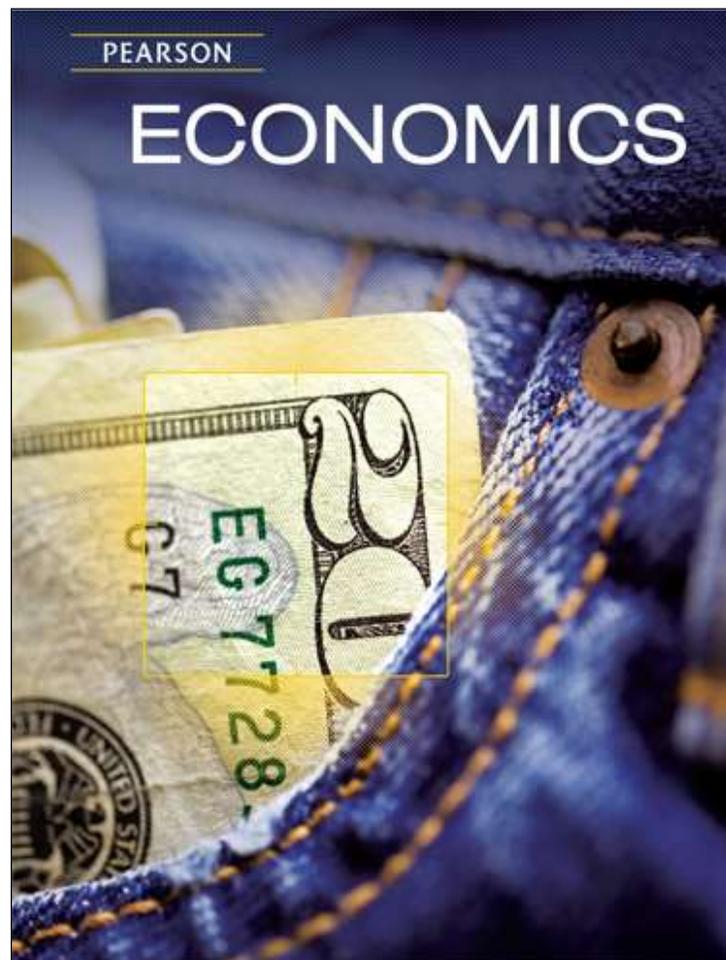


A Reverse Correlation of



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

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Table of Contents

Topic 1: Fundamentals of Economics	3
Topic 2: Free Enterprise and Other Economic Systems.....	6
Topic 3: Demand, Supply, and Prices	11
Topic 4: Competition and Market Structures	16
Topic 5: Business and Labor	18
Topic 6 Money, Banking, and Financial Markets	21
Topic 7: Economic Performance and Challenges	24
Topic 8 Taxes and Spending.....	28
Topic 9 Fiscal and Monetary Policy	31
Topic 10 Trade, Development and Globalization	33
End Matter.....	36
Personal Finance	37
21st Century Skills	39

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic 1: Fundamentals of Economics		
Topic Inquiry: Civic Action Project	Teacher Edition: TE4-TE5	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p>
Continued:		

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic Inquiry: Civic Action Project		Continued: P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.
1.1 Scarcity	4-8	<u>Content Expectations</u> E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments. E1.1.2 Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.
1.2 Opportunity Cost and Trade-Offs	9-12	<u>Content Expectations</u> E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments. E1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making. E4.1.2 Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.
1.3 Production Possibilities Curves	13-16	<u>Process and Skills</u> P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic 1 Assessment	17-19	<p><u>Arc of Inquiry</u></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p><u>Content Expectations</u></p> <p>E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments</p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic 2: Free Enterprise and Other Economic Systems		
Topic Inquiry: Civic Discussion	Teacher Edition: T28-T29	<p><u>Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source.</p> <p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p><u>Process and Skills</u></p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P4.1 Act within the rule of law and hold others to the same standard</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
2.1 The Three Key Economic Questions	22-26	<p><u>Content Expectations</u></p> <p>E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments</p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
2.2 Free Markets	27-32	<p><u>Content Expectations</u></p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
Elements of a Free Market Economy	28-29	<p><u>Content Expectations</u></p> <p>E2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.</p>
2.3 Centrally Planned Economics	33-37	<p><u>Content Expectations</u></p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
2.4 Mixed economies	38-43	<p><u>Process and Skills</u></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information</p> <p><u>Content Expectations</u></p> <p>E1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
<p>Continued: 2.4 Mixed economies</p>		<p>Continued: E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
Incentives and Competition	30-31	<p><u>Content Expectations</u> E1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments</p>
Circular Flow Model of a Mixed Economy	40	<p><u>Content Expectations</u> E2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.</p>
2.5 Benefits of Free Enterprise	44-50	<p><u>Content Expectations</u> E1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services. E2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights. E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
2.6 Supporting Economic Growth	51-55	<p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p> <p>E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).</p>
2.7 Public Goods and Externalities	56-62	<p><u>Content Expectations</u></p> <p>E1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.</p> <p>E1.4.4 Market Failure – explain the role for government in addressing both negative and positive externalities.</p> <p>E2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.</p>
Topic 2 Assessment	63-65	<p><u>Arc of Inquiry</u></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>4.4 critique the use of claims and evidence in arguments for credibility.</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

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

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic 2 Assessment		<p>Continued:</p> <p>E2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.</p>
Topic 3: Demand, Supply, and Prices		
<p>Topic Inquiry: Civic Action Project</p> <p>Continued:</p>	<p>Teacher Edition: T74-T75</p>	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic Inquiry: Civic Action Project		<p>Continued:</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
3.1 Fundamentals of Demand	68-72	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>
3.2 Shifts in Demand	73-77	<p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
3.3 Elasticity of Demand	78-84	<p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>
3.4 Fundamentals of Supply	85-90	<p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>
3.5 Costs of Production	91-97	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making.</p>
3.6 Changes in Supply	98-103	<p><u>Process and Skills</u></p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

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

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.
3.9 Prices at Work	117-122	<p><u>Process and Skills</u></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information</p> <p><u>Content Expectations</u></p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p> <p>E1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.</p>
Topic 3 Assessment	123-125	<p><u>Arc of Inquiry</u></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		<p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><u>Content Expectations</u></p> <p>E1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.</p> <p>E1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>
Topic 4: Competition and Market Structures		
Topic Inquiry: Document-Based Question	Teacher Edition: T132-T133	<p><u>Arc of Inquiry</u></p> <p>1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>
4.1 Pure Competition	128-133	<p><u>Content Expectations</u></p> <p>E1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures.</p>
4.2 Monopolies	133-140	<p><u>Content Expectations</u></p> <p>E1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		competition, oligopoly, and monopoly market structures
4.3 Monopolistic Competition and Oligopoly	141-147	<u>Content Expectations</u> E1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures
4.4 Government Regulation and Competition	148-153	<u>Process and Skills</u> P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
Topic 4 Assessment	154-157	<u>Arc of Inquiry</u> 3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. 3.2 evaluate the credibility of a source by examining how experts value the source. <u>Process and Skills</u> P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective. Process and Skills P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.
Continued: Topic 4 Assessment		Continued: P2.4 Use relevant information from multiple credible sources representing a wide range of views

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		<p>issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
5.1 Sole Proprietorships	160-164	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
5.2 Partnerships and Franchises	165-170	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
5.3 Corporations	171-176	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
5.4 Nonprofit Organizations	177-181	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
5.5 The labor Force	182-189	<p><u>Process and Skills</u></p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		<p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>
5.6 Labor and Wages	190-196	<p><u>Content Expectations</u></p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income</p>
5.7 Labor Unions	197-203	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
Topic 5 Assessment	204-207	<u>Arc of Inquiry</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic Inquiry: Civic Discussion		<p><u>Process and Skills</u></p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P4.1 Act within the rule of law and hold others to the same standard</p>
6.3 The Federal Reserve	223-232	<p><u>Content Expectations</u></p> <p>E2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>
6.4 The Functions of Modern Banks	233-240	<p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>
Saving Money	235	<p><u>Content Expectations</u></p> <p>E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p>
Credit Cards	237	<p><u>Content Expectations</u></p> <p>E4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>
6.5 Investing	241-247	<p><u>Content Expectations</u></p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.
Risk and Return	245-246	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.
Savers and Borrowers	242	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Certificates of Deposit	253	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
6.7 Stocks	255-263	<u>Process and Skills</u> P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.
Topic 6 Assessment	264-267	<u>Arc of Inquiry</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		<p>1.1 explain how a question reflects an enduring issue in the field.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p><u>Content Expectations</u></p> <p>E1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p> <p>E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p> <p>E4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p> <p>E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.</p> <p>E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later</p>
Topic 7: Economic Performance and Challenges		

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

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

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic Inquiry: Civic Action Project		P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.
7.1 Gross Domestic Product	270-276	<u>Content Expectations</u> E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.
Analyze Charts	274	<u>Content Expectations</u> E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).
7.3 Economic Growth	284-290	<u>Content Expectations</u> E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).
7.4 Unemployment	291-296	<u>Content Expectations</u> E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy. E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).
Price Indexes	298-299	<u>Content Expectations</u> E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.
Effects on Interest Rates	302	<u>Content Expectations</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		E4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.
7.6 Poverty and Income Distribution	303-312	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>E1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.</p>
Interpreting Effects of Inflation	301-302	<p><u>Content Expectations</u></p> <p>E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p>
Topic 7 Assessment	313-317	<p><u>Arc of Inquiry</u></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>Continued:</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic 7 Assessment		<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p> <p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p> <p>E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income</p>
Topic 8 Taxes and Spending		

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

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

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic Inquiry: Civic Action Project		P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.
8.2 Federal Taxes	326-331	<u>Content Expectations</u> E2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights. E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income
8.3 Federal Spending	332-336	<u>Content Expectations</u> E2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights. E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income
8.4 State and Local Taxes and Spending	337-343	<u>Content Expectations</u> E1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.
Topic 8 Assessment	344-345	<u>Content Expectations</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		E1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.
Topic 9 Fiscal and Monetary Policy		
Topic Inquiry: Document-Based Project	Teacher Edition: T318-T319	<p><u>Arc of Inquiry</u></p> <p>1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><u>Content Expectations</u></p> <p>E2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).</p> <p>E2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>
9.1 The Federal Budget and Fiscal Policy	348-355	<p><u>Content Expectations</u></p> <p>E2.2.3 Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>
9.2 Fiscal Policy Options	356-365	<u>Content Expectations</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		E2.2.3 Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
9.5 The Effects of Monetary Policy	379-384	<p><u>Content Expectations</u></p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>E2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</p>
Topic 9 Assessment	385-387	<p><u>Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source.</p> <p><u>Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p><u>Content Expectations</u></p> <p>E1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.</p> <p>Continued:</p>
Continued:		Continued:

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic 9 Assessment		E2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
Topic 10 Trade, Development and Globalization		
Topic Inquiry: Civic Action Project	Teacher Edition: T354-T355	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>Continued:</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Topic Inquiry: Civic Action Project		<p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
10.1 Why Nations Trade	390-397	<p><u>Content Expectations</u></p> <p>E3.2.1 Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.</p>
10.2 Trade Barriers and Agreements	398-406	<p><u>Content Expectations</u></p> <p>E1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.</p> <p>E3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.</p> <p>E3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.</p>
10.3 Exchange Rates and Trade	407-414	<p><u>Content Expectations</u></p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		<p>E3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.</p> <p>E3.2.3 Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.</p>
10.4 Development	415-419	<p><u>Content Expectations</u></p> <p>E3.1.1 Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations</p>
Per Capita GDP	416	<p><u>Content Expectations</u></p> <p>E2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.</p>
10.5 Growth, Resources, and Development	420-427	<p><u>Content Expectations</u></p> <p>E3.1.1 Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations</p> <p>E3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.</p>
10.6 Changing Economies	428-434	<p><u>Content Expectations</u></p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

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

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Primary Sources—Declaration of Independence	472-473	<u>Arc of Inquiry</u> 4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.
Personal Finance		
Your Fiscal Fitness: An Introduction	474-475	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Long-Term Rewards	478	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Investments	483	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Savings and Retirement	487-492	<u>Content Expectations</u> E4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.
Credit and Debt	493-498	<u>Content Expectations</u> E4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.
Risk Management	498-502	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later
A Growing Crime, 508	508	<u>Content Expectations</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later
It Can Happen Anywhere	508	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later
The Cost of Theft	509	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later
Prime Target: You	509	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later
Why Me?	509	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later
At College	509	<u>Content Expectations</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later
Lower Your Risk	509-510	<u>Content Expectations</u> E4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later
After High School	511	<u>Content Expectations</u> E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.
Taxes and Income	516-519	E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.
21st Century Skills		
Sequence	520	<u>Arc of Inquiry</u> 4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
Analyze Cause and Effect	522-523	<u>Arc of Inquiry</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
Compare and Contrast	523-524	<p><u>Arc of Inquiry</u></p> <p>4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p>E3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p>
Interpret Sources	529-530	<p><u>Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p>
Create Databases	530	<u>Arc of Inquiry</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
Analyze Data and Models	531	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information</p>
Read Charts and Graphs	532-533	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information</p>
Analyze Political Cartoons	533-534	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information</p>
Read Physical Maps	534-535	<u>Process and Skills</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		<p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information</p>
Read Political Maps	536	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information</p>
Read Special Purpose Maps	537-538	<p><u>Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>
Analyze Primary and Secondary Sources	539-540	<p><u>Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source</p> <p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p><u>Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>Continued:</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Analyze Primary and Secondary Sources		<p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p>P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.</p>
Compare Points of View	540-541	<p><u>Arc of Inquiry</u></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><u>Process and Skills</u></p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p>
Identify Bias	541-542	<u>Process and Skills</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

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

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Evaluate Existing Arguments		P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.
Consider and Counter Opposing Arguments	543-544	<p><u>Arc of Inquiry</u></p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>4.4 critique the use of claims and evidence in arguments for credibility.</p> <p><u>Process and Skills</u></p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p>
Participate in a Discussion or Debate	544	<p><u>Arc of Inquiry</u></p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>Continued:</p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
Participate in a Discussion or Debate		<p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P4.1 Act within the rule of law and hold others to the same standard</p>
Give an Effective Presentation	544-545	<p><u>Arc of Inquiry</u></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p>
Write an Essay	545-546	<u>Arc of Inquiry</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		<p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><u>Process and Skills</u></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p>
Solve Problems	546-547	<p><u>Arc of Inquiry</u></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><u>Process and Skills</u></p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
Make Decisions	547-548	<p><u>Arc of Inquiry</u></p>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

Economics	Page	Michigan Standards for Social Studies High School Economics
		<p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><u>Process and Skills</u></p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p>
Being an Informed Citizen	548	<p><u>Arc of Inquiry</u></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><u>Process and Skills</u></p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P4.1 Act within the rule of law and hold others to the same standard</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
Political Participation	549	<u>Arc of Inquiry</u>

**A Reverse Correlation of Economics to the
Michigan Standards for Social Studies 2019, High School Economics**

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