# 9-12 Economics Standards

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| **Inquiry Anchor Standard** | **Inquiry Standard** | |
| **Constructing Compelling Questions** | | **SS.9-12.1.** Create compelling questions representing key ideas within the disciplines. | |
| **Constructing Supporting Questions** | | **SS.9-12.2.** Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. | |
| **Gathering and Evaluating Sources** | | **SS.9-12.3.** 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. | |
| **SS.9-12.4.** Evaluate the credibility of a source by examining how experts value the source. | |
| **Developing Claims and Using Evidence** | | **SS.9-12.5.** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. | |
| **SS.9-12.6.** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. | |
| **Communicating and Critiquing Conclusions** | | **SS.9-12.7.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. | |
| **SS.9-12.8.** Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. | |
| **SS.9-12.9.** 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 and digital technologies. | |
| **SS.9-12.10.** Critique the use of claims and evidence in arguments for credibility. | |
| **Taking Informed Action** | | **SS.9-12.11.** 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. | |
| **SS.9-12.12.** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. | |

## 9-12 Economics

The economics standards promote the concepts and tools necessary for economic decision making in order to help understand the interaction between buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

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| **Content Anchor Standard** | | **9-12 Economics** |
| **Engage in Economic Decision Making** | **\*\*SS-Econ.9-12.13.** Apply the concept of scarcity when making economic decisions. | |
| **\*\*SS-Econ.9-12.14.** Use cost-benefit analysis to argue for or against an economic decision. | |
| **Explain Exchange and Markets** | **\*\*SS-Econ.9-12.15.** Analyze what goes into determining, and who determines, what is produced and distributed in a market system. | |
| **SS-Econ.9-12.16.** Describe how changes in the level of competition can affect price and output levels in specific markets. | |
| **\*\*SS-Econ.9-12.17.** Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies. | |
| **SS-Econ.9-12.18.** Evaluate the effectiveness of government policies altering market outcomes. | |
| **SS-Econ.9-12.19.** Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. | |
| **Evaluate the National Economy** | **\*\*SS-Econ.9-12.20.** Use economic indicators to evaluate economic conditions. | |
| **\*\*SS-Econ.9-12.21.** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. | |
| **Assess the Global Economy** | **SS-Econ.9-12.22.** Explain the role of specialization in trade. | |
| **\*\*SS-Econ.9-12.23.** Explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations. | |
| **Analyze Global Interconnections** | **\*\*SS-Geo.9-12.22.** Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. | |
| **Develop Financial and Career Goals** | **\*\*SS-FL.9-12.13.** Develop short- and long-term financial goals. (21st century skills) | |
| **Create a Saving and Spending Plan** | **\*\*SS-FL.9-12.17.** Apply consumer skills to saving and spending decisions. (21st century skills) | |
| **Iowa History** | **SS-Econ.9-12.24.** Analyze how national and global economic issues and systems impact Iowa’s economy. | |