



The AMERICAN VISION

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STANDARDS	PAGE REFERENCES
<p>Core 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>Standard, Supporting Skills, and Examples</p>	
<p>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.</p>	
<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: 410-415, 442-447, 448-449, 450-455 <i>Analyzing Primary Sources</i> 448-449 <i>Critical Thinking</i> 447 #5 <i>Main Ideas</i> 415 #3 <i>National Geographic</i> 411, 443 <i>Primary Source</i> 444-445, 452-453 <i>Timeline</i> 412-413</p> <p>Teacher Wraparound Edition: C 415, 455; RS 412; SP 443; WS 412, 414</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: 386-393, 394-397, 398-403 <i>National Geographic</i> 387, 390-391, 395 <i>Past & Present</i> 388-389 <i>Technology & History</i> 396</p> <p>Teacher Wraparound Edition: Ac 389; C 393, 403; CT 388, 391; DI 395; RS 390; WS 396</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: 416-421, 422-427, 428-435 <i>History and Geography</i> 417 <i>Infographic</i> 142, 424-425, 433 <i>Main Ideas</i> 421 #3 <i>National Geographic</i> 431 <i>People in History</i> 426 <i>Primary Source</i> 429 <i>Technology & History</i> 418-419 <i>Writing About History</i> 427</p> <p>Teacher Wraparound Edition: C 421, 427; CT 433; RS 419; SP 417; WS 429, 431, 433</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: 490-495, 496-503, 504-511 <i>National Geographic</i> 505, 509 <i>Primary Source</i> 491, 492-493, 497, 498-499 <i>Writing About History</i> 511</p> <p>Teacher Wraparound Edition: C 495; CT 499; RS 498; WS 492, 493, 501, 505</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Identify social and political origins, accomplishments, and limitations of Progressivism. 	<p>Student Edition: 520-527, 528-530, 532-535, 536-541 <i>Analyzing Supreme Court Cases</i> 531 <i>Infographic</i> 538-539 <i>Political Cartoon</i> 529 <i>Primary Source</i> 521, 522, 526, 534 <i>Timeline</i> 524-525 <i>Writing About History</i> 527</p> <p>Teacher Wraparound Edition: Ac 523, 529; C 535, 541; CT 522; DI 539; SP 525</p>
<ul style="list-style-type: none"> Describe the causes and impact of World War I. 	<p>Student Edition: 548-553, 556-558, 560-561, 564-573, 576-581 <i>Analyzing Primary Sources</i> 562-563 <i>Analyzing Supreme Court Cases</i> 559 <i>Debates in History</i> 552-553 <i>National Geographic</i> 549, 565 <i>Primary Source</i> 550-551, 557, 560, 569 <i>Turning Point</i> 554</p> <p>Teacher Wraparound Edition: C 555, 561, 573, 581; CT 550, 567; RS 550, 579; SP 549; T 559; WS 566, 570</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: 593, 596-603, 628-633 <i>Critical Thinking</i> 633 #6 <i>Infographic</i> 632 <i>Primary Source</i> 629 <i>Turning Point</i> 630-631 <i>Writing About History</i> 633</p> <p>Teacher Wraparound Edition: C 603; CT 593, 600; RS 602, 631, 633; SP 631</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain the New Deal and its legacy (social and economic). 	<p>Student Edition: 652-659, 662-667, 668-670, 672-673 <i>Analyzing Primary Sources</i> 660-661 <i>Debates in History</i> 664-665 <i>Main Ideas</i> 659 #5 <i>Past & Present</i> 656-657 <i>Primary Source</i> 669 <i>Timeline</i> 654-655</p> <p>Teacher Wraparound Edition: C 659, 667, 673; CT 653, 657, 658, 670, 672; DI 653, 664</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: 682-687, 688-693, 694-699, 702-707, 714-721, 722-727, 728-732, 734-735, 736-743, 746-753 <i>Analyzing Supreme Court Cases</i> 733 <i>Geography & History</i> 744-745 <i>Infographic</i> 686 <i>National Geographic</i> 683, 684-685, 689, 724-725, 737 <i>People in History</i> 742 <i>Primary Source</i> 692, 696-697</p> <p>Teacher Wraparound Edition: C 687, 693, 698; CT 685, 715, 723, 740; RS 705; SP 683, 696; WS 707, 720</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: 774-778, 780-781, 815, 832-833, 940-942, 944-945, 980, 1012-1013 <i>Analyzing Supreme Court Cases</i> 943 <i>Political Cartoon</i> 777 <i>Primary Source</i> 780, 941, 1013 <i>Technology & History</i> 832-833 <i>Turning Point</i> 784</p> <p>Teacher Wraparound Edition: Ac 833; C 781, 945; DI 777; EC 980</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: 760-765, 766-773, 782-787, 833-835, 882-889, 898-900, 902-903 <i>Critical Thinking</i> 765 #6 <i>Debates in History</i> 762-763 <i>Infographic</i> 770-771 <i>National Geographic</i> 764, 834 <i>Primary Source</i> 761, 767 <i>Technology & History</i> 783</p> <p>Teacher Wraparound Edition: C 773, 787, 889; CT 761, 783; RS 762, 768; SP 834</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: 991-993, 1014-1015, 1036-1041, 1042-1047 <i>Main Ideas</i> 1015 #5 <i>National Geographic</i> 992, 1038 <i>Primary Source</i> 1043 <i>Timeline</i> 1044-1045 <i>Turning Point</i> 1037 <i>Writing About History</i> 1041</p> <p>Teacher Wraparound Edition: RS 991, 1014; WS 1037, 1046</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> 224-225, 368-369, 388-389, 506-507, 578-578, 656-657, 812-813, 840-841, 984-985</p> <p>Teacher Wraparound Edition: Ac 656, 840, 984; RS 579; WS 840</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: 257, 398-403 <i>Critical Thinking</i> 403 #5 <i>Main Ideas</i> 257 #3, 403 #3 <i>National Geographic</i> 399 <i>People in History</i> 402 <i>Political Cartoon</i> 401</p> <p>Teacher Wraparound Edition: C 403; CT 401, 402; DI 399, 400; WS 399, 400, 401</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: 257, 398-403 <i>Critical Thinking</i> 403 #5 <i>Main Ideas</i> 257 #3, 403 #3 <i>National Geographic</i> 399 <i>People in History</i> 402 <i>Political Cartoon</i> 401</p> <p>Teacher Wraparound Edition: C 403; CT 401, 402; DI 399, 400; WS 399, 400, 401</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: 460-461, 610-613, 616-619, 912-913 <i>Main Ideas</i> 467 #3 <i>Primary Source</i> 460-461, 611, 612, 617, 618-619, 912</p> <p>Teacher Wraparound Edition: C 613, 913; CT 618; DI 618; WS 611, 612, 912</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: 232-234, 257, 466-467, 608-609, 952-953, 972-973 <i>Critical Thinking</i> 235 #6 <i>Primary Source</i> 232, 953 <i>Writing About History</i> 467</p> <p>Teacher Wraparound Edition: RS 232, 233; WS 233</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: 470-475, 520-527, 594, 604-605, 686, 703, 774-778, 780-781, 850-852, 854-857 <i>Analyzing Supreme Court Cases</i> 853 <i>Infographic</i> 874 <i>Political Cartoon</i> 703, 777 <i>Primary Source</i> 470 <i>Timeline</i> 524-525</p> <p>Teacher Wraparound Edition: C 857; DI 523, 594, 776; SP 474</p>
<ul style="list-style-type: none"> Social reform movements Examples: feminism, Social Darwinism, temperance, baby boomer 	<p>Student Edition: 236-241, 242-247, 464-467, 522-523, 914-919, 986-987 <i>Debates in History</i> 464-465, 916-917 <i>People in History</i> 466 <i>Political Cartoon</i> 246 <i>Primary Source</i> 238-239, 240, 244-245 <i>Timeline</i> 524-525 <i>Turning Point</i> 243</p> <p>Teacher Wraparound Edition: C 241, 467; CT 239; SP 237, 246; WS 245, 524</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Social reform movements Examples: feminism, Social Darwinism, temperance, baby boomer 	<p>Student Edition: 236-241, 242-247, 464-467, 522-523, 914-919, 986-987</p> <p><i>Debates in History</i> 464-465, 916-917 <i>People in History</i> 466 <i>Political Cartoon</i> 246 <i>Primary Source</i> 238-239, 240, 244-245 <i>Timeline</i> 524-525 <i>Turning Point</i> 243</p> <p>Teacher Wraparound Edition: C 241, 467; CT 239; SP 237, 246; WS 245, 524</p>
<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: 226-227, 400, 401, 403</p> <p><i>Critical Thinking</i> 403 #5 <i>National Geographic</i> 227, 399</p> <p>Teacher Wraparound Edition: CT 226, 402; DI 400; SP 227</p>
<ul style="list-style-type: none"> Railroad, farming, livestock, and mining patterns 	<p>Student Edition: 386-393, 394-397, 416-421</p> <p><i>Critical Thinking</i> 393 #5, 397 #4 <i>History and Geography</i> 417 <i>National Geographic</i> 387, 395 <i>Technology & History</i> 396, 418-419</p> <p>Teacher Wraparound Edition: Ac 389; C 393, 421; CT 391; DI 388, 395; WS 396</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: 231, 394-397</p> <p><i>Writing About History</i> 394</p> <p>Teacher Wraparound Edition: CT 231; WS 396</p>

STANDARDS	PAGE REFERENCES
Core High School U.S. History Performance Descriptors	
High school students performing at the advanced level:	
<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> 995 #4 <i>Past & Present</i> 224-225, 368-369, 506-507, 656-657, 812-813, 984-985 <i>Skills Handbook</i> R3</p> <p>Teacher Wraparound Edition: CT 984; RS 994</p>
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> 995 #4 <i>Past & Present</i> 224-225, 368-369, 506-507, 656-657, 812-813, 984-985 <i>Skills Handbook</i> R3</p> <p>Teacher Wraparound Edition: CT 984; RS 994</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: 236-241, 242-247, 464-467, 522-523, 914-919, 986-987 <i>Debates in History</i> 464-465, 916-917 <i>People in History</i> 466 <i>Political Cartoon</i> 246 <i>Primary Source</i> 238-239, 240, 244-245 <i>Timeline</i> 524-525 <i>Turning Point</i> 243</p> <p>Teacher Wraparound Edition: C 241, 467; CT 239; SP 237, 246; WS 245, 524</p>

STANDARDS	PAGE REFERENCES
<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: 394-397, 398-403 <i>Main Ideas</i> 403 #2 <i>National Geographic</i> 399 <i>Writing About History</i> 397</p> <p>Teacher Wraparound Edition: C 403; CT 231; DI 395, 399; WS 396</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: 394-397, 398-403 <i>Main Ideas</i> 403 #2 <i>National Geographic</i> 399 <i>Writing About History</i> 397</p> <p>Teacher Wraparound Edition: C 403; CT 231; DI 395, 399; WS 396</p>
<ul style="list-style-type: none"> given historical periods, sequence events. 	<p>Student Edition: <i>Skills Handbook</i> R17 <i>Timeline</i> 66-67, 266-267, 304-305, 412-413, 524-525, 654-655, 738-739, 748-749, 680-681, 1044-1045</p> <p>Teacher Wraparound Edition: Ac 524; RS 26, 412; SP 292</p>

STANDARDS	PAGE REFERENCES
Advanced 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.	
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.	
<ul style="list-style-type: none"> Chronicle the transition of the U.S. from an agrarian society to an industrial nation. 	<p>Student Edition: 410-415, 442-447, 448-449, 450-455 <i>Analyzing Primary Sources</i> 448-449 <i>Critical Thinking</i> 447 #5 <i>Main Ideas</i> 415 #3 <i>National Geographic</i> 411, 443 <i>Primary Source</i> 444-445, 452-453 <i>Timeline</i> 412-413</p> <p>Teacher Wraparound Edition: C 415, 455; RS 412; SP 443; WS 412, 414</p>
<ul style="list-style-type: none"> Critique the causes and impact of Western Expansion. 	<p>Student Edition: 386-393, 394-397, 398-403 <i>National Geographic</i> 387, 390-391, 395 <i>Past & Present</i> 388-389 <i>Technology & History</i> 396</p> <p>Teacher Wraparound Edition: Ac 389; C 393, 403; CT 388, 391; DI 395; RS 390; WS 396</p>
<ul style="list-style-type: none"> Critique the causes and impact of U. S. Imperialism. 	<p>Student Edition: 490-495, 496-503, 504-511 <i>National Geographic</i> 505, 509 <i>Primary Source</i> 491, 492-493, 497, 498-499 <i>Writing About History</i> 511</p> <p>Teacher Wraparound Edition: C 495; CT 499; RS 498; WS 492, 493, 501, 505</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe social and political origins, accomplishments, and limitations of Progressivism. 	<p>Student Edition: 520-527, 528-530, 532-535, 536-541 <i>Analyzing Supreme Court Cases</i> 531 <i>Infographic</i> 538-539 <i>Political Cartoon</i> 529 <i>Primary Source</i> 521, 522, 526, 534 <i>Timeline</i> 524-525 <i>Writing About History</i> 527</p> <p>Teacher Wraparound Edition: Ac 523, 529; C 535, 541; CT 522; DI 539; SP 525</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: 991-993, 1014-1015, 1036-1041, 1042-1047 <i>Main Ideas</i> 1015 #5 <i>National Geographic</i> 992, 1038 <i>Primary Source</i> 1043 <i>Timeline</i> 1044-1045 <i>Turning Point</i> 1037 <i>Writing About History</i> 1041</p> <p>Teacher Wraparound Edition: RS 991, 1014; WS 1037, 1046</p>
<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: 406, 446-447, 604-606, 721, 732, 813-814, 872, 925 <i>Analyzing Supreme Court Cases</i> 733 <i>Critical Thinking</i> 447 #5 <i>Political Cartoon</i> 605 <i>Writing About History</i> 403</p> <p>Teacher Wraparound Edition: C 447; CT 402, 403, 813, 873; T 733; WS 732</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 	<p>Student Edition: 414-415, 430, 431 <i>Main Ideas</i> 415 #4 <i>Political Cartoon</i> 414</p> <p>Teacher Wraparound Edition: C 415; CT 430, 431</p>
<ul style="list-style-type: none"> Explain the transition of the former Soviet bloc nations to market economies. 	<p>Student Edition: 990-992, 1014-1015 <i>Main Ideas</i> 995 #2 <i>National Geographic</i> 991</p>
<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: 414-415, 422-427, 470-472, 537, 628-629, 982 <i>Infographic</i> 423, 424-425 <i>Main Ideas</i> 995 #2 <i>Political Cartoon</i> 414</p> <p>Teacher Wraparound Edition: C 415, 633; CT 424, 426, 472; RS 471</p>
<ul style="list-style-type: none"> Explain the costs and benefits of entrepreneurial decisions. 	<p>Student Edition: 415, 422-427, 982-983 <i>Critical Thinking</i> 427 #5 <i>Infographic</i> 423 <i>Main Ideas</i> 415 #4 <i>Writing About History</i> 427</p> <p>Teacher Wraparound Edition: CT 415</p>

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: 490-491, 596-603, 982-983 <i>Critical Thinking</i> 633 #6 <i>Main Ideas</i> 603 #3 <i>Primary Source</i> 983 <i>Technology & History</i> 598-599</p> <p>Teacher Wraparound Edition: C 603; CT 600; RS 599, 602</p>
<ul style="list-style-type: none"> Differentiate between wants versus needs. 	<p>Student Edition: 598, 600-601, 800 <i>Critical Thinking</i> 603 #5 <i>Primary Source</i> 600 <i>Technology & History</i> 598-599</p> <p>Teacher Wraparound Edition: CT 600</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: 539, 633, 641 <i>Critical Thinking</i> 541 #7 <i>Infographic</i> 538-539 <i>Main Ideas</i> 541 #3</p> <p>Teacher Wraparound Edition: Ac 538; RS 539</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: 470-471, 593, 632, 633, 865, 916, 948, 976, 1008 <i>Debates in History</i> 976 <i>Infographic</i> 632</p> <p>Teacher Wraparound Edition: CT 593, 976; WS 592, 916, 976</p>

STANDARDS	PAGE REFERENCES
<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: 428, 432, 596, 597-598, 673, 734, 797, 799, 809, 812, 870 <i>Time Notebook</i> 575, 837</p> <p>Teacher Wraparound Edition: CT 734; WS 433</p>
<ul style="list-style-type: none"> Explain the impact of outsourcing on the market economy and labor. 	<p>Student Edition: 1022-1023 <i>Critical Thinking</i> 1025 #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: 462, 526, 603, 673, 797, 799, 953-955 <i>Main Ideas</i> 957 #2 <i>Primary Source</i> 526</p> <p>Teacher Wraparound Edition: Ac 954; CT 462; RS 526, 796</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>Student Edition: 473, 734, 946-947 <i>Main Ideas</i> 735 #4, 951 #2 <i>Primary Source</i> 947</p> <p>Teacher Wraparound Edition: Ac 391; CT 734; DI 473, 734; SP 947</p>
<ul style="list-style-type: none"> Production possibilities curve, business cycles Examples: recession, prosperity, inflation, deflation 	<p>Student Edition: 102-103, 428, 470, 670, 800-802, 947-948, 949, 976, 994-995 <i>Main Ideas</i> 673 #2, 807 #2</p> <p>Teacher Wraparound Edition: C 807; DI 102; RS 994</p>

STANDARDS	PAGE REFERENCES
<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: 504-505, 1022-1024 <i>Main Ideas</i> 511 #3 <i>National Geographic</i> 1023</p> <p>Teacher Wraparound Edition: RS 505, 1023; SP 1024</p>
<ul style="list-style-type: none"> Describe economic alliances: OPEC, NAFTA, GATT, EU. 	<p>Student Edition: 946-947, 1023 <i>Critical Thinking</i> 1025 #4, #5 <i>Main Ideas</i> 951 #2 <i>National Geographic</i> 1023</p> <p>Teacher Wraparound Edition: Ac 947; CT 1023</p>
<ul style="list-style-type: none"> Define domestic output, national income, and price level. 	<p>Student Edition: 410, 947, 1022-1024 <i>Primary Source</i> 1024</p> <p>Teacher Wraparound Edition: SP 1024</p>
<p align="center">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: 414-415, 527, 530, 58, 633, 976-978, 994-995 <i>Analyzing Supreme Court Cases</i> 531 <i>Debates in History</i> 976-977 <i>Infographic</i> 538-539 <i>Main Ideas</i> 415 #4 <i>Political Cartoon</i> 414</p> <p>Teacher Wraparound Edition: C 415; CT 976; RS 994; WS 976, 977</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> describe methods used to measure domestic output, national income, and price level. 	<p>Student Edition: 410, 947, 1022-1024 <i>Primary Source</i> 1024</p> <p>Teacher Wraparound Edition: SP 1024</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: 734-735, 946-947 <i>Main Ideas</i> 735 #4 <i>Primary Source</i> 947</p> <p>Teacher Wraparound Edition: CT 734; DI 734</p>
<ul style="list-style-type: none"> use graphs to illustrate changes in supply and demand and their effects on price; 	<p>Student Edition: 473, 734, 946-947 <i>Main Ideas</i> 735 #4, 951 #2 <i>Primary Source</i> 947</p> <p>Teacher Wraparound Edition: Ac 391; CT 734; DI 473, 734; SP 947</p>
<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: 414-415, 422-427, 470-472, 537, 628-629, 982 <i>Infographic</i> 423, 424-425 <i>Main Ideas</i> 995 #2 <i>Political Cartoon</i> 414</p> <p>Teacher Wraparound Edition: C 415, 633; CT 424, 426, 472; RS 471</p>
<ul style="list-style-type: none"> explain the impact of labor on the economy of the United States; 	<p>Student Edition: 428-435, 526, 529, 602, 665-667, 794-795 <i>Infographic</i> 430 <i>Time Notebook</i> 575 <i>Writing About History</i> 435</p> <p>Teacher Wraparound Edition: C 603; CT 431; RS 602</p>

STANDARDS	PAGE REFERENCES
<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: 157-158, 188-189, 470-471, 641, 653-655, 976 <i>Writing About History</i> 159</p> <p>Teacher Wraparound Edition: C 475; DI 653; WS 159</p>
<ul style="list-style-type: none"> explain basic elements of trade and its impact on the U.S. economy. 	<p>Student Edition: 321-322, 504-505, 594-595, 1022-1024 <i>Main Ideas</i> 511 #2, 1025 #2 <i>National Geographic</i> 505, 1023 <i>Primary Source</i> 1024</p> <p>Teacher Wraparound Edition: CT 1023; RS 505; SP 1024; WS 505</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: 414-415, 422-427, 470-472, 537, 628-629, 982 <i>Infographic</i> 423, 424-425 <i>Main Ideas</i> 995 #2 <i>Political Cartoon</i> 414</p> <p>Teacher Wraparound Edition: C 415, 633; CT 424, 426, 472; RS 471</p>
<ul style="list-style-type: none"> identify the market system; 	<p>Student Edition: 414-415, 422-427, 470-472, 537, 628-629, 982 <i>Infographic</i> 423, 424-425 <i>Main Ideas</i> 995 #2 <i>Political Cartoon</i> 414</p> <p>Teacher Wraparound Edition: C 415, 633; CT 424, 426, 472; RS 471</p>
<ul style="list-style-type: none"> identify how supply and demand affect price. 	<p>Student Edition: 473, 734, 946-947 <i>Main Ideas</i> 735 #4, 951 #2 <i>Primary Source</i> 947</p> <p>Teacher Wraparound Edition: Ac 391; CT 734; DI 473, 734; SP 947</p>