



G **United States GOVERNMENT** **Democracy In Action**

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STANDARDS		PAGE REFERENCES	
Grade Eleven			
History			
<i>Analysis and Interpretation</i>			
1. Evaluate the limitations and the opportunities that result from decisions made in the past including:		Student Edition:	
a. Electoral College;		56, 89, 108, 124, 128, 214-215, 220-224, 475-476, 555-556, 776, 794	
b. Direct election of senators;		<i>Chart</i> 222	
c. Income tax;		<i>Concepts In Action</i> 226	
d. Length of terms of elected and appointed officials.		<i>Cover Story</i> 112	
		<i>Critical Thinking</i> 226	
2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).		Student Edition:	
		80-81, 157-158, 537, 538, 548	
		<i>Checking for Understanding</i> 130 #4	
		<i>Supreme Court Cases to Debate</i> 25, 111, 131, 251, 311, 365, 429, 518, 655	

STANDARDS	PAGE REFERENCES
People in Societies	
<i>Cultures</i>	
<p>1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:</p> <ul style="list-style-type: none"> a. Indian policies; b. Immigration laws; c. Segregation policies; d. Selective service laws. 	<p>Student Edition: 388-390, 394-395, 408, 625, 665 <i>Chart</i> 409 <i>Concepts in Action</i> 410 <i>Critical Thinking</i> 390 <i>Graph</i> 388</p>
<i>Interaction</i>	
<p>2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.</p>	<p>Student Edition: 108, 162, 407-410, 412-416, 580 <i>Chart</i> 409 <i>Concepts in Action</i> 410 <i>Critical Thinking</i> 418 <i>Picture</i> 108</p>
<p>3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including:</p> <ul style="list-style-type: none"> a. Naturalization; b. Voting rights; c. Racial integration; d. Affirmative action. 	<p>Student Edition: 393-395, 409-410, 481-484 <i>Checking for Understanding</i> 397 #4 <i>Concepts in Action</i> 484 <i>Critical Thinking</i> 397, 484 <i>Picture</i> 483</p>
<i>Diffusion</i>	
<p>4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).</p>	<p>Student Edition: 21, 359, 362-364, 388-390 <i>Concepts in Action</i> 390 <i>Picture</i> 21, 359</p>
Geography	
<i>Places and Regions</i>	
<p>1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).</p>	<p>Student Edition: 112-113, 350-351, 587-589, 669-670, 711-712, 717-718 <i>Concepts in Action</i> 589, 654 <i>Critical Thinking</i> 589 <i>Picture</i> 587</p>

STANDARDS	PAGE REFERENCES
<i>Human Environmental Interaction</i>	
2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.	Student Edition: 587-589, 650-651, 711-712 <i>Concepts in Action</i> 589, 614 <i>Critical Thinking</i> 589 <i>Picture</i> 587
<i>Application of Geography</i>	
3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.	Student Edition: 587-589, 650-651, 711-712 <i>Concepts in Action</i> 589, 614 <i>Critical Thinking</i> 589 <i>Picture</i> 587
4. Identify and analyze the changing political geography at the local, state, national and international levels including: <ol style="list-style-type: none"> Annexation; Zoning; Congressional reapportionment; Changes in international boundaries. 	Student Edition: 124, 125, 126, 130, 669-670 <i>Checking for Understanding</i> 130 #4, 675 #4 <i>Map</i> 125, 126 <i>Understanding Concepts</i> 154 #1
Economics	
<i>Scarcity and Resource Allocation</i>	
1. Explain the effects of shortages, surpluses and government-enforced controls on prices.	Student Edition: 567-568, 586, 717 <i>Checking for Understanding</i> 589 #4 <i>Critical Thinking</i> 570 <i>Recalling Facts</i> 604 #3
2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.	Student Edition: 579-582, 717-720, 723 <i>Checking for Understanding</i> 583 #4 <i>Critical Thinking</i> 721
3. Explain the impact of inflation on economic behavior.	This standard is covered in Glencoe's <i>Economics: Today and Tomorrow</i> © 2005 Student Edition: 350-354, 454-455 Teacher Edition: C 455; RIE 353; T 351

STANDARDS	PAGE REFERENCES
<i>Production, Distribution and Consumption</i>	
<p>4. Describe the functions of the components that make up an economic system and describe the relationships among them including:</p> <ul style="list-style-type: none"> a. Business; b. Productive resources; c. Financial institutions; d. Government; e. Consumers. 	<p>Student Edition: 26-30, 717-721, 722-726, 728-731 <i>Chart 719</i> <i>Checking for Understanding 30 #1, 721 #1</i> <i>Concepts in Action 30, 721</i></p>
<p>5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.</p>	<p>Student Edition: 717-718, 722-725, 758 <i>Checking for Understanding 721 #5</i> <i>Concepts in Action 11, 726</i> <i>Critical Thinking 721</i></p>
<p>6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the:</p> <ul style="list-style-type: none"> a. Consumer Price Index; b. Unemployment rate; c. Gross Domestic Product (GDP). 	<p>Student Edition: 568-570, 649, 729, 734, 792 <i>Concepts in Action 570</i> <i>Critical Thinking 570</i> <i>Reviewing Key Terms 738</i></p>
<i>Markets</i>	
<p>7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.</p>	<p>Student Edition: 732 <i>Checking for Understanding 736 #2</i> <i>Reviewing Key Terms 738</i></p>
<p>8. Explain the effects of specialization, interdependence and trade on the United States and other countries.</p>	<p>Student Edition: 16, 575-576, 732-734 <i>Checking for Understanding 17 #4, 736 #4</i> <i>Comparing Governments 733</i> <i>Concepts in Action 736</i> <i>Critical Thinking 736</i></p>
<p>9. Explain how changes in exchange rates affect consumers and producers.</p>	<p>This standard is covered in Glencoe's <i>Economics: Today and Tomorrow</i> © 2005</p> <p>Student Edition: 479, 484 <i>Figure 480</i></p> <p>Teacher Edition: CL 481; T 480</p>

STANDARDS	PAGE REFERENCES
<i>Government and the Economy</i>	
<p>10. Analyze issues related to the use of different types of taxes to fund public goods and services including:</p> <ul style="list-style-type: none"> a. Proportional tax; b. Progressive tax; c. Regressive tax. 	<p>Student Edition: 556, 557, 558, 657 <i>Checking for Understanding</i> 559 #3, 658 #2 <i>Critical Thinking</i> 559 <i>Graph</i> 557 <i>Recalling Facts</i> 572 #4</p>
<i>Personal Finance</i>	
<p>11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.</p>	<p>Student Edition: <i>The Law and You</i> 160 This standard also is covered in Glencoe's <i>Economics: Today and Tomorrow</i> © 2005 Student Edition: 347-348, 458-459 <i>Figure</i> 458</p>
<p>12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.</p>	<p>Student Edition: 579-582, 717-720, 723 <i>Checking for Understanding</i> 583 #4 <i>Critical Thinking</i> 721</p>
<p>13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:</p> <ul style="list-style-type: none"> a. Budgets; b. Savings; c. Investments; d. Credit; e. Philanthropy. 	<p>This standard is covered in Glencoe's <i>Economics: Today and Tomorrow</i> © 2005 Student Edition: 59-64, 66-70, 72-75, 83-87</p>
<p>14. Describe how interest rates affect savers and borrowers.</p>	<p>Student Edition: 566, 569-570 <i>Checking for Understanding</i> 570 #2</p>

STANDARDS	PAGE REFERENCES
Government	
<i>Role of Government</i>	
1. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.	Student Edition: 95-102, 106-110, 181-188, 200-203 <i>Chart 97, 183, 185</i> <i>Checking for Understanding 102</i> <i>Concepts in Action 203</i> <i>Recalling Facts 118 #2</i>
2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.	Student Edition: 464-470, 492-497, 508-513, 527-534 <i>Checking for Understanding 470 #5</i> <i>Concepts in Action 513, 534</i> <i>Critical Thinking 534</i> <i>Graph 510</i>
3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.	Student Edition: 40, 65, 75, 172-175, 197-198 <i>Chart 65, 66</i> <i>Concepts in Action 67</i> <i>Political Cartoon 67</i>
4. Describe the changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.	Student Edition: 65, 87, 95, 106-110, 112-113, 115-116 <i>Chart 65</i> <i>Checking for Understanding 116 #5</i> <i>Concepts in Action 110, 116</i> <i>Critical Thinking 110, 116</i>
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.	Student Edition: 157-158, 160-165, 245-250, 305-310, 575-583, 597-602, 607-613, 614-620 <i>Chart 159</i> <i>Checking for Understanding 250 #4</i> <i>Concepts in Action 169, 613</i> <i>Critical Thinking 602, 620</i>
6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.	Student Edition: 5-6, 637-640, 641-647, 648-654, 663-668, 669-674 <i>Chart 667</i> <i>Concepts in Action 640, 647</i> <i>Graph 674</i>

STANDARDS	PAGE REFERENCES
<i>Rules and Laws</i>	
<p>7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.</p>	<p>Student Edition: 15, 46-47, 53-56, 57, 65-67, 93, 355, 454 <i>Analyzing Primary Sources</i> 33 <i>Checking for Understanding</i> 67 #4</p>
<p>8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:</p> <ol style="list-style-type: none"> Concurrent powers; Reserved powers; Implied powers; Expressed powers. 	<p>Student Edition: 68-69, 95, 96, 97-98, 157 <i>Chart</i> 97, 159 <i>Checking for Understanding</i> 102 #4</p>
<p>9. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time.</p>	<p>Student Edition: 69, 80-81, 102, 107, 157-158, 307, 761 <i>Critical Thinking</i> 81</p>
<p>10. Explain the importance of the privilege of habeas corpus and the constitutional prohibitions against bills of attainder and ex post facto laws.</p>	<p>Student Edition: 158, 247</p>
<i>Systems of Government</i>	
<p>11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.</p>	<p>Student Edition: 453-455, 457, 464-470, 475-479 <i>Checking for Understanding</i> 479 #1 <i>Concepts in Action</i> 470 <i>Graph</i> 456</p>
<p>12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:</p> <ol style="list-style-type: none"> Appointments; Primary and general elections; The Electoral College; Recall; Impeachment. 	<p>Student Edition: 79, 124, 164, 228-229, 249, 253, 288-289, 322-326, 465, 619, 644, 647 <i>Checking for Understanding</i> 165 #5 <i>Concepts in Action</i> 289 <i>Critical Thinking</i> 470</p>
<p>13. Explain the use of the initiative and referendum in the government of Ohio.</p>	<p>Student Edition: 639, 640, 666 <i>Checking for Understanding</i> 640 #2, 668 #2</p>

STANDARDS	PAGE REFERENCES
Citizenship Rights and Responsibilities	
<i>Participation</i>	
1. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, NAACP and Eagle Forum).	Student Edition: 317, 326, 409, 478, 503, 506 <i>Checking for Understanding</i> 326 #3 <i>Picture</i> 439
2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.	Student Edition: 487-491 <i>Participating in Government</i> 2, 36, 79, 101, 120, 210, 302, 414, 478, 552, 634
3. Explain how an individual participates in primary and general elections including: a. Registering to vote; b. Identifying the major duties, responsibilities and qualifications required for a particular position; c. Becoming informed about candidates and issues; d. Declaring or changing party affiliation; e. Obtaining, marking and depositing a ballot.	Student Edition: 124, 128, 215-217, 487-491, 492-497 <i>Chart</i> 496 <i>Checking for Understanding</i> 491 #4 <i>Concepts in Action</i> 491 <i>Politics and You</i> 495, 546
<i>Rights and Responsibilities</i>	
4. Compare the rights of citizens and resident aliens.	Student Edition: 355-357, 358-364, 366-370, 371-375, 376-382, 387-388 <i>Concepts in Action</i> 370, 375 <i>Critical Thinking</i> 357
5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through: a. Legislation; b. The role of the judiciary in upholding rights; c. The role of citizens exercising their rights.	Student Edition: 355-357, 358-364, 366-370, 371-375, 376-382, 387-388 <i>Concepts in Action</i> 370, 375 <i>Critical Thinking</i> 357

STANDARDS	PAGE REFERENCES
<p>6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:</p> <ul style="list-style-type: none"> a. Behaving in a civil manner; b. Being fiscally responsible; c. Accepting responsibility for the consequences of one's actions; d. Practicing civil discourse; e. Becoming informed on public issues; f. Voting; g. Taking action on public issues; h. Providing public service; i. Serving on juries. 	<p>Student Edition: 23, 396-397 <i>Concepts in Action</i> 357 <i>Picture</i> 529 <i>The Law and You</i> 315</p>
Social Studies Skills and Methods	
<i>Obtaining Information</i>	
<p>1. Identify a current public policy issue and arguments relative to the issue.</p>	<p>Student Edition: <i>Critical Thinking Skills</i> 31, 151, 193, 571, 676 <i>Issues to Debate</i> 41, 227, 565, 727</p>
<p>2. Determine criteria by which arguments will be judged.</p>	<p>Student Edition: <i>Issues to Debate</i> 41, 199, 227, 463, 535, 565, 626, 683, 727</p>
<p>3. Identify advocacy groups and obtain public policy information they produce.</p>	<p>Student Edition: 503-507, 508-513 <i>Checking for Understanding</i> 507 #6 <i>Concepts in Action</i> 513 <i>Critical Thinking</i> 507</p>
<p>4. Adjust a research question or topic based on information obtained while conducting research.</p>	<p>Student Edition: <i>Critical Thinking Skills</i> 31, 193, 480, 571, 676, 737</p>
<i>Thinking and Organizing</i>	
<p>5. Choose a position on an issue and develop a rationale for that position.</p>	<p>Student Edition: <i>Critical Thinking Skills</i> 31, 117, 151, 193, 327, 436, 480, 571, 603, 676</p>
<p>6. Critique the conclusions drawn from survey and research data by questioning:</p> <ul style="list-style-type: none"> a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached. 	<p>Student Edition: 517, 519-522 <i>Checking for Understanding</i> 522 #5 <i>Concepts in Action</i> 517, 522 <i>Cover Story</i> 519 <i>Social Studies Skills</i> 523</p>

STANDARDS	PAGE REFERENCES
<i>Communicating Information</i>	
7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).	Student Edition: 376-378, 381, 520 <i>Concepts in Action</i> 382 <i>Participating in Government</i> 210, 414, 552 <i>We The People</i> 381
<i>Problem Solving</i>	
8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.	Student Edition: <i>Issues to Debate</i> 41, 199, 227, 463, 535, 565, 626, 683, 727
Grade Twelve	
History	
<i>Analysis and Interpretation</i>	
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).	Student Edition: <i>Critical Thinking</i> 33 #1, 60 #1, 93 #1, 179 #2, 472 #1, 524 #1, 661 #2 <i>Critical Thinking Skills</i> 436
2. Analyze primary source material to see if a historical interpretation is supported.	Student Edition: 800-827 <i>Analyzing Primary Sources</i> 33, 61, 93, 119, 179, 243, 301, 329, 351 <i>Critical Thinking Skills</i> 117
3. Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.	Student Edition: <i>Critical Thinking</i> 33 #1, 60 #1, 93 #1, 179 #2, 472 #1, 524 #1, 661 #2 <i>Critical Thinking Skills</i> 436
People in Societies	
<i>Cultures</i>	
1. Identify the perspectives of diverse cultural groups when analyzing current issues.	Student Edition: 388-390, 394-395, 408, 625, 665 <i>Chart</i> 409 <i>Concepts in Action</i> 410 <i>Critical Thinking</i> 390 <i>Graph</i> 388

STANDARDS	PAGE REFERENCES
2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.	Student Edition: 388-390, 394-395, 408, 625, 665 <i>Chart</i> 409 <i>Concepts in Action</i> 410 <i>Critical Thinking</i> 390 <i>Graph</i> 388
<i>Interaction</i>	
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).	Student Edition: 309-310, 346-347, 360-363, 389-390 <i>Cover Story</i> 95, 722
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.	Student Edition: 24, 629, 701, 725 <i>Chart</i> 703 <i>Checking for Understanding</i> 76 #5 <i>Concepts in Action</i> 706
<i>Diffusion</i>	
5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.	Student Edition: 317, 326, 409, 505 <i>Concepts in Action</i> 507
Geography	
<i>Places and Regions</i>	
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.	Student Edition: 669-670, 671, 677-678, 682 <i>Concepts in Action</i> 589
<i>Human Environmental Interaction</i>	
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).	Student Edition: 112, 506, 587-588, 650-651, 711-712 <i>Critical Thinking</i> 589 <i>Picture</i> 587, 588

STANDARDS	PAGE REFERENCES
3. Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth.	Student Edition: 112, 506, 587-588, 650-651, 711-712, 717-718 <i>Critical Thinking</i> 589 <i>Picture</i> 587, 588
<i>Application of Geography</i>	
4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.	Student Edition: <i>Critical Thinking Skills</i> 117, 299, 571, 663 <i>Social Studies Skills</i> 233, 523
Economics	
<i>Scarcity and Resource Allocation</i>	
1. Compare how values and beliefs influence economic decisions in different communities.	Student Edition: 26-30, 717-721, 722-726, 728-731 <i>Chart</i> 719 <i>Concepts in Action</i> 30, 721 <i>Critical Thinking</i> 726
2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.	This standard is covered in Glencoe's <i>Economics: Today and Tomorrow</i> © 2005 Student Edition: 265-266 <i>Figure</i> 266-267 Teacher Edition: FEA 266; RIE 267
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.	This standard is covered in Glencoe's <i>Economics: Today and Tomorrow</i> © 2005 Student Edition: 265-266 <i>Figure</i> 266-267 Teacher Edition: FEA 266; RIE 267
<i>Production, Distribution and Consumption</i>	
4. Use the circular flow model to explain the flow of money, goods, services and productive resources in the economy.	This standard is covered in Glencoe's <i>Economics: Today and Tomorrow</i> © 2005 Student Edition: 37 <i>Figure</i> 37 Teacher Edition: IE 37

STANDARDS	PAGE REFERENCES
<i>Markets</i>	
5. Identify reasons for and the impacts of multinational economic organizations: <ol style="list-style-type: none"> Organization of the Petroleum Exporting Countries (OPEC); European Monetary Union; North American Free Trade Agreement (NAFTA); World Trade Organization (WTO); World Bank. 	Student Edition: 16, 17, 575-576, 613, 704, 707, 725, 734-735, 736 <i>Concepts in Action</i> 736
<i>Government and the Economy</i>	
6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.	Student Edition: 26-30, 717-721, 722-726, 728-731 <i>Chart</i> 719 <i>Concepts in Action</i> 30, 721 <i>Critical Thinking</i> 726
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.	Student Edition: 571, 592-595, 654, 723-724 <i>Checking for Understanding</i> 595 #4 <i>Concepts in Action</i> 595, 654
Government	
<i>Role of Government</i>	
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).	Student Edition: 575-583, 584-589, 590-595, 597-602, 607-613, 614-620, 627-630 <i>Concepts in Action</i> 583, 602, 620 <i>Critical Thinking</i> 589, 613
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.	Student Edition: 575-583, 584-589, 590-595, 597-602, 607-613, 614-620, 627-630 <i>Concepts in Action</i> 583, 602, 620 <i>Critical Thinking</i> 589, 613
<i>Rules and Laws</i>	
3. Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate.	Student Edition: 56-57 <i>Critical Thinking</i> 58 <i>Map</i> 57

STANDARDS	PAGE REFERENCES
<i>Systems of Government</i>	
<p>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).</p>	<p>Student Edition: 464-470, 475-479, 489-491 <i>Concepts in Action</i> 479 <i>Critical Thinking</i> 470 <i>Picture</i> 467 <i>Time Notebook</i> 498</p>
Citizenship Rights and Responsibilities	
<i>Participation</i>	
<p>1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic:</p> <ol style="list-style-type: none"> Persuasive speech; Panel discussion; Debate. 	<p>Student Edition: <i>Issues to Debate</i> 41, 227, 535, 626, 727 <i>Participating in Government</i> 352 <i>Participating in Local/State Government</i> 155, 179, 209, 525, 573, 661</p>
<p>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).</p>	<p>Student Edition: 163, 538, 733 <i>Critical Thinking</i> 541</p>
<p>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).</p>	<p>Student Edition: 575-576, 627-628, 704-706, 732-735 <i>Checking for Understanding</i> 630 #5, 706 #5 <i>Picture</i> 576</p>
<p>4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.</p>	<p>Student Edition: 113, 416, 528-529 <i>Checking for Understanding</i> 418 #5</p>
<p>5. Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.</p>	<p>Student Edition: 416 <i>Checking for Understanding</i> 418 #5</p>
<p>6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.</p>	<p>Student Edition: <i>Participating in State/Local Government</i> 179, 209, 573, 661</p>
<p>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).</p>	<p>Student Edition: 707-712, 732-736 <i>Concepts in Action</i> 712, 736 <i>Government and You</i> 711</p>

STANDARDS	PAGE REFERENCES
8. Analyze how democracy, the free flow of information, global economic interdependence, or human rights movements can cause change within a country.	Student Edition: 689-694, 707-712, 732-736 <i>Comparing Governments</i> 692 <i>Concepts in Action</i> 712, 736 <i>Government and You</i> 711
<i>Rights and Responsibilities</i>	
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"> a. Mediation; b. Arbitration; c. Alternative dispute resolution; d. Plea-bargaining. 	Student Edition: 430-435, 437-443 <i>Concepts in Action</i> 435, 443 <i>Critical Thinking</i> 435 <i>Picture</i> 441
Social Studies Skills and Methods	
<i>Obtaining Information</i>	
1. Obtain and evaluate information from public records and other resources related to a public policy issue.	Student Edition: <i>Analyzing Primary Sources</i> 33, 61, 93, 119, 155, 179, 209, 243, 273, 301, 329, 351, 385, 421 <i>Critical Thinking Skills</i> 117
<i>Thinking and Organizing</i>	
2. Construct an action plan for presenting a position to the appropriate decision-making body.	Student Edition: 376-378, 381, 520 <i>Concepts in Action</i> 382 <i>Participating in Government</i> 210, 414, 552 <i>We The People</i> 381
3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.	Student Edition: <i>Critical Thinking Skills</i> 31, 59, 117, 151, 193, 299, 327, 436, 480, 571, 603, 676, 737

Communicating Information

<p>4. Develop a research project and make formal presentations to the class and/or community members using:</p> <ol style="list-style-type: none"> Key terms; Support for main ideas; Examples; Statistics and other evidence; Visual aids; Formal citation of sources. 	<p>Student Edition: <i>Critical Thinking Skills</i> 31, 117, 193, 299, 676 <i>Study and Writing Skills</i> 383, 419, 542, 659, 713 <i>Technology Skills</i> 177</p>
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<p>5. Respond to questions and feedback about presentations knowledgeably and civilly.</p>	<p>Student Edition: <i>Critical Thinking Skills</i> 31, 117, 193, 299, 676 <i>Study and Writing Skills</i> 383, 419, 542, 659, 713 <i>Technology Skills</i> 177</p>
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Problem Solving

<p>6. Build consensus within a group by:</p> <ol style="list-style-type: none"> Finding points of agreement; Identifying points individuals are willing to concede; Making sure that all voices are heard; Attempting to understand the view of others. 	<p>Student Edition: <i>Participating in Local Government</i> 573 <i>Participating in State Government</i> 661</p>
<p>7. Engage in group work on issues-analysis and decision-making:</p> <ol style="list-style-type: none"> Identify a problem or dilemma; Analyze the interests, values and points of view; Identify causes of the problem or dilemma; Propose alternative solutions; Formulate a position or course of action; Evaluate the consequences of the action taken. 	<p>Student Edition: <i>Issues to Debate</i> 41, 199, 227, 463, 535, 565, 626, 683, 727</p>