

<b>Standard</b>	<b><i>American Civics and Government</i></b> Student and Annotated Teacher Editions
	<b><i>Student CD</i></b> SE in PDF Format with audio files, Spanish activities, Chapter interactive reinforcement activities, Voter's handbook, Presentation Builder. <b><i>Teacher CD</i></b> ATE in PDF format, Reinforcement blacklines, Chapter puzzles, Unit and book assessments.
<b>History</b>	
<b>Analysis and Interpretation</b>	
1. Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences (e.g., choices made during the Civil War, choices relating to immigration policy, or choices made during the Cuban Missile Crisis).	Ch 4, pg 88 Ch 14, pg 264-266 Ch 20, pg 364-366, 368-370 Blackline 22
2. Analyze primary source material to see if a historical interpretation is supported.	<i>Primary Source</i> pg 6, 195, 223, 268, 319, 369 <i>Skill Builder</i> pg 183 Blacklines 8, 50, 57
3. Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.	<i>Skill Builder</i> pg 231, 377
<b>People in Societies</b>	
<b>Cultures</b>	
1. Identify the perspectives of diverse cultural groups when analyzing current issues.	Ch 3, pg 49 Ch 12, pg 227 Ch 14, pg 256-259, 264-266 Ch 16, pg 297-298, 300 <i>Participate in Government</i> pg 376 Blacklines 1, 78, 85, 99, 106
2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.	Ch 3, pg 44, 70-72 Ch 4, pg 88 Ch 10, pg 194 Ch 12, pg 218-219, 227-228 Ch 14, pg 258-262, 264-267 Ch 16, pg 297-300 Ch 17, pg 310 <i>Participate in Government</i> pg 269 Blacklines 1, 78, 85, 92
<b>Interaction</b>	
3. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).	Ch 1, pg 10-12 Ch 3, pg 66 Ch 4, pg 85 Ch 13, pg 233, 237-240 Ch 14, pg 258-259, 264-266 Ch 15, pg 274-275 Ch 19, pg 355-356 Ch 23, pg 418-433 Blackline 106

<b>Standard</b>	<b>American Civics and Government</b> Student and Annotated Teacher Editions
4. Evaluate the effectiveness of international governmental organizations (e.g., United Nations, European Union, World Court and Organization of American States), multinational corporations, and nongovernmental organizations (e.g., Amnesty International, Red Cross and World Council of Churches) in the global arena.	Ch 20, pg 371-375 Ch 23, pg 428, 430-433 Ch 24, pg 450-452 Transparencies 12, 15, 17 Blackline 162
<b>Diffusion</b> 5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.	<i>Civics Today</i> pg 80, 134, 163, 209, 338
<b>Geography</b>	
<b>Places and Regions</b>	
1. Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.	Ch 8, pg 162, 165-166 Ch 12, pg 216 Ch 19, pg 343-345, 356-357 Ch 22, pg 408-412 <i>Civics Today</i> pg 80, 134, 163, 209 Blackline 1
<b>Human Environmental Interaction</b>	
2. Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns (e.g., alternative sources of energy, mass transportation systems, or farmland and wetland preservation).	Ch 17, pg 310 Ch 19, pg 344-345, 347-350 Ch 21, pg 394 Blackline 141
3. Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth.	Ch 8, pg 163 Ch 17, pg 308-310 Ch 19, pg 347-350, 357-358 Ch 21, pg 394
<b>Application of Geography</b>	
4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.	Ch 5, pg 105-107 <i>Skill Builder</i> pg 116, 399 <i>Map Extension (ATE)</i> , pg 106-107
<b>Economics</b>	
<b>Scarcity and Resource Allocation</b>	
1. Compare how values and beliefs influence economic decisions in different communities.	Ch 21, pg 390-397 Ch 22, pg 407-413 Ch 24, pg 436-448 Blackline 43 Transparency 14
2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.	
3. Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources.	Ch 22, pg 411-412 <i>Skill Builder</i> pg 454 <i>Lesson Extension (ATE)</i> , i.e. pg 408, 411 <i>Putting it all Together</i> pg 413 Blackline 141

<b>Standard</b>	<b><i>American Civics and Government</i></b> Student and Annotated Teacher Editions
<b>Production, Distribution and Consumption</b> 4. Use the circular flow model to explain the flow of money, goods, services and productive resources in the economy.	Ch 24, pg 437-440
<b>Markets</b> 5. Identify reasons for and the impacts of multinational economic organizations: <ol style="list-style-type: none"> <li>a. Organization of the Petroleum Exporting Countries (OPEC);</li> <li>b. European Monetary Union;</li> <li>c. North American Free Trade Agreement (NAFTA);</li> <li>d. World Trade Organization (WTO);</li> <li>e. World Bank.</li> </ol>	Ch 19, pg 342 Ch 20, pg 371, 375 Ch 24, pg 449-452 Blackline 120 Transparency 12
<b>Government and the Economy</b> 6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.	Ch 24, pg 436-448 Blacklines 64, 120, 127, 162
7. Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.	Ch 18, pg 325, 335 Ch 19, pg 352-354 Ch 21, pg 390-394 Ch 22, pg 407-410 Blacklines 43, 127
<b>Government</b>	
<b>Role of Government</b> 1. Identify and analyze an issue related to domestic or foreign policy in the United States (e.g., human rights, intervention in conflicts between other countries, or health care).	Ch 19, pg 351-354, 358-359 Ch 20, pg 363-375 Ch 23, pg 428-433 <i>Skill Builder</i> pg 340, 361, 377 Blackline 134 Transparencies 5, 12
2. Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy.	Ch 19, pg 342-350 Ch 20, pg 367-375 <i>Putting it all Together</i> pg 346, 354, 359, 375 Blacklines 29, 99, 106, 134 Transparencies 8-9
<b>Rules and Laws</b> 3. Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate.	Ch 2, pg 27-35 Blacklines 8, 36 Transparency 1
<b>Systems of Government</b> 4. Identify and analyze issues related to the election process in the United States (e.g., election board policies, technology used in elections, media reporting of election results)	Ch 12, pg 218 Ch 15, pg 280 Ch 16, pg 293-296, 299 Ch 17, pg 321-322 Ch 21, pg 384-386 Blackline 99

<b>Standard</b>	<b>American Civics and Government</b> Student and Annotated Teacher Editions
<b>Citizenship Rights and Responsibilities</b>	
<b>Participation</b> 1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic: <ol style="list-style-type: none"> <li>Persuasive speech;</li> <li>Panel discussion;</li> <li>Debate.</li> </ol>	<i>Skill Builder</i> pg 100, 415 <i>Participate in Government</i> pg 230, 304 <i>Civics Today</i> pg 252 <i>Lesson Extension (ATE)</i> , i.e. pg 275
2. Evaluate policies that have been proposed as ways of dealing with social changes resulting from new technologies (e.g., censorship of the media, intellectual property rights, or organ donation).	Ch 13, pg 244-245, 252 Ch 14, pg 263 Ch 17, pg 322
3. Analyze relationships and tensions between national sovereignty and international accords and organizations (e.g., international agreements on environmental issues, trade agreements, arms agreements, European Union or NATO).	Ch 19, pg 342, 349-350 Ch 20, pg 363, 371-375 Ch 23, pg 427-433 Ch 24, pg 449-452 Blacklines 15, 57, 155, 162 Transparencies 12, 15, 17
4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.	Ch 13, pg 241-248
5. Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.	<i>Participate in Government</i> pg 115, 135
6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.	Ch 6, pg 130-134 Ch 13, pg 233-253 <i>Skill Builder</i> pg 230 <i>Primary Source</i> , pg 369 <i>People in the News</i> , pg 86 Blacklines 1, 148
7. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems (e.g., health, security, resource allocation, economic development or environmental quality).	Ch 20, pg 366, 368-375 Ch 23, pg 427-433 Ch 24, pg 440-444, 446-448, 450-452 Blacklines 1, 155 Transparencies 15, 17
8. Analyze how democracy, the free flow of information, global economic interdependence, or human rights movements can cause change within a country.	Ch 24, pg 437-440, 446-447, 450-452 Blacklines 15, 155
<b>Rights and Responsibilities</b> 9. Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to litigation for maintaining order and resolving conflicts within the U.S. legal system including: <ol style="list-style-type: none"> <li>Mediation;</li> <li>Arbitration;</li> <li>Alternative dispute resolution;</li> <li>Plea-bargaining.</li> </ol>	Ch 3, pg 67 Ch 11, pg 204-209 Ch 12, pg 226 Ch 13, pg 235, 249-253 Ch 21, pg 388 Transparencies 10, 13

<b>Standard</b>	<b>American Civics and Government</b> Student and Annotated Teacher Editions
<b>Social Studies Skills and Methods</b>	
<b>Obtaining Information</b> 1. Obtain and evaluate information from public records and other resources related to a public policy issue.	<i>Participate in Government</i> pg 135, 323, 360, 434 <i>Skill Builder</i> pg 150, 324, 340, 435 <i>Primary Source</i> , pg 319
<b>Thinking and Organizing</b> 2. Construct an action plan for presenting a position to the appropriate decision-making body.	<i>Participate in Government</i> pg 434 <i>Skill Builder</i> pg 377, 435
3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.	<i>Skill Builder</i> pg 377
<b>Communicating Information</b> 4. Develop a research project and make formal presentations to the class and/or community members using: <ol style="list-style-type: none"> <li>a. Key terms;</li> <li>b. Support for main ideas;</li> <li>c. Examples;</li> <li>d. Statistics and other evidence;</li> <li>e. Visual aids;</li> <li>f. Formal citation of sources.</li> </ol>	<i>Skill Builder</i> pg 377
5. Respond to questions and feedback about presentations knowledgeably and civilly.	<i>Skill Builder</i> pg 377
<b>Problem Solving</b> 6. Build consensus within a group by: <ol style="list-style-type: none"> <li>a. Finding points of agreement;</li> <li>b. Identifying points individuals are willing to concede;</li> <li>c. Making sure that all voices are heard;</li> <li>d. Attempting to understand the view of others.</li> </ol>	<i>Putting it all Together</i> (end of each lesson) i.e. pg 440, 448, 452