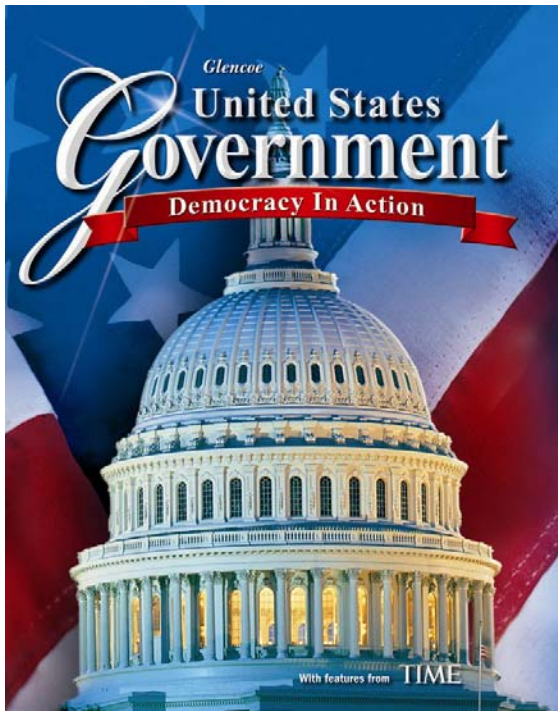




**Glencoe**

Academic Standards for  
Government and Citizenship  
Grades 9-12



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STANDARDS	PAGE REFERENCES
<b>VII. GOVERNMENT AND CITIZENSHIP</b>	
<b>A. Civic Values, Skills, Rights and Responsibilities</b> The student will understand the scope and limits of rights, the relationship among them, and how they are secured.	
<p>1. Students will analyze the meaning and importance of rights in the U.S. Constitution and the Bill of Rights, and subsequent amendments, and in the Minnesota Constitution.</p>	<p><b>Student Edition:</b> 84-90, 355-357, 358-364, 366-370, 371-375 <i>Chart</i> 86, 88 <i>Critical Thinking</i> 90 #5, 357 #4 <b>Teacher Wraparound Edition:</b> Ac 362; C 90, 364, 370; CT 88; DI 368; RS 85; SP 356, 380; WS 86 <b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 28, 155-168</p>

Codes used with Teacher Wraparound Edition pages are found on the last page of the correlation.

STANDARDS	PAGE REFERENCES
<p>2. Students will describe the expansion of protection of individual rights through legislative action and court interpretation.</p>	<p><b>Student Edition:</b>  108, 162, 310, 337, 341, 346-347, 367, 370, 400-401, 407  <i>Chart</i> 401  <i>Government and You</i> 580  <i>Time Notebook</i> 319  <i>We the People</i> 72  <i>Writing About Government</i> 402  <b>Teacher Wraparound Edition:</b>  Ac 309; CT 346; DI 309; PG 407  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  171, 173-180</p>
<p>3. Students will understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14<sup>th</sup> Amendment to apply the Bill of Rights to the states.</p>	<p><b>Student Edition:</b>  89, 308-309, 321, 346, 356-357, 398-402, 419, 438  <i>Chart</i> 401  <i>Critical Thinking</i> 402 #5  <i>Issues in the News</i> 415  <i>Supreme Court Cases to Debate</i> 403  <b>Teacher Wraparound Edition:</b>  Ac 89, 399; DI 419; SP 89, 356  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  171, 173-180</p>
<p>The student will know how citizenship is defined, established, and exercised and how it has changed over time.</p>	
<p>1. Students will define citizenship and describe the processes by which individuals become United States citizens.</p>	<p><b>Student Edition:</b>  392-397  <i>Chart</i> 396  <i>Main Ideas</i> 397 #3  <b>Teacher Wraparound Edition:</b>  Ac 393; C 397; WS 394  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  170, 173, 174, 177, 178</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will compare the rights and responsibilities of U.S. citizens with the rights and responsibilities of non-citizens in the United States and describe changes in citizenship since 1870.</p>	<p><b>Student Edition:</b> 253, 315, 388, 395-397, 408-410, 483, 484, 497, 529, 625</p> <p><b>Teacher Wraparound Edition:</b> WS 253</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 172, 174, 178</p>
<p>The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.</p>	
<p>1. Students will demonstrate the ability to use the print and electronic media to do research and analyze data.</p>	<p><b>Student Edition:</b> R13, R15, R16, R21 <i>Interpreting Political Cartoon</i> 33, 61, 93 <i>Participating in Government</i> 119 <i>Writing About Government</i> 137, 145, 192, 203</p> <p><b>Teacher Wraparound Edition:</b> ECP 3, 211; T R13, R15, R16, R21</p>
<p>2. Students will compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.</p>	<p><b>Student Edition:</b> 57; R15, R19, R22, R93, R95 <i>Analyzing Primary Sources</i> 273 <i>Interpreting Political Cartoon</i> 33, 61, 93, 209, 273 <i>Time Notebook</i> 240</p> <p><b>Teacher Wraparound Edition:</b> CT 240; HO 248; RS 56; T R15, R19, R22</p>
<p>3. Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions.</p>	<p><b>Student Edition:</b> 475-479, 492-497, 503-507 <i>Government and You</i> 460, 545 <i>Participating in Government</i> 101, 182, 478</p> <p><b>Teacher Wraparound Edition:</b> C 497; CT 506; GY 460; PG 101; WS 477</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 207, 209, 211-218, 219</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, and mediation, defending a public policy position in a civil conversation.</p>	<p><b>Student Edition:</b>  77, 433-434, 465-466, 490, 645-647  <i>Government and You</i> 545  <i>Government Skills</i> 327  <i>Participating in Government</i> 101, 136  <i>Writing About Government</i> 81, 491</p> <p><b>Teacher Wraparound Edition:</b>  Ac 77; PG 101; T 327; WS 546</p>
<p><b>B. Beliefs and Principles of United States Democracy</b>  The student will demonstrate knowledge and understanding of the principles upon which the U.S. government is based.</p>	
<p>1. Students will define and provide examples of fundamental principles and core values of American political and civic life.</p>	<p><b>Student Edition:</b>  8-11, 65-67, 355  <i>Chart</i> 65, 66  <i>Critical Thinking</i> 67 #4  <i>Writing About Government</i> 67</p> <p><b>Teacher Wraparound Edition:</b>  ID 362; WS 65</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  1, 25</p>
<p>2. Students will evaluate how the Constitution both preserves fundamental societal values and responds to changing circumstances and beliefs.</p>	<p><b>Student Edition:</b>  63-67, 76-81, 84-90  <i>Chart</i> 65, 77, 86, 88  <i>Writing About Government</i> 81, 90</p> <p><b>Teacher Wraparound Edition:</b>  C 81; CT 77, 78; RS 85</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  25, 27, 28, 29-36</p>
<p>3. Students will evaluate how well the federal and state governments protect individual rights and promote the general welfare.</p>	<p><b>Student Edition:</b>  355-357, 358-364, 366-370, 371-375  <i>Writing About Government</i> 357, 364, 375</p> <p><b>Teacher Wraparound Edition:</b>  Ac 359; C 357, 364; ID 362; WS 369</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  155-158, 161-168</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will compare the philosophy, structure, and operations of governments of other countries with the U.S. government.</p>	<p><b>Student Edition:</b> 689-694, 696-701 <i>Comparing Governments</i> 20, 692 <i>Critical Thinking</i> 694 #6, 701 #6 <i>Participating in Government</i> 3</p> <p><b>Teacher Wraparound Edition:</b> Ac 690, 697; CG 20; SP 692</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 309, 310, 313-320</p>
<p>The student will know sources of power and authority of the United States government.</p>	
<p>1. Students will analyze the sources of authority and explain popular sovereignty, or consent of the governed, as the source of legitimate authority of government in a representative democracy or republic.</p>	<p><b>Student Edition:</b> 65 <i>Chart</i> 65 <i>Main Ideas</i> 67 #2</p> <p><b>Teacher Wraparound Edition:</b> WS 64</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 25, 29</p>
<p>2. Students will describe the provisions of the U.S. Constitution, which delegate to the federal government the powers necessary to fulfill the purposes for which it was established.</p>	<p><b>Student Edition:</b> 65-66, 95, 96, 107, 157 <i>Chart</i> 65 <i>Critical Thinking</i> 67 #4 <i>Essential Question</i> 156 <i>Main Ideas</i> 102 #3</p> <p><b>Teacher Wraparound Edition:</b> RS 64, 96</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 25</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will distinguish between the powers granted to the government and those retained by the people.</p>	<p><b>Student Edition:</b> 65, 70-71, 95-102, 106-110 <i>Chart 97</i> <i>Critical Thinking 110 #3</i> <i>Main Ideas 102 #3</i></p> <p><b>Teacher Wraparound Edition:</b> DI 107; RS 71, 97; WS 65</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 37, 39, 41-48</p>
<p>4. Students will explain how a constitutional democracy provides majority rule with equal protection for the rights of the minority through limited government and the rule of law.</p>	<p><b>Student Edition:</b> 21, 36, 67, 398-402, 415, 419 <i>Main Ideas 402 #2</i> <i>Writing About Government 67</i></p> <p><b>Teacher Wraparound Edition:</b> Ac 21; CT 399</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> SQ 171</p>
<p>The student will understand tensions that exist between key principles of government in the United States.</p>	
<p>1. Students will explain the current and historical interpretations of the principle of equal protection of the law.</p>	<p><b>Student Edition:</b> 309-310, 337, 341, 346-347, 398-402 <i>Critical Thinking 310 #5</i> <i>Main Ideas 310 #3</i> <i>Time Notebook 319</i></p> <p><b>Teacher Wraparound Edition:</b> Ac 309, 399; CC 400; CT 346; DI 309; WS 347</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 171, 173-180</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will examine the tension between the government’s dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity which is captured in the concept “E Pluribus Unum.”</p>	<p><b>Student Edition:</b>  15, 21, 355-357, 367-370, 372-374, 377, 398-402  <i>Critical Thinking</i> 375 #4  <i>Main Ideas</i> 370 #3  <b>Teacher Wraparound Edition:</b>  Ac 21, 367; CC 400; CT 373; HO 356; LPP 374; WS 369  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  155-168, 171</p>
<p>3. Students will describe the principles embedded in the Preamble to the Constitution and evaluate the progress of the United States in realizing those goals.</p>	<p><b>Student Edition:</b>  64  <b>Teacher Wraparound Edition:</b>  WS 64  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  25</p>
<p>4. Students will analyze the role of civil disobedience in the United States.</p>	<p><b>Student Edition:</b>  400, 401  <i>Picture</i> 367  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  171</p>
<p><b>C. Roots of the Republic</b>  The student will understand the forces that impacted the founding of the United States.</p>	
<p>1. Students will describe the transplanting of English political and legal institutions to the colonies; explain how political and legal rights were defined and practiced; and analyze the development of representative government.</p>	<p><b>Student Edition:</b>  35-40, 55, 56, 418  <i>Critical Thinking</i> 40 #4  <i>Writing About Government</i> 40  <b>Teacher Wraparound Edition:</b>  Ac 418; CT 36; DYK 39; LPP 37; RS 40; WS 38  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  13</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will recognize and analyze the impact of early documents on the development of the government of the United States.</p>	<p><b>Student Edition:</b>  15, 35-40, 48-51, 58, 65, 75, 93, 96, 307, 454  <i>Chart 49</i>  <i>Critical Thinking 40 #4</i>  <i>Main Ideas 58 #3</i>  <i>Writing About Government 40</i></p> <p><b>Teacher Wraparound Edition:</b>  C 40; CT 36; LPP 37; SP 39; WS 15</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  13, 15, 17-24</p>
<p>3. Students will explain how key principles of the United States government were modeled after other political philosophies.</p>	<p><b>Student Edition:</b>  5, 6, 8-9, 20, 37-38  <i>Critical Thinking 11 #4</i>  <i>Main Ideas 11 #2, 40 #2</i></p> <p><b>Teacher Wraparound Edition:</b>  CT 8; LPP 37; WS 6</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  1, 13</p>
<p>4. Students will describe revolutionary government structure and operations at national and state levels, and evaluate the major achievements and problems of the Confederation period.</p>	<p><b>Student Edition:</b>  44-47, 50-52  <i>Chart 49</i>  <i>Critical Thinking 47 #4, 52 #4</i>  <i>Main Ideas 52 #2</i></p> <p><b>Teacher Wraparound Edition:</b>  C 52; CT 49, 51; DI 44; DYK 52; RS 50</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  14, 15, 17-24</p>

STANDARDS	PAGE REFERENCES
<p>The student will demonstrate knowledge of the continuing impact of the Declaration of Independence in the U.S. and worldwide.</p>	
<p>1. Students will analyze principles in the Declaration of Independence, including self-evident truths and inalienable rights, and its impact on the development of the United States government.</p>	<p><b>Student Edition:</b>  46-47, 355, 392, R39-R41  <i>Analyzing Primary Sources</i> 33  <i>Critical Thinking</i> 47 #4, 60 #18  <i>Reviewing Main Ideas</i> 60 #13  <b>Teacher Wraparound Edition:</b>  RS 47  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  14</p>
<p>2. Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration.</p>	<p><b>Student Edition:</b>  46-47, 355, 392, 401-402, R39-R41, R87, R92, R93  <i>Analyzing Primary Sources</i> 33, 715  <i>Critical Thinking</i> 47 #4, 60 #18  <i>Reviewing Main Ideas</i> 60 #13  <b>Teacher Wraparound Edition:</b>  DI 400; RS 47  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  14</p>
<p>The student will understand the process of creating the U.S. Constitution.</p>	
<p>1. Students will describe and analyze the debates over the Articles of Confederation and the process and content of the Constitutional Convention, which led to the creation of the U.S. Constitution.</p>	<p><b>Student Edition:</b>  53-58  <i>Critical Thinking</i> 58 #5  <i>Map</i> 57  <i>Main Ideas</i> 58 #2  <b>Teacher Wraparound Edition:</b>  Ac 56; C 58; CT 56; RS 56; WS 55, 57  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  16, 17-24</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will analyze the debate over ratification of the Constitution.</p>	<p><b>Student Edition:</b> 56-58 <i>Critical Thinking</i> 58 #4 <i>Map</i> 57 <i>Main Ideas</i> 58 #3</p> <p><b>Teacher Wraparound Edition:</b> Ac 57; DI 58; WS 57</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 16, 17-24</p>
<p>The student will know how constitutional amendments and Supreme Court interpretations of the Constitution have increased the impact of the Constitution on people's lives.</p>	
<p>1. Students will describe the development and ratification of the Bill of Rights.</p>	<p><b>Student Edition:</b> 56-58, 84-87, 355-357, R57-R58 <i>Chart</i> 86 <i>Critical Thinking</i> 357 #4 <i>Writing About Government</i> 58</p> <p><b>Teacher Wraparound Edition:</b> Ac 56; DI 85; RS 85; WS 86</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 16, 17-24, 155</p>
<p>2. Students will describe the events leading to later amendments.</p>	<p><b>Student Edition:</b> 88-90, 308-309, 356-357, 406, 482-484 <i>Chart</i> 88 <i>Critical Thinking</i> 484 #5 <i>Writing About Government</i> 90, 484</p> <p><b>Teacher Wraparound Edition:</b> Ac 89; C 90; DI 482; SP 89, 356</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 34, 129, 155</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will describe the development of the Supreme Court’s function in interpreting the Constitution.</p>	<p><b>Student Edition:</b> 66-67, 73, 80-81, 157-158, 249, 307-308, 336, 337 <i>Critical Thinking</i> 81 #5 <i>Main Ideas</i> 67 #2</p> <p><b>Teacher Wraparound Edition:</b> Ac 308; CT 158; DYK 73; RS 307</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 27, 65</p>
<p><b>D. Governmental Processes and Institutions</b> The student will know how the U.S. Constitution seeks to prevent the abuse of power.</p>	
<p>1. Students will describe the concepts of separation of powers and checks and balances and analyze how they limit the powers of state and federal governments.</p>	<p><b>Student Edition:</b> 40, 65-66, 75, 172, 173, 174, 341 <i>Chart</i> 65, 66 <i>Writing About Government</i> 67</p> <p><b>Teacher Wraparound Edition:</b> SP 66</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 30, 67</p>
<p>2. Students will define federalism and describe how power is distributed between the federal government and state governments, or retained by the people of the United States.</p>	<p><b>Student Edition:</b> 87, 88, 95, 106-110, 112-116 <i>Critical Thinking</i> 110 #3, 116 #5 <i>Writing About Government</i> 116</p> <p><b>Teacher Wraparound Edition:</b> Ac 107; RS 107</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 39, 40, 41-48</p>
<p>3. Students will explain the process of amending the U.S. Constitution.</p>	<p><b>Student Edition:</b> 76-81 <i>Critical Thinking</i> 81 #4 <i>Main Ideas</i> 81 #2 <i>Graph</i> 77 <i>Participating in Government</i> 79</p> <p><b>Teacher Wraparound Edition:</b> Ac 77; C 81; CT 77, 78</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 27, 29-36</p>

STANDARDS	PAGE REFERENCES
<p>The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.</p>	
<p>1. Students will explain the powers and operations of the legislative branch as defined in Article I of the Constitution and describe and evaluate the procedures involved in passing laws.</p>	<p><b>Student Edition:</b>  157-158, 160-165, 172-176, 181-184, 186-188, 189-192  <i>Chart</i> 159, 185  <i>Graph</i> 183  <i>Participating in Government</i> 182  <i>Writing About Government</i> 165  <b>Teacher Wraparound Edition:</b>  C 192; CT 163, 183; EC 186; WS 159, 183  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  65-76, 77-88</p>
<p>2. Students will explain the powers and operations of the executive branch as defined in Article II of the Constitution and describe the roles and responsibilities of the president.</p>	<p><b>Student Edition:</b>  213-219, 245-250, 252-259  <i>Chart</i> 217  <i>Writing About Government</i> 250, 259  <b>Teacher Wraparound Edition:</b>  Ac 249; C 219, 250, 259; DI 214; RS 246  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  91-128</p>
<p>3. Students will explain the powers and operations of the judicial branch as defined in Article III of the Constitution and describe and evaluate the process used by the Supreme Court in choosing to hear, analyze, and decide a case.</p>	<p><b>Student Edition:</b>  305-310, 312-317, 320-326, 331-335  <i>Chart</i> 306  <i>Critical Thinking</i> 310 #4  <i>Map</i> 314  <i>Writing About Government</i> 317  <b>Teacher Wraparound Edition:</b>  C 326; CT 315, 323; SP 306  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  129-154</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will apply knowledge of the roles and responsibilities of the branches of the federal government to analyze historic and current public policy issues.</p>	<p><b>Student Edition:</b> 575-583, 584-589, 590-595, 597-602, 607-913 <i>Critical Thinking</i> 589 #5, 602 #5 <i>Graph</i> 609 <i>Writing About Government</i> 583, 595</p> <p><b>Teacher Wraparound Edition:</b> C 613; DI 585; ID 599; LPP 592; WS 582</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 257, 258, 260, 261-268, 269</p>
<p>The student will understand the sovereign status of American Indian nations.</p>	
<p>1. Students will explain and analyze the unique relationship between American Indian Nations and the United States Government.</p>	<p><b>Student Edition:</b> 402, 665-666</p>
<p>The student will understand the role and influence of political processes and organizations.</p>	
<p>1. Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system.</p>	<p><b>Student Edition:</b> 475-479, 481-484, 487-491 <i>Essential Question</i> 474 <i>Graph</i> 477 <i>Participating in Government</i> 478 <i>Writing About Government</i> 479, 484</p> <p><b>Teacher Wraparound Edition:</b> C 484, 491; CT 484; DI 487; SP 477; WS 477</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 207, 208, 211-218</p>
<p>2. Students will examine the impact of American political parties and on elections and public policy.</p>	<p><b>Student Edition:</b> 453-455, 457, 458-462, 464-470 <i>Chart</i> 459 <i>Critical Thinking</i> 457 #5 <i>Graph</i> 455, 456 <i>Writing About Government</i> 462</p> <p><b>Teacher Wraparound Edition:</b> Ac 454; C 457; CT 461, 465; RS 469</p> <p><b>Teacher Resources:</b> <i>Section Quizzes and Chapter Tests</i> 195-206</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will examine the role of interest groups, think tanks, the media, and public opinion on the political process and public policy formation.</p>	<p><b>Student Edition:</b>            503-507, 514-517, 527-534  <i>Chart</i> 516  <i>Critical Thinking</i> 507 #6  <i>Writing About Government</i> 507, 517</p> <p><b>Teacher Wraparound Edition:</b>            DI 528; LPP 532; RS 504, 515; WS 505</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>            219, 221, 223-230, 231</p>
<p>The student will analyze the relationships and interactions between the United States and other nations and evaluate the role of the U.S. in world affairs.</p>	
<p>1. Students will describe how the world is aligned politically and give examples of the ways nation states interact.</p>	<p><b>Student Edition:</b>            629-630, 693, 707-712, 732-736  <i>Critical Thinking</i> 712 #5  <i>Writing About Government</i> 736</p> <p><b>Teacher Wraparound Edition:</b>            Ac 709; C 712, 736; CT 710; DI 710; ID 734</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>            272, 312, 324</p>
<p>2. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government.</p>	<p><b>Student Edition:</b>            689-694, 696-701  <i>Comparing Governments</i> 20, 692  <i>Critical Thinking</i> 694 #6, 701 #6  <i>Participating in Government</i> 3</p> <p><b>Teacher Wraparound Edition:</b>            Ac 690, 697; CG 20; SP 692</p> <p><b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>            309, 310, 313-320</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will describe how governments interact in world affairs and explain reasons for conflict among nation states.</p>	<p><b>Student Edition:</b>  627-630, 707-712, 732-736  <i>Critical Thinking</i> 630 #5, 712 #5  <i>Essential Question</i> 606  <i>Graph</i> 629  <i>Writing About Government</i> 736  <b>Teacher Wraparound Edition:</b>  Ac 628; C 630; CT 710; DI 629; RS 709; WS 630  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  272, 312, 324</p>
<p>4. Students will describe the ways the U.S. government develops and carries out U.S. foreign policy and analyze how individuals, businesses, labor, and other groups influence U.S. foreign policy.</p>	<p><b>Student Edition:</b>  607-613, 614-620, 627-630  <i>Critical Thinking</i> 613 #5, 620 #5  <i>Graph</i> 609  <i>Writing About Government</i> 613  <b>Teacher Wraparound Edition:</b>  C 613; CT 615, 616, 629; RS 608  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  269, 270, 272, 273-280</p>
<p>5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary.</p>	<p><b>Student Edition:</b>  702-706  <i>Chart</i> 703  <i>Critical Thinking</i> 706 #5  <b>Teacher Wraparound Edition:</b>  C 706; CT 705; DI 703  <b>Teacher Resources:</b>  <i>Section Quizzes and Chapter Tests</i>  311</p>
<p>6. Students will explain the effects of developments in other nations on state and community life in Minnesota, and explain the role of individuals in world affairs.</p>	<p><b>Student Edition:</b>  711  <i>Critical Thinking</i> 712 #5  <b>Teacher Wraparound Edition:</b>  SP 711</p>

STANDARDS	PAGE REFERENCES
<b>IV. HISTORICAL SKILLS</b>	
<b>A. Historical Inquiry</b> The student will apply research skills through an in-depth investigation of a historical topic.	
1. Students will define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources.	<b>Student Edition:</b> <i>Analyzing Primary Sources</i> 33, 93, 119, 243, 301, 351, 385, 449, 501, 551, 605, 661, 715 <b>Teacher Wraparound Edition:</b> Ac 45
2. Students will identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.	<b>Student Edition:</b> R68-R95 <i>Government Skills</i> 31, 383, 471 <b>Teacher Wraparound Edition:</b> T 31, 383, 471
3. Students will evaluate web sites for authenticity, reliability, and bias.	<b>Student Edition:</b> <i>Applying Technology Skills</i> 473 <i>Government Skills</i> 471 <b>Teacher Wraparound Edition:</b> CT 471; RS 471
4. Students will learn how to prepare for, conduct, and document an oral history.	This standard can be covered during classroom discussion of oral history.
5. Students will apply strategies to find, collect and organize historical research.	<b>Student Edition:</b> R13, R16, R21 <i>Government Skills</i> 327, 523, 565 <b>Teacher Wraparound Edition:</b> T 327, 523, 565, R13, R16, R21
<b>A. Historical Inquiry</b> The student will analyze historical evidence and draw conclusions.	
1. Students will understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author's bias.	<b>Student Edition:</b> R22 <b>Teacher Wraparound Edition:</b> T R22
2. Students will identify the principal formats of published secondary source material and evaluate such sources for both credibility and bias.	<b>Student Edition:</b> R22 <i>Government Skills</i> 59, 471, 713 <b>Teacher Wraparound Edition:</b> T R22

STANDARDS	PAGE REFERENCES
<p>3. Students will compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias.</p>	<p><b>Student Edition:</b>  <i>Analyzing Primary Sources</i> 33, 93, 119, 243, 301, 351, 385, 449, 501, 551, 605, 661, 715  <b>Teacher Wraparound Edition:</b>            Ac 45</p>
<p>4. Students will review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic.</p>	<p><b>Student Edition:</b>  <i>Analyzing Primary Sources</i> 33, 93, 119, 243, 301, 351, 385, 449, 501, 551, 605, 661, 715  <b>Teacher Wraparound Edition:</b>            Ac 45</p>
<p>5. Students will understand the historical context of their research topic and how it was influenced by, or influenced, other historical events.</p>	<p><b>Student Edition:</b>            R22  <i>Analyzing Primary Sources</i> 33, 93, 119, 243, 301, 351, 385, 449, 501, 551, 605, 661, 715  <i>Government Skills</i> 59, 471, 713  <b>Teacher Wraparound Edition:</b>            Ac 45, T R22</p>
<p>6. Students will evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.</p>	<p><b>Student Edition:</b>  <i>Analyzing Primary Sources</i> 33, 93, 119, 243, 301, 351, 385, 449, 501, 551, 605, 661, 715  <b>Teacher Wraparound Edition:</b>            Ac 45</p>

### Codes Used for Teacher Wraparound Edition Pages

Ac	Activity
C	Close
CC	Curriculum Connection
CG	Comparing Governments
CT	Critical Thinking
DI	Differentiated Instruction
DYK	Did You Know?
EC	Extending the Content
ECP	Extra Credit Project
GY	Government and You
HO	Hands-On
ID	Issues to Debate
LPP	Linking Past and Present
PG	Participating in Government
RS	Reading Strategy
SP	Skill Practice
T	Teach
WS	Writing Support