



The AMERICAN VISION

MODERN TIMES

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STANDARDS	PAGE REFERENCES
Core High School U.S. History	
Standards, Supporting Skills, and Examples	
Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.	
Standard, Supporting Skills, and Examples	
9-12.US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.	
<ul style="list-style-type: none"> Identify and explain the transition of the U.S. from an agrarian society to an industrial nation. Examples: urbanization/industrialization/immigration Examples: key people-Thomas Edison, Henry Ford, Wright brothers 	<p>Student Edition: 182-186, 214-219, 222-227 <i>Analyzing Primary Sources</i> 220-221 <i>Critical Thinking</i> 219 #5 <i>Main Ideas</i> 186 #3 <i>National Geographic</i> 183, 215 <i>Primary Source</i> 216-217, 224-225 <i>Timeline</i> 184-185</p> <p>Teacher Wraparound Edition: C 186, 227; RS 184; SP 215; WS 184, 186</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Identify and explain the causes and impact of Western Expansion in relation to the settlements of the great plains. Examples: Homestead Act (1862), Railroad Expansion, Mining Frontier, Open Range, Morrill Act (1862) 	<p>Student Edition: 158-165, 166-169, 170-175 <i>National Geographic</i> 159, 162-163, 167 <i>Past & Present</i> 160-161 <i>Technology & History</i> 168</p> <p>Teacher Wraparound Edition: Ac 161; C 165, 175; CT 160, 163; DI 167; RS 162; WS 158</p>
<ul style="list-style-type: none"> Describe the role of big business and labor unions in the development of modern America. Examples: Robber Barons, role of the muckrakers, labor leaders, government policies 	<p>Student Edition: 188-193, 194-199, 200-207 <i>History & Geography</i> 189 <i>Infographic</i> 196-197, 205 <i>Main Ideas</i> 193 #3 <i>National Geographic</i> 203 <i>People in History</i> 198 <i>Primary Source</i> 201 <i>Technology & History</i> 190-191 <i>Writing About History</i> 199</p> <p>Teacher Wraparound Edition: C 193, 199; CT 205; RS 191; SP 189; WS 201, 203, 205</p>
<ul style="list-style-type: none"> Identify and explain the causes and impact of U. S. Imperialism as evidenced by the Spanish-American War, Open Door Policies (Japan and China), Panama Canal Examples: Teddy Roosevelt-Big Stick Imperialism, Boxer Rebellion, Philippine insurrection 	<p>Student Edition: 262-267, 268-275, 276-283 <i>National Geographic</i> 277, 281 <i>Primary Source</i> 263, 264-265, 269, 270-271 <i>Writing About History</i> 283</p> <p>Teacher Wraparound Edition: C 267; CT 278; RS 270; WS 264, 265, 273, 277</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Identify social and political origins, accomplishments, and limitations of Progressivism. 	<p>Student Edition: 292-299, 300-302, 304-307, 308-313 <i>Analyzing Supreme Court Cases</i> 303 <i>Infographic</i> 310-311 <i>Political Cartoon</i> 301 <i>Primary Source</i> 293, 294, 298, 306 <i>Timeline</i> 296-297 <i>Writing About History</i> 299</p> <p>Teacher Wraparound Edition: Ac 295, 301; C 307, 313; CT 294; DI 311; SP 297</p>
<ul style="list-style-type: none"> Describe the causes and impact of World War I. 	<p>Student Edition: 320-325, 328-330, 332-333, 336-345, 348-353 <i>Analyzing Primary Sources</i> 334-335 <i>Analyzing Supreme Court Cases</i> 331 <i>Debates in History</i> 324-325 <i>National Geographic</i> 321, 337 <i>Primary Source</i> 322-323, 329, 332, 341 <i>Turning Point</i> 326</p> <p>Teacher Wraparound Edition: C 327, 333, 345, 353; CT 322, 339; RS 322, 351; SP 321; T 331; WS 338, 342</p>
<ul style="list-style-type: none"> Explain the factors that led to the Great Depression. Examples: post-World War I economy, dust bowl 	<p>Student Edition: 365, 368-375, 400-405 <i>Critical Thinking</i> 405 #6 <i>Infographic</i> 404 <i>Primary Source</i> 401 <i>Turning Point</i> 402-403 <i>Writing About History</i> 405</p> <p>Teacher Wraparound Edition: C 375; CT 365, 372; RS 374, 403, 405; SP 403</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain the New Deal and its legacy (social and economic). 	<p>Student Edition: 424-431, 434-439, 440-442, 444-445 <i>Analyzing Primary Sources</i> 432-433 <i>Debates in History</i> 436-439 <i>Main Ideas</i> 431 #5 <i>Past & Present</i> 428-429 <i>Primary Source</i> 441 <i>Timeline</i> 426-427</p> <p>Teacher Wraparound Edition: C 431, 439, 445; CT 425, 429, 442, 444; DI 425, 436</p>
<ul style="list-style-type: none"> Explain the entry, the major battles, and the effects of World War II. Example: Native American Code Talkers 	<p>Student Edition: 454-459, 460-465, 466-471, 474-479, 486-493, 494-499, 500-504, 506-507, 508-515, 518-525 <i>Analyzing Supreme Court Cases</i> 505 <i>Geography & History</i> 516-517 <i>Infographic</i> 458 <i>National Geographic</i> 455, 456-457, 461, 496-497, 509</p> <p>Teacher Wraparound Edition: C 459, 465, 468; CT 457, 487, 495, 512; RS 477; SP 455, 462; WS 479, 492</p>
<ul style="list-style-type: none"> Identify domestic events post-World War II. Examples: Space Race, Iran-Contra affair, Watergate, Clinton impeachment 	<p>Student Edition: 546-550, 552-553, 587, 604-605, 712-714, 716-717, 752, 784-785 <i>Analyzing Supreme Court Cases</i> 715 <i>Political Cartoon</i> 549 <i>Primary Source</i> 552, 713, 785 <i>Technology & History</i> 604-605 <i>Turning Point</i> 556</p> <p>Teacher Wraparound Edition: Ac 605; C 553, 717; DI 549; EC 752</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe role of the U. S. in world affairs as it relates to the Cold War. Examples: post-World War II Europe, Korea, Cuba, Vietnam, Iran conflict 	<p>Student Edition: 532-537, 538-545, 554-559, 605-607, 654-661, 670-672, 674-675 <i>Critical Thinking</i> 537 #6 <i>Debates in History</i> 534-535 <i>Infographic</i> 542-543 <i>National Geographic</i> 536, 606 <i>Primary Source</i> 533, 539 <i>Technology & History</i> 555</p> <p>Teacher Wraparound Edition: C 545, 559, 661; CT 533, 555; RS 534, 540; SP 606</p>
<ul style="list-style-type: none"> Identify foreign events, policies, and issues from 1990 to present-day as they relate to U.S. History. Examples: Middle East events-Gulf Wars, Fall of Berlin Wall, 9/11, Bosnia situation, Afghanistan, North Korea, terrorism 	<p>Student Edition: 763-765, 786-787, 808-813, 814-819 <i>Main Ideas</i> 787 #5 <i>National Geographic</i> 764, 810 <i>Primary Source</i> 815 <i>Timeline</i> 816-817 <i>Turning Point</i> 809 <i>Writing About History</i> 813</p> <p>Teacher Wraparound Edition: RS 763, 786; WS 809, 818</p>
<p>9-12.US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods. Examples: American Revolution, Westward Movement, Civil War/Reconstruction</p>	<p>Student Edition: <i>Past & Present</i> 96-97, 160-161, 278-279, 350-351, 428-429, 584-585, 612-613, 756-757</p> <p>Teacher Wraparound Edition: Ac 428, 612, 756; RS 351; WS 612</p>

STANDARDS	PAGE REFERENCES
<p>Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p>	
<p>9-12.US.2.1. Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</p>	
<ul style="list-style-type: none"> Explain the causes of conflicts with Native Americans. Examples: Fort Laramie Treaties of 1851 and 1868, Minnesota Uprising (1862), Sand Creek Massacre (1864), Red Cloud's War (1864-1868), Battle of Little Big Horn (1876) 	<p>Student Edition: 104-105, 170-175 <i>Critical Thinking</i> 175 #5 <i>Main Ideas</i> 175 #3 <i>National Geographic</i> 171 <i>People in History</i> 174 <i>Political Cartoon</i> 173</p> <p>Teacher Wraparound Edition: C 175; CT 173, 174; DI 171, 172; WS 171, 172, 173</p>
<ul style="list-style-type: none"> Explain the impact of U.S. policy on Native Americans. Examples: Manifest Destiny, Black Hills Cession of 1877, General Allotment Act/Dawes Act (1887), Ghost Dance religion, Wounded Knee Massacre (1890) 	<p>Student Edition: 104-105, 170-175 <i>Critical Thinking</i> 175 #5 <i>Main Ideas</i> 175 #3 <i>National Geographic</i> 171 <i>People in History</i> 174 <i>Political Cartoon</i> 173</p> <p>Teacher Wraparound Edition: C 175; CT 173, 174; DI 171, 172; WS 171, 172, 173</p>
<p>9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p>	
<ul style="list-style-type: none"> Cultural movements Examples: Harlem Renaissance and jazz age, counterculture 	<p>Student Edition: 232-233, 382-385, 388-391, 684-685 <i>Main Ideas</i> 239 #3 <i>Primary Source</i> 232-233, 383, 384, 389, 390-391, 684</p> <p>Teacher Wraparound Edition: C 385, 685; CT 390; DI 390; WS 383, 384, 684</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Religious and educational movements Examples: Social gospel, Evangelicalism, Mormon, Native American education reform 	<p>Student Edition: 100, 231-232, 236-239, 380-381, 724-725, 744 <i>Primary Source</i> 231, 725 <i>Writing About History</i> 239</p> <p>Teacher Wraparound Edition: Ac 100; RS 100</p>
<ul style="list-style-type: none"> Political movements Examples: Women’s suffrage, Populists and Progressives, Isolationists, Anarchists, Anti-communism, Civil Rights movement, American Indian movement, Reagan revolution 	<p>Student Edition: 242-247, 292-299, 366, 376-377, 458, 475, 546-547, 549-550, 622-624, 626-629 <i>Analyzing Supreme Court Cases</i> 625 <i>Infographic</i> 646 <i>Political Cartoon</i> 475, 549 <i>Primary Source</i> 242 <i>Timeline</i> 296-297</p> <p>Teacher Wraparound Edition: C 629; DI 295, 366, 538; SP 246</p>
<ul style="list-style-type: none"> Social reform movements Examples: feminism, Social Darwinism, temperance, baby boomer 	<p>Student Edition: 100, 231-232, 236-239, 294-295, 686-691, 758-759 <i>Debates in History</i> 236-237, 688-689 <i>People in History</i> 238 <i>Primary Source</i> 231 <i>Timeline</i> 296-297</p> <p>Teacher Wraparound Edition: C 239; WS 231, 296</p>
<ul style="list-style-type: none"> Social reform movements Examples: feminism, Social Darwinism, temperance, baby boomer 	<p>Student Edition: 100, 231-232, 236-239, 294-295, 686-691, 758-759 <i>Debates in History</i> 236-237, 688-689 <i>People in History</i> 238 <i>Primary Source</i> 231 <i>Timeline</i> 296-297</p> <p>Teacher Wraparound Edition: C 239; WS 231, 296</p>

STANDARDS	PAGE REFERENCES
<p>9-12.US.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p>	
<ul style="list-style-type: none"> Native Americans and reservation system 	<p>Student Edition: 104-105, 172, 173, 175 <i>Critical Thinking</i> 175 #5 <i>National Geographic</i> 171</p> <p>Teacher Wraparound Edition: CT 174; DI 172</p>
<ul style="list-style-type: none"> Railroad, farming, livestock, and mining patterns 	<p>Student Edition: 158-165, 166-169, 188-193 <i>Critical Thinking</i> 165 #5, 169 #4 <i>History & Geography</i> 189 <i>National Geographic</i> 159, 167 <i>Technology & History</i> 168, 190-191</p> <p>Teacher Wraparound Edition: Ac 161; C 165, 193; CT 163; DI 160, 167; WS 168</p>
<ul style="list-style-type: none"> Settlements according to nationality and religion Examples: German, Swedes, Norwegians, Bohemians, Czech, Dutch, etc. Examples: Hutterite, Mennonite, etc. 	<p>Student Edition: 91, 165, 166-169 <i>Primary Source</i> 164 <i>Writing About History</i> 169</p> <p>Teacher Wraparound Edition: WS 91, 168</p>
<p align="center">Core High School U.S. History Performance Descriptors</p>	
<p align="center">High school students performing at the advanced level:</p>	
<ul style="list-style-type: none"> relate the causes and consequences of historical events to subsequent events and their legacy in current conditions. 	<p>Student Edition: <i>Main Ideas</i> 767 #4 <i>Past & Present</i> 96-97, 160-161, 278-279, 350-351, 428-429, 584-585, 612-613, 756-757 <i>Skills Handbook</i> R3</p> <p>Teacher Wraparound Edition: CT 756; RS 766</p>

STANDARDS	PAGE REFERENCES
High school students performing at the proficient level:	
<ul style="list-style-type: none"> explain the cause-effect relationships and legacy that distinguish significant historical periods and relationships; 	<p>Student Edition: <i>Main Ideas</i> 767 #4 <i>Past & Present</i> 96-97, 160-161, 278-279, 350-351, 428-429, 584-585, 612-613, 756-757 <i>Skills Handbook</i> R3</p> <p>Teacher Wraparound Edition: CT 756; RS 766</p>
<ul style="list-style-type: none"> describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.; 	<p>Student Edition: 100, 231-232, 236-239, 294-295, 686-691, 758-759 <i>Debates in History</i> 236-237, 688-689 <i>People in History</i> 238 <i>Primary Source</i> 231 <i>Timeline</i> 296-297</p> <p>Teacher Wraparound Edition: C 239; WS 231, 296</p>
<ul style="list-style-type: none"> identify the influences of groups on settlement patterns of South Dakota and the Great Plains Region. 	<p>Student Edition: 166-169, 170-175 <i>Main Ideas</i> 175 #2 <i>National Geographic</i> 171 <i>Writing About History</i> 169</p> <p>Teacher Wraparound Edition: C 175; DI 167, 171; WS 168</p>
High school students performing at the basic level:	
<ul style="list-style-type: none"> identify groups who influenced the settlement of South Dakota; 	<p>Student Edition: 166-169, 170-175 <i>Main Ideas</i> 175 #2 <i>National Geographic</i> 171 <i>Writing About History</i> 169</p> <p>Teacher Wraparound Edition: C 175; DI 167, 171; WS 168</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> given historical periods, sequence events. 	<p>Student Edition: <i>Skills Handbook</i> R17 <i>Timeline</i> 24-25, 124-125, 184-185, 296-297, 426-427, 510-511, 520-521, 632-633, 816-817</p> <p>Teacher Wraparound Edition: Ac 524; RS 184</p>
<p>Advanced High School U.S. History Standards, Supporting Skills, and Examples</p>	
<p>Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p>	
<p>9-12.US.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</p>	
<ul style="list-style-type: none"> Chronicle the transition of the U.S. from an agrarian society to an industrial nation. 	<p>Student Edition: 182-186, 214-219, 222-227 <i>Analyzing Primary Sources</i> 220-221 <i>Critical Thinking</i> 219 #5 <i>Main Ideas</i> 186 #3 <i>National Geographic</i> 183, 215 <i>Primary Source</i> 216-217, 224-225 <i>Timeline</i> 184-185</p> <p>Teacher Wraparound Edition: C 186, 227; RS 184; SP 215; WS 184, 186</p>
<ul style="list-style-type: none"> Critique the causes and impact of Western Expansion. 	<p>Student Edition: 158-165, 166-169, 170-175 <i>National Geographic</i> 159, 162-163, 167 <i>Past & Present</i> 160-161 <i>Technology & History</i> 168</p> <p>Teacher Wraparound Edition: Ac 161; C 165, 175; CT 160, 163; DI 167; RS 162; WS 158</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Critique the causes and impact of U. S. Imperialism. 	<p>Student Edition: 262-267, 268-275, 276-283 <i>National Geographic</i> 277, 281 <i>Primary Source</i> 263, 264-265, 269, 270-271 <i>Writing About History</i> 283</p> <p>Teacher Wraparound Edition: C 267; CT 278; RS 270; WS 264, 265, 273, 277</p>
<ul style="list-style-type: none"> Describe social and political origins, accomplishments, and limitations of Progressivism. 	<p>Student Edition: 292-299, 300-302, 304-307, 308-313 <i>Analyzing Supreme Court Cases</i> 303 <i>Infographic</i> 310-311 <i>Political Cartoon</i> 301 <i>Primary Source</i> 293, 294, 298, 306 <i>Timeline</i> 296-297 <i>Writing About History</i> 299</p> <p>Teacher Wraparound Edition: Ac 295, 301; C 307, 313; CT 294; DI 311; SP 297</p>
<ul style="list-style-type: none"> Explain the relationship between domestic events and foreign policies as they relate to the United States' role in world affairs. 	<p>Student Edition: 763-765, 786-787, 808-813, 814-819 <i>Main Ideas</i> 787 #5 <i>National Geographic</i> 764, 810 <i>Primary Source</i> 815 <i>Timeline</i> 816-817 <i>Turning Point</i> 809 <i>Writing About History</i> 813</p> <p>Teacher Wraparound Edition: RS 763, 786; WS 809, 818</p>

STANDARDS	PAGE REFERENCES
<p>Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p>	
<p>9-12.US.2.1A. Students are able to evaluate the significance of interactions between the U.S. government and diverse cultures in relation to cultural preservation versus cultural assimilation.</p>	<p>Student Edition: 175, 218-219, 376-378, 493, 504, 585-586, 644, 697 <i>Analyzing Supreme Court Cases</i> 505 <i>Critical Thinking</i> 219 #5 <i>Political Cartoon</i> 377 <i>Writing About History</i> 175</p> <p>Teacher Wraparound Edition: C 219; CT 174, 175, 585, 645; T 505; WS 504</p>
<p align="center">Core High School Economics Standards, Supporting Skills, and Examples</p>	
<p>Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.</p>	
<p align="center">Standard, Supporting Skills, and Examples</p>	
<p>9-12.E.1.1. Students are able to compare the characteristics of the world’s traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p>	
<ul style="list-style-type: none"> Identify contributors of modern economics. Examples: Adam Smith and Karl Marx 	<p>Student Edition: 186-187, 202, 203 <i>Main Ideas</i> 187 #4 <i>Political Cartoon</i> 186</p> <p>Teacher Wraparound Edition: C 187; CT 202, 203</p>
<ul style="list-style-type: none"> Explain the transition of the former Soviet bloc nations to market economies. 	<p>Student Edition: 762-764, 786-787 <i>Main Ideas</i> 767 #2 <i>National Geographic</i> 763</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain the fundamentals of the market system. Examples: Identify the factors of production; identify the role of competition; compare methods of ownership: sole proprietorships, partnerships, corporations, cooperatives, conglomerates, franchises, monopolies, and oligopolies; describe the structure and functions of financial markets: stocks and bonds. 	<p>Student Edition: 186-187, 194-199, 242-244, 309, 400-401, 754 <i>Infographic</i> 195, 196-197 <i>Main Ideas</i> 767 #2 <i>Political Cartoon</i> 186</p> <p>Teacher Wraparound Edition: C 187, 405; CT 196, 198, 244; RS 243</p>
<ul style="list-style-type: none"> Explain the costs and benefits of entrepreneurial decisions. 	<p>Student Edition: 187, 194-199, 754-755 <i>Critical Thinking</i> 199 #5 <i>Infographic</i> 195 <i>Main Ideas</i> 187 #4 <i>Writing About History</i> 199</p> <p>Teacher Wraparound Edition: CT 187</p>
<p>9-12.E.1.2. Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p>	
<ul style="list-style-type: none"> Identify negative and positive aspects of economic growth. 	<p>Student Edition: 262-263, 368-375, 754-755 <i>Critical Thinking</i> 375 #6 <i>Main Ideas</i> 375 #3 <i>Primary Source</i> 753 <i>Technology & History</i> 370-371</p> <p>Teacher Wraparound Edition: C 375; CT 372; RS 371, 374</p>
<ul style="list-style-type: none"> Differentiate between wants versus needs. 	<p>Student Edition: 370, 372-373, 572 <i>Critical Thinking</i> 375 #6 <i>Primary Source</i> 372 <i>Technology & History</i> 370-371</p> <p>Teacher Wraparound Edition: CT 372</p>

STANDARDS	PAGE REFERENCES
<p>9-12.E.1.3. Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p>	
<ul style="list-style-type: none"> Describe the influence of the Federal Reserve System in the U.S. economy; 	<p>Student Edition: 311, 405, 413 <i>Critical Thinking</i> 313 #7 <i>Infographic</i> 310-311 <i>Main Ideas</i> 313 #3</p> <p>Teacher Wraparound Edition: Ac 310; RS 311</p>
<ul style="list-style-type: none"> Describe economic stabilization policies of the U.S. Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission) 	<p>Student Edition: 242-243, 365, 404, 405, 637, 688, 720, 748, 780 <i>Debates in History</i> 748 <i>Infographic</i> 404</p> <p>Teacher Wraparound Edition: CT 365, 748; WS 364, 688, 748</p>
<p>9-12.E.1.4. Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>	
<ul style="list-style-type: none"> Explain how supply and demand for labor affects wages. 	<p>Student Edition: 200, 204, 368, 369-370, 445, 506, 569, 571, 581, 584, 642 <i>Time Notebook</i> 347, 609</p> <p>Teacher Wraparound Edition: CT 506; WS 205</p>
<ul style="list-style-type: none"> Explain the impact of outsourcing on the market economy and labor. 	<p>Student Edition: 794-795 <i>Critical Thinking</i> 797 #6</p>
<ul style="list-style-type: none"> Describe the positive and negative aspects of government policies that affect employment. Examples: minimum wage, affirmative action, age 	<p>Student Edition: 234, 298, 375, 445, 569, 571, 725-727 <i>Main Ideas</i> 729 #2 <i>Primary Source</i> 298</p> <p>Teacher Wraparound Edition: Ac 726; CT 234; RS 298, 568</p>

STANDARDS	PAGE REFERENCES
<p>9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</p>	
<ul style="list-style-type: none"> Supply and demand and their effects on price Examples: supply and demand x graph chart Examples: gas prices, Great Depression 	<p>Student Edition: 245, 506, 718-719 <i>Main Ideas</i> 507 #4, 723 #2 <i>Primary Source</i> 719</p> <p>Teacher Wraparound Edition: Ac 163; CT 506; DI 245, 506; SP 719</p>
<ul style="list-style-type: none"> Production possibilities curve, business cycles Examples: recession, prosperity, inflation, deflation 	<p>Student Edition: 200, 242, 442, 572-574, 719-720, 721, 748, 766-767 <i>Main Ideas</i> 445 #2, 579 #2</p> <p>Teacher Wraparound Edition: C 579; RS 766</p>
<p>9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</p>	
<ul style="list-style-type: none"> Describe the U.S. trade deficit and policies. 	<p>Student Edition: 276-277, 794-796 <i>Main Ideas</i> 283 #3 <i>National Geographic</i> 195</p> <p>Teacher Wraparound Edition: RS 277, 795; SP 796</p>
<ul style="list-style-type: none"> Describe economic alliances: OPEC, NAFTA, GATT, EU. 	<p>Student Edition: 718-719, 795 <i>Critical Thinking</i> 797 #4, #5 <i>Main Ideas</i> 723 #2 <i>National Geographic</i> 795</p> <p>Teacher Wraparound Edition: Ac 719; CT 795</p>
<ul style="list-style-type: none"> Define domestic output, national income, and price level. 	<p>Student Edition: 182, 719, 794-796 <i>Primary Source</i> 796</p> <p>Teacher Wraparound Edition: SP 796</p>

STANDARDS	PAGE REFERENCES
Core High School Economics Performance Descriptors	
High school students performing at the advanced level will:	
<ul style="list-style-type: none"> explain costs and benefits of government intervention in the economy of the United States; 	<p>Student Edition: 186-187, 299, 302, 405, 748-750, 766-767 <i>Analyzing Supreme Court Cases</i> 303 <i>Debates in History</i> 748-750 <i>Infographic</i> 310-311 <i>Main Ideas</i> 187 #4 <i>Political Cartoons</i> 186</p> <p>Teacher Wraparound Edition: C 187; CT 748; RS 766; WS 748, 750</p>
<ul style="list-style-type: none"> describe methods used to measure domestic output, national income, and price level. 	<p>Student Edition: 182, 719, 794-796 <i>Primary Source</i> 796</p> <p>Teacher Wraparound Edition: SP 796</p>
High school students performing at the proficient level will:	
<ul style="list-style-type: none"> explain how scarcity affects the basic economic questions of what, how, how much, and for whom to produce; 	<p>Student Edition: 506-507, 718-719 <i>Main Ideas</i> 507 #4 <i>Primary Source</i> 719</p> <p>Teacher Wraparound Edition: CT 506; DI 506</p>
<ul style="list-style-type: none"> use graphs to illustrate changes in supply and demand and their effects on price; 	<p>Student Edition: 245, 506, 718-719 <i>Main Ideas</i> 507 #4, 723 #2 <i>Primary Source</i> 719</p> <p>Teacher Wraparound Edition: Ac 163; CT 506; DI 245, 506; SP 719</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> explain the fundamentals of the market system (free enterprise) and compare the characteristics of the world's traditional, command, and market economies; 	<p>Student Edition: 186-187, 194-199, 242-244, 309, 400-401, 754 <i>Infographic</i> 195, 196-197 <i>Main Ideas</i> 767 #2 <i>Political Cartoon</i> 186</p> <p>Teacher Wraparound Edition: C 187, 405; CT 196, 198, 244; RS 243</p>
<ul style="list-style-type: none"> explain the impact of labor on the economy of the United States; 	<p>Student Edition: 200-207, 228, 231, 374, 437-439, 566-567 <i>Infographic</i> 202 <i>Time Notebook</i> 347 <i>Writing About History</i> 207</p> <p>Teacher Wraparound Edition: C 374; CT 203; RS 374</p>
<ul style="list-style-type: none"> explain the role of money and the structure of the banking system of the U.S.; 	<p>Student Edition: 242-243, 413, 425-427, 748</p> <p>Teacher Wraparound Edition: C 247</p>
<ul style="list-style-type: none"> explain basic elements of trade and its impact on the U.S. economy. 	<p>Student Edition: 276-277, 366-367, 794-796 <i>Main Ideas</i> 283 #3, 797 #2 <i>National Geographic</i> 277, 795</p> <p>Teacher Wraparound Edition: CT 795; RS 277; SP 796; WS 277</p>
<p>High school students performing at the basic level will:</p>	
<ul style="list-style-type: none"> identify basic economic terms; 	<p>Student Edition: 186-187, 194-199, 242-244, 309, 400-401, 754 <i>Infographic</i> 195, 196-197 <i>Main Ideas</i> 767 #2 <i>Political Cartoon</i> 186</p> <p>Teacher Wraparound Edition: C 187, 405; CT 196, 198, 244; RS 243</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> identify the market system; 	<p>Student Edition: 186-187, 194-199, 242-244, 309, 400-401, 754 <i>Infographic</i> 195, 196-197 <i>Main Ideas</i> 767 #2 <i>Political Cartoon</i> 186</p> <p>Teacher Wraparound Edition: C 187, 405; CT 196, 198, 244; RS 243</p>
<ul style="list-style-type: none"> identify how supply and demand affect price. 	<p>Student Edition: 245, 506, 718-719 <i>Main Ideas</i> 507 #4, 723 #2 <i>Primary Source</i> 719</p> <p>Teacher Wraparound Edition: Ac 163; CT 506; DI 245, 506; SP 719</p>