



# WORLD HISTORY

## MODERN TIMES

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| STANDARDS   | PAGE REFERENCES  |
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| <p>Core High School World History<br/>Standards, Supporting Skills, and Examples</p>  |  |
| <p><b>Indicator 1:</b> Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p>   |  |
| <p><b>9-12.W.1.1.</b> Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.</p>   |  |
| <ul style="list-style-type: none"> <li>Describe developments in Italy and Northern Europe during the Renaissance period.<br/>Examples: Humanism, arts and literature, intellectual development, trade and technological advances</li> </ul> | <p><b>Student Edition:</b><br/>162-167, 170-175<br/><i>People in History</i> 174<br/><i>Primary Source</i> 165, 171, 172<br/><i>Science, Technology, &amp; Society</i> 166<br/><i>Social History</i> 168-169</p> <p><b>Teacher Wraparound Edition:</b><br/>DYK 165; F 160; W 174</p> |

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| <ul style="list-style-type: none"> <li>Explain the causes and impact of the Reformation.<br/>Examples: tension between religious and secular authorities, reformers and doctrines, the counter-reformation, the English reformation, wars of religion</li> </ul>   | <p><b>Student Edition:</b><br/>176-181, 182-187<br/><i>National Geographic</i> 177, 183<br/><i>People in History</i> 178, 184<br/><i>Roman Catholic, Lutheran, Calvinist, and Anglican Beliefs</i> 186<br/><i>Turning Point</i> 180</p> <p><b>Teacher Wraparound Edition:</b><br/>C 186; C1 179; C2 179</p>  |
| <ul style="list-style-type: none"> <li>Identify significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment.<br/>Examples: Scientific Revolution (astronomical theories of Copernicus and Galileo; Newton's Law of Gravity)<br/>Examples: Age of Enlightenment (the philosophies of Montesquieu, Voltaire, and Rousseau)</li> </ul> | <p><b>Student Edition:</b><br/>302-309, 310-317, 318-327<br/><i>National Geographic</i> 303<br/><i>Opposing Viewpoints</i> 305<br/><i>People in History</i> 313, 320-321<br/><i>Primary Source</i> 326<br/><i>Science, Technology, &amp; Society</i> 308<br/><i>Turning Point</i> 306</p> <p><b>Teacher Wraparound Edition:</b><br/>D 304; ETC 313</p> |
| <ul style="list-style-type: none"> <li>Describe the impact of the French Revolution on Europe.<br/>Examples: causes of the French Revolution, influence of the American Revolution on the French Revolution, objectives of different groups</li> </ul>   | <p><b>Student Edition:</b><br/>340-347, 350-357<br/><i>People in History</i> 352<br/><i>Primary Source</i> 341, 343, 352<br/><i>Social History</i> 348-349</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 344, 345, 346; C 343</p>   |

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| <ul style="list-style-type: none"> <li>Describe the development of the Industrial Revolution and its impact on economics, social structure, urbanization, and politics of the global society.</li> </ul>  | <p><b>Student Edition:</b><br/> 378-385, 416-421<br/> <i>Analyzing Primary Sources</i> 386-387<br/> <i>National Geographic</i> 417<br/> <i>Primary Source</i> 384, 404<br/> <i>Science, Technology, &amp; Society</i> 382, 418<br/> <i>Social History</i> 408-409<br/> <i>Turning Point</i> 381</p> <p><b>Teacher Wraparound Edition:</b><br/> R 386</p> |
| <ul style="list-style-type: none"> <li>Explain the causes and consequences of World War I and World War II.<br/> Example: Russian Revolution<br/> Examples: post-World War II realignment and reconstruction in Europe, Asia, and Latin America<br/> Examples: impact and legacy of the Cold War</li> </ul> | <p><b>Student Edition:</b><br/> 522-525, 536-541, 554-559<br/> <i>Analyzing Primary Sources</i> 626-627<br/> <i>National Geographic</i> 523, 543<br/> <i>People in History</i> 545<br/> <i>Primary Source</i> 524<br/> <i>Reading Check</i> 525<br/> <i>Turning Point</i> 539</p> <p><b>Teacher Wraparound Edition:</b><br/> R 524; W 524</p>            |
| <p><b>Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</b></p>   |  |
| <p><b>9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</b></p>   |  |
| <ul style="list-style-type: none"> <li>Mercantilism and imperialism</li> </ul>  | <p><b>Student Edition:</b><br/> 204-205, 209-210, 313-314, 450-451<br/> <i>Infographics</i> 314<br/> <i>National Geographic</i> 451<br/> <i>Section Review</i> 207 #1, #2</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 230, 451; C 454; DI 314</p>  |

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| <ul style="list-style-type: none"> <li>Absolutism and constitutionalism and their impact on European nations</li> </ul>        | <p><b>Student Edition:</b><br/> 228-233, 318-322<br/> <i>National Geographic</i> 231, 232<br/> <i>People in History</i> 320-321<br/> <i>Primary Source</i> 229<br/> <i>Social History</i> 234-235</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 320, 321; C 232</p> |
| <ul style="list-style-type: none"> <li>Nationalism and imperialism as forces of global transformation</li> </ul>               | <p><b>Student Edition:</b><br/> 366, 450-455, 456-463, 466-471, 472-479, 492-493, 494-495<br/> <i>Geography &amp; History</i> 464-465<br/> <i>Opposing Viewpoints</i> 462<br/> <i>Primary Source</i> 453</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 451</p>      |
| <ul style="list-style-type: none"> <li>Nationalism, militarism, civil war, and terrorism in today's world</li> </ul>           | <p><b>Student Edition:</b><br/> 760-766, 808, 809, 810-811<br/> <i>Connecting to the United States</i> 766<br/> <i>National Geographic</i> 761, 762</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 810; DYK 808; R 810</p>   |
| <ul style="list-style-type: none"> <li>Democracies and dictatorships from the late twentieth century to the present</li> </ul> | <p><b>Student Edition:</b><br/> 696, 700-703, 704-709, 809<br/> <i>Infographics</i> 702, 708<br/> <i>National Geographic</i> 701, 705<br/> <i>Turning Point</i> 697</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 698; C 709</p>                                    |

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| <b>Core High School World History</b><br><b>Performance Descriptors</b>  |   |
| <b>High school students performing at the advanced level:</b>  |   |
| <ul style="list-style-type: none"> <li>provide evidence to explain the relationships of historical events as they impacted subsequent events;</li> </ul> | <p>This standard can be met through classroom discussion of and expansion on the following references.</p> <p><b>Student Edition:</b></p> <p>7</p> <p><i>Analyzing Primary Sources</i> 626-627</p> <p><i>Section Review 7 #6</i></p> <p><i>Skills Handbook</i> R14</p> <p><i>Turning Point</i> 6, 306, 381</p> <p><i>Writing About History</i> 463</p> <p><b>Teacher Wraparound Edition:</b></p> <p>AS 306; C R14; C1 380; C2 380</p> |
| <ul style="list-style-type: none"> <li>critique a leader's actions during a significant historical event from the perspective of the leader;</li> </ul>  | <p>This standard can be met through classroom discussion of and expansion on the following references.</p> <p><b>Student Edition:</b></p> <p>184-185, 232-233</p> <p><i>Opposing Viewpoints</i> 226, 305, 462</p> <p><i>People in History</i> 184, 397</p> <p><i>Writing About History</i> 233</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 396, 397</p>  |
| <ul style="list-style-type: none"> <li>critique government policies and actions related to significant historical events.</li> </ul>                     | <p>This standard can be met through classroom discussion of and expansion on the following references.</p> <p><b>Student Edition:</b></p> <p>225-227, 522-523, 544-547</p> <p><i>History &amp; Arts</i> 491</p> <p><i>Infographics</i> 646</p> <p><i>Primary Source</i> 477</p> <p><i>Turning Point</i> 539</p> <p><b>Teacher Wraparound Edition:</b></p> <p>AS 226; D 490; W 397</p>   |

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| <b>High school students performing at the proficient level:</b>   |   |
| <ul style="list-style-type: none"> <li>explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present;</li> </ul>  | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>162-167, 170-175, 176-181, 182-187, 194-201<br/><i>Skills Handbook</i> R14<br/><i>Turning Point</i> 180, 200</p> <p><b>Teacher Wraparound Edition:</b><br/>C R14; C1 380; C2 380</p> |
| <ul style="list-style-type: none"> <li>define the key distinguishing features of mercantilism, imperialism, absolutism, constitutionalism, nationalism, militarism, civil war, terrorism, modern democracies, and dictatorships.</li> </ul> | <p><b>Student Edition:</b><br/>204-205, 209-210, 366, 396-397, 450-451<br/><i>Infographics</i> 314<br/><i>Section Review</i> 207 #1, #2<br/><i>Writing About History</i> 233</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 230</p>   |
| <b>High school students performing at the basic level:</b>  |   |
| <ul style="list-style-type: none"> <li>given historical periods, identify the significant periods from the Renaissance to the present;</li> </ul>   | <p><b>Student Edition:</b><br/>160-161, 162-163, 192-193, 216-217, 300-301, 376-377, 378, 448-449<br/><i>National Geographic</i> 311</p> <p><b>Teacher Wraparound Edition:</b><br/>T 160</p>  |
| <ul style="list-style-type: none"> <li>distinguish between a democracy and a dictatorship;</li> </ul>   | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>40-41, 43, 421, 763-767<br/><i>Section Review</i> 47 #4, #5, 421 #1<br/><i>Turning Point</i> 42</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 42; C 42; D 42</p>                  |

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| <ul style="list-style-type: none"> <li>match the term with the definition of mercantilism and imperialism, absolutism, constitutionalism, nationalism, militarism, terrorism.</li> </ul>   | <p><b>Student Edition:</b><br/>204-205, 366, 450<br/><i>Connecting to the United States</i> 766<br/><i>Section Review</i> 207 #1, 233 #1, 367 #1, 401 #1, 455 #1</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 230</p>  |
| <p><b>Advanced High School World History<br/>Standards, Supporting Skills, and Examples</b></p>  |  |
| <p>Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p>   |  |
| <p><b>9-12.W.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</b></p>   |  |
| <ul style="list-style-type: none"> <li>Provide evidence to explain the cause-effect relationships of historical events from the Renaissance to the present.<br/><br/>Examples: Reformation, Commercial Revolution, Scientific Revolution, Industrial Revolution</li> </ul> | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>176-181, 182-187, 199-200, 302-303<br/><i>Opposing Viewpoints</i> 305<br/><i>Skills Handbook</i> R14<br/><i>Turning Point</i> 180, 200</p> <p><b>Teacher Wraparound Edition:</b><br/>C R14; C1 380; C2 380</p>    |
| <ul style="list-style-type: none"> <li>Critique a leader's actions during a significant historical event from the perspective of the leader.<br/><br/>Examples: French Revolution, WWII, Glorious Revolution</li> </ul>  | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>345, 360-367<br/><i>Connecting to the United States</i> 346<br/><i>Opposing Viewpoints</i> 226, 305, 462<br/><i>People in History</i> 352, 470, 474, 498</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 352</p> |

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| <ul style="list-style-type: none"> <li>Critique government policies and actions related to significant historical events.<br/>Examples: Marshall Plan, European Economic Union, Warsaw Pact, United Nations, NATO Examples: Age of Enlightenment (the philosophies of Montesquieu, Voltaire, and Rousseau)</li> </ul> | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>343-344, 466-467, 608-609<br/><i>History &amp; Arts</i> 577<br/><i>Infographics</i> 467, 590, 646<br/><i>Primary Source</i> 477, 571<br/><i>The Reign of Terror</i> 354-355</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 467</p> |
| <p><b>Indicator 2:</b> Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p>   |   |
| <p><b>9-12.W.2.1A. Students are able to describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies.</b></p>  |   |
| <ul style="list-style-type: none"> <li>Mercantilism and imperialism in European exploration and colonization in the sixteenth century</li> </ul>  | <p><b>Student Edition:</b><br/>196-197, 198-201, 204-206, 209-211, 313-314<br/><i>Infographics</i> 314<br/><i>Section Review</i> 207 #1, #2, #3<br/><i>Social History</i> 202-203<br/><i>Turning Point</i> 200</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 230</p>   |
| <ul style="list-style-type: none"> <li>Rise of absolutism and constitutionalism and their impact on European nations</li> </ul>   | <p><b>Student Edition:</b><br/>228-233, 318-322<br/><i>National Geographic</i> 231, 232<br/><i>People in History</i> 320-321<br/><i>Primary Source</i> 229<br/><i>Social History</i> 234-235</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 320, 321; C 232</p>   |

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| <ul style="list-style-type: none"> <li>Nationalism and imperialism as forces of global transformation</li> </ul>               | <p><b>Student Edition:</b><br/> 366, 450-455, 456-463, 466-471, 472-479, 492-493, 494-495</p> <p><i>Geography &amp; History</i> 464-465<br/> <i>Opposing Viewpoints</i> 462<br/> <i>Primary Source</i> 453<br/> <i>Turning Point</i> 200</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 451</p> |
| <ul style="list-style-type: none"> <li>Nationalism, militarism, civil war, and terrorism in today's world</li> </ul>           | <p><b>Student Edition:</b><br/> 760-766, 808, 809, 810-811</p> <p><i>Connecting to the United States</i> 766<br/> <i>National Geographic</i> 761, 762<br/> <i>Turning Point</i> 649</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 810; DYK 808; R 810</p>                                      |
| <ul style="list-style-type: none"> <li>Democracies and dictatorships from the late twentieth century to the present</li> </ul> | <p><b>Student Edition:</b><br/> 664-671, 696, 700-703, 704-709, 809</p> <p><i>Infographics</i> 702, 708<br/> <i>National Geographic</i> 701, 705<br/> <i>Turning Point</i> 668, 697</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 698; C 709</p>   |

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| <b>Core High School Economics</b><br><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.<br/>Examples: Adam Smith and Karl Marx</li> </ul>   | <p><b>Student Edition:</b><br/>313-314, 385, 419-421<br/><i>History &amp; Arts</i> 420<br/><i>Infographics</i> 314<br/><i>People in History</i> 313<br/><i>Section Review</i> 421 #4</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 313, 420; D 420</p>                                |
| <ul style="list-style-type: none"> <li>Explain the transition of the former Soviet bloc nations to market economies.</li> </ul>   | <p><b>Student Edition:</b><br/>696, 698-699<br/><i>Infographics</i> 698<br/><i>Section Review</i> 699 #4, #6</p> <p><b>Teacher Wraparound Edition:</b><br/>C 698; D 698</p>  |
| <ul style="list-style-type: none"> <li>Explain the fundamentals of the market system.<br/>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> | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>313-314, 384<br/><i>Infographics</i> 314, 675<br/><i>People in History</i> 313, 558</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 420, 558; C 314; D 420</p> |

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| <ul style="list-style-type: none"> <li>Explain the costs and benefits of entrepreneurial decisions.</li> </ul>   | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>378, 418-419<br/><i>Science, Technology, &amp; Society</i> 418<br/><i>Section Review</i> 385 #1</p>  |
| <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>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>378-385, 416-419<br/><i>National Geographic</i> 379<br/><i>Science, Technology, &amp; Society</i> 382, 418<br/><i>Turning Point</i> 381</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 383; C1 380; C2 380; R 380, 382</p> |
| <ul style="list-style-type: none"> <li>Differentiate between wants versus needs.</li> </ul>  | <p>This standard can be met through classroom discussion.</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>This standard can be met with study of Glencoe's U.S. History texts.</p>   |
| <ul style="list-style-type: none"> <li>Describe economic stabilization policies of the U.S.<br/>Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission)</li> </ul> | <p>This standard can be met through classroom discussion of the following page references and/or study of Glencoe's U.S. History texts.</p> <p><b>Student Edition:</b><br/>556-557, 559<br/><i>People in History</i> 558<br/><i>Section Review</i> 559 #4</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; C 557; W 558</p>                      |

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| <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>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s U.S. History texts.</p> <p><b>Student Edition:</b><br/>559<br/><i>Infographics</i> 815<br/><i>People in History</i> 558</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; R 816</p> |
| <ul style="list-style-type: none"> <li>Explain the impact of outsourcing on the market economy and labor.</li> </ul>  | <p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s U.S. History texts.</p> <p><b>Student Edition:</b><br/>815-816<br/><i>Infographics</i> 815</p> <p><b>Teacher Wraparound Edition:</b><br/>R 816</p>                                      |
| <ul style="list-style-type: none"> <li>Describe the positive and negative aspects of government policies that affect employment.<br/>Examples: minimum wage, affirmative action, age</li> </ul> | <p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s U.S. History texts.</p> <p><b>Student Edition:</b><br/>559<br/><i>People in History</i> 558</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; R 816; W 815</p>                      |

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| <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<br/>Examples: supply and demand x graph chart<br/>Examples: gas prices, Great Depression</li> </ul> | <p>This standard can be met through classroom discussion of the following references and/or study of Glencoe's U.S. History texts.</p> <p><b>Student Edition:</b><br/>556-557, 559<br/><i>Infographics</i> 815<br/><i>People in History</i> 558</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; C 816; R 816; S 556</p> |
| <ul style="list-style-type: none"> <li>Production possibilities curve, business cycles<br/>Examples: recession, prosperity, inflation, deflation</li> </ul>                             | <p>This standard can be met through classroom discussion of the following references and/or study of Glencoe's U.S. History texts.</p> <p><b>Student Edition:</b><br/>556-557, 559, 815-816<br/><i>Infographics</i> 815</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; C 816; R 816</p>                                |
| <p><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></p>  |   |
| <ul style="list-style-type: none"> <li>Describe the U.S. trade deficit and policies.</li> </ul>   | <p>This standard can be met through classroom discussion of the following references and/or study of Glencoe's U.S. History texts.</p> <p><b>Student Edition:</b><br/>815-816</p> <p><b>Teacher Wraparound Edition:</b><br/>R 816</p>   |
| <ul style="list-style-type: none"> <li>Describe economic alliances: OPEC, NAFTA, GATT, EU.</li> </ul>   | <p><b>Student Edition:</b><br/>704, 763, 815-816<br/><i>Infographics</i> 815<br/><i>National Geographic</i> 705<br/><i>Reading Check</i> 817<br/><i>Section Review</i> 817 #4</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 816; C 816; W 815</p>  |

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| <ul style="list-style-type: none"> <li>Define domestic output, national income, and price level.</li> </ul>  | <p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s U.S. History texts.</p> <p><b>Student Edition:</b><br/>556-557, 559, 815-816<br/><i>People in History</i> 558</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; R 816</p>                                |
| <p><b>Core High School Economics</b><br/><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>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s U.S. History texts.</p> <p><b>Student Edition:</b><br/>556-557, 559<br/><i>People in History</i> 558<br/><i>Section Review</i> 559 #4</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; C 557; W 558</p> |
| <ul style="list-style-type: none"> <li>describe methods used to measure domestic output, national income, and price level.</li> </ul>                        | <p>This standard can be met through study of Glencoe’s U.S. History texts.</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>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/>559, 815-816<br/><i>Infographics</i> 815<br/><i>People in History</i> 558</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; R 816</p>  |

| STANDARDS  | PAGE REFERENCES  |
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| <ul style="list-style-type: none"> <li>use graphs to illustrate changes in supply and demand and their effects on price;</li> </ul>  | <p>This standard can be met through classroom exercises based on the following page references.</p> <p><b>Student Edition:</b><br/><i>Infographics</i> 314</p> <p><b>Teacher Wraparound Edition:</b><br/>C 314</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>This standard can be met through classroom discussion of the following page references.</p> <p><b>Student Edition:</b><br/>313-314, 384<br/><i>Infographics</i> 314, 675<br/><i>People in History</i> 313, 558</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 420, 558; C 314; D 420</p>                          |
| <ul style="list-style-type: none"> <li>explain the impact of labor on the economy of the United States;</li> </ul>   | <p>This standard can be met through classroom discussion of the following references and/or study of Glencoe's U.S. History texts.</p> <p><b>Student Edition:</b><br/>559, 815-816<br/><i>Infographics</i> 815<br/><i>People in History</i> 558</p> <p><b>Teacher Wraparound Edition:</b><br/>AS 558; R 816; W 815</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>This standard can be met through study of Glencoe's U.S. History texts.</p>   |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <ul style="list-style-type: none"> <li>explain basic elements of trade and its impact on the U.S. economy.</li> </ul> | <p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p><b>Student Edition:</b><br/> 704, 763, 815-816<br/> <i>Infographics</i> 815<br/> <i>National Geographic</i> 705<br/> <i>Reading Check</i> 817<br/> <i>Section Review</i> 817 #4</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 816; C 816; W 815</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>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/> 313-314<br/> <i>Infographics</i> 314, 675<br/> <i>People in History</i> 313<br/> <i>Section Review</i> 317 #1, 559 #1</p> <p><b>Teacher Wraparound Edition:</b><br/> C 314</p>  |
| <ul style="list-style-type: none"> <li>identify the market system;</li> </ul>   | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/> 313-314, 384<br/> <i>Infographics</i> 314, 675<br/> <i>People in History</i> 313, 558</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 420, 558; C 314; D 420</p>  |

| STANDARDS  | PAGE REFERENCES  |
|--|--|
| <ul style="list-style-type: none"> <li>identify how supply and demand affect price.</li> </ul> | <p>This standard can be met through classroom discussion of the following references.</p> <p><b>Student Edition:</b><br/> 556-557, 559<br/> <i>Infographics</i> 815<br/> <i>People in History</i> 558</p> <p><b>Teacher Wraparound Edition:</b><br/> AS 558; C 816; R 816; S 556</p> |