	(iii) create visual presentations of economic information	Instruction	9780547083063	196	Chapter 7 Section 1 What is Perfect Competition?, Economics Skillbuilder, Creating and Interpreting Economic Models
			Review	9780547083063	196	Chapter 7 Section 1 What is Perfect Competition?, Economics Skillbuilder, Creating and Interpreting Economic Models, Thinking Economically
			Instruction	9780547083063	223	Chapter 7 Assessment, Simulation, Create Marketing Poster
			Review	9780547083063	223	Chapter 7 Assessment, Simulation, Create Marketing Poster, Challenge
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) attribute ideas and information to source materials and authors	(i) attribute ideas to source materials	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research
			Review	9780547083063	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research, Thinking Economically

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) attribute ideas and information to source materials and authors	(ii) attribute ideas to authors	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research
			Review	9780547083063	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research, Thinking Economically
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) attribute ideas and information to source materials and authors	(iii) attribute information to source materials	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically
			Instruction	9780547083063	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research
			Review	9780547083063	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research, Thinking Economically
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(E) attribute ideas and information to source materials and authors	(iv) attribute information to authors	Instruction	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources
			Review	9780547083063	144	Chapter 5 Section 2 What Are the Costs of Production, Economics Skillbuilder: Evaluating Sources, Thinking Economically



Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547083063	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research
			Review	9780547083063	418	Chapter 14 Section 3 How Taxes Work, Economics Skillbuilder, Using the Internet for Research, Thinking Economically
(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	(i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	Instruction	9780547083063	568	Chapter 18 Section 3 Transition to a Market Economy, Economics Skillbuilder, Using a Decision-Making Process
			Review	9780547083063	568	Chapter 18 Section 3 Transition to a Market Economy, Economics Skillbuilder, Using a Decision-Making Process, Thinking Economically
			Instruction	9780547083063	R17	Skillbuilder Handbook 1.5 Using a Decision-Making Process
			Review	9780547083063	R17	Skillbuilder Handbook 1.5 Using a Decision-Making Process, Applying the Skills
(24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	(i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	Instruction	9780547083063	568	Chapter 18 Section 3 Transition to a Market Economy, Economics Skillbuilder, Using a Decision-Making Process
			Review	9780547083063	568	Chapter 18 Section 3 Transition to a Market Economy, Economics Skillbuilder, Using a Decision-Making Process, Thinking Economically
			Instruction	9780547083063	R17	Skillbuilder Handbook 1.5 Using a Decision-Making Process

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547083063	R17	Skillbuilder Handbook 1.5 Using a Decision-Making Process, Applying the Skills