



**United States
GOVERNMENT**
Democracy In Action

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STANDARDS	PAGE REFERENCES
<p>Core High School Civics (Government) Standards, Supporting Skills, and Examples</p>	
<p>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.</p>	
<p>Standard, Supporting Skills, and Examples</p>	
<p>9-12.C.1.1. Students are able to explain the characteristics of various forms of government. Example: Democracies (direct and indirect); Totalitarian/Authoritarian (dictatorships, absolute monarchy)</p>	
<ul style="list-style-type: none"> Geographic distribution of power Examples: unitary, federal, confederation 	<p>Student Edition: 12, 18-20, 48, 95-99, 689-692, 696-701 <i>Critical Thinking</i> 49, 97</p> <p>Teacher Wraparound Edition: CG 20; CLA 19, 96; CTA 21</p>
<ul style="list-style-type: none"> The relationship between the legislative and executive branches Examples: presidential, parliamentary 	<p>Student Edition: 65-66, 68-71, 73-74, 157-165, 245-250, 689-691 <i>Critical Thinking</i> 66, 159, 246</p> <p>Teacher Wraparound Edition: C 75; CTA 66; UC 689</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> The number of citizens who may participate 	<p>Student Edition: 18-21, 22-24, 481-484, 503-504, 546-547, 689, 693-694, 697-698</p> <p>Teacher Wraparound Edition: C 24, 484; CG 20; EC 23</p>
<p>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 Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.</p>	
<p>Examples: 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>Student Edition: 35-39, 43, 46-47, 48-52, 770-773, 802-817</p> <p><i>Caption 37</i></p> <p><i>Critical Thinking 64</i></p> <p>Teacher Wraparound Edition: CTA 38; ECP 34; MLS 37; PP 2</p>
<p>Examples: ideals – Greek and Roman governments, League of Iroquois Confederation, Social Contract</p>	<p>Student Edition: 5, 8-9, 19, 31, 37-38, 40, 806</p> <p>Teacher Wraparound Edition: CLA 49</p>
<p>Examples: philosophers - Locke, Hobbes, Rousseau, Montesquieu, Machiavelli</p>	<p>Student Edition: 8-9, 27, 29-30, 31, 37-38, 40, 46, 806</p> <p><i>Caption 63</i></p> <p>Teacher Wraparound Edition: LPP 37</p>
<p>9-12.C.1.3. Students are able to identify the principles of the American Constitution.</p>	
<ul style="list-style-type: none"> Separation of Powers/Checks and Balances Examples: legislative, executive, judicial Example: Describe the structures, functions, and powers of the branches of government. 	<p>Student Edition: 65-66, 68-75, 172-176, 341</p> <p><i>Caption 67</i></p> <p><i>Critical Thinking 66</i></p> <p>Teacher Wraparound Edition: C 75; CTA 66; MLS 174; T 173</p>
<ul style="list-style-type: none"> Federalism-division of power among national, state, local, and tribal 	<p>Student Edition: 65, 95-102, 106-110</p> <p><i>Critical Thinking 97</i></p> <p>Teacher Wraparound Edition: CLA 96; ECP 94; MLS 108</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Limited Government (Rule of law/Constitutionalism) 	<p>Student Edition: 36, 67 <i>Critical Thinking</i> 65, 86 <i>Reader's Guide</i> 63 <i>Section 1 Assessment</i> 67</p> <p>Teacher Wraparound Edition: C 67; CA 37; CT 86; ID 9; MLS 20; UC 63</p>
<ul style="list-style-type: none"> Popular Sovereignty 	<p>Student Edition: 8, 19, 22, 65 <i>Critical Thinking</i> 65 <i>Reader's Guide</i> 63 <i>Section 1 Assessment</i> 67</p> <p>Teacher Wraparound Edition: PG 66; UC 63</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: 66-67, 73, 80-81, 307-308, 336-337, 339, 403, 640 <i>Caption</i> 307</p> <p>Teacher Wraparound Edition: CA 307, 309; CLA 337; UC 336</p>
<ul style="list-style-type: none"> Amendment process 	<p>Student Edition: 76-81 <i>Caption</i> 78 <i>Critical Thinking</i> 77 <i>Participating in Government</i> 79</p> <p>Teacher Wraparound Edition: CLA 77; CTA 79; PG 79</p>
<ul style="list-style-type: none"> Rationale for constitutional amendments and the conflicts they address 	<p>Student Edition: 84-90 <i>Caption</i> 87 <i>Critical Thinking</i> 86, 88</p> <p>Teacher Wraparound Edition: CA 87; CLA 77, 82; CT 86; DYK 88; T 77, 85; TFR 78</p>

STANDARDS	PAGE REFERENCES
9-12.C.1.4. Students are able to explain the principles of American democracy.	
<ul style="list-style-type: none"> Fundamental worth of the individual 	<p>Student Edition: 8, 21, 22, 23, 24, 37-38, 46-47, 65, 391 <i>Caption</i> 46 <i>Critical Thinking</i> 64</p> <p>Teacher Wraparound Edition: CA 46; LPP 37</p>
<ul style="list-style-type: none"> Equality of all persons 	<p>Student Edition: 22, 24, 37-38, 47, 88-89, 356-357, 406-410, 481-484 <i>Caption</i> 87, 357 <i>Critical Thinking</i> 409</p> <p>Teacher Wraparound Edition: C 83, 357, 405, 410; CA 44, 87, 357; MLS 483</p>
<ul style="list-style-type: none"> Majority rule/minority rights 	<p>Student Edition: 15, 21-22, 398, 412-418 <i>Participating in Government</i> 22, 414</p> <p>Teacher Wraparound Edition: C 405; CTA 401</p>
<ul style="list-style-type: none"> Necessity of compromise 	<p>Student Edition: 54-56, 187, 263-264, 619-620, 704, 712 <i>Caption</i> 173 <i>Cover Story</i> 172 <i>Critical Thinking</i> 185</p> <p>Teacher Wraparound Edition: C 712; CA 173; CLA 173</p>
<ul style="list-style-type: none"> Individual freedom 	<p>Student Edition: 21, 36-38, 46-47, 84-90, 355-357 <i>Critical Thinking</i> 64, 86</p> <p>Teacher Wraparound Edition: ECP 354; MLS 20</p>

STANDARDS	PAGE REFERENCES
<p>9-12.C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.</p>	
<ul style="list-style-type: none"> State 	<p>Student Edition: 637-640, 641-647, 648-654 <i>Caption 643</i></p> <p>Teacher Wraparound Edition: C 647, 654; CA 643; CLA 642, 649, 670; CTA 644, 672; MLS 639, 650</p>
<ul style="list-style-type: none"> Local – divisions (county, city, townships) 	<p>Student Edition: 663-668, 669-673 <i>Critical Thinking 667</i></p> <p>Teacher Wraparound Edition: C 668; CLA 664; ECP 662; ICA 673; MLS 665</p>
<ul style="list-style-type: none"> Tribes – reservations, tribal constitutions, governments Example: Nine South Dakota reservations with separate constitutions and government 	<p>Tribal government specific to South Dakota can be covered through classroom discussion and/or the use of adjunct materials.</p> <p>Student Edition: 665</p>
<p>9-12.C.1.6. Students are able to describe the elements of how U.S. foreign policy is created.</p>	
<p>Examples: Monroe Doctrine, Roosevelt Corollary, Iran-Contra</p>	<p>The elements of creating foreign policy are covered in depth in Chapter 22, Section 1. The following references cite the Monroe Doctrine and Iran-Contra in particular. The Roosevelt Corollary can be covered as an extension/addendum to the Monroe Doctrine through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 169, 532, 609 <i>Cover Story 234</i></p>

STANDARDS	PAGE REFERENCES
<p>Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.</p>	
<p>9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.</p>	
<ul style="list-style-type: none"> Describe the roles of the citizen in the legislative and electoral process Examples: the right to vote, referendum, initiative, recall 	<p>Student Edition: 22-23, 195-196, 198, 396-397, 487, 504, 508-513, 546-547, 639-640 <i>Caption</i> 483, 504 <i>Making a Difference</i> 197 <i>Participating in Government</i> 101, 210, 552</p> <p>Teacher Wraparound Edition: CA 483, 504; CLA 195, 504; CTA 511; PP 450</p>
<ul style="list-style-type: none"> Describe the benefits, duties, and responsibilities of citizenship in the United States. Example: volunteerism benefits and rewards - Native Americans enlisting in the military 	<p>Student Edition: 355-357, 391, 396-397, 487, 546-547 <i>Critical Thinking</i> 86, 88 <i>Government and You</i> 96, 558, 616, 711 <i>Participating in Government</i> 101, 256, 478 <i>Politics and You</i> 546</p> <p>Teacher Wraparound Edition: C 24, 497; PG 256</p>
<ul style="list-style-type: none"> Explain the nature and functions of major and minor political parties, interest groups, and media on the political process. 	<p>Student Edition: 453-457, 458-462, 464-470, 503-507, 508-513, 527-534, 543-549</p> <p>Teacher Wraparound Edition: C 507, 534; CLA 454, 459, 504, 545; CTA 456, 511; ICA 468</p>
<ul style="list-style-type: none"> Describe the campaign and election process for national, state, and local offices. 	<p>Student Edition: 124, 128, 316-317, 464-470, 475-479, 486-491, 641-642, 643-644, 647, 664, 666 <i>Participating in Government</i> 478</p> <p>Teacher Wraparound Edition: C 470, 479; CLA 465; ICA 468</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe the Electoral College process. 	<p>Student Edition: 220-226, 475-476 <i>Critical Thinking</i> 222, 225 <i>Issues to Debate</i> 227</p> <p>Teacher Wraparound Edition: C 226; CLA 221; CTA 223</p>
<p>9-12.C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</p>	
<ul style="list-style-type: none"> Bill of Rights and other amendments 	<p>Student Edition: 84-90, 355-357, 358-364, 366-370, 371-375, 376-382, 398-405 <i>Critical Thinking</i> 86, 88</p> <p>Teacher Wraparound Edition: C 375; CLA 359; CTA 86; EC 89; ECP 354; ICA 362</p>
<p>9-12.C.2.3. Students are able to describe the process of naturalization.</p>	
<ul style="list-style-type: none"> Describe the benefits, duties, and responsibilities of citizenship in the United States. 	<p>Student Edition: 355-357, 391-397, 487, 546-547 <i>Critical Thinking</i> 86, 88 <i>Government and You</i> 96, 558, 616, 711 <i>Participating in Government</i> 101, 256, 478 <i>Politics and You</i> 546</p> <p>Teacher Wraparound Edition: C 24, 497; PG 256</p>
<p align="center">Core High School Civics (Government) Performance Descriptors</p>	
<p>High school students performing at the advanced level will:</p>	
<ul style="list-style-type: none"> explain strengths and weaknesses of various forms of government worldwide; 	<p>Student Edition 19-24, 30, 689-694, 696-701, 724-726, 728-731 <i>Critical Thinking</i> 20, 692, 723, 733</p> <p>Teacher Wraparound Edition: C 694; CLA 19, 690; EC 23; ECP 688; ICA 700; MLS 699</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> analyze the influence of major historical documents and ideals on the formation of the United States government. 	<p>Student Edition: 8-9, 27, 29-30, 31, 35-40, 46-47, 48-52, 56-57, 65-67, 770-773, 802-817</p> <p><i>Caption</i> 37, 63</p> <p><i>Critical Thinking</i> 64</p> <p>Teacher Wraparound Edition: CTA 38; ECP 34; LPP 37; MLS 37; PP 2</p>
<p>High school students performing at the proficient level will:</p>	
<ul style="list-style-type: none"> explain the characteristics of various forms of government; 	<p>Student Edition: 19-24, 26-30, 689-694, 696-701</p> <p><i>Critical Thinking</i> 20, 692, 723</p> <p>Teacher Wraparound Edition: C 694; CLA 19, 690; EC 23; ECP 688; ICA 700; MLS 699</p>
<ul style="list-style-type: none"> determine the influence of major historical documents and ideals on the formation of the United States government; 	<p>Student Edition: 8-9, 27, 29-30, 31, 35-40, 46-47, 48-52, 56-57, 65-67, 770-773, 802-817</p> <p><i>Caption</i> 37, 63</p> <p><i>Critical Thinking</i> 64</p> <p>Teacher Wraparound Edition: CTA 38; ECP 34; LPP 37; MLS 37; PP 2</p>
<ul style="list-style-type: none"> explain the principles of American Constitutional government and how they are realized in its structures and functions; 	<p>Student Edition: 20-24, 35-38, 56-57, 63-67, 84-90, 355-357, 406-410, 774-799</p> <p><i>Caption</i> 67</p> <p><i>Critical Thinking</i> 64, 65, 86</p> <p>Teacher Wraparound Edition: C 357; MLS 20, 65</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> describe the state, local, and tribal governments with emphasis on their structures, functions, and powers; 	<p>Student Edition: 637-640, 641-647, 648-654, 663-668, 669-673 <i>Caption</i> 643 <i>Critical Thinking</i> 667</p> <p>Teacher Wraparound Edition: C 647, 654, 668; CA 643; CLA 642, 649, 664, 670; CTA 644, 672; ECP 662; ICA 673; MLS 639, 650, 665</p>
<ul style="list-style-type: none"> describe the means of influencing and participating in a republic; 	<p>Student Edition: 22-24, 195-196, 198, 396-397, 487-491, 504, 508-513, 546-547, 639-640 <i>Caption</i> 483, 504 <i>Making a Difference</i> 197 <i>Participating in Government</i> 101, 210, 552</p> <p>Teacher Wraparound Edition: C 382; CA 483, 504; CLA 195, 504; CTA 511; PP 450</p>
<ul style="list-style-type: none"> identify the meaning of basic constitutional rights guaranteed to citizens; 	<p>Student Edition: 84-90, 355-357, 358-364, 366-370, 371-375, 376-382, 398-405 <i>Critical Thinking</i> 86, 88</p> <p>Teacher Wraparound Edition: C 375; CLA 359; CTA 86; EC 89; ECP 354; ICA 362</p>
<ul style="list-style-type: none"> describe the process of naturalization. 	<p>Student Edition: 391-397 <i>Caption</i> 394</p> <p>Teacher Wraparound Edition: CA 394; CLA 392; EC 396; ECP 386; MLS 393</p>
<p>High school students performing at the basic level will:</p>	
<ul style="list-style-type: none"> list the two main forms of government worldwide; 	<p>Student Edition: 20-24, 689-694, 696-701 <i>Critical Thinking</i> 692</p> <p>Teacher Wraparound Edition: CLA 697; CTA 21; EC 23</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> list the three branches of government in the U.S.; 	<p>Student Edition: 64, 68-75 <i>Critical Thinking</i> 66</p> <p>Teacher Wraparound Edition: CTA 66; T 69</p>
<ul style="list-style-type: none"> list the three levels of federalism; 	<p>Student Edition: 65, 95-99, 106-110 <i>Critical Thinking</i> 97</p> <p>Teacher Wraparound Edition: CLA 96; ECP 94; MLS 108</p>
<ul style="list-style-type: none"> explain how to register and where to vote; 	<p>Student Edition: 486-491</p> <p>Teacher Wraparound Edition: CTA 489; ICA 490; PG 489</p>
<ul style="list-style-type: none"> list three of the five guarantees in the First Amendment. 	<p>Student Edition: 84-85, 358-364, 366-370, 371-375, 376-382 <i>Caption</i> 367, 377, 379</p> <p>Teacher Wraparound Edition: C 364, 382; CA 367; CLA 359; CTA 361, 369; ICA 362; MLS 368</p>
<p>Advanced High School Civics (Government) Standards, Supporting Skills, and Examples</p>	
<p>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.</p>	
<p>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.</p>	<p>Student Edition: 18-24, 689-694, 696-701 <i>Critical Thinking</i> 20, 692</p> <p>Teacher Wraparound Edition: C 694, 701; CLA 690, 697; CTA 21; ECP 688; PG 698; RA 20, 692</p>

STANDARDS	PAGE REFERENCES
<p>Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.</p>	
<p>9-12.C.2.1A. Students are able to enumerate the basic constitutional rights guaranteed to citizens and their related impacts on society.</p>	<p>Student Edition: 84-90, 355-357, 358-364, 366-370, 371-375, 376-382, 398-405 <i>Critical Thinking</i> 86, 88</p> <p>Teacher Wraparound Edition: C 375; CLA 359; CTA 86; EC 89; ECP 354; ICA 362</p>
<p>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.</p>	<p>Student Edition: 22-24, 195-196, 198, 396-397, 487-491, 504, 508-513, 546-547, 639-640 <i>Caption</i> 483, 504 <i>Making a Difference</i> 197 <i>Participating in Government</i> 101, 210, 552</p> <p>Teacher Wraparound Edition: C 382; CA 483, 504; CLA 195, 504; CTA 511; PP 450</p>
<p>9-12.C.2.3A. Students are able to identify various issues involving individual rights and responsibilities in relation to the general welfare.</p>	<p>Student Edition: 21, 368-370, 398-405, 412-418 <i>Caption</i> 21, 418, 416 <i>Issues to Debate</i> 41 <i>Supreme Court Cases to Debate</i> 25, 111, 131, 290, 365, 411</p> <p>Teacher Wraparound Edition: C 370, 405; CA 21, 418, 419; CTA 415</p>
<p>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.</p>	<p>Student Edition: 464-470, 475-479, 494-496, 503-504, 510, 513, 519-522, 527-531, 546-547, 641-642, 643-644 <i>Critical Thinking</i> 496 <i>Participating in Government</i> 478 <i>Time Notebook</i> 498-499</p> <p>Teacher Wraparound Edition: C 470, 479; CLA 465; ICA 468</p>

STANDARDS	PAGE REFERENCES
Core High School Economics Standards, Supporting Skills, and Examples	
Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.	
Standard, Supporting Skills, and Examples	
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)]	
<ul style="list-style-type: none"> Identify contributors of modern economics. Examples: Adam Smith and Karl Marx 	Student Edition: 26-30 <i>Analyzing Primary Sources</i> 739 <i>Caption 27</i> , 30 Teacher Wraparound Edition: APS 739; C 30; CTA 29
<ul style="list-style-type: none"> Explain the transition of the former Soviet bloc nations to market economies. 	Student Edition: 726, 728-729 <i>Caption 726</i> <i>Cover Story</i> 728 Teacher Wraparound Edition: C 731; CA 726; CLA 729; CTA 29; ID 28; T 729
<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. 	Student Edition: 26-28, 717-721 <i>Caption 27</i> <i>Critical Thinking</i> 719 Teacher Wraparound Edition: CA 27; CLA 718; CTA 720; ECP 716; F 717
<ul style="list-style-type: none"> Explain the costs and benefits of entrepreneurial decisions. 	Student Edition: 27, 717-718, 719-720 Teacher Wraparound Edition: CLA 718; UDS 718

STANDARDS	PAGE REFERENCES
<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: 588-589, 711 <i>Caption</i> 576, 725 <i>Concepts in Action</i> 613 <i>Cover Story</i> 717 <i>Critical Thinking</i> 723</p> <p>Teacher Wraparound Edition: C 726; CA 576; CG 723; CTA 711, 725; ID 734</p>
<ul style="list-style-type: none"> Differentiate between wants versus needs. 	<p>Wants versus needs can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p>
<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: 568-570 <i>Caption</i> 570 <i>Critical Thinking</i> 569</p> <p>Teacher Wraparound Edition: CTA 569; MLS 568</p>
<ul style="list-style-type: none"> Describe economic stabilization policies of the U.S. <p>Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission)</p>	<p>Student Edition: 567-568, 569-570</p> <p>Teacher Wraparound Edition: CTA 569; MLS 568</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: 730, 735, 736 <i>Caption</i> 576</p> <p>Teacher Wraparound Edition: CA 576; EC 580; ID 734</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain the impact of outsourcing on the market economy and labor. 	<p>Student Edition: <i>Caption</i> 576 <i>Concepts in Action</i> 613</p> <p>Teacher Wraparound Edition: CA 576; ID 734</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: 412-416 <i>Caption</i> 576 <i>Concepts in Action</i> 613 <i>Government and You</i> 580 <i>Law and You</i> 160</p> <p>Teacher Wraparound Edition: CA 576; CLA 413; ID 734</p>
<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>Supply and demand can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p>
<ul style="list-style-type: none"> Production possibilities curve, business cycles Examples: recession, prosperity, inflation, deflation 	<p>Production possibilities and business cycles can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</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: 735-736 <i>Critical Thinking</i> 733</p> <p>Teacher Wraparound Edition: CTA 735</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe economic alliances: OPEC, NAFTA, GATT, EU. 	<p>Student Edition: 16-17, 575-576, 704-706, 734-736 <i>Caption 576</i></p> <p>Teacher Wraparound Edition: C 706; CA 576; CTA 705; EC 704; ID 734</p>
<ul style="list-style-type: none"> Define domestic output, national income, and price level. 	<p>This standard can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p>
<p>Core High School Economics Performance Descriptors</p>	
<p>High school students performing at the advanced level will:</p>	
<ul style="list-style-type: none"> explain costs and benefits of government intervention in the economy of the United States; 	<p>Student Edition: 566-570, 575-583, 584-586, 720-721, 736 <i>Critical Thinking 719</i></p> <p>Teacher Wraparound Edition: C 583; CTA 569, 578; ECP 574; ICA 579; ID 569</p>
<ul style="list-style-type: none"> describe methods used to measure domestic output, national income, and price level. 	<p>This standard can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p>
<p>High school students performing at the proficient level will:</p>	
<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: 717</p> <p>Teacher Wraparound Edition: UC 717</p>
<ul style="list-style-type: none"> use graphs to illustrate changes in supply and demand and their effects on price; 	<p>Supply and demand can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</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: 26-30, 717-721, 726, 728-731 <i>Caption 27</i> <i>Critical Thinking 719</i></p> <p>Teacher Wraparound Edition: C 731; CA 27; CLA 718; CTA 720; ECP 716; F 717; T 729</p>
<ul style="list-style-type: none"> explain the impact of labor on the economy of the United States; 	<p>Student Edition: 581-583</p> <p>Teacher Wraparound Edition: EC 580</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: 566-570 <i>Critical Thinking 569</i></p> <p>Teacher Wraparound Edition: CLA 567; MLS 56</p>
<ul style="list-style-type: none"> explain basic elements of trade and its impact on the U.S. economy. 	<p>Student Edition: 575-576, 608, 733-736 <i>Caption 735</i> <i>Critical Thinking 733</i></p> <p>Teacher Wraparound Edition: C 736; CA 735; CLA 733; CTA 735; ID 734</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: 26-30, 717-721 <i>Reviewing Key Terms 572, 738</i> <i>Section Assessment 30 #2, 570 #2, 721 #2, 736 #2</i></p> <p>Teacher Wraparound Edition: VP 26</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> identify the market system; 	<p>Student Edition: 26-28, 717-721 <i>Caption 27</i> <i>Critical Thinking 719</i></p> <p>Teacher Wraparound Edition: CA 27; CLA 718; CTA 720; ECP 716; F 717</p>
<ul style="list-style-type: none"> identify how supply and demand affect price. 	<p>Supply and demand can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p>