

ECONOMICS OF RECYCLING
for Middle School, High School, and Adults

2010 IDOE Content Standards

GRADE 7 Core Standards

Standard 3: Geography

Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia and the Southwest Pacific. They will also name and locate major physical features, countries and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

- 7.3.4 Identify and describe major physical characteristics of regions in Africa, Asia and the Southwest Pacific.
- 7.3.5 Explain how ocean currents and winds influence climate differences in Africa, Asia and the Southwest Pacific and explain how they are adapted through industry, agriculture and housing.
- 7.3.8 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia.
- 7.3.9 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific.
- 7.3.10 Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.
- 7.3.14 Use a variety of information resources to identify current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

-----**Standard 4:**

Economics

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

- 7.4.2 Identify economic connections between the local community and the countries of Africa, Asia or the Southwest Pacific.
- 7.4.6 Describe ways that people can increase individual human capital.
- 7.4.7 Identify ways that societies deal with helpful spillovers (e.g. education) or harmful spillovers (e.g. pollution).
- 7.4.8 Explain how saving and investing help increase productivity and economic growth and examine how individual savings can grow through regular saving and the power of compound interest.

GRADE 7 Core Standards

Standard 1: Health & Wellness

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 7.1.1 Examine how healthy behaviors influence personal health.
- 7.1.3 Discover how the environment can impact personal health.
- 7.1.7 Determine the barriers to practicing healthy behaviors.
- 7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 7.2.1 Describe how family values and behaviors influence the health of adolescents.
- 7.2.2 Discuss the influence of culture on health behaviors.
- 7.2.3 Describe how peers influence unhealthy behaviors.
- 7.2.4 Identify how the school can affect personal health practices and behaviors.
- 7.2.5 Examine how information from the media influences health behaviors.
- 7.2.6 Interpret the influence of technology on personal health.
- 7.2.7 Indicate how the perceptions of norms influence healthy and unhealthy behaviors.
- 7.2.8 Describe the influence of personal beliefs on health practices and behaviors.

7.2.9 Discuss how some risky choices can influence the likelihood of unhealthy behaviors.

7.2.10 Identify how public health policies can influence disease prevention.

Standard 3

Students will demonstrate the ability to access valid information and products and services to enhance health.

7.3.1 Explain the validity of health information.

7.3.2 Locate valid health information from school and community.

7.3.3 Identify how to access products that enhance health.

7.3.4 Determine situations that require health services.

7.3.5 Select valid and reliable health products.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

7.4.1 Demonstrate effective communication skills to enhance health.

7.4.4 Model how to ask for assistance to enhance the health of others.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

7.5.1 Describe situations that can help or hinder healthy decision-making.

7.5.2 Recognize when health-related situations require a thoughtful decision-making process.

7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems.

7.5.5 Examine the potential short-term impact of each option on self and others.

7.5.6 Choose healthy choices over unhealthy choices when making a decision.

7.5.7 Examine the consequences of a health-related decision.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

7.6.1 Analyze the effectiveness of personal health practices.

7.6.2 Select a goal to improve a personal health practice.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.7.1 Show the importance of being accountable for personal health behaviors.

7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.

7.7.3 Describe behaviors to avoid or reduce health risks to self and others.

Standard 8

Students will demonstrate the ability to advocate for personal, family and community health.

7.8.1 Select a health enhancing position and support it with accurate information.

7.8.2 Demonstrate how to influence and support others to make positive health choices.

7.8.4 Explain ways that health messages can be altered for different audiences.

GRADE 8 Core Standards

Standard 2: Civics and Government

Students will explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how three branches of government share and check power within our federal system of government.

8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States...

8.2.2 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

- 8.2.5 Compare and contrast the powers reserved to the federal and state government under the Articles of Confederation and the United States Constitution.
- 8.2.7 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/non-governmental organizations that comprise civil society.
- 8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
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Standard 3: Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

- 8.3.11 Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
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Standard 4: Economics

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 8.4.3 Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- 8.4.4 Explain the basic economic functions of the government in the economy of the United States.
- 8.4.5 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
- 8.4.9 Explain and evaluate examples of domestic and international interdependence throughout United States history.
- 8.4.11 Use a variety of information resources to compare and contrast job skills needed in different time periods in United States history.
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GRADE 8 Core Standards

Standard 1: Health & Wellness

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 8.1.1 Analyze the relationship between healthy behaviors and personal health.
- 8.1.3 Analyze how the environment impacts personal health.
- 8.1.4 Describe how family history can impact personal health.
- 8.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 8.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 8.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 8.2.1 Examine how the family influences the health of adolescents.
- 8.2.3 Describe how peers influence healthy and unhealthy behaviors.
- 8.2.4 Analyze how the school and community can affect personal health practices and behaviors.
- 8.2.5 Analyze how messages from the media influence health behaviors.
- 8.2.6 Analyze the influence of technology on personal and family health.
- 8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 8.2.8 Explain the influence of personal values and beliefs on individual health practice

and behaviors.

- 8.2.10 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 8.3.1 Analyze the validity of health information, products and services.
 8.3.2 Access valid health information from home, school and community.
 8.3.3 Determine the accessibility of products that enhance health.
 8.3.5 Locate valid and reliable health products and services.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 8.4.1 Apply effective verbal and non-verbal communication skills to enhance health.
 8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
 8.4.3 Demonstrate effective conflict management or resolution strategies.
 8.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

- 8.5.1 Identify circumstances that can help or hinder healthy decision making.
 8.5.2 Determine when health-related situations require the application of a thoughtful decision-making process.
 8.5.3 Distinguish when individual or collaborative decision making is appropriate.
 8.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
 8.5.5 Predict the potential short-term impact of each alternative on self and others.
 8.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
 8.5.7 Analyze the outcomes of a health-related decision.

Standard 6

Students will demonstrate the ability to use goal setting skills to enhance health.

- 8.6.1 Assess personal health practices
 8.6.2 Develop a goal to adopt, maintain or improve a personal health practice.
 8.6.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 8.7.1 Explain the importance of assuming responsibility for personal health behaviors.
 8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
 8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8

Students will demonstrate the ability to advocate for personal, family and community health.

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
 8.8.2 Demonstrate how to influence and support others to make positive health choices.
 8.8.3 Work cooperatively to advocate for health individuals, families and schools.
 8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

GRADES 9-12

Standard 1: Health and Wellness

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- HW.1.1 Document how personal behaviors can impact health.
 HW.1.2 Explain the interrelationships of emotional, social and physical health.
 HW.1.3 Examine how the environment and health are connected

- HW.1.5 Formulate ways to prevent or reduce the risk of health problems.
- HW.1.6 Investigate the connection between access to health care and health status.
- HW.1.7 Summarize the benefits and barriers to practicing healthy behaviors.
- HW.1.8 Predict susceptibility to injury or illness if engaging in unhealthy behaviors.
- HW.1.9 Discover the severity of illness if engaging in unhealthy behaviors.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- HW.2.1 Examine how the family impacts the health of individuals.
- HW.2.2 Examine how society supports and challenges health beliefs, practices and behaviors.
- HW.2.3 Examine how adolescents influence healthy and unhealthy behaviors.
- HW.2.3 Assess how the school and community can influence health practices and behaviors.
- HW.2.5 Analyze the effect of media on personal health.
- HW.2.6 Analyze the impact of technology on personal and family health.
- HW.2.7 Examine how norms influence health-related behaviors.
- HW.2.8 Determine the influence of personal values on health practices and behaviors.
- HW.2.10 Examine how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3

Students will demonstrate the ability to access valid information and products and services to enhance health.

- HW.3.1 Assess how to determine the validity of health information, products and services.
- HW.3.2 Utilize resources from school and community that provide valid health information.
- HW.3.3 Investigate the accessibility of products and services that enhance health.
- HW.3.4 Examine when professional health services may be required.
- HW.3.5 Select valid and reliable health products and services.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- HW.4.1 Model skills for communicating effectively with others to enhance health.
- HW.4.2 Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.
- HW.4.3 Apply strategies to manage or resolve interpersonal conflicts without harming self or others.
- HW.4.4 Illustrate how to offer assistance to enhance the health of self and others.

Standard 5

- HW.5.1 Determine barriers to healthy decision making.
- HW.5.2 Outline the value of applying a thoughtful decision-making process to a health-related situation.
- HW.5.3 Assess when independent or collaborative decision making is appropriate.
- HW.5.4 Propose alternative choices to health-related issues or problems.
- HW.5.5 Analyze the potential short and long-term outcome of each alternative on self and others.
- HW.5.6 Determine the health-enhancing choice when making decisions.
- HW.5.7 Assess the potential success or consequence of health-related decisions.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

- HW.6.1 Evaluate personal health practices and overall health.

HW.6.2 Formulate a plan to achieve a health goal that addresses strengths, needs and risks.

HW.6.3 Determine an effective long-term personal health plan.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HW.7.1 Examine individual responsibility for improving health.

HW.7.2 Illustrate a variety of healthy practices that will maintain or improve health.

HW.7.3 Model behaviors to reduce health risks.

Standard 8

Students will demonstrate the ability to advocate for personal, family and community health.

HW.8.1 Apply accurate peer and societal norms to formulate a health-enhancing message

HW.8.2 Model how to influence and support others to make positive health choices.

HW.8.3 Work with others to advocate for improving personal, family and community health.

HW.8.4 Modify health messages and communication techniques to a specific target audience.

**ALSO APPLIES TO ADVANCED HEALTH AND WELLNESS (AH) STANDARDS
FAMILY & CONSUMER SCIENCE (FACS)**

Adult Roles And Responsibilities (2008)

Standard 1

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills.

ARR-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

ARR-1.2 Evaluate effective communication processes in school, family, career, and community settings.

ARR-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

ARR-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

ARR-1.1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

Standard 2

Students will analyze personal standards, needs, aptitudes, and goals and their impact on family, career, and community interactions.

ARR-2.2 Determine personal standards and their effects on life choices.

ARR-2.3 Examine impacts of needs and aptitudes on family and community interactions, choices, and personal fulfillment.

Standard 3

Students will integrate multiple life roles and responsibilities in family, career, and community settings.

ARR-3.2 Analyze impacts of multiple life roles and responsibilities on various types of relationships.

ARR-3.3 Evaluate responsible ways of behaving and relating to others in family, career, and community settings.

ARR-3.4 Analyze interrelationships among family, career, and community roles and responsibilities.

Standard 4

Students will demonstrate management of individual and family resources, including food, clothing, shelter, and transportation.

- ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants for nutrition and wellness, clothing, housing, and transportation.
- ARR-4.2 Apply management and planning skills and processes to organize tasks and fulfill responsibilities.
- ARR-4.3 Demonstrate skills in seeking consumer information, taking consumer responsibility, and exercising consumer rights.
- ARR-4.4 Evaluate features, prices, and performance of consumer goods in light of personal standards, goals, and resources.
- ARR-4.5 Determine individual and family responsibilities in conserving, reusing, and recycling resources to maintain the environment.
- ARR-4.6 Assess the use of technology and its impact on quality of life and family resources.

Standard 5

Students will demonstrate management of financial resources to meet goals of individuals and families across the life span. (See also: Financial Literacy Education high school standards)

- ARR-5.1 Financial Responsibility & Decision Making
- 5.1.1 Demonstrate financial planning strategies that reflect needs, wants, standards, goals, and economic resources.
- 5.1.2 Determine financial practices that foster economic self-sufficiency for individuals and families.

MIDDLE SCHOOL FACS

Standard 1 Life & Careers

Integrate multiple life roles and responsibilities in school, family, career, and community settings.

Standard 4: Interdependence

Describe the relationship between living and nonliving components of ecosystems and describe how that relationship is in flux due to natural changes and human actions.

- B.4.1 Explain that the amount of life environments can support is limited by the available energy, water, oxygen and minerals and by the ability of ecosystems to recycle the remains of dead organisms.
- B.4.2 Describe how human activities and natural phenomena can change the flow and of matter and energy in an ecosystem and how those changes impact other species.
- B.4.4 Describe how climate, the pattern of matter and energy flow, the birth and death of new organisms, and the interaction between those organisms contribute to the long-term stability of an ecosystem.

Standard 8: Evolution

Describe how modern evolutionary theory provides an explanation of the history of life on earth and the similarities among organism that exist today.

- B.8.5 Describe how organisms with beneficial traits are more likely to survive, reproduce, and pass on their genetic information due to genetic variations, environmental forces and reproductive pressures.

GRADE 9-12 Core Standards

Standard 1: Economics

Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

- E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (Geography)
- E.1.2 Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity costs and tradeoffs.
- E.1.3 Explain the important role of the entrepreneur in taking the risk to combine

- productive resources to produce goods and services.
- E. 1.4 Describe how people respond predictably to positive and negative incentives.
 - E. 1.5 Explain that voluntary exchange occurs when all participating parties expect to gain.
 - E.1.6 Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? For whom to produce?
 - E.1.9 Diagram and explain a Circular Flow Model of a market economy, showing households and businesses as decision makers, resource and money flows, and the three basic markets—product, productive resources and financial markets.
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Standard 2: Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

- E.2.1 Define supply and demand.
 - E.2.2 Identify factors that cause changes in market supply and demand.
 - E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.
 - E.2.4 Describe how prices send signals to buyers and sellers.
 - E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
 - E.2.6 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.
 - E.2.11 Illustrate how investment in factories; machinery; new technology; and the health, education and training of people increases productivity and raises future standards of living. (Individuals, Society and Culture).
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Standard 3: Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

- E.3.3 Recognize that economic institutions, such as labor unions, nonprofit organizations and cooperatives, evolve in market economies to help members and clients accomplish their goals. (Government; Individuals, Society and Culture).
 - E.3.5 Explain how competition among many sellers lowers costs and prices.
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Standard 4: Role of Government

Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

- E.4.1 Explain the basic functions of government in a market economy. (Government).
 - E.4.3 Describe how the government taxing harmful spillovers and subsidizing helpful spillovers helps to resolve the inefficiency they cause.
 - E.4.5 Explain the way that tax revenue is used in the community. (Government).
 - E.4.10 Use an economic decision making model to analyze a public policy issue. (Government).
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Standard 5: National Economic Performance

Students will understand the means by which economic performance is measured.

- E.5.1 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.
- E. 5.5 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (History).

- E.5.9 Recognize that a country's overall level of income, employment and prices are determined by the individual spending and production decisions of households, firms and government. (Government; Individuals, Society and Culture).
- E.5.10 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.
- E.5.11 Compare and contrast solutions for reducing unemployment. (Government).

Standard 8: Trade

Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.

- E.8.7 Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
- E.8.10 Identify skills that individuals need to be successful in the global economy.

Standard 1 Scarcity And Economic Reasoning

Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

- E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (Geography)
- E.1.2 Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity costs and tradeoffs.
- E.1.3 Explain the important role of the entrepreneur in taking the risk to combine productive resources to produce goods and services.
- E.1.4 Describe how people respond predictably to positive and negative incentives.
- E.1.5 Explain that voluntary exchange occurs when all participating parties expect to gain.
- E.1.6 Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? For whom to produce?
- E.1.8 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity and growth.

Standard 2 Supply And Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

- E.2.1 Define supply and demand
- E.2.2 Identify factors that cause changes in market supply and demand.
- E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.
- E.2.4 Describe how prices send signals to buyers and sellers.
- E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
- E.2.6 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.
- E. 2.7 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
- E.2.8 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.
- E.2.10 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
- E.2.11 Illustrate how investment in factories; machinery; new technology; and the health, education and training of people increases productivity and raises future

standards of living. (Individuals, Society and Culture).

Standard 3 Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

- E.3.3 Recognize that economic institutions, such as labor unions, nonprofit organizations and cooperatives, evolve in market economies to help members and clients accomplish their goals. (Government; Individuals, Society and Culture)
- E. 3.4 Identify the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition and pure competition.
- E.3.5 Explain how competition among many sellers lowers costs and prices.
- E.3.7 Explain ways that firms engage in price and non-price competition.
- E.3.9 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.

Standard 4 The Role of Government

Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

- E.4.5 Explore the ways that tax revenue is used in the community. (Government)

Standard 5 National Economic Performance

Students will understand the means by which economic performance is measured.

- E.5.9 Recognize that a country's overall level of income, employment and prices are determined by the individual spending and production decisions of households, firms and government. (Government; Individuals, Society and Culture)

Standard 6 Money And The Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

- E.6.10 Formulate savings or financial investment plan for a future goal.

Standard 7 Economic Stabalization

Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.

- E.7.9 Explain how a change in monetary or fiscal policy can impact a student's purchasing decision.

Standard 8 Trade

Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economics of the world.

- E. 8.10 Identify skills that individuals need to be successful in the global economy.
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