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STANDARDS	PAGE REFERENCES
<p><b>Grade Level Expectation: Eighth Grade</b>  <b>Standard: Economics</b>  <b>Prepared Graduates:</b>  ▶ Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</p>	
<p><b>Concepts and skills students master:</b>  1. Economic freedom, including free trade, is important for economic growth</p>	
<p><b>Evidence Outcomes</b></p>	
<p>a. Give examples of international differences in resources, productivity, and prices that provide a basis for international trade</p>	<p><b>Student Edition:</b>  707-708, 735  <i>Real World Economics</i> 587  <i>Time Reports</i> 596  <b>Teacher Wraparound Edition:</b>  ACL 707; AS 524; ATC 711; DI 707, 736; SP 708;  TT 707; WS 223</p>
<p>b. Describe the factors that lead to a nation having a comparative and absolute advantage in trade</p>	<p><b>Student Edition:</b>  708, 735  <b>Teacher Wraparound Edition:</b>  SP 708</p>

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c. Explain effects of domestic policies on international trade	<b>Student Edition:</b> 223, 708-711, 735 <i>Issues to Debate</i> 714 <b>Teacher Wraparound Edition:</b> AS 524; ATC 711; CT 710; WS 223, 710
d. Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers	<b>Student Edition:</b> 223, 708, 735 <b>Teacher Wraparound Edition:</b> AS 524; CT 710; WS 710
<b>Prepared Graduates:</b> <b>► Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)</b>	
<b>Concepts and skills students master:</b> 2. Manage personal credit and debt (PFL)	
<b>Evidence Outcomes</b>	
<b>Students can:</b> a. Identify and differentiate between purposes and reasons for debt	<b>Student Edition:</b> 548-549 <i>Real World Economics</i> 544, 552, 559 <b>Teacher Wraparound Edition:</b> AS 555; C 549
b. Analyze benefits and costs of credit and debt	<b>Student Edition:</b> 548-549 <i>Financial Literacy</i> 138 <b>Teacher Wraparound Edition:</b> AS 138; C 549; DI 546; RS 549
c. Compare sources of credit	<b>Student Edition:</b> 547-548, 667
d. Describe the components of a credit history	<b>Student Edition:</b> 547, 549 <i>Real World Economics</i> 552 <b>Teacher Wraparound Edition:</b> WS 547

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<p><b>Prepared Graduates:</b></p> <p>► Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</p>	
<p><b>Concepts and skills students master:</b></p> <p>1. Supply and demand influence price and profit in a market economy</p>	
<p><b>Evidence Outcomes</b></p>	
<p><b>Students can:</b></p> <p>a. Define supply and demand</p>	<p><b>Student Edition:</b> 569-572, 581-584 <i>Real World Economics</i> 573, 580 <i>Section Review</i> 572 <i>Visual Summary</i> 593</p> <p><b>Teacher Wraparound Edition:</b> C 586; RS 569, 583; T 566</p>
<p>b. Identify factors that cause changes in supply and demand</p>	<p><b>Student Edition:</b> 570-572, 574-578, 584-585 <i>Real World Economics</i> 568, 573, 580, 585 <i>Section Review</i> 578</p> <p><b>Teacher Wraparound Edition:</b> ACL 576, 585, 588; AEC 584; C 578; CT 574, 575, 576, 581; DFC 582; HCP 570, 575; RS 571, 574, 582, 583, 589; WS 575</p>
<p>c. Define and identify factors that impact price</p>	<p><b>Student Edition:</b> 585, 588-589 <i>Real World Economics</i> 587 <i>Time Reports</i> 597</p> <p><b>Teacher Wraparound Edition:</b> C 586; CT 588, 589; HCP 583; RS 589</p>
<p>d. Identify examples to illustrate that consumers ultimately determine what is produced in a market economy</p>	<p><b>Student Edition:</b> 529, 585, 590 <i>Real World Economics</i> 573, 580</p> <p><b>Teacher Wraparound Edition:</b> DI 141; HCP 570, 575; ICI 593; RS 529; WIM 496</p>
<p>e. Explain the function of profit in a market economy</p>	<p><b>Student Edition:</b> 530, 583-584</p> <p><b>Teacher Wraparound Edition:</b> RS 583</p>

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f. Demonstrate how supply and demand determine equilibrium price and quantity	<b>Student Edition:</b> 530, 588-590, 591-592 <b>Teacher Wraparound Edition:</b> MC 593
<p><b>Grade Level Expectation: Seventh Grade</b></p> <p><b>Prepared Graduates:</b></p> <p>▶ <b>Acquire the knowledge and economic reasoning skills individuals make sound financial decisions (PFL)</b></p> <p><b>Concepts and skills students master:</b></p> <p>2. The distribution of resources influences economic production and individual choices (Economics and PFL)</p> <p><b>Evidence Outcomes</b></p>	
<b>Students can:</b> a. Give examples that illustrate connections between resources and manufacturing	<b>Student Edition:</b> 501, 517, 585, 735 <b>Teacher Wraparound Edition:</b> AS714; CT 501, 590, 597
b. Identify patterns of trade between places based on distribution of resources	<b>Student Edition:</b> 707, 735 <i>Time Reports</i> 596 <b>Teacher Wraparound Edition:</b> AS 709, 711; DI 736; HCP 723; SP 596
c. Compare and contrast the relative value and different uses of several types of resources	<b>Student Edition:</b> <i>Time Reports</i> 596-597 <b>Teacher Wraparound Edition:</b> CT 597
d. Use supply and demand analysis to explain how prices allocate scarce goods in a market economy	<b>Student Edition:</b> 569-572, 581-585, 588-592 <i>Visual Summary</i> 593 <b>Teacher Wraparound Edition:</b> CT 590; MC 593; RS 590
e. Define resources from an economic and personal finance perspective	<b>Student Edition:</b> 517, 545, 546, 553-554, 585, 735 <i>Financial Literacy</i> 356, 550-551 <i>Time Reports</i> 596-597 <b>Teacher Wraparound Edition:</b> AS 545; HCP 523
f. Explain the role of taxes in economic production and distribution of resources (PFL)	<b>Student Edition:</b> 585

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g. Define the various types of taxes students will pay as adults (PFL)	<b>Student Edition:</b> 152, 678, 682, 692 <i>Financial Literacy</i> 155, 356 <i>Reading Check</i> 682 <b>Teacher Wraparound Edition:</b> AEC 545; AS 155, 356; DI 152; TR 152
h. Demonstrate the impact of taxes on individual income and spending (PFL)	<b>Student Edition:</b> 678-679, 682, 692 <i>Financial Literacy</i> 155, 356 <i>Real World Economics</i> 681 <b>Teacher Wraparound Edition:</b> AS 356; CT 678; DI 152; TR 152; WS 678
<b>Grade Level Expectation: Sixth Grade</b> <b>Prepared Graduates:</b> <b>► Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</b>	
<b>Concepts and skills students master:</b> 1. Identify and analyze different economic systems	
<b>Evidence Outcomes</b>	
<b>Students can:</b> a. Describe the characteristic of traditional, command, market, and mixed economic systems	<b>Student Edition:</b> 528-530, 583-584, 588-592, 716-719, 722-723 <i>Reading Check</i> 716, 719 <i>Real World Economics</i> 715 <i>Visual Summary</i> 593 <b>Teacher Wraparound Edition:</b> C 719; CT 719, 723; DI 722; MC 593; SP 717
b. Explore how different economic systems affect job and career options and the population's standards of living	<b>Student Edition:</b> 528-531, 716-719, 722-723, 724 <i>American Biography</i> 500, 529, 591 <i>Real World Economics</i> 516, 715 <i>Visual Summary</i> 727 <b>Teacher Wraparound Edition:</b> ACL 717; C 719; CFE 515; CT 718, 718; DI 529, 722; SP 717; WIM 514; WS 716, 717
c. Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence	<b>Student Edition:</b> 524, 708

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<p><b>Prepared Graduates:</b></p> <p>► Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</p>	
<p><b>Concepts and skills students master:</b></p> <p>2. Saving and investing are key contributors to financial well-being (PFL)</p>	
<p><b>Evidence Outcomes</b></p>	
<p><b>Students can:</b></p> <p>a. Differentiate between saving and investing</p>	<p><b>Student Edition:</b> 553-558, 643-644 <i>Financial Literacy</i> 407</p> <p><b>Teacher Wraparound Edition:</b> CI 554; HCP 539, 547, 553, 561, 657, 662, 667, 671; WS 557, 644</p>
<p>b. Give examples of how saving and investing can improve financial wellbeing</p>	<p><b>Student Edition:</b> 553-554, 560, 562 <i>Financial Literacy</i> 407 <i>Real World Economics</i> 552</p> <p><b>Teacher Wraparound Edition:</b> ATC 555; DI 553; HCP 657, 662, 667, 671</p>
<p>c. Describe the advantages and disadvantages of saving for short- and medium-term goals</p>	<p><b>Student Edition:</b> 553-554 <i>Financial Literacy</i> 407 <i>Real World Economics</i> 559</p> <p><b>Teacher Wraparound Edition:</b> ATC 554; CT 553; DI 553; HCP 657, 662, 667, 671; RS 557; WS 557</p>
<p>d. Explain the importance of an emergency fund</p>	<p><b>Teacher Wraparound Edition:</b> CT 553; DI 553</p>
<p>e. Explain why saving is a prerequisite to investing</p>	<p><b>Student Edition:</b> 553</p> <p><b>Teacher Wraparound Edition:</b> DI 553; HCP 657, 662, 667, 671</p>
<p>f. Explain how saving and investing income can improve financial wellbeing</p>	<p><b>Student Edition:</b> 553-554, 560, 562 <i>Financial Literacy</i> 407 <i>Real World Economics</i> 552</p> <p><b>Teacher Wraparound Edition:</b> ATC 555; DI 553; HCP 657, 662, 667, 671</p>

STANDARDS	PAGE REFERENCES
<p><b>Grade Level Expectation: Eighth Grade</b>  <b>Standard: Civics</b>  <b>Prepared Graduates:</b>  ▶ <b>Analyze and practice rights, roles, and responsibilities of citizens</b></p>	
<p><b>Concepts and skills students master:</b>  1. Analyze elements of continuity and change in the United States government and the role of citizens over time</p>	
<p><b>Evidence Outcomes</b></p>	
<p><b>Students can:</b>  a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes</p>	<p><b>Student Edition:</b>  8-9, 18-19, 134-137, 140-143  <i>Analyzing Primary Sources</i> 166-167, 342-343  <i>Historical Documents</i> 773, 777  <i>Landmark Supreme Court Case Studies</i> 370, 459  <i>Real World Civics</i> 133, 139  <i>Supreme Court Case Summaries</i> 788, 789, 790, 791  <i>Time Reports</i> 444-445  <b>Teacher Wraparound Edition:</b>  AS 444; C 143; CT 140, 444, 445; DI 9; DYK 167</p>
<p>b. Analyze the changing definition of citizenship and give examples of the expansion of rights</p>	<p><b>Student Edition:</b>  134-137, 140-143  <i>Analyzing Primary Sources</i> 166-167, 342-343  <i>Historical Documents</i> 773, 777  <i>Landmark Supreme Court Case Studies</i> 370, 459  <i>Real World Civics</i> 133  <i>Supreme Court Case Summaries</i> 788, 789, 790, 791  <b>Teacher Wraparound Edition:</b>  C 143; CT 140; DYK 167</p>
<p>c. Describe examples of citizens and groups who have influenced change in United States government and politics</p>	<p><b>Student Edition:</b>  141, 249-253, 319-324, 327-328, 333-337, 397, 412, 433  <i>American Biography</i> 53, 76, 141, 250, 322, 611  <i>Analyzing Primary Sources</i> 342-343, 416-417  <i>Historical Documents</i> 770, 773, 778, 779  <i>Real World Civics</i> 139, 197, 249, 396  <i>Real World Economics</i> 608  <b>Teacher Wraparound Edition:</b>  ACL 106; AR 342; AS 417; C 412; DI 250, 328, 333; SP 610; WS 343</p>

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d. Evaluate the result of various strategies for political change over time	<p><b>Student Edition:</b> 140-143, 222-223, 744-748 <i>American Biography</i> 141 <i>Real World Civics</i> 139, 197</p> <p><b>Teacher Wraparound Edition:</b> C 84, 748; CT 744, 748; DI 140, 141, 222; DYK 343; PW 91; RS 342; WS 343, 747</p>
e. Analyze primary sources supporting democratic freedoms and the founding of our government. Topics to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change	<p><b>Student Edition:</b> 80-84, 85-90 <i>Analyzing Primary Sources</i> 166-167, 264-265 <i>The Constitution of the United States</i> 94-117 <i>The Declaration of Independence</i> 60-63</p> <p><b>Teacher Wraparound Edition:</b> AIC 101, 105; ACL 83, 108, 114, 117; AS 62; ATC 61, 110; CT 82, 87, 107, 116; DI 101, 107; SP 110; WS 100</p>
f. Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally	<p><b>Student Edition:</b> 141, 199, 298-299, 319-324, 327-328, 333-337, 397, 473 <i>American Biography</i> 53, 76, 141, 250, 322, 611 <i>Analyzing Primary Sources</i> 342-343, 416-417 <i>Real World Civics</i> 139, 197, 318, 396 <i>Real World Economics</i> 608 <i>Visual Summary</i> 339</p> <p><b>Teacher Wraparound Edition:</b> ACL 334; AR 342; C 299; DI 328, 333; DYK 343; HCP 323, 327, 336, 339; RS 298, 334, 335, 336, 342; WS 343, 433</p>
<p><b>Prepared Graduates:</b> ▶ Analyze origins, structure, and functions of governments and their impacts on societies and citizens</p>	
<p><b>Concepts and skills students master:</b> 2. The place of law in a constitutional system</p>	
<p><b>Evidence Outcomes</b></p>	
<p><b>Students can:</b> a. Discern various types of law</p>	<p><b>Student Edition:</b> 431-434</p> <p><b>Teacher Wraparound Edition:</b> C 434; CT 89, 432; HCP 427; RS 431; WS 432</p>

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b. Evaluate the strengths and weaknesses of rule of law	<b>Student Edition:</b> 83, 87, 187, 247, 369 <b>Teacher Wraparound Edition:</b> AIC 96; CT 87, 187; DI 153
c. Describe and engage in various means of conflict management	<b>Student Edition:</b> 449-451, 611-613 <i>Analyzing Charts</i> 450 <b>Teacher Wraparound Edition:</b> C 451; CT 449, 611
d. Explain the role and importance of the Constitution	<b>Student Edition:</b> 15, 80-81, 86-90, 121-124, 127-131, 134-137, 142, 436-440 <b>Teacher Wraparound Edition:</b> ACL 128; AS 83, 87; C 90, 124, 143; CA 122; CT 131, 142; RS 86; WIM 118; WS 121
e. Discuss the tensions between individual rights, state law, and national law	<b>Student Edition:</b> 124, 151-154, 157-162, 298-299, 351-353, 436-440, 476-478, 481-484, 485-486 <i>Big Ideas</i> 149 <i>Issues to Debate</i> 125, 189, 464 <i>Landmark Supreme Court Case Studies</i> 132 <i>Real World Civics</i> 126, 156, 480 <i>Visual Summary</i> 163 <b>Teacher Wraparound Edition:</b> AS 125, 132; ATC 161; C 137, 143, 154, 299; CT 122, 437; DC 487; DI 152, 298, 352, 482; HCP 151, 158, 163; RS 298; SP 478; T 132, 148; WS 154, 481, 486
f. Explain how state and federal court power of judicial review is reflected in the United States form of constitutional government	<b>Student Edition:</b> 252-253 <i>Landmark Supreme Court Case Studies</i> 132, 144, 260, 325, 370, 459, 532, 650 <i>Supreme Court Case Summaries</i> 788-793

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<p>g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good</p>	<p><b>Student Edition:</b>  124, 151-154, 157-162, 298-299, 436-440, 476-478, 481-484, 485-486  <i>Big Ideas</i> 149  <i>Issues to Debate</i> 125, 189  <i>Landmark Supreme Court Case Studies</i> 132  <i>Real World Civics</i> 126, 156, 480  <i>Visual Summary</i> 163</p> <p><b>Teacher Wraparound Edition:</b>  AS 125, 132; ATC 161; C 137, 143, 154, 299; CT 122, 437; DC 487; DI 152, 298, 482; HCP 151, 158, 163; RS 298; SP 478; T 132, 148; WS 154, 481, 486</p>
<p><b>Grade Level Expectation: Seventh Grade</b>  <b>Standard: Civics</b>  <b>Prepared Graduates:</b>  ▶ <b>Analyze origins, structure, and functions of governments and their impacts on societies and citizens</b></p>	
<p><b>Concepts and skills students master:</b>  1. Compare how various nations define the rights, responsibilities, and roles of citizens</p>	
<p><b>Evidence Outcomes</b></p>	
<p><b>Students can:</b>  a. Compare the definition of citizen in various governments</p>	<p><b>Student Edition:</b>  7, 15-17, 24-25, 26, 127-131, 134-137, 141, 240, 298, 436-440, 746-747  <i>Analyzing Charts</i> 153</p> <p><b>Teacher Wraparound Edition:</b>  AS 744; DW 441; WS 127</p>
<p>b. List the responsibilities of citizens in various governments</p>	<p><b>Student Edition:</b>  151-154, 157-162, 298-299  <i>Analyzing Charts</i> 153</p> <p><b>Teacher Wraparound Edition:</b>  C 299; CT 437; DI 152; RS 298; WS 154</p>
<p>c. Define the roles of citizens in various governments</p>	<p><b>Student Edition:</b>  24-25, 157-162, 282, 298, 333-337, 473  <i>Real World Civics</i> 6</p> <p><b>Teacher Wraparound Edition:</b>  ACL 334; AIC 285; CT 437; RS 336</p>

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d. Give national and international examples of ethics and quality in government policies and practices	<p><b>Student Edition:</b> 121-124, 127-131, 134-137, 240, 397, 401, 405-406, 744-745</p> <p><b>Teacher Wraparound Edition:</b> AS 87; C 399; CT 129</p>
e. Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time	<p><b>Student Edition:</b> 8-9, 18-19, 23-26, 121-124, 127-131, 134-137, 140-143, 329-330, 436-440, 744-747 <i>Analyzing Primary Sources</i> 166-167, 342-343, 752-753 <i>Focus</i> 118 <i>Historical Documents</i> 773, 777 <i>Landmark Supreme Court Case Studies</i> 370, 459 <i>Real World Civics</i> 133, 139 <i>Real World Economics</i> 715 <i>Supreme Court Case Summaries</i> 788, 789, 790, 791 <i>Time Reports</i> 444-445</p> <p><b>Teacher Wraparound Edition:</b> ACL 128; AS 87, 444, 464; C 124, 137, 143, 748; CT 140, 444, 445; DI 9, 22, 529, 746; DW 441; DYK 167; T 118; WS 121, 127, 592</p>
<p><b>Prepared Graduates:</b> ▶ <b>Analyze and practice rights, roles, and responsibilities of citizens</b></p>	
<p><b>Concepts and skills students master:</b> 1. Different forms of government and international organizations and their influence in the world community</p>	
<p><b>Evidence Outcomes</b></p>	
<p><b>Students can:</b> a. Compare different forms of government in the world and how they derive their authority</p>	<p>23-26, 329-330, 744-747 <i>Analyzing Charts</i> 25 <i>Analyzing Primary Sources</i> 752-753 <b>Teacher Wraparound Edition:</b> BAC 267; C 26; CT 24; DI 25, 129, 746; RS 746; WS 26, 127</p>
<p>b. Evaluate how various nations interact, resolve their differences, and cooperate</p>	<p><b>Student Edition:</b> 707, 710, 735, 737, 740-742, 744-745 <i>Time Reports</i> 730-731 <b>Teacher Wraparound Edition:</b> AS 711, 730; CT 740, 744; DKI 741; WS 710, 742</p>

STANDARDS	PAGE REFERENCES
c. Analyze conflicts among nations including causes and consequences	<b>Student Edition:</b> 222-223, 737-738, 744-745, 746-748 <i>Real World Civics</i> 742 <b>Teacher Wraparound Edition:</b> AS 464; C 748; CT 748; DI 222; WS 708, 747
d. Describe common interests and evaluate examples of global collaboration	<b>Student Edition:</b> 707, 710, 735, 737, 740-742, 744-745 <i>Time Reports</i> 730-731 <b>Teacher Wraparound Edition:</b> AS 711, 730; CT 740, 744; DKI 741; WS 710, 742
e. Use criteria that identify the attributes of a good government and apply to specific examples	<b>Student Edition:</b> 86-87, 121-124, 127-131, 134-137, 293, 329, 397-399, 744-745 <b>Teacher Wraparound Edition:</b> AS 21, 87, 744; C 124, 399; DI 22; ICI 91; WS 121, 127
<b>Grade Level Expectation: Sixth Grade</b> <b>Prepared Graduates:</b> <b>► Analyze and practice rights, roles, and responsibilities of citizens</b>	
<b>Concepts and skills students master:</b> 1. Analyze the interconnectedness of the United States and other nations	
<b>Evidence Outcomes</b>	
a. Discuss advantages and disadvantages of living in an interconnected world	<b>Student Edition:</b> 713, 735, 740-742, 744-745 <i>Issues to Debate</i> 636 <i>Real World Civics</i> 739, 743 <i>Time Reports</i> 730-731 <b>Teacher Wraparound Edition:</b> AS 730; ATC 711; C 738; CT 740; DI 736, 741; GD 732; WIM 732; WS 710

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<p>b. Examine changes and connections in ideas about citizenship in different times and places</p>	<p><b>Student Edition:</b>  134-137, 140-143, 239, 257-259, 342-343, 529-530, 723, 744-745  <i>Analyzing Charts</i> 135  <i>Analyzing Primary Sources</i> 340, 343  <i>Historical Documents</i> 772, 773, 775, 777, 779  <i>Landmark Supreme Court Case Studies</i> 144, 458  <i>Real World Civics</i> 133, 139, 197, 238  <i>Real World Economics</i> 559  <i>Supreme Court Case Summaries</i> 788, 789, 790, 791, 792  <i>Visual Summary</i> 745</p> <p><b>Teacher Wraparound Edition:</b>  AS 144; CT 142; DI 134, 140, 436; WS 143</p>
<p>c. Describe how groups and individuals influence the government and other nations</p>	<p><b>Student Edition:</b>  123, 141, 249-253, 319-324, 327-328, 333-337, 397, 412, 433, 531  <i>American Biography</i> 141, 53, 76, 250, 322, 611  <i>Analyzing Primary Sources</i> 342-343, 416-417  <i>Historical Documents</i> 770, 773, 778, 779  <i>Real World Civics</i> 139, 249, 396  <i>Real World Economics</i> 608</p> <p><b>Teacher Wraparound Edition:</b>  ACL 106; AR 342; AS 417, 612; AV 145; DI 250, 328, 333; RS 25; SP 610; VL 496; WS 343</p>
<p>d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations</p>	<p><b>Student Edition:</b>  722-723, 744-748  <i>American Biography</i> 141  <i>Analyzing Primary Sources</i> 342-343  <i>Historical Documents</i> 771, 773, 777, 779</p> <p><b>Teacher Wraparound Edition:</b>  C 748; DYK 343; WS 343</p>
<p>e. Analyze political issues from both a national and global perspective over time</p>	<p><b>Student Edition:</b>  222-223, 726, 744-748  <i>Analyzing Primary Documents</i> 342-343  <i>Visual Summary</i> 749</p> <p><b>Teacher Wraparound Edition:</b>  C 748; DI 222; DYK 343; MAP 732; WS 747</p>

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f. Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues	<b>Student Edition:</b> 222-223, 740-742, 744-748 <i>Time Reports</i> 730-731 <i>Visual Summary</i> 749 <b>Teacher Wraparound Edition:</b> AS 730; AUC 731; C 748; CT 740
<b>Prepared Graduates:</b> ► Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Concepts and skills students master:</b> 2. Compare multiple systems of government	
<b>Evidence Outcomes</b>	
<b>Students can:</b> a. Describe different forms of government	<b>Student Edition:</b> 23-26, 329-330, 744-747 <i>Analyzing Charts</i> 25 <i>Analyzing Primary Sources</i> 752-753 <b>Teacher Wraparound Edition:</b> BAC 267; C 26; CT 24; DI 25, 129, 746; RS 746; WS 26, 127
b. Identify how different forms of government relate to their citizens including but limited to democracy and authoritarian government	<b>Student Edition:</b> 23-26, 121-124, 127-131, 134-137, 329-330, 436-440, 744-747 <i>Analyzing Primary Sources</i> 752-753 <i>Focus</i> 118 <i>Real World Economics</i> 715 <b>Teacher Wraparound Edition:</b> ACL 128; AS 87, 464; C 124, 137, 748; DI 22, 529, 746; DW 441; T 118; WS 121, 127, 592
c. Compare the economic components of different forms of government	<b>Student Edition:</b> 406, 502, 528-530, 633-635, 648-649, 659, 663-665, 677-679, 682-685, 688-689, 691-692, 716-719, 722-723 <i>Real World Economics</i> 527, 660 <b>Teacher Wraparound Edition:</b> AS 664; C 635, 719, CT 649, 664, 665, 716, 723; DI 529; RS 692, SP 530, 717; T 628; WS 592, 665, 716, 717

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d. Compare various governments' and the liberties of their citizens	<p><b>Student Edition:</b>  23-26, 121-124, 127-131, 134-137, 329, 436-440, 475  <i>American Biography</i> 529  <i>Analyzing Charts</i> 436  <i>Real World Economics</i> 516, 715</p> <p><b>Teacher Wraparound Edition:</b>  ACL 128; AS 87, 464; C 124, 137; CT 25; DI 22, 529; WS 121, 127</p>