

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Geographic Understanding</p>	<ol style="list-style-type: none"> 1. Locate economic regions and describe their characteristics. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6) 2. Classify countries according to their economic system; e.g., traditional, command, market. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6) 3. Determine how the costs of production affect the distribution and consumption of goods and services and the allocation of resources. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6) 4. Cite examples of ways in which economics and environmental issues are related. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6) 5. Explain how the central economic problem of scarcity is related to opportunity costs, making choices, and trade-offs. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6) 6. Describe the interrelationship among the factors of production; i.e., natural resources, human resources, capital goods, technology, entrepreneurial skills. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6) 7. Analyze per capita GNP or GDP as a measure of standard of living. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.5) (SS.D.2.4.6) 	<p>A. After studying economic regions, the students will:</p> <ol style="list-style-type: none"> a. Develop a physical and political map which includes a legend indicating climate, population, and scale for a selected region(s). b. Collect, in table form, economic statistics for a selected region; e.g., GNP, GDP, per capita income, literacy. c. Identify the resources of a selected region(s). d. Project future changes in a selected region(s) based on current statistical information; e.g., literacy, per capita income, and environmental issues. (SS.D.2.4.5)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Historical Awareness</p>	<p>8. Build skills in decision-making and critical thinking. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6)</p> <p>9. Organize and present information and ideas. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6)</p> <p>10. Define and clarify problems and offer solutions. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6)</p> <p>11. Judge information related to a problem. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6)</p> <p>12. Organize and express ideas clearly both orally and in writing. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.8) (SS.B.1.4.1) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.B.2.4.6) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.6)</p> <p>1. Describe the theories of noted economic philosophers; e.g., Adam Smith, Karl Marx, Thomas Malthus, John Maynard Keynes, Milton Friedman, and John Kenneth Galbraith. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.5.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>2. Describe how different economic systems answer the three basic economic questions; i.e., What will be produced? How will it be produced? For whom will it be produced? (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.5.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p>	<p>A. After studying economic philosophers and their theories, the students will:</p> <p>a. Compare and contrast the philosophies of selected economic philosophers; e.g., Adam Smith, Karl Marx, Thomas Malthus, John Maynard Keynes, Milton Friedman, John Kenneth Galbraith.</p> <p>b. Research the social, political, and economic conditions that may have contributed to the development of the economic philosophies of selected economic theorists.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>3. Compare production decision-making in a mixed market economy with production decision-making in other economic systems. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.5.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>4. Analyze political ideologies associated with capitalism, socialism, and communism. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.5.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>1. Explain the advantages and disadvantages of unionization. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>2. Explain how wages are determined and why wage differentials exist. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>3. Describe the major problems facing organized labor and the mechanisms it employs to cope with those problems. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>4. Evaluate the impact of unions on the operation of the labor market. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>5. Analyze the effect of government regulations on economic activities and institutions. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p>	<p>c. Analyze how the basic economic questions are answered under capitalism, socialism, and communism. (SS.A.1.4.1)</p> <p>B. After studying 20th century labor/management relations in the United States, the student will:</p> <p>a. Compare unemployment statistics for selected decades in the 20th century.</p> <p>b. Create a chart that relates unemployment information to union accomplishments during selected 20th century decades.</p> <p>c. Research and report on significant 20th century government legislation that modified the role of unions. (SS.A.1.4.1) (SS.D.2.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Civic Responsibility</p>	<p>6. Describe how monetarists, supply side economists, and Keynesian economists would use monetary and fiscal policy to regulate the economy. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>7. Relate employment and unemployment statistics to the state of the economy. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.C.2.4.5) (SS.D.2.4.1) (SS.D.2.4.3)</p> <p>8. Explain why unemployment and job vacancies can exist simultaneously. (SS.A.1.4.2) (SS.A.1.4.4) (SS.A.5.4.1) (SS.A.5.4.8) (SS.B.1.4.4) (SS.C.1.4.4) (SS.C.2.4.5) (SS.D.2.4.1) (SS.D.2.4.3)</p> <p>1. Describe the basic national economic goals and explain how citizens can influence them. (SS.A.1.4.4) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>2. Identify ways to expand the participation of United States citizens in establishing national economic goals, especially minorities and women. (SS.A.1.4.4) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>3. Identify the factors necessary for economic growth. (SS.A.1.4.4) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5)</p>	<p>A. After studying the role of government in the economy and reading articles in newspapers and news magazines related to national economic goals, the students will:</p> <p>a. Identify and discuss the relevancy of the nation's major economic goals.</p> <p>b. Explain how the national economic goals are reflected in newspaper and news magazine articles.</p> <p>c. Create a chart of the national economic goals, which identifies the groups most likely to support or reject each of the goals and provides possible reasons for each group's support or rejection; e.g., unions, senior citizens, bankers, home owners, investors.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>4. Characterize the employment and growth conditions of an economy experiencing stagflation. (SS.A.1.4.4) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5)</p> <p>5. Describe an economic model that might be used to analyze the effects of some government policy on the economic system. (SS.A.1.4.4) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5)</p> <p>6. Propose alternatives, based on economic principles, for resolving some current economic issue. (SS.A.1.4.4) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>7. Obtain appropriate information from pictures, maps, newspapers, periodicals. (SS.A.1.4.4) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>8. Distinguish between fact and opinion. (SS.A.1.4.4) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.1) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p>	<p>d. Predict, in writing or through class discussion, how implementation of the national economic goals will affect the social and environmental conditions in the United States. (SS.A.4.4.5) (SS.C.2.4.1) (SS.C.2.4.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Describe the monetary and fiscal tools the government may use to regulate the economy. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) 2. Compare/contrast the beliefs of supply-side economists with the beliefs of demand-side economists. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) 3. Explain how the government regulates economic activities and economic institutions. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) 4. Discuss how leading, coincident, and lagging indicators are used to forecast economic activity. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5) 5. Predict economic trends using data from economic indicators. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.5) 6. Explain the relationship between inflation and the value of money. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4) 	<p>B. After studying the role of government in the economy, the students will:</p> <ol style="list-style-type: none"> a. Outline the economic proposals contained in the most recent State of the Union Address. b. Write a rebuttal to the most recent State of the Union Address which points out aspects of the president's economic program that need improvement or are not likely to work. c. Analyze the most recent State of the Union Address to determine the administration's perspective on private versus public sector responsibility for stimulating economic growth. d. Compare and contrast the economic policies outlined in the most recent State of the Union Addresses of presidents from opposing political parties. (SS.A.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Economic Understanding</p>	<p>7. Describe market forces which determine interest rates. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>8. Summarize the relationship between the major components of the national income accounts. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.1.4.3) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>1. Explain how economics relates to social issues and problems; e.g., consequences of substance abuse. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>2. Define and explain the term economic market. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>3. Describe how the laws of supply and demand interact to determine price. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>4. Identify the major factors influencing supply and demand. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>5. Explain elasticity as it relates to supply and demand. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>6. Explain opportunity cost. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>7. Identify the three basic economic questions that all societies must answer. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p>	<p>A. After studying supply and demand, and utilizing teacher-supplied quantities (graphs) and prices for video games and traditional toys, the students will:</p> <p>a. Construct economic models for the following:</p> <ol style="list-style-type: none"> 1. a supply curve reflecting production of traditional toys and games before the coming of video games. 2. a demand curve for video games reflecting their current popularity. 3. a supply and demand curve showing the shifts in supply and demand for traditional toys and games after the coming of video games. 4. a supply and demand curve projecting the shifts in supply and demand for video games in the future. <p>b. Explain why the supply and demand curves shifted for traditional toys and games after the coming of video games and in the future projection for video games.</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>8. Analyze the role of profit as an incentive in a market economy. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>9. Analyze the result of the current market price being above or below the market clearing price. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>10. Explain the effect of government price floors or price ceilings on market equilibrium. (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>11. Explain how an economic model can be used to understand economic concepts; e.g., production possibilities curve, circular flow. (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>12. Explain the four market structures; e.g., pure price competition, pure monopoly, monopolistic competition, oligopoly. SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3)</p> <p>1. Explain the advantages and disadvantages of sole proprietorships, partnerships, and corporations. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>2. Describe the degree of competition found in four market structures; e.g., pure competition, pure monopoly, monopolistic competition, oligopoly. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>3. Describe the functions of financial institutions. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>4. Describe the relationships between savings, business investment, and employment. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p>	<p>B. After studying business organizations, the students will:</p> <p>a. Prepare a chart identifying the positive and negative aspects of each type of business organization; e.g., sole proprietorship, partnership, corporation.</p> <p>b. Research the financial problems faced by a representative company from each type of business organization.</p> <p>c. Analyze, through class discussion, the ways in which local, state, and national government can help businesses achieve success. (SS.D.2.4.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>5. Read and determine relationships described by line graphs, circle graphs, or tables. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>6. Describe the factors of production. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>7. Identify the advantages and disadvantages of multinational corporations. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>8. Distinguish between consumer goods and capital goods. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>9. Evaluate the effectiveness of wage and price controls. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>10. Evaluate the positive and negative aspects of advertising; e.g., advertising by tobacco and alcohol related companies, advertising by fitness companies. (SS.A.3.4.8) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.5.4.1) (SS.B.2.4.3) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>1. Describe the purpose of taxation and establish criteria for a fair tax. (SS.A.1.4.3) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.3) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>2. Classify taxes as regressive, progressive, or proportional. (SS.A.1.4.3) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.3) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p>	<p>C. After studying fiscal policy, the students will:</p> <p>a. Compare the taxing and spending policies of the most recent Democratic and Republican administrations.</p> <p>b. Describe several economic programs that were positively and negatively affected by each administration's fiscal policy.</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Cultural Awareness</p>	<p>3. Describe how taxation impacts resource allocation and has the potential to impact income distribution. (SS.A.1.4.3) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.3) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>4. Distinguish between private goods and public goods. (SS.A.1.4.3) (SS.A.4.4.5) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.3) (SS.C.1.4.1) (SS.C.1.4.2) (SS.C.2.4.1) (SS.C.2.4.3) (SS.D.2.4.1) (SS.D.2.4.3) (SS.D.2.4.4)</p> <p>1. Describe the role immigrants have played in the development of the United States economy. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.4) (SS.C.2.4.5)</p> <p>2. Recognize the pluralistic and multicultural nature of American society. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.4) (SS.C.2.4.5)</p> <p>3. Describe the economic status of minorities and women in different periods of United States history. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.4) (SS.C.2.4.5)</p> <p>4. Use the steps of inquiry: stating the problem, gathering data, developing a hypothesis, analyzing and evaluating the data, and reaching a conclusion. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.2) (SS.C.2.4.3) (SS.C.2.4.4) (SS.C.2.4.5)</p>	<p>c. Categorize, as regressive or progressive, three taxes proposed by each administration.</p> <p>A. After studying the role of immigrants, minorities and women in the United States economy, the students will:</p> <p>a. Explain, orally or in writing, how immigrants, minorities and women have made an impact on the United States economy.</p> <p>b. Research and discuss the contributions made by immigrants, minorities, and women to the United States economy.</p> <p>c. Propose ways to provide greater opportunity for immigrants, minorities, and women in the United States economy. (SS.A.1.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Global Perspective</p>	<p>5. Use appropriate resources and skills to gather information. (SS.A.1.4.1) (SS.A.1.4.3) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.2) (SS.A.5.4.7) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.C.1.4.1) (SS.C.1.4.4) (SS.C.2.4.2)(SS.C.2.4.3) (SS.C.2.4.4) (SS.C.2.4.5)</p> <p>1. Define the terms: free trade, international trade, trade barriers, balance of trade, absolute and comparative advantage, protectionism. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>2. Explain how the rate of exchange between countries is established, noting its importance to international trade. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>3. Analyze the major reasons for international trade. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>4. Explain how international trade impacts the political, economic, and cultural relations among nations. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p>	<p>A. After studying national and international trade, the students will:</p> <p>a. Explain the need for and the effects of international trade on selected nations and their people.</p> <p>b. Cite examples of the internationalization of the world's economy; e.g., flows of goods/services/capital, labor mobility, cultural/intellectual/technological exchanges.</p> <p>c. Describe the consequences of a selected trade agreement; e.g., North America Free Trade Agreement (NAFTA), European Union, Association of Southeast Asian Nations. (ASEAN).</p> <p>d. Write a letter to the editor or an editorial about the impact of international trade on a selected regional, national, or local economic issue; e.g., tariffs, unemployment, rising expectations of citizens in developing nations, most favored nation trading status. (SS.A.1.4.1)(SS.A.4.4.5)(SS.C.2.4.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>5. Identify the rationales for and the economic costs of barriers to international trade. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>6. Assess the interdependence of the global economy; e.g., flow of resources, products, expenditures. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>7. Identify regional trade organizations and the rationale for their existence. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>8. Recognize how production decisions in the United States are affected by conditions in other countries. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>9. Discuss the effects of trade deficits, trade surpluses, tariffs, and embargoes on the domestic economy. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p> <p>10. Describe the economic results of long-term trade deficits. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.5) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.1.4.4) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.5) (SS.C.2.4.1) (SS.C.2.4.5) (SS.D.1.4.1) (SS.D.1.4.2) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p>	

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 1. Describe the three basic economic systems; i.e., traditional, command, market. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6) 2. Compare and contrast the methods of economic decision-making in the three types of economic systems. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6) 3. Describe the operation of transnational corporations and their effects on domestic and international labor markets. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6) 4. Discuss the importance of cross-cultural understanding in conducting international business. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6) 5. Examine the positive and negative aspects of international business activities; e.g., environmental concerns, quality of life. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6) 6. Discuss the knowledge, skills, and attitudes that will be needed to function effectively in the world of work in the 21st century. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6) 	<p>B. After studying international business activity, the students will:</p> <ol style="list-style-type: none"> a. Research the business activities of selected transnational corporations; e.g., Nestle, IBM, McDonalds, Honda, Shell Oil. b. Interview a foreign business person or a person who has transacted business in another nation to determine various culture-specific ways of conducting business. c. Create a chart that compares and contrasts business activity in traditional, command, and market economies. d. Prepare, from the perspective of a personnel manager, a list of required attitudes and skills for employment in a 21st century transnational corporation. (SS.A.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<p>7. Explain how the internationalization of the economy has blended elements of various economic systems. (SS.A.1.4.1) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.6) (SS.A.5.4.8) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.B.2.4.5) (SS.D.1.4.1) (SS.D.2.4.1) (SS.D.2.4.2) (SS.D.2.4.3) (SS.D.2.4.4) (SS.D.2.4.6)</p>	