State Content Standards for Texas	Episode 101 – What Is a Biz Kid?	Episode 102 – What Is Money?	Episode 103 – How Do You Get Money?	Episode 104 – What Can You Do with Money?	Episode 105 – Money Moves	Episode 106 – Taking Charge of Your Financial Future	Episode 107 – A Biz: What Is It?	Episode 108 – How to Succeed in Biz-Ness by Really Trying!	Episode 109 – Cash and Credit	Episode 110 – How to Achieve Your Financial Goals	Episode 111 – Don't Blow Your Dough	Episode 112 – Introducing Entrepreneurs	Episode 113 – The Biz Kids Challenge	Episode 114 – How to Be a Smart Consumer	Episode 115 – Using Your Credit - Crazy or Compelling?	Episode 116 – Budgeting Basics	Episode 117 – Understanding Business Ethics	Episode 118 – Saving and Investing for Your Future
SOCIAL STUDIES - ECONOMICS																		
113.11 Kindergarten																		
113.11.B.6.a - The student is expected to identify basic human needs of food, clothing, and shelter.																		
113.11.B.6.b - The student is expected to explain the difference between needs and wants.																		
113.11.B.6.c - The student is expected to explain how basic human needs can be met such as through self-producing, purchasing, and trading.																		

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113.11.B.7.a - The student is expected to identify jobs in the home, school, and community.																		
113.11.B.7.b - The student is expected to explain why people have jobs.			•															
113.12 Grade 1																		
113.12.B.7.a - The student is expected to describe ways that families meet basic human needs.			•															
113.12.B.7.b - the student is expected to describe similarities and differences in ways families meet basic human needs.			•															

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113.12.B.8.a - The student is expected to identify examples of goods and services in the home, school, and community.																		
113.12.B.8.b - The student is expected to identify ways people exchange goods and services.				•														
113.12.B.8.c - The student is expected to identify the role of markets in the exchange of goods and services.																		
113.12.B.9.a - The student is expected to identify examples of people wanting more than they can have.																		
113.12.B.9.b - The student is expected to explain why wanting more than they can have requires that people make choices.																		

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113.12.B.9.c - The student is expected to identify examples of choices families make when buying goods and services.				•														
113.12.B.10.a - The student is expected to describe the components of various jobs and the characteristics of a job well performed.																		
113.12.B.10.b - The student is expected to describe how specialized jobs contribute to the production of goods and services.																		
113.13 Grade 2																		
113.13.B.9.a - The student is expected to explain how work provides income to purchase goods and services.			•															

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113.13.B.9.b - The student is expected to explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.				•														
113.13.B.10.a - The student is expected to distinguish between producing and consuming.																		
113.13.B.10.b - The student is expected to identify ways in which people are both producers and consumers.																		
113.13.B.10.c - The student is expected to examine the development of a product from a natural resource to a finished product.																		
113.14 Grade 3																		

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113.14.B.6.a - The student is expected to identify ways of earning, spending, saving, and donating money.			•	•												•		
113.14.B.6.b - The student is expected to create a simple budget that allocates money for spending, saving, and donating.																		
113.14.B.7.a - The student is expected to define and identify examples of scarcity.																		
113.14.B.7.b - The student is expected to explain the impact of scarcity on production, distribution, and consumption of goods and services.																		
113.14.B.7.c - The student is expected to explain the concept of a free market as it relates to the U.S. free enterprise system.																		

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113.14.B.8.a - The student is expected to identify examples of how a simple business operates.							•											
113.14.B.8.b - The student is expected to explain how supply and demand affect the price of a good or service.																		
113.14.B.8.c - The student is expected to explain how the cost of production and selling price affect profits.																		
113.14.B.8.d - The student is expected to explain how government regulations and taxes impact consumer costs.																		
113.14.B.8.e - The student is expected to identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.	•											•						

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113.15 Grade 4																		
113.15.B.10.a - The student is expected to explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting.																		
113.15.B.10.b - The student is expected to explain the economic activities early immigrants to Texas used to meet their needs and wants.																		
113.15.B.11.a - The student is expected to describe the development of the free enterprise system in Texas.																		
113.15.B.11.b - The student is expected to describe how the free enterprise system works, including supply and demand.																		

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113.15.B.11.c - The student is expected to give examples of the benefits of the free enterprise system such as choice and opportunity.																		
113.15.B.12.a - The student is expected to explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services.																		
113.15.B.12.b - The student is expected to explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.																		
113.15.B.12.c - The student is expected to analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.																		
113.15.B.12.d - The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.																		

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113.15.B.12.e - The student is expected to explain how developments in transportation and communication have influenced economic activities in Texas.																		
113.15.B.12.f - The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.																		
113.15.B.13.a - The student is expected to identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.																		
113.15.B.13.b - The student is expected to identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.																		
113.15.B.13.c - The student is expected to explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.																		

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113.16 Grade 5																		
113.16.B.10.a - The student is expected to explain the economic patterns of early European colonists.																		
113.16.B.10.b - The student is expected to identify major industries of colonial America.																		
113.16.B.11.a - The student is expected to describe the development of the free enterprise system in colonial America and the United States.																		
113.16.B.11.b - The student is expected to describe how the free enterprise system works in the United States.																		

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113.16.B.11.c - The student is expected to give examples of the benefits of the free enterprise system in the United States.																		
113.16.B.12.a - The student is expected to explain how supply and demand affects consumers in the United States.																		
113.16.B.12.b - The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.																		
113.16.B.13.a - The student is expected to compare how people in different parts of the United States earn a living, past and present.			•									•						
113.16.B.13.b - The student is expected to identify and explain how geographic factors have influenced the location of economic activities in the United States.																		

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113.16.B.13.c - The student is expected to analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.																		
113.16.B.13.d - The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.																		
113.16.B.13.e - The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.																		
113.18 Grade 6																		
113.18.B.12.a - The student is expected to identify economic differences among different regions of the United States.																		

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113.18.B.12.b - The student is expected to explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.																		
113.18.B.12.c - The student is expected to explain the reasons for the increase in factories and urbanization.																		
113.18.B.12.d - The student is expected to analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.																		
113.18.B.13.a - The student is expected to analyze the War of 1812 as a cause of economic changes in the nation.																		
113.18.B.13.b - The student is expected to identify the economic factors that brought about rapid industrialization and urbanization.																		

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113.18.B.14.a - The student is expected to explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.																		
113.18.B.14.b - The student is expected to describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.																		
113.19 Grade 7																		
113.19.B.12.a - The student is expected to explain economic factors that led to the urbanization of Texas.																		
113.19.B.12.b - The student is expected to trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing.																		

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113.19.B.12.c - The student is expected to explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.																		
113.19.B.13.a - The student is expected to analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology.																		
113.19.B.13.b - The student is expected to analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas.																		
113.19.B.13.c - The student is expected to analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.																		
113.20 Grade 8																		

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113.20.B.8.a - The student is expected to describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.																		
113.20.B.8.b - The student is expected to identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.																		
113.20.B.8.c - The student is expected to explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.																		
113.20.B.9.a - The student is expected to compare ways in which various societies organize the production and distribution of goods and services.																		
113.20.B.9.b - The student is expected to compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.																		

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113.20.B.9.c - The student is expected to understand the importance of morality and ethics in maintaining a functional free enterprise system.																	•	
113.20.B.9.d - The student is expected to examine the record of collective, non-free market economic systems in contemporary world societies.																		
113.20.B.10.a - The student is expected to define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries.																		
113.20.B.10.b - The student is expected to describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.																		
113.20.B.10.c - The student is expected to identify and describe the effects of government regulation and taxation on economic development and business planning.																		

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113.41 High School																		
113.41.C.15.a - The student is expected to describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.																		
113.41.C.15.b - The student is expected to describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act.																		
113.41.C.15.c - The student is expected to explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas.																		
113.41.C.15.d - The student is expected to describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.																		

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113.41.C.15.e - The student is expected to describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.																		
113.41.C.16.a - The student is expected to analyze the causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies.																		
113.41.C.16.b - The student is expected to identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.																		
113.41.C.16.c - The student is expected to analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others.																		
113.41.C.16.d - The student is expected to compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression.																		

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113.41.C.16.e - The student is expected to describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.																		
113.41.C.17.a - The student is expected to describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment.																		
113.41.C.17.b - The student is expected to identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business.																		
113.41.C.17.c - The student is expected to describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s.																		
113.41.C.17.d - The student is expected to identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each.																		

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113.41.C.17.e - The student is expected to describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).																		
113.41.C.18.a - The student is expected to discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estee Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream.												•						
113.41.C.18.b - The student is expected to identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.																		
113.42.C.17.a - The student is expected to identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution.																		
113.42.C.17.b - The student is expected to summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution.																		

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113.42.C.17.c - The student is expected to summarize the economic and social impact of 20th century globalization.					•													
113.42.C.18.a - The student is expected to identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations* .																		
113.42.C.18.b - The student is expected to identify the historical origins and characteristics of communism, including the influences of Karl Marx.																		
113.42.C.18.c - The student is expected to identify the historical origins and characteristics of socialism.																		
113.42.C.18.d - The student is expected to identify the historical origins and characteristics of fascism.																		

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113.42.C.18.e - The student is expected to explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.																		
113.42.C.18.f - The student is expected to formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.																		
113.43.C.10.a - The student is expected to describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems.																		
113.43.C.10.b - The student is expected to classify where specific countries fall along the economic spectrum between free enterprise and communism.																		
113.43.C.10.c - The student is expected to compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries.																		

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113.43.C.10.d - The student is expected to compare global trade patterns over time and examine the implications of globalization including outsourcing and free trade zones.																		
113.43.C.11.a - The student is expected to understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary).																		
113.43.C.11.b - The student is expected to identify the factors affecting the location of different types of economic activities including subsistence and commercial agriculture, manufacturing, and service industries.																		
113.43.C.11.c - The student is expected to assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.																		
113.43.C.12.a - The student is expected to analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people.																		

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113.43.C.12.b - The student is expected to evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.																		
113.44.C.5.a - The student is expected to explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels.																		
113.44.C.5.b - The student is expected to identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy.																		
113.44.C.5.c - The student is expected to compare the role of government in the U.S. free enterprise system and other economic systems.																		
113.44.C.5.d - The student is expected to understand how government taxation and regulation can serve as restrictions to private enterprise.																		

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113.44.C.6.a - The student is expected to examine how the U.S. government uses economic resources in foreign policy.																		
113.44.C.6.b - The student is expected to understand the roles of the executive and legislative branches in setting international trade and fiscal policies.																		

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SOCIAL STUDIES - ECONOMICS																		
113.11 Kindergarten																		
113.11.B.6.a - The student is expected to identify basic human needs of food, clothing, and shelter.																		
113.11.B.6.b - The student is expected to explain the difference between needs and wants.																		
113.11.B.6.c - The student is expected to explain how basic human needs can be met such as through self-producing, purchasing, and trading.																		

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113.11.B.7.a - The student is expected to identify jobs in the home, school, and community.	•																	
113.11.B.7.b - The student is expected to explain why people have jobs.																		
113.12 Grade 1																		
113.12.B.7.a - The student is expected to describe ways that families meet basic human needs.																		
113.12.B.7.b - the student is expected to describe similarities and differences in ways families meet basic human needs.																		

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113.12.B.8.a - The student is expected to identify examples of goods and services in the home, school, and community.																		
113.12.B.8.b - The student is expected to identify ways people exchange goods and services.																		
113.12.B.8.c - The student is expected to identify the role of markets in the exchange of goods and services.																		
113.12.B.9.a - The student is expected to identify examples of people wanting more than they can have.																		
113.12.B.9.b - The student is expected to explain why wanting more than they can have requires that people make choices.																		

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113.12.B.9.c - The student is expected to identify examples of choices families make when buying goods and services.					•													
113.12.B.10.a - The student is expected to describe the components of various jobs and the characteristics of a job well performed.																		
113.12.B.10.b - The student is expected to describe how specialized jobs contribute to the production of goods and services.																		
113.13 Grade 2																		
113.13.B.9.a - The student is expected to explain how work provides income to purchase goods and services.																		

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113.13.B.9.b - The student is expected to explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.																		
113.13.B.10.a - The student is expected to distinguish between producing and consuming.																		
113.13.B.10.b - The student is expected to identify ways in which people are both producers and consumers.																		
113.13.B.10.c - The student is expected to examine the development of a product from a natural resource to a finished product.																		
113.14 Grade 3																		

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113.14.B.6.a - The student is expected to identify ways of earning, spending, saving, and donating money.					•													
113.14.B.6.b - The student is expected to create a simple budget that allocates money for spending, saving, and donating.										•								
113.14.B.7.a - The student is expected to define and identify examples of scarcity.																		
113.14.B.7.b - The student is expected to explain the impact of scarcity on production, distribution, and consumption of goods and services.																		
113.14.B.7.c - The student is expected to explain the concept of a free market as it relates to the U.S. free enterprise system.																		

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113.14.B.8.a - The student is expected to identify examples of how a simple business operates.						•					•							
113.14.B.8.b - The student is expected to explain how supply and demand affect the price of a good or service.																•		
113.14.B.8.c - The student is expected to explain how the cost of production and selling price affect profits.																		
113.14.B.8.d - The student is expected to explain how government regulations and taxes impact consumer costs.																		
113.14.B.8.e - The student is expected to identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.								•										

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113.15 Grade 4																		
113.15.B.10.a - The student is expected to explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting.																		
113.15.B.10.b - The student is expected to explain the economic activities early immigrants to Texas used to meet their needs and wants.																		
113.15.B.11.a - The student is expected to describe the development of the free enterprise system in Texas.																		
113.15.B.11.b - The student is expected to describe how the free enterprise system works, including supply and demand.																		

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113.15.B.11.c - The student is expected to give examples of the benefits of the free enterprise system such as choice and opportunity.																		
113.15.B.12.a - The student is expected to explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services.	•																	
113.15.B.12.b - The student is expected to explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.																		
113.15.B.12.c - The student is expected to analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.																		
113.15.B.12.d - The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.																		

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113.15.B.12.e - The student is expected to explain how developments in transportation and communication have influenced economic activities in Texas.																		
113.15.B.12.f - The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.																		
113.15.B.13.a - The student is expected to identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.																		
113.15.B.13.b - The student is expected to identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.		•																
113.15.B.13.c - The student is expected to explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.		•																

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113.16 Grade 5																		
113.16.B.10.a - The student is expected to explain the economic patterns of early European colonists.																		
113.16.B.10.b - The student is expected to identify major industries of colonial America.																		
113.16.B.11.a - The student is expected to describe the development of the free enterprise system in colonial America and the United States.																		
113.16.B.11.b - The student is expected to describe how the free enterprise system works in the United States.																		

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113.16.B.11.c - The student is expected to give examples of the benefits of the free enterprise system in the United States.																		
113.16.B.12.a - The student is expected to explain how supply and demand affects consumers in the United States.																		
113.16.B.12.b - The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.																		
113.16.B.13.a - The student is expected to compare how people in different parts of the United States earn a living, past and present.	•				•						•							
113.16.B.13.b - The student is expected to identify and explain how geographic factors have influenced the location of economic activities in the United States.																		

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113.16.B.13.c - The student is expected to analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.																		
113.16.B.13.d - The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.																		
113.16.B.13.e - The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.																		
113.18 Grade 6																		
113.18.B.12.a - The student is expected to identify economic differences among different regions of the United States.																		

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113.18.B.12.b - The student is expected to explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.																		
113.18.B.12.c - The student is expected to explain the reasons for the increase in factories and urbanization.																		
113.18.B.12.d - The student is expected to analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.																		
113.18.B.13.a - The student is expected to analyze the War of 1812 as a cause of economic changes in the nation.																		
113.18.B.13.b - The student is expected to identify the economic factors that brought about rapid industrialization and urbanization.																		

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113.18.B.14.a - The student is expected to explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.																		
113.18.B.14.b - The student is expected to describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.																		
113.19 Grade 7																		
113.19.B.12.a - The student is expected to explain economic factors that led to the urbanization of Texas.																		
113.19.B.12.b - The student is expected to trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing.																		

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113.19.B.12.c - The student is expected to explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.																		
113.19.B.13.a - The student is expected to analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology.																		
113.19.B.13.b - The student is expected to analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas.																		
113.19.B.13.c - The student is expected to analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.																		
113.20 Grade 8																		

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113.20.B.8.a - The student is expected to describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.																		
113.20.B.8.b - The student is expected to identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.																		
113.20.B.8.c - The student is expected to explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.		•																
113.20.B.9.a - The student is expected to compare ways in which various societies organize the production and distribution of goods and services.																		
113.20.B.9.b - The student is expected to compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.																		

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113.20.B.9.c - The student is expected to understand the importance of morality and ethics in maintaining a functional free enterprise system.																		
113.20.B.9.d - The student is expected to examine the record of collective, non-free market economic systems in contemporary world societies.																		
113.20.B.10.a - The student is expected to define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries.	•																	
113.20.B.10.b - The student is expected to describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.																		
113.20.B.10.c - The student is expected to identify and describe the effects of government regulation and taxation on economic development and business planning.																		

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113.41 High School																		
113.41.C.15.a - The student is expected to describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.																		
113.41.C.15.b - The student is expected to describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act.																		
113.41.C.15.c - The student is expected to explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas.																		
113.41.C.15.d - The student is expected to describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.																		

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113.41.C.15.e - The student is expected to describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.																		
113.41.C.16.a - The student is expected to analyze the causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies.																		
113.41.C.16.b - The student is expected to identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.																•		
113.41.C.16.c - The student is expected to analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others.																		
113.41.C.16.d - The student is expected to compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression.																		

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113.41.C.16.e - The student is expected to describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.																		
113.41.C.17.a - The student is expected to describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment.																		
113.41.C.17.b - The student is expected to identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business.																		
113.41.C.17.c - The student is expected to describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s.																		
113.41.C.17.d - The student is expected to identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each.																		

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113.41.C.17.e - The student is expected to describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).																		
113.41.C.18.a - The student is expected to discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estee Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream.								•										
113.41.C.18.b - The student is expected to identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.																		
113.42.C.17.a - The student is expected to identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution.																		
113.42.C.17.b - The student is expected to summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution.																		

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113.42.C.17.c - The student is expected to summarize the economic and social impact of 20th century globalization.		•																
113.42.C.18.a - The student is expected to identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations* .																		
113.42.C.18.b - The student is expected to identify the historical origins and characteristics of communism, including the influences of Karl Marx.																		
113.42.C.18.c - The student is expected to identify the historical origins and characteristics of socialism.																		
113.42.C.18.d - The student is expected to identify the historical origins and characteristics of fascism.																		

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113.42.C.18.e - The student is expected to explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.																		
113.42.C.18.f - The student is expected to formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.																		
113.43.C.10.a - The student is expected to describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems.																		
113.43.C.10.b - The student is expected to classify where specific countries fall along the economic spectrum between free enterprise and communism.																		
113.43.C.10.c - The student is expected to compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries.	•																	

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113.43.C.10.d - The student is expected to compare global trade patterns over time and examine the implications of globalization including outsourcing and free trade zones.		•																
113.43.C.11.a - The student is expected to understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary).																		
113.43.C.11.b - The student is expected to identify the factors affecting the location of different types of economic activities including subsistence and commercial agriculture, manufacturing, and service industries.																		
113.43.C.11.c - The student is expected to assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.																		
113.43.C.12.a - The student is expected to analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people.																		

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113.43.C.12.b - The student is expected to evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.																		
113.44.C.5.a - The student is expected to explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels.																		
113.44.C.5.b - The student is expected to identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy.																		
113.44.C.5.c - The student is expected to compare the role of government in the U.S. free enterprise system and other economic systems.																		
113.44.C.5.d - The student is expected to understand how government taxation and regulation can serve as restrictions to private enterprise.																		

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113.44.C.6.a - The student is expected to examine how the U.S. government uses economic resources in foreign policy.																		
113.44.C.6.b - The student is expected to understand the roles of the executive and legislative branches in setting international trade and fiscal policies.																		

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SOCIAL STUDIES - ECONOMICS																		
113.11 Kindergarten																		
113.11.B.6.a - The student is expected to identify basic human needs of food, clothing, and shelter.																		
113.11.B.6.b - The student is expected to explain the difference between needs and wants.																		
113.11.B.6.c - The student is expected to explain how basic human needs can be met such as through self-producing, purchasing, and trading.																		

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113.11.B.7.a - The student is expected to identify jobs in the home, school, and community.		•																
113.11.B.7.b - The student is expected to explain why people have jobs.																		
113.12 Grade 1																		
113.12.B.7.a - The student is expected to describe ways that families meet basic human needs.																		
113.12.B.7.b - the student is expected to describe similarities and differences in ways families meet basic human needs.																		

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113.12.B.8.a - The student is expected to identify examples of goods and services in the home, school, and community.																		
113.12.B.8.b - The student is expected to identify ways people exchange goods and services.																		
113.12.B.8.c - The student is expected to identify the role of markets in the exchange of goods and services.																		
113.12.B.9.a - The student is expected to identify examples of people wanting more than they can have.																		
113.12.B.9.b - The student is expected to explain why wanting more than they can have requires that people make choices.																		

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113.12.B.9.c - The student is expected to identify examples of choices families make when buying goods and services.																		
113.12.B.10.a - The student is expected to describe the components of various jobs and the characteristics of a job well performed.																		
113.12.B.10.b - The student is expected to describe how specialized jobs contribute to the production of goods and services.																		
113.13 Grade 2																		
113.13.B.9.a - The student is expected to explain how work provides income to purchase goods and services.																		

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113.13.B.9.b - The student is expected to explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.																		
113.13.B.10.a - The student is expected to distinguish between producing and consuming.																		
113.13.B.10.b - The student is expected to identify ways in which people are both producers and consumers.																		
113.13.B.10.c - The student is expected to examine the development of a product from a natural resource to a finished product.																		
113.14 Grade 3																		

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113.14.B.6.a - The student is expected to identify ways of earning, spending, saving, and donating money.							•											
113.14.B.6.b - The student is expected to create a simple budget that allocates money for spending, saving, and donating.				•														
113.14.B.7.a - The student is expected to define and identify examples of scarcity.																		
113.14.B.7.b - The student is expected to explain the impact of scarcity on production, distribution, and consumption of goods and services.																		
113.14.B.7.c - The student is expected to explain the concept of a free market as it relates to the U.S. free enterprise system.																		

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113.14.B.8.a - The student is expected to identify examples of how a simple business operates.													•					
113.14.B.8.b - The student is expected to explain how supply and demand affect the price of a good or service.																		
113.14.B.8.c - The student is expected to explain how the cost of production and selling price affect profits.																		
113.14.B.8.d - The student is expected to explain how government regulations and taxes impact consumer costs.																		
113.14.B.8.e - The student is expected to identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.																		

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113.15 Grade 4																		
113.15.B.10.a - The student is expected to explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting.																		
113.15.B.10.b - The student is expected to explain the economic activities early immigrants to Texas used to meet their needs and wants.																		
113.15.B.11.a - The student is expected to describe the development of the free enterprise system in Texas.																		
113.15.B.11.b - The student is expected to describe how the free enterprise system works, including supply and demand.																		

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113.15.B.11.c - The student is expected to give examples of the benefits of the free enterprise system such as choice and opportunity.																		
113.15.B.12.a - The student is expected to explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services.																		
113.15.B.12.b - The student is expected to explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.																		
113.15.B.12.c - The student is expected to analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.																		
113.15.B.12.d - The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.																		

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113.15.B.12.e - The student is expected to explain how developments in transportation and communication have influenced economic activities in Texas.																		
113.15.B.12.f - The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.																		
113.15.B.13.a - The student is expected to identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.																		
113.15.B.13.b - The student is expected to identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.																		
113.15.B.13.c - The student is expected to explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.																		

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113.16 Grade 5																		
113.16.B.10.a - The student is expected to explain the economic patterns of early European colonists.																		
113.16.B.10.b - The student is expected to identify major industries of colonial America.																		
113.16.B.11.a - The student is expected to describe the development of the free enterprise system in colonial America and the United States.																		
113.16.B.11.b - The student is expected to describe how the free enterprise system works in the United States.																		

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113.16.B.11.c - The student is expected to give examples of the benefits of the free enterprise system in the United States.																		
113.16.B.12.a - The student is expected to explain how supply and demand affects consumers in the United States.																		
113.16.B.12.b - The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.																		
113.16.B.13.a - The student is expected to compare how people in different parts of the United States earn a living, past and present.																		
113.16.B.13.b - The student is expected to identify and explain how geographic factors have influenced the location of economic activities in the United States.																		

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113.16.B.13.c - The student is expected to analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.																		
113.16.B.13.d - The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.																		
113.16.B.13.e - The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.																		
113.18 Grade 6																		
113.18.B.12.a - The student is expected to identify economic differences among different regions of the United States.																		

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113.18.B.12.b - The student is expected to explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.																		
113.18.B.12.c - The student is expected to explain the reasons for the increase in factories and urbanization.																		
113.18.B.12.d - The student is expected to analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.																		
113.18.B.13.a - The student is expected to analyze the War of 1812 as a cause of economic changes in the nation.																		
113.18.B.13.b - The student is expected to identify the economic factors that brought about rapid industrialization and urbanization.																		

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113.18.B.14.a - The student is expected to explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.																		
113.18.B.14.b - The student is expected to describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.																		
113.19 Grade 7																		
113.19.B.12.a - The student is expected to explain economic factors that led to the urbanization of Texas.																		
113.19.B.12.b - The student is expected to trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing.																		

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113.19.B.12.c - The student is expected to explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.																		
113.19.B.13.a - The student is expected to analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology.																		
113.19.B.13.b - The student is expected to analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas.																		
113.19.B.13.c - The student is expected to analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.																		
113.20 Grade 8																		

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113.20.B.8.a - The student is expected to describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.																		
113.20.B.8.b - The student is expected to identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.																		
113.20.B.8.c - The student is expected to explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.																		
113.20.B.9.a - The student is expected to compare ways in which various societies organize the production and distribution of goods and services.																		
113.20.B.9.b - The student is expected to compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.																		

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113.20.B.9.c - The student is expected to understand the importance of morality and ethics in maintaining a functional free enterprise system.																		
113.20.B.9.d - The student is expected to examine the record of collective, non-free market economic systems in contemporary world societies.																		
113.20.B.10.a - The student is expected to define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries.		•																
113.20.B.10.b - The student is expected to describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.																		
113.20.B.10.c - The student is expected to identify and describe the effects of government regulation and taxation on economic development and business planning.									•									

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113.41 High School																		
113.41.C.15.a - The student is expected to describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.																		
113.41.C.15.b - The student is expected to describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act.																		
113.41.C.15.c - The student is expected to explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas.																		
113.41.C.15.d - The student is expected to describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.																		

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113.41.C.15.e - The student is expected to describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.																		
113.41.C.16.a - The student is expected to analyze the causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies.																		
113.41.C.16.b - The student is expected to identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.																		
113.41.C.16.c - The student is expected to analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others.																		
113.41.C.16.d - The student is expected to compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression.																		

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113.41.C.16.e - The student is expected to describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.																		
113.41.C.17.a - The student is expected to describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment.																		
113.41.C.17.b - The student is expected to identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business.																		
113.41.C.17.c - The student is expected to describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s.																		
113.41.C.17.d - The student is expected to identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each.																		

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113.41.C.17.e - The student is expected to describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).																		
113.41.C.18.a - The student is expected to discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estee Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream.																		
113.41.C.18.b - The student is expected to identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.																		
113.42.C.17.a - The student is expected to identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution.																		
113.42.C.17.b - The student is expected to summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution.																		

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113.42.C.17.c - The student is expected to summarize the economic and social impact of 20th century globalization.																		
113.42.C.18.a - The student is expected to identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations* .																		
113.42.C.18.b - The student is expected to identify the historical origins and characteristics of communism, including the influences of Karl Marx.																		
113.42.C.18.c - The student is expected to identify the historical origins and characteristics of socialism.																		
113.42.C.18.d - The student is expected to identify the historical origins and characteristics of fascism.																		

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113.42.C.18.e - The student is expected to explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.																		
113.42.C.18.f - The student is expected to formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.																		
113.43.C.10.a - The student is expected to describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems.																		
113.43.C.10.b - The student is expected to classify where specific countries fall along the economic spectrum between free enterprise and communism.																		
113.43.C.10.c - The student is expected to compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries.		•																

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113.43.C.10.d - The student is expected to compare global trade patterns over time and examine the implications of globalization including outsourcing and free trade zones.																		
113.43.C.11.a - The student is expected to understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary).																		
113.43.C.11.b - The student is expected to identify the factors affecting the location of different types of economic activities including subsistence and commercial agriculture, manufacturing, and service industries.																		
113.43.C.11.c - The student is expected to assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.																		
113.43.C.12.a - The student is expected to analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people.																		

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113.43.C.12.b - The student is expected to evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.																		
113.44.C.5.a - The student is expected to explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels.									•									
113.44.C.5.b - The student is expected to identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy.									•									
113.44.C.5.c - The student is expected to compare the role of government in the U.S. free enterprise system and other economic systems.									•									
113.44.C.5.d - The student is expected to understand how government taxation and regulation can serve as restrictions to private enterprise.									•									

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113.44.C.6.a - The student is expected to examine how the U.S. government uses economic resources in foreign policy.																		
113.44.C.6.b - The student is expected to understand the roles of the executive and legislative branches in setting international trade and fiscal policies.																		

State Content Standards for Texas	Episode 503 – Movin' On Out	Episode 504 – You Are the Target!	Episode 505 – The Economics of Economics	Episode 506 – Businesses That Give Back	Episode 507 – What's in the Books?	Episode 508 – Take it to the Bank	Episode 509 – It's a Job to Get a Job!	Episode 510 – Fundraising Can Be Fun	Episode 511 – What to Do With a Windfall	Episode 512 – Businesses Going Green	Episode 513 – All in the Family
SOCIAL STUDIES - ECONOMICS											
113.11 Kindergarten											
113.11.B.6.a - The student is expected to identify basic human needs of food, clothing, and shelter.											
113.11.B.6.b - The student is expected to explain the difference between needs and wants.											
113.11.B.6.c - The student is expected to explain how basic human needs can be met such as through self-producing, purchasing, and trading.											

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113.11.B.7.a - The student is expected to identify jobs in the home, school, and community.											
113.11.B.7.b - The student is expected to explain why people have jobs.											
113.12 Grade 1											
113.12.B.7.a - The student is expected to describe ways that families meet basic human needs.											
113.12.B.7.b - the student is expected to describe similarities and differences in ways families meet basic human needs.											

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113.12.B.8.a - The student is expected to identify examples of goods and services in the home, school, and community.											
113.12.B.8.b - The student is expected to identify ways people exchange goods and services.											
113.12.B.8.c - The student is expected to identify the role of markets in the exchange of goods and services.											
113.12.B.9.a - The student is expected to identify examples of people wanting more than they can have.		•									
113.12.B.9.b - The student is expected to explain why wanting more than they can have requires that people make choices.		•									

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113.12.B.9.c - The student is expected to identify examples of choices families make when buying goods and services.											
113.12.B.10.a - The student is expected to describe the components of various jobs and the characteristics of a job well performed.											
113.12.B.10.b - The student is expected to describe how specialized jobs contribute to the production of goods and services.											
113.13 Grade 2											
113.13.B.9.a - The student is expected to explain how work provides income to purchase goods and services.											

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113.13.B.9.b - The student is expected to explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.											
113.13.B.10.a - The student is expected to distinguish between producing and consuming.											
113.13.B.10.b - The student is expected to identify ways in which people are both producers and consumers.											
113.13.B.10.c - The student is expected to examine the development of a product from a natural resource to a finished product.											
113.14 Grade 3											

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113.14.B.6.a - The student is expected to identify ways of earning, spending, saving, and donating money.											
113.14.B.6.b - The student is expected to create a simple budget that allocates money for spending, saving, and donating.											
113.14.B.7.a - The student is expected to define and identify examples of scarcity.											
113.14.B.7.b - The student is expected to explain the impact of scarcity on production, distribution, and consumption of goods and services.											
113.14.B.7.c - The student is expected to explain the concept of a free market as it relates to the U.S. free enterprise system.											

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113.14.B.8.a - The student is expected to identify examples of how a simple business operates.											
113.14.B.8.b - The student is expected to explain how supply and demand affect the price of a good or service.											
113.14.B.8.c - The student is expected to explain how the cost of production and selling price affect profits.											
113.14.B.8.d - The student is expected to explain how government regulations and taxes impact consumer costs.											
113.14.B.8.e - The student is expected to identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.											

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113.15 Grade 4											
113.15.B.10.a - The student is expected to explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting.											
113.15.B.10.b - The student is expected to explain the economic activities early immigrants to Texas used to meet their needs and wants.											
113.15.B.11.a - The student is expected to describe the development of the free enterprise system in Texas.											
113.15.B.11.b - The student is expected to describe how the free enterprise system works, including supply and demand.											

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113.15.B.11.c - The student is expected to give examples of the benefits of the free enterprise system such as choice and opportunity.											
113.15.B.12.a - The student is expected to explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services.											
113.15.B.12.b - The student is expected to explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.											
113.15.B.12.c - The student is expected to analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.											
113.15.B.12.d - The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.											

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113.15.B.12.e - The student is expected to explain how developments in transportation and communication have influenced economic activities in Texas.											
113.15.B.12.f - The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.											
113.15.B.13.a - The student is expected to identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.											
113.15.B.13.b - The student is expected to identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.											
113.15.B.13.c - The student is expected to explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.											

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113.16 Grade 5											
113.16.B.10.a - The student is expected to explain the economic patterns of early European colonists.											
113.16.B.10.b - The student is expected to identify major industries of colonial America.											
113.16.B.11.a - The student is expected to describe the development of the free enterprise system in colonial America and the United States.											
113.16.B.11.b - The student is expected to describe how the free enterprise system works in the United States.											

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113.16.B.11.c - The student is expected to give examples of the benefits of the free enterprise system in the United States.											
113.16.B.12.a - The student is expected to explain how supply and demand affects consumers in the United States.											
113.16.B.12.b - The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.											
113.16.B.13.a - The student is expected to compare how people in different parts of the United States earn a living, past and present.											
113.16.B.13.b - The student is expected to identify and explain how geographic factors have influenced the location of economic activities in the United States.											

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113.16.B.13.c - The student is expected to analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.											
113.16.B.13.d - The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.											
113.16.B.13.e - The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.											
113.18 Grade 6											
113.18.B.12.a - The student is expected to identify economic differences among different regions of the United States.											

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113.18.B.12.b - The student is expected to explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.											
113.18.B.12.c - The student is expected to explain the reasons for the increase in factories and urbanization.											
113.18.B.12.d - The student is expected to analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.											
113.18.B.13.a - The student is expected to analyze the War of 1812 as a cause of economic changes in the nation.											
113.18.B.13.b - The student is expected to identify the economic factors that brought about rapid industrialization and urbanization.											

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113.18.B.14.a - The student is expected to explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.											
113.18.B.14.b - The student is expected to describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.											
113.19 Grade 7											
113.19.B.12.a - The student is expected to explain economic factors that led to the urbanization of Texas.											
113.19.B.12.b - The student is expected to trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing.											

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113.19.B.12.c - The student is expected to explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.											
113.19.B.13.a - The student is expected to analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology.											
113.19.B.13.b - The student is expected to analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas.			•								
113.19.B.13.c - The student is expected to analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.											
113.20 Grade 8											

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113.20.B.8.a - The student is expected to describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.											
113.20.B.8.b - The student is expected to identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.											
113.20.B.8.c - The student is expected to explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.											
113.20.B.9.a - The student is expected to compare ways in which various societies organize the production and distribution of goods and services.											
113.20.B.9.b - The student is expected to compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.											

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113.20.B.9.c - The student is expected to understand the importance of morality and ethics in maintaining a functional free enterprise system.											
113.20.B.9.d - The student is expected to examine the record of collective, non-free market economic systems in contemporary world societies.											
113.20.B.10.a - The student is expected to define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries.											
113.20.B.10.b - The student is expected to describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.			•								
113.20.B.10.c - The student is expected to identify and describe the effects of government regulation and taxation on economic development and business planning.											

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113.41 High School											
113.41.C.15.a - The student is expected to describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.											
113.41.C.15.b - The student is expected to describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act.											
113.41.C.15.c - The student is expected to explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas.											
113.41.C.15.d - The student is expected to describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.											

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113.41.C.15.e - The student is expected to describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.											
113.41.C.16.a - The student is expected to analyze the causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies.											
113.41.C.16.b - The student is expected to identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.											
113.41.C.16.c - The student is expected to analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others.											
113.41.C.16.d - The student is expected to compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression.											

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113.41.C.16.e - The student is expected to describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.											
113.41.C.17.a - The student is expected to describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment.											
113.41.C.17.b - The student is expected to identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business.											
113.41.C.17.c - The student is expected to describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s.											
113.41.C.17.d - The student is expected to identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each.											

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113.41.C.17.e - The student is expected to describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).											
113.41.C.18.a - The student is expected to discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estee Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream.											
113.41.C.18.b - The student is expected to identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.											
113.42.C.17.a - The student is expected to identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution.											
113.42.C.17.b - The student is expected to summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution.											

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113.42.C.17.c - The student is expected to summarize the economic and social impact of 20th century globalization.											
113.42.C.18.a - The student is expected to identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations* .											
113.42.C.18.b - The student is expected to identify the historical origins and characteristics of communism, including the influences of Karl Marx.											
113.42.C.18.c - The student is expected to identify the historical origins and characteristics of socialism.											
113.42.C.18.d - The student is expected to identify the historical origins and characteristics of fascism.											

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113.42.C.18.e - The student is expected to explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.											
113.42.C.18.f - The student is expected to formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.											
113.43.C.10.a - The student is expected to describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems.											
113.43.C.10.b - The student is expected to classify where specific countries fall along the economic spectrum between free enterprise and communism.											
113.43.C.10.c - The student is expected to compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries.											

State Content Standards for Texas	Episode 503 – Movin' On Out	Episode 504 – You Are the Target!	Episode 505 – The Economics of Economics	Episode 506 – Businesses That Give Back	Episode 507 – What's in the Books?	Episode 508 – Take it to the Bank	Episode 509 – It's a Job to Get a Job!	Episode 510 – Fundraising Can Be Fun	Episode 511 – What to Do With a Windfall	Episode 512 – Businesses Going Green	Episode 513 – All in the Family
113.43.C.10.d - The student is expected to compare global trade patterns over time and examine the implications of globalization including outsourcing and free trade zones.											
113.43.C.11.a - The student is expected to understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary).											
113.43.C.11.b - The student is expected to identify the factors affecting the location of different types of economic activities including subsistence and commercial agriculture, manufacturing, and service industries.											
113.43.C.11.c - The student is expected to assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.											
113.43.C.12.a - The student is expected to analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people.											

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113.43.C.12.b - The student is expected to evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.											
113.44.C.5.a - The student is expected to explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels.			•								
113.44.C.5.b - The student is expected to identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy.											
113.44.C.5.c - The student is expected to compare the role of government in the U.S. free enterprise system and other economic systems.											
113.44.C.5.d - The student is expected to understand how government taxation and regulation can serve as restrictions to private enterprise.											

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113.44.C.6.a - The student is expected to examine how the U.S. government uses economic resources in foreign policy.											
113.44.C.6.b - The student is expected to understand the roles of the executive and legislative branches in setting international trade and fiscal policies.											