



GLENCOE  
**CIVICS  
TODAY**

**CITIZENSHIP, ECONOMICS, & YOU**

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STANDARDS	PAGE REFERENCES
<p><b>Core High School Civics (Government)</b> <b>Standards, Supporting Skills, and Examples</b></p>	
<p><b>Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</b></p>	
<p><b>Standard, Supporting Skills, and Examples</b></p>	
<p><b>9-12.C.1.1. Students are able to explain the characteristics of various forms of government.</b> Example: Democracies (direct and indirect); Totalitarian/Authoritarian (dictatorships, absolute monarchy)</p>	
<ul style="list-style-type: none"> <li>Geographic distribution of power Examples: unitary, federal, confederation</li> </ul>	<p><b>Student Edition:</b> 23-26, 68, 89, 351-352 <i>Analyzing Charts</i> 25, 81, 89, 352</p> <p><b>Teacher Wraparound Edition:</b> ACL 25; DI 23</p>
<ul style="list-style-type: none"> <li>The relationship between the legislative and executive branches Examples: presidential, parliamentary</li> </ul>	<p><b>Student Edition:</b> 33, 80-81, 88, 188, 221-222 <i>Analyzing Charts</i> 88</p> <p><b>Teacher Wraparound Edition:</b> C 223; CT 221; DI 24, 25; WS 88</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>The number of citizens who may participate</li> </ul>	<p><b>Student Edition:</b> 24-25, 26, 293, 471-473, 716, 745-748 <i>Analyzing Charts</i> 25, 294 <i>Analyzing Graphs</i> 746</p> <p><b>Teacher Wraparound Edition:</b> ACL 25, 717; CT 25, 293, 471; RC 26</p>
<p><b>9-12.C.1. 2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.</b></p>	
<p><b>Examples:</b> documents - Magna Carta, Petition of Rights, English Bill of Rights, Mayflower Compact, British Colonial legislation (Intolerable Acts, Stamp Act, Writs of Assistance), Articles of Confederation, Colonial/early state constitutions, Declaration of Independence</p>	<p><b>Student Edition:</b> 33, 34, 36, 52-53, 55-56, 60-63, 67, 68-69, 768-769 <i>Analyzing Charts</i> 87 <i>Reading Check</i> 35</p> <p><b>Teacher Wraparound Edition:</b> AS 62; C 37; CT 33, 49; RC 35</p>
<p><b>Examples:</b> ideals – Greek and Roman governments, League of Iroquois Confederation, Social Contract</p>	<p><b>Student Edition:</b> 7, 21, 34-35, 47, 48-49, 428-429 <i>Reading Check</i> 429</p> <p><b>Teacher Wraparound Edition:</b> AIS 35; CT 35; RC 429</p>
<p><b>Examples:</b> philosophers - Locke, Hobbes, Rousseau, Montesquieu, Machiavelli</p>	<p><b>Student Edition:</b> 21, 25, 34-35, 49, 56, 88, 166 <i>Document Based Questions</i> 29</p> <p><b>Teacher Wraparound Edition:</b> AIS 35; AS 7; CT 35</p>
<p><b>9-12.C.1.3. Students are able to identify the principles of the American Constitution.</b></p>	
<ul style="list-style-type: none"> <li>Separation of Powers/Checks and Balances Examples: legislative, executive, judicial Example: Describe the structures, functions, and powers of the branches of government.</li> </ul>	<p><b>Student Edition:</b> 35, 80-81, 88, 188, 221-222 <i>Analyzing Charts</i> 88 <i>Reading Check</i> 188</p> <p><b>Teacher Wraparound Edition:</b> RC 188; SP 88; WS 88</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Federalism-division of power among national, state, local, and tribal</li> </ul>	<p><b>Student Edition:</b> 77, 89-90, 351-354 <i>Analyzing Charts</i> 89, 352</p> <p><b>Teacher Wraparound Edition:</b> AC 89; CT 89, 351; RS 89; S1 348; SP 352</p>
<ul style="list-style-type: none"> <li>Limited Government (Rule of law/Constitutionalism)</li> </ul>	<p><b>Student Edition:</b> 87, 434 <i>United States v. Nixon</i> 792-793</p> <p><b>Teacher Wraparound Edition:</b> CT 87; RS 86</p>
<ul style="list-style-type: none"> <li>Popular Sovereignty</li> </ul>	<p><b>Student Edition:</b> 12, 24, 56, 86-87</p> <p><b>Teacher Wraparound Edition:</b> CT 13; RS 86</p>
<ul style="list-style-type: none"> <li>Judicial review Examples: Landmark decisions of the United States Supreme Court (Marbury v. Madison, Miranda v. Arizona, Plessey v. Ferguson, Brown v. Board of Education, Roe v. Wade)</li> </ul>	<p><b>Student Edition:</b> 140, 252-253, 258-259, 435, 438-440 <i>Analyzing Charts</i> 258 <i>Landmark Supreme Court Case Studies</i> 260, 370, 459 <i>Time Political Cartoons</i> 252</p> <p><b>Teacher Wraparound Edition</b> AS 260; CT 252; T 260; TPC 252</p>
<ul style="list-style-type: none"> <li>Amendment process</li> </ul>	<p><b>Student Edition:</b> 82-83 <i>Analyzing Charts</i> 83</p> <p><b>Teacher Wraparound Edition:</b> CT 82; HO 88</p>
<ul style="list-style-type: none"> <li>Rationale for constitutional amendments and the conflicts they address</li> </ul>	<p><b>Student Edition:</b> 78, 107-117, 121-123, 127-131, 134-137, 167, 438-440 <i>Analyzing Charts</i> 87, 127, 135, 294, 436</p> <p><b>Teacher Wraparound Edition</b> AC 135; AS 110; C 124, 131, 137; CT 112, 135; RS 78, 115, 134, 136, 167; S2 118; S3 119; S4 119; SP 110; T 118-119</p>

STANDARDS	PAGE REFERENCES
<b>9-12.C.1.4. Students are able to explain the principles of American democracy.</b>	
<ul style="list-style-type: none"> <li>Fundamental worth of the individual</li> </ul>	<p><b>Student Edition:</b> 12, 24, 34-35, 48-49, 55-56, 80, 86-87, 154, 744 <i>Time Political Cartoons</i> 140</p> <p><b>Teacher Wraparound Edition:</b> AS 12; C 143</p>
<ul style="list-style-type: none"> <li>Equality of all persons</li> </ul>	<p><b>Student Edition:</b> 12, 24, 34-35, 48-49, 55-56, 80, 86-87, 133-137, 139-143, 154, 427, 744 <i>Analyzing Charts</i> 142 <i>Analyzing Primary Sources</i> 342-343 <i>Time Political Cartoons</i> 140</p> <p><b>Teacher Wraparound Edition:</b> AS 12; CT 135, 137, 140, 142; DBQ 343</p>
<ul style="list-style-type: none"> <li>Majority rule/minority rights</li> </ul>	<p><b>Student Edition:</b> 25, 140-143, 438-440 <i>Reading Check</i> 143</p> <p><b>Teacher Wraparound Edition:</b> AS 128; DI 436; RC 143; RS 25</p>
<ul style="list-style-type: none"> <li>Necessity of compromise</li> </ul>	<p><b>Student Edition:</b> 74-78, 154 <i>Caption</i> 75</p> <p><b>Teacher Wraparound Edition:</b> AS 12, 76; C 78; CT 76; HO 81, 201; RS 78</p>
<ul style="list-style-type: none"> <li>Individual freedom</li> </ul>	<p><b>Student Edition:</b> 12, 121-123, 127-131, 134-137, 436-440 <i>Analyzing Charts</i> 25, 87, 127, 135, 294, 436 <i>Analyzing Primary Sources</i> 166-167, 342-343 <i>Issues to Debate</i> 125</p> <p><b>Teacher Wraparound Edition</b> AC 135; AS 110; C 124, 131, 137; CT 112, 135; RS 115, 134, 136, 167; SP 110; T 118-119</p>

STANDARDS	PAGE REFERENCES
<p><b>9-12.C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.</b></p>	
<ul style="list-style-type: none"> <li>State</li> </ul>	<p><b>Student Edition:</b> 352-353, 355, 358-360, 363-365, 367-369, 371 <i>Analyzing Charts</i> 352, 365, 368</p> <p><b>Teacher Wraparound Edition:</b> C 365; DI 352; WS 360</p>
<ul style="list-style-type: none"> <li>Local – divisions (county, city, townships)</li> </ul>	<p><b>Student Edition:</b> 377- 382, 384-386, 388-390, 396-399 <i>Analyzing Charts</i> 378, 381, 385</p> <p><b>Teacher Wraparound Edition:</b> AS 379; C 382, 386; RS 377; S1 374, 394; S2 374; S3 375; WIM 374</p>
<ul style="list-style-type: none"> <li>Tribes – reservations, tribal constitutions, governments Example: Nine South Dakota reservations with separate constitutions and government</li> </ul>	<p>Tribal government specific to South Dakota can be covered through classroom instruction and/or the use of adjunct materials.</p>
<p><b>9-12.C.1.6. Students are able to describe the elements of how U.S. foreign policy is created.</b></p>	
<p><b>Examples:</b> Monroe Doctrine, Roosevelt Corollary, Iran-Contra</p>	<p>The elements of creating foreign policy are covered in depth in Chapter 7, Section 3. The following reference cites the Monroe Doctrine. Iran-Contra can be covered through classroom instruction and/or the use of adjunct materials. The Roosevelt Corollary can be covered as an extension/ addendum to the Monroe Doctrine.</p> <p><b>Student Edition:</b> 771</p>

STANDARDS	PAGE REFERENCES
<p><b>Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.</b></p> <p><b>9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.</b></p>	
<ul style="list-style-type: none"> <li>Describe the roles of the citizen in the legislative and electoral process Examples: the right to vote, referendum, initiative, recall</li> </ul>	<p><b>Student Edition:</b> 24, 153, 199, 284, 298-299, 301, 332, 333-335, 396, 397-399, 471-473 <i>Analyzing Charts</i> 153 <i>Caption</i> 285 <i>Reading Check</i> 299 <i>Teens in Action</i> 82, 302</p> <p><b>Teacher Wraparound Edition:</b> DI 333, 367; HO 336; RC 299; S1 148</p>
<ul style="list-style-type: none"> <li>Describe the benefits, duties, and responsibilities of citizenship in the United States. Example: volunteerism benefits and rewards - Native Americans enlisting in the military</li> </ul>	<p><b>Student Edition:</b> 151-154, 157-162 <i>Analyzing Charts</i> 153 <i>Caption</i> 151 <i>Teens in Action</i> 17, 48, 82, 130, 152</p> <p><b>Teacher Wraparound Edition:</b> C 154, 162; CA 152; HO 151, 158, 163</p>
<ul style="list-style-type: none"> <li>Explain the nature and functions of major and minor political parties, interest groups, and media on the political process.</li> </ul>	<p><b>Student Edition:</b> 273-277, 279-286, 287, 327-330, 333-337, 471-473, 609-613 <i>American Biography</i> 611 <i>Analyzing Charts</i> 274, 280 <i>Issues to Debate</i> 331</p> <p><b>Teacher Wraparound Edition</b> C 277, 286, 473; CT 328, 334, 612; DI 302, 328, 471, 609; RS 329, 334; S3 316; SP 274; T 270, 333, 471; WS 335</p>
<ul style="list-style-type: none"> <li>Describe the campaign and election process for national, state, and local offices.</li> </ul>	<p><b>Student Edition:</b> 300-304, 305-307, 363, 369, 378</p> <p><b>Teacher Wraparound Edition</b> C 304; CT 306; DI 302, 307; HO 294, 303; RS 301; S2 290; WS 369</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the Electoral College process.</li> </ul>	<p><b>Student Edition:</b> 76, 210, 301, 303-304 <i>Analyzing Graphs</i> 303 <i>Reading Check</i> 304</p> <p><b>Teacher Wraparound Edition:</b> C 304; DI 210; RC 304; SP 303</p>
<p><b>9-12.C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</b></p>	
<ul style="list-style-type: none"> <li>Bill of Rights and other amendments</li> </ul>	<p><b>Student Edition:</b> 107-117, 121-123, 127-131, 134-137, 167, 436-440 <i>Analyzing Charts</i> 87, 127, 135, 294, 436</p> <p><b>Teacher Wraparound Edition</b> AC 135; AS 110; C 124, 131, 137; CT 112, 135; RS 115, 134, 136, 167; SP 110; T 118-119</p>
<p><b>9-12.C.2.3. Students are able to describe the process of naturalization.</b></p>	
<ul style="list-style-type: none"> <li>Describe the benefits, duties, and responsibilities of citizenship in the United States.</li> </ul>	<p><b>Student Edition:</b> 151-154, 157-162 <i>Analyzing Charts</i> 153 <i>Caption</i> 151 <i>Teens in Action</i> 17, 48, 82, 130, 152</p> <p><b>Teacher Wraparound Edition:</b> C 154, 162; CA 152; HO 151, 158, 163</p>
<p style="text-align: center;"><b>Core High School Civics (Government)</b> <b>Performance Descriptors</b></p>	
<p><b>High school students performing at the advanced level will:</b></p>	
<ul style="list-style-type: none"> <li>explain strengths and weaknesses of various forms of government worldwide;</li> </ul>	<p><b>Student Edition:</b> 23-26, 745-748 <i>Analyzing Charts</i> 25 <i>Analyzing Graphs</i> 746 <i>Analyzing Primary Sources</i> 752-753</p> <p><b>Teacher Wraparound Edition:</b> AS 25; C 26; CT 23, 24, 25, 748; DI 24, 25; RS 746; WS 26</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>analyze the influence of major historical documents and ideals on the formation of the United States government.</li> </ul>	<p><b>Student Edition:</b> 7, 21, 25, 34-35, 47, 48-49, 56, 88, 166, 428-429 <i>Document Based Questions</i> 29 <i>Reading Check</i> 429</p> <p><b>Teacher Wraparound Edition:</b> AIS 35; AS 7; CT 35; RC 429</p>
<p><b>High school students performing at the proficient level will:</b></p>	
<ul style="list-style-type: none"> <li>explain the characteristics of various forms of government;</li> </ul>	<p><b>Student Edition:</b> 23-26, 86-89, 716-717, 722-723, 745-748 <i>Analyzing Charts</i> 25, 87 <i>Analyzing Graphs</i> 746 <i>Analyzing Primary Sources</i> 752-753</p> <p><b>Teacher Wraparound Edition:</b> AS 25; C 26; CT 23, 24, 25, 748; DI 24, 25; RS 746; WS 26</p>
<ul style="list-style-type: none"> <li>determine the influence of major historical documents and ideals on the formation of the United States government;</li> </ul>	<p><b>Student Edition:</b> 7, 21, 25, 34-35, 47, 48-49, 56, 88, 166, 428-429 <i>Document Based Questions</i> 29 <i>Reading Check</i> 429</p> <p><b>Teacher Wraparound Edition:</b> AIS 35; AS 7; CT 35; RC 429</p>
<ul style="list-style-type: none"> <li>explain the principles of American Constitutional government and how they are realized in its structures and functions;</li> </ul>	<p><b>Student Edition:</b> 80-81, 86-90, 91, 95-117, 351, 436-437 <i>Analyzing Charts</i> 87, 88, 436</p> <p><b>Teacher Wraparound Edition:</b> C 90; CT 351; RS 86; VS 91</p>
<ul style="list-style-type: none"> <li>describe the state, local, and tribal governments with emphasis on their structures, functions, and powers;</li> </ul>	<p><b>Student Edition:</b> 358-360, 363-365, 367-369, 371, 377-382, 384-386, 388-390, 391, 397-399, 401-406 <i>Analyzing Charts</i> 364, 368, 378, 381</p> <p><b>Teacher Wraparound Edition</b> C 365, 382, 399; SP 352; T 374-375</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describe the means of influencing and participating in a republic;</li> </ul>	<p><b>Student Edition:</b> 153, 159-162, 283-286, 327-328, 333-337 <i>Analyzing Charts</i> 336 <i>Issues to Debate</i> 331 <i>Teens in Action</i> 17, 152, 302</p> <p><b>Teacher Wraparound Edition</b> AS 334; C 286, 337; CT 285; DI 328; RS 329; T 316</p>
<ul style="list-style-type: none"> <li>identify the meaning of basic constitutional rights guaranteed to citizens;</li> </ul>	<p><b>Student Edition:</b> 107-117, 121-123, 127-131, 134-137, 167, 436-440 <i>Analyzing Charts</i> 87, 127, 135, 294, 436</p> <p><b>Teacher Wraparound Edition</b> AC 135; AS 110; C 124, 131, 137; CT 112, 135; RS 115, 134, 136, 167; SP 110; T 118-119</p>
<ul style="list-style-type: none"> <li>describe the process of naturalization.</li> </ul>	<p><b>Student Edition:</b> 16 <i>Caption</i> 16</p> <p><b>Teacher Wraparound Edition:</b> C 19; CA 16; HO 8, 17, 23, 27; S2 4</p>
<p><b>High school students performing at the basic level will:</b></p>	
<ul style="list-style-type: none"> <li>list the two main forms of government worldwide;</li> </ul>	<p><b>Student Edition:</b> 23-26, 745-748 <i>Analyzing Charts</i> 24, 25 <i>Analyzing Graphs</i> 746</p> <p><b>Teacher Wraparound Edition:</b> AC 25; AS 25; C 26; CT 748; RS 746; SP 746</p>
<ul style="list-style-type: none"> <li>list the three branches of government in the U.S.;</li> </ul>	<p><b>Student Edition:</b> 80-81, 88, 174-175, 206-207, 236-237 <i>Analyzing Charts</i> 81, 88</p> <p><b>Teacher Wraparound Edition:</b> AC 81; RS 80; SP 81, 88</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>list the three levels of federalism;</li> </ul>	<p><b>Student Edition:</b> 89-90, 351-354 <i>Analyzing Charts</i> 89, 352 <i>Reading Check</i> 354</p> <p><b>Teacher Wraparound Edition:</b> AC 352; CT 89, 351; DI 352; RC 354; RS 89; SP 352</p>
<ul style="list-style-type: none"> <li>explain how to register and where to vote;</li> </ul>	<p><b>Student Edition:</b> 293, 295-297 <i>Caption</i> 293 <i>Reading Check</i> 295</p> <p><b>Teacher Wraparound Edition:</b> AS 293, 297; CA 293; CT 296; RC 295; S1 290; WS 295</p>
<ul style="list-style-type: none"> <li>list three of the five guarantees in the First Amendment.</li> </ul>	<p><b>Student Edition:</b> 121-123 <i>Analyzing Charts</i> 121 <i>Caption</i> 122 <i>Reading Check</i> 123</p> <p><b>Teacher Wraparound Edition:</b> CA 122; RC 123; RS 122; WS 121</p>
<p><b>Advanced High School Civics (Government)</b> <b>Standards, Supporting Skills, and Examples</b></p>	
<p><b>Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</b></p>	
<p><b>9-12.C.1.1A. Students are able to compare the United States' political systems with those of major democratic and authoritarian nations in terms of the structures and powers of political institutions.</b></p>	<p><b>Student Edition:</b> 23-26, 86-89, 716-717, 745-748 <i>Analyzing Charts</i> 25, 87 <i>Analyzing Graphs</i> 746 <i>Analyzing Primary Sources</i> 752-753</p> <p><b>Teacher Wraparound Edition:</b> AS 25; C 26; CT 23, 24, 25, 748; DI 24, 25; RS 746; WS 26</p>

STANDARDS	PAGE REFERENCES
<p><b>Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.</b></p>	
<p><b>9-12.C.2.1A. Students are able to enumerate the basic constitutional rights guaranteed to citizens and their related impacts on society.</b></p>	<p><b>Student Edition:</b> 107-117, 121-123, 127-131, 134-137, 167, 436-440 <i>Analyzing Charts</i> 87, 127, 135, 294, 436</p> <p><b>Teacher Wraparound Edition</b> AC 135; AS 110; C 124, 131, 137; CT 112, 135; RS 115, 134, 136, 167; SP 110; T 118-119</p>
<p><b>9-12.C.2.2A. Students are able to analyze and explain the purpose of politics/political activity and the related implications for United States citizens.</b></p>	<p><b>Student Edition:</b> 153, 159-162, 283-286, 327-328, 333-337 <i>Analyzing Charts</i> 336 <i>Issues to Debate</i> 331 <i>Teens in Action</i> 17, 152, 302</p> <p><b>Teacher Wraparound Edition</b> AS 334; C 286, 337; CT 285; DI 328; RS 329; T 316</p>
<p><b>9-12.C.2.3A. Students are able to identify various issues involving individual rights and responsibilities in relation to the general welfare.</b></p>	<p><b>Student Edition:</b> 124, 143, 238-240, 438-440 <i>Issues to Debate</i> 125, 189, 464 <i>Landmark Supreme Court Case Studies</i> 132, 325, 370, 459</p> <p><b>Teacher Wraparound Edition:</b> CT 239; RS 239; WS 143</p>
<p><b>9-12.C.2.4A. Students are able to analyze campaigns for national, state, and local elective office, including the nominating process, campaign funding and spending, and the influence of media coverage, including campaign advertising and public opinion polls.</b></p>	<p><b>Student Edition:</b> 283-284, 297, 301-304, 306-310, 319-324, 327-328, 334-336, 359, 363 <i>Analyzing Charts</i> 336 <i>Analyzing Graphs</i> 303</p> <p><b>Teacher Wraparound Edition:</b> C 304; CT 283; DI 302; RS 301, 336; WS 303</p>

STANDARDS	PAGE REFERENCES
<b>Core High School Economics</b> <b>Standards, Supporting Skills, and Examples</b>	
<b>Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.</b>	
<b>Standard, Supporting Skills, and Examples</b>	
<b>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)]</b>	
<ul style="list-style-type: none"> <li>Identify contributors of modern economics. Examples: Adam Smith and Karl Marx</li> </ul>	<b>Student Edition:</b> 531, 622, 717-718 <i>Document-Based Questions</i> 623 <b>Teacher Wraparound Edition:</b> CT 531; DBQ 623; F 622; RS 717
<ul style="list-style-type: none"> <li>Explain the transition of the former Soviet bloc nations to market economies.</li> </ul>	<b>Student Edition:</b> 722-723 <i>Analyzing Charts</i> 722 <b>Teacher Wraparound Edition:</b> CT 723, 748; DI 722
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Student Edition:</b> 517, 528-530, 601-606, 633-634, 643-644, 716 <i>Caption</i> 530, 633 <i>Reading Check</i> 517, 716 <b>Teacher Wraparound Edition:</b> CA 530, 633; CT 601, 605, 716; HO 604; RC 517, 716; RS 643; WS 530, 644
<ul style="list-style-type: none"> <li>Explain the costs and benefits of entrepreneurial decisions.</li> </ul>	<b>Student Edition:</b> 506-509, 530, 601, 603 <i>American Biography</i> 500, 529, 591 <i>Analyzing Graphs</i> 508 <b>Teacher Wraparound Edition:</b> AS 507; CT 506, 507, 601, 603; DI 507; HO 508; OW 517; SP 506, 530; WS 508

STANDARDS	PAGE REFERENCES
<p><b>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)]</b></p>	
<ul style="list-style-type: none"> <li>Identify negative and positive aspects of economic growth.</li> </ul>	<p><b>Student Edition:</b> 639-642, 737-738 <i>Analyzing Graphs</i> 642 <i>Reading Check</i> 642, 738 <i>Time Political Cartoons</i> 639</p> <p><b>Teacher Wraparound Edition:</b> AG 642; AS 641; CT 640, 737; RC 642, 738; RS 638; S2 514; TPC 639</p>
<ul style="list-style-type: none"> <li>Differentiate between wants versus needs.</li> </ul>	<p><b>Student Edition:</b> 499, 543 <i>Caption</i> 499</p> <p><b>Teacher Wraparound Edition:</b> C 502; CA 499; WS 499</p>
<p><b>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)]</b></p>	
<ul style="list-style-type: none"> <li>Describe the influence of the Federal Reserve System in the U.S. economy;</li> </ul>	<p><b>Student Edition:</b> 663-665 <i>Analyzing Graphs</i> 664 <i>Reading Check</i> 665</p> <p><b>Teacher Wraparound Edition:</b> ACL 664; AG 664; CT 661, 664; DI 661, 663; RC 665; WS 665</p>
<ul style="list-style-type: none"> <li>Describe economic stabilization policies of the U.S. Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission)</li> </ul>	<p><b>Student Edition:</b> 663-665, 691-692 <i>Analyzing Graphs</i> 664</p> <p><b>Teacher Wraparound Edition:</b> AG 664; CT 664; RS 691, 692</p>

STANDARDS	PAGE REFERENCES
<p><b>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)]</b></p>	
<ul style="list-style-type: none"> <li>Explain how supply and demand for labor affects wages.</li> </ul>	<p><b>Student Edition:</b> 609, 612, 647 <i>Issues to Debate</i> 614</p> <p><b>Teacher Wraparound Edition:</b> CT 612; FWV 609; SP 636, 708</p>
<ul style="list-style-type: none"> <li>Explain the impact of outsourcing on the market economy and labor.</li> </ul>	<p><b>Student Edition:</b> <i>Issues to Debate</i> 336</p> <p><b>Teacher Wraparound Edition:</b> DI 636; SP 636, 708</p>
<ul style="list-style-type: none"> <li>Describe the positive and negative aspects of government policies that affect employment. Examples: minimum wage, affirmative action, age</li> </ul>	<p><b>Student Edition:</b> 143, 648-649, 692 <i>Issues to Debate</i> 614</p> <p><b>Teacher Wraparound Edition:</b> CT 649; RS 648; T 614; WS 143</p>
<p><b>9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</b></p>	
<ul style="list-style-type: none"> <li>Supply and demand and their effects on price Examples: supply and demand x graph chart Examples: gas prices, Great Depression</li> </ul>	<p><b>Student Edition:</b> 588-589, 597, 623 <i>Analyzing Charts and Graphs</i> 571, 582 <i>Analyzing Graphs</i> 576, 589</p> <p><b>Teacher Wraparound Edition:</b> ACG 571, 582; AG 576; CT 588, 589; DI 571; DYK 623; HO 570; RS 582, 589; SP 582, 589, 712</p>
<ul style="list-style-type: none"> <li>Production possibilities curve, business cycles Examples: recession, prosperity, inflation, deflation</li> </ul>	<p><b>Student Edition:</b> 506-509, 638-642 <i>Analyzing Graphs</i> 641 <i>Reading Check</i> 638</p> <p><b>Teacher Wraparound Edition:</b> CT 639; DI 639; RC 638</p>

STANDARDS	PAGE REFERENCES
<b>9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</b>	
<ul style="list-style-type: none"> <li>Describe the U.S. trade deficit and policies.</li> </ul>	<p><b>Student Edition:</b> 708-709, 712-713 <i>Reading Check</i> 713 <i>Time Political Cartoons</i> 710</p> <p><b>Teacher Wraparound Edition:</b> CT 709; RC 713; TPC 710</p>
<ul style="list-style-type: none"> <li>Describe economic alliances: OPEC, NAFTA, GATT, EU.</li> </ul>	<p><b>Student Edition:</b> 223, 710-711, 721 <i>Analyzing Maps and Graphs</i> 711</p> <p><b>Teacher Wraparound Edition:</b> AS 711; WS 710</p>
<ul style="list-style-type: none"> <li>Define domestic output, national income, and price level.</li> </ul>	<p><b>Student Edition:</b> 518, 588-589, 638, 716 <i>Analyzing Graphs</i> 518, 589 <i>Reading Check</i> 589</p> <p><b>Teacher Wraparound Edition:</b> AC 518; CT 588; DI 711; RC 589; SP 518, 589</p>
<p><b>Core High School Economics</b> <b>Performance Descriptors</b></p>	
<p><b>High school students performing at the advanced level will:</b></p>	
<ul style="list-style-type: none"> <li>explain costs and benefits of government intervention in the economy of the United States;</li> </ul>	<p><b>Student Edition:</b> 631-635, 663-665, 691-692, 716 <i>Analyzing Charts</i> 632 <i>Caption</i> 633</p> <p><b>Teacher Wraparound Edition:</b> C 635; CA 633; CT 633, 634, 664; RS 632; SP 632</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describe methods used to measure domestic output, national income, and price level.</li> </ul>	<p><b>Student Edition:</b> 518, 588-589, 638, 716 <i>Analyzing Graphs</i> 518, 589 <i>Financial Literacy</i> 645 <i>Reading Check</i> 589</p> <p><b>Teacher Wraparound Edition:</b> AC 518; CT 588; DI 711; RC 589; SP 518, 589</p>
<p><b>High school students performing at the proficient level will:</b></p>	
<ul style="list-style-type: none"> <li>explain how scarcity affects the basic economic questions of what, how, how much, and for whom to produce;</li> </ul>	<p><b>Student Edition:</b> 498, 501-502, 707 <i>Analyzing Charts</i> 501 <i>Reading Check</i> 502</p> <p><b>Teacher Wraparound Edition:</b> AC 501; CT 499; RC 502; WS 524</p>
<ul style="list-style-type: none"> <li>use graphs to illustrate changes in supply and demand and their effects on price;</li> </ul>	<p><b>Student Edition:</b> 583, 595 <i>Analyzing Charts and Graphs</i> 571, 582 <i>Analyzing Graphs</i> 589</p> <p><b>Teacher Wraparound Edition:</b> ACG 571, 582; AG 589; AS 584; SP 583</p>
<ul style="list-style-type: none"> <li>explain the fundamentals of the market system (free enterprise) and compare the characteristics of the world's traditional, command, and market economies;</li> </ul>	<p><b>Student Edition:</b> 517, 528-530, 601-606, 633-634, 643-644, 716-718, 722-723 <i>Analyzing Charts</i> 722 <i>Caption</i> 530, 633 <i>Reading Check</i> 517, 716, 719</p> <p><b>Teacher Wraparound Edition:</b> AS 717; CA 530, 633; CT 601, 605, 716; HO 604; RC 517, 716, 719; RS 643; SP 717; WS 530, 644</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explain the impact of labor on the economy of the United States;</li> </ul>	<p><b>Student Edition:</b> 517, 524-525, 585, 609-613, 710 <i>Caption</i> 524, 585 <i>Issues to Debate</i> 336 <i>Reading Check</i> 525</p> <p><b>Teacher Wraparound Edition:</b> C 525; CA 585; CT 501; RC 525; SP 636</p>
<ul style="list-style-type: none"> <li>explain the role of money and the structure of the banking system of the U.S.;</li> </ul>	<p><b>Student Edition:</b> 657-659, 661-665, 667-669 <i>Caption</i> 657 <i>Financial Literacy</i> 138 <i>Reading Check</i> 657, 659, 667</p> <p><b>Teacher Wraparound Edition:</b> CA 657; RC 657, 659; RS 658; S1 654; S2 654; S3 655; WS 668</p>
<ul style="list-style-type: none"> <li>explain basic elements of trade and its impact on the U.S. economy.</li> </ul>	<p><b>Student Edition:</b> 223, 707-713 <i>Analyzing Maps and Graphs</i> 709, 711</p> <p><b>Teacher Wraparound Edition:</b> AS 711; CT 709, 710; DI 707; WS 708, 710</p>
<p><b>High school students performing at the basic level will:</b></p>	
<ul style="list-style-type: none"> <li>identify basic economic terms;</li> </ul>	<p><b>Student Edition:</b> 500-501, 517-518, 528, 530, 545, 569, 581, 588-589, 594, 652, 716-717 <i>Content Vocabulary</i> 527, 552, 568, 580, 600 <i>Section Review</i> 519 #1, 558 #1, 592 #1</p> <p><b>Teacher Wraparound Edition:</b> DI 545; RS 713</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>identify the market system;</li> </ul>	<p><b>Student Edition:</b> 528-530, 601-606, 633-634, 716 <i>Caption</i> 530, 633 <i>Reading Check</i> 716</p> <p><b>Teacher Wraparound Edition:</b> CA 530, 633; CT 601, 605, 716; HO 604; RC 716; WS 530</p>
<ul style="list-style-type: none"> <li>identify how supply and demand affect price.</li> </ul>	<p><b>Student Edition:</b> 588-589, 597, 623 <i>Analyzing Graphs</i> 589</p> <p><b>Teacher Wraparound Edition:</b> CT 588, 589; DYK 623; RS 589; SP 589, 712</p>