



ECONOMICS

Principles and Practices

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STANDARDS		PAGE REFERENCES
Grade Eleven		
History		
<i>Analysis and Interpretation</i>		
<ol style="list-style-type: none"> Evaluate the limitations and the opportunities that result from decisions made in the past including: <ol style="list-style-type: none"> Electoral College; Direct election of senators; Income tax; Length of terms of elected and appointed officials. 	<p>Student Edition: 44-45, 49-53 186, 238-239, 240, 243, 244, 248-253, 269-270, 344-345, 357</p> <p><i>Issues in the News</i> 238</p> <p><i>Personal Finance Handbook</i> R24-R27</p> <p>Fig. 7.3 186, 9.5 244, 9.6 249</p> <p>Teacher Wraparound Edition: ACL R25; AHE 239; AIC 243, C 189, 253; CT 51, 186, 244, R27; DI 38, 357; EC 395; HCP 235, 244 250, 255; RS 50, 357; WS 44, 137, 239, 253</p>	
<ol style="list-style-type: none"> 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). 	<p>This objective can be met through classroom assignments and activities.</p>	

STANDARDS	PAGE REFERENCES
People in Societies	
<i>Cultures</i>	
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: <ol style="list-style-type: none"> Indian policies; Immigration laws; Segregation policies; Selective service laws. 	Student Edition: 219 Teacher Wraparound Edition: CT 219; WS 218
<i>Interaction</i>	
2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.	Student Edition: 218-219 Teacher Wraparound Edition: CT 219; WS 218
3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including: <ol style="list-style-type: none"> Naturalization; Voting rights; Racial integration; Affirmative action. 	Student Edition: 48-50, 219 Teacher Wraparound Edition: CT 51; WS 137, 218
<i>Diffusion</i>	
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).	Student Edition: 218-219 Teacher Wraparound Edition: WS 218
Geography	
<i>Places and Regions</i>	
1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).	Student Edition: Teacher Wraparound Edition: AIC 24

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: 516-518 Teacher Wraparound Edition: AIC 24, 517
<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: 159-160, 516-518 Teacher Wraparound Edition: AIC 24, 517; WS 159, 513
4. Identify and analyze the changing political geography at the local, state, national and international levels including: <ul style="list-style-type: none"> a. Annexation; b. Zoning; c. Congressional reapportionment; d. Changes in international boundaries. 	This objective can be met through classroom assignments and discussions.
Economics	
<i>Scarcity and Resource Allocation</i>	
1. Explain the effects of shortages, surpluses and government-enforced controls on prices.	Student Edition: 46, 150-151. 157-160, 219-221 Fig. 6.2 150 <i>Debates in Economics</i> 30-31 <i>Issues in the News</i> 156, 215 <i>Reading Check</i> 151 Teacher Wraparound Edition: AHE 150, 157; AIC 31; C 161; DI 152, 158; WS 31, 157

STANDARDS	PAGE REFERENCES
<p>2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.</p>	<p>Student Edition: 50-51, 129-130, 136-137, 293-294, 296-303, 305-311, 402, 515-518</p> <p>Fig. 11.2 293</p> <p><i>Business Week</i> 138</p> <p><i>Profiles in Economics</i> 54</p> <p>Teacher Wraparound Edition: ACL 298, R7; DI 74; HCP 291, 302, 310; RS 50, 230, 516; SP 293</p>
<p>3. Explain the impact of inflation on economic behavior.</p>	<p>Student Edition: 45, 366-367</p> <p><i>Business Week</i> 408</p> <p><i>Review</i> 367</p> <p>Teacher Wraparound Edition: AHE 408; C 367; DI 364</p>
<p><i>Production, Distribution and Consumption</i></p>	
<p>4. Describe the functions of the components that make up an economic system and describe the relationships among them including:</p> <ol style="list-style-type: none"> Business; Productive resources; Financial institutions; Government; Consumers. 	<p>Student Edition: 8-9, 15, 50-53, 62-70, 186-189, 201-205, 207-212, 229-236, 239-245, 264-265, 268-275, 277-283, 289-292, 325-326, 342-345, 394-397, 402-407, 516-517</p> <p>Fig. 1.3 75, 11.1 291</p> <p><i>Business Week</i> 11, 42, 138, 446</p> <p><i>Case Study</i> 26, 276</p> <p><i>Personal Finance Handbook</i> R2-R3, R6-R9, R24-R25, R32-R33</p> <p><i>Profiles in Economics</i> 54, 71, 131, 162, 178, 206, 237, 462</p> <p><i>Reading Check</i> 231</p> <p><i>Visual Summary</i> 313</p> <p>Teacher Wraparound Edition: ACL 242, 406, R7, R11; AHE 404; ALC 228; R7; AIC 24, R9; C 53, 189, 206, 245, 397, 407; CT 242, 291, R6; DI 272, R33; E 313; EC 66, R24, 269; HCP 264, 272; RS 290, R3; WS 52, 342, 343, 407, R3</p>

STANDARDS	PAGE REFERENCES
5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.	Student Edition: 16-17, 22, 121-122, 289-290, 353-354 <i>The Global Economy & You</i> 226-227 Teacher Wraparound Edition: ACL 226; ALC 288; C 294; CT 227; RS 355; WS 503
6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the: <ol style="list-style-type: none"> Consumer Price Index; Unemployment rate; Gross Domestic Product (GDP). 	Student Edition: 9-10, 319-327, 362-364, 370-371 Fig. 13.4 363, 13.6 370 Teacher Wraparound Edition: ACL 362; DI 364; HCP 326, 363
<i>Markets</i>	
7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.	Student Edition: 442. 444-445. 504-505 <i>Reading Check</i> 443 Teacher Wraparound Edition: C 445; CT 442; RS 445; SP 505
8. Explain the effects of specialization, interdependence and trade on the United States and other countries.	Student Edition: 441-445, 454, 457-461, 483-484, 502-507 <i>Business Week</i> 485 <i>Debates in Economics</i> 466-467 Teacher Wraparound Edition: AHE 485; ATC 483; DI 442, 483, 507; HCP 444, 460, 506; SP 505; WS 467, 503
9. Explain how changes in exchange rates affect consumers and producers.	Student Edition: 458-461 Fig. 16.6 460 <i>The Global Economy & You</i> 458 <i>Issues in the News</i> 456 <i>Visual Summary</i> 463 Teacher Wraparound Edition: C 461; CT 459; HCP 460

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: 235-236 <i>Reading Check</i> 236</p> <p>Teacher Wraparound Edition: ACL 242; AHE 239; CT 235; DI 239, 242; HCP 235, 244; WS 236, 239</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: 16-17, 208-209, 217-219 Fig. 1.4 16, 8.5 209 <i>Did You Know?</i> 209</p> <p>Teacher Wraparound Edition: AHE 210; ATC 217; CT 209; DI 208</p>
<p>12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.</p>	<p>Student Edition: 8-9, 50-52, 62-66, 99-100, 208, 289-291, 325-326, 501 Fig. 11.1 291, 12.3 325 <i>Business Week</i> 11, 42, 138, 446 <i>The Global Economy & You</i> 9 <i>Personal Finance Handbook</i> R28-R29, R30-R31 <i>Profiles in Economics</i> 54, 71, 131, 162, 178, 206, 237, 462 <i>Reading Check</i> 51 <i>Visual Summary</i> 313</p> <p>Teacher Wraparound Edition: ACL 199, R31; CT 209; DI 9, 208, 218; EC 66, 206; RS 9, 325; WS 291</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: 16-17, 289-294, 296-303, 305-311 Fig. 11.2 293 <i>Case Study</i> 304 <i>Did you Know?</i> 292, R11, R16 <i>Issues in the News</i> 296 <i>Personal Finance Handbook</i> R4-R5, R6-R9, R10-R13, R18-R19, R30-R31 <i>Savings Vehicles and Risks</i> R7</p> <p>Teacher Wraparound Edition: ACL 290, 298; AHE 210, 297, R8; AIC 307; ATC 306; C 294, 311; CT 16, 291, 300, 307, 308, R4, R16, R30; DI 300; EC R4, R6, R10, R17; HCP 291, 302, 310, 313; SP R13; PW 313; WS 298, 301, 307, 310</p>
<p>14. Describe how interest rates affect savers and borrowers.</p>	<p>Student Edition: 293, 355, 402, 426 Fig. 11.2 293 <i>APR Comparison</i> R13</p> <p>Teacher Wraparound Edition: ACL R7; AIC 299; ATC R13; DI 180</p>
<p>Government</p>	
<p><i>Role of Government</i></p>	
<p>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.</p>	<p>Student Edition: 181, 185-189, 342-345, 402-407, 516-518 <i>Visual Summary</i> 191</p> <p>Teacher Wraparound Edition: AIC 517; C 189, 407; CT 345; DI 189, 405; S 191; SP402; WS 342</p>
<p>2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.</p>	<p>This objective can be met through classroom assignments and discussions.</p>
<p>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.</p>	<p>This objective can be met through classroom assignments and discussions.</p>

STANDARDS	PAGE REFERENCES
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.	This objective can be met through classroom assignments and discussions.
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.	<p>Student Edition: 185-189, 342-345, 402-407, 448-449, 453, 454, 516-518</p> <p>Teacher Wraparound Edition: AIC 517; C 189</p>
6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.	<p>Student Edition: 271-275 <i>Economic Analysis</i> 273</p> <p>Teacher Wraparound Edition: AHE 273; AIC 274; DI 272; HCP 264, 272</p>
<i>Rules and Laws</i>	
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>Teacher Wraparound Edition: DI 38; WS 137</p>
8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on: <ul style="list-style-type: none"> a. Concurrent powers; b. Reserved powers; c. Implied powers; d. Expressed powers. 	<p>Student Edition: 238-245</p> <p>Teacher Wraparound Edition: HCP 244</p>
9. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time.	This objective can be met through classroom assignments and discussions.
10. Explain the importance of the privilege of habeas corpus and the constitutional prohibitions against bills of attainder and ex post facto laws.	This objective can be met through classroom assignments and discussions.

STANDARDS	PAGE REFERENCES
<i>Systems of Government</i>	
11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.	This objective can be met through classroom assignments and discussions.
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: <ul style="list-style-type: none"> a. Appointments; b. Primary and general elections; c. The Electoral College; d. Recall; e. Impeachment. 	This objective can be met through classroom assignments and discussions.
13. Explain the use of the initiative and referendum in the government of Ohio.	This objective can be met through classroom assignments and discussions.
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).	Teacher Wraparound Edition: WS 44, 218
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: <i>Profiles in Economics</i> 206 Teacher Wraparound Edition: EC 206
3. Explain how an individual participates in primary and general elections including: <ul style="list-style-type: none"> 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. 	This objective can be met through classroom assignments and discussions.

STANDARDS	PAGE REFERENCES
<i>Rights and Responsibilities</i>	
<p>4. Compare the rights of citizens and resident aliens.</p>	<p>Student Edition: 48-51, 202</p> <p>Teacher Wraparound Edition: CT 51</p>
<p>5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:</p> <ul style="list-style-type: none"> a. Legislation; b. The role of the judiciary in upholding rights; c. The role of citizens exercising their rights. 	<p>Student Edition: 48-51</p>
<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>Teacher Wraparound Edition: CT 51; WS 516</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: 517-518</p> <p><i>The Global Economy & You</i> 226-227</p> <p>Teacher Wraparound Edition: ACL 226; AHE 516; CT 227, 518; RS 517</p>
<p>2. Determine criteria by which arguments will be judged.</p>	<p>See <i>Economics: Today and Tomorrow</i> © 2008.</p> <p>Teacher Wraparound Edition: WS 416</p>
<p>3. Identify advocacy groups and obtain public policy information they produce.</p>	<p>This objective can be met through classroom assignments and discussions.</p>

STANDARDS	PAGE REFERENCES
4. Adjust a research question or topic based on information obtained while conducting research.	See <i>Economics: Today and Tomorrow</i> © 2008. Teacher Wraparound Edition: WS 354
Thinking and Organizing	
5. Choose a position on an issue and develop a rationale for that position.	Teacher Wraparound Edition: DI 426
6. Critique the conclusions drawn from survey and research data by questioning: a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached.	This objective can be met through classroom assignments and discussions.
Communicating Information	
7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).	Teacher Wraparound Edition: WS 431
Problem Solving	
8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.	Student Edition: 211-212 <i>Case Study</i> 214 Teacher Wraparound Edition: ACL 212; EC 214; RS 211; WS 212
Grade Twelve	
History	
Analysis and Interpretation	
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).	This objective can be met through classroom assignments and discussions.
2. Analyze primary source material to see if a historical interpretation is supported.	Teacher Wraparound Edition: AIC 394

STANDARDS	PAGE REFERENCES
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: 198-205, 216-217 <i>Profiles in Economics</i> 206 Teacher Wraparound Edition: DI 204; EC 206
People in Societies	
<i>Cultures</i>	
1. Identify the perspectives of diverse cultural groups when analyzing current issues.	This objective can be met through classroom assignments and discussions.
2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.	This objective can be met through classroom assignments and discussions.
<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: 46
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: 454, 481-482, 483-484, 501-507 <i>Business Week</i> 508 <i>Debates in Economics</i> 466-467 <i>Did You Know?</i> 278 <i>The Global Economy & You</i> 387, 482 Teacher Wraparound Edition: ATC 483, 502; CT 503, 506; DI 483; EC 466; HCP 506, 512; WS 467, 481
<i>Diffusion</i>	
5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.	Student Edition: 217-219 <i>The Global Economy & You</i> 387 <i>Profiles in Economics</i> 206 Teacher Wraparound Edition: DI 387; EC 206; WS 218

STANDARDS	PAGE REFERENCES
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.	This objective can be met through classroom assignments and discussions.
<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: 512-518 <i>Case Study</i> 519 Teacher Wraparound Edition: AIC 24, 517; CT 518
3. Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth.	Student Edition: 512-517 Teacher Wraparound Edition: AHE 516; AIC 24, 517; CT 518
<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: 470-472, 509-512 <i>Debates in Economics</i> 466-467 <i>Reference Atlas</i> R86-R87, R88-R89 Teacher Wraparound Edition: ACL 471; AIC 470, 511; DI 511; SP 512; WS 511
Economics	
<i>Scarcity and Resource Allocation</i>	
1. Compare how values and beliefs influence economic decisions in different communities.	Student Edition: 44-45, 183, 186-187, 342-345, 402-405, 422 Fig. 10.2 269, 10.3 273 Teacher Wraparound Edition: SP 45, 272, 402; WS 343

STANDARDS	PAGE REFERENCES
2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.	Student Edition: 24, 132-137, 522 Teacher Wraparound Edition: ACL 268; C 137; RS 522
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.	Student Edition: 342-345 Teacher Wraparound Edition: ACL 268; DI 344; SP 344; WS 342
<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.	Student Edition: 15, 290-291, 325-326 Fig. 1.3 15, 11.1 291, 12.3 325 Teacher Wraparound Edition: CT 15
<i>Markets</i>	
5. Identify reasons for and the impacts of multinational economic organizations: a. Organization of the Petroleum Exporting Countries (OPEC); b. European Monetary Union; c. North American Free Trade Agreement (NAFTA); d. World Trade Organization (WTO); e. World Bank.	Student Edition: 453-454, 481-482, 483-484, 503-54, 505-506, 515 <i>Debates in Economics</i> 466-467 <i>Did You Know?</i> 278 <i>The Global Economy & You</i> 387 <i>Profiles in Economics</i> 524 Teacher Wraparound Edition: ATC 483; DI 483; EC 466; RS 505; WS 467
<i>Government and the Economy</i>	
6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.	Student Edition: <i>The Global Economy & You</i> 226-227 Teacher Wraparound Edition: ACL 226; C 189; WS 424
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.	See <i>Economics: Today and Tomorrow</i> © 2008. Teacher Wraparound Edition: WS 416

STANDARDS		PAGE REFERENCES
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).	<p>Student Edition: <i>Debates in Economics</i> 380-381 <i>The Global Economy & You</i> 226-227</p> <p>Teacher Wraparound Edition: CT 227; WS 503</p>	
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.	This objective can be met through classroom assignments and discussions.	
<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.	This objective can be met through classroom assignments and discussions.	
<i>Systems of Government</i>		
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).	This objective can be met through classroom assignments and discussions.	
Citizenship Rights and Responsibilities		
<i>Participation</i>		
1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic: <ol style="list-style-type: none"> Persuasive speech; Panel discussion; Debate. 	<p>Teacher Wraparound Edition: ACL 226; CT 227</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>Teacher Wraparound Edition: ATC 59</p>	

STANDARDS	PAGE REFERENCES
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).	Student Edition: 483-484 <i>Business Week</i> 455 <i>The Global Economy & You</i> 58
4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.	Student Edition: 188
5. Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.	This objective can be met through classroom assignments and discussions.
6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.	This objective can be met through classroom assignments and discussions.
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).	This objective can be met through classroom assignments and discussions.
8. Analyze how democracy, the free flow of information, global economic interdependence, or human rights movements can cause change within a country.	Student Edition: 372, 442, 443-445 <i>Debates in Economics</i> 466-467 <i>The Global Economy & You</i> 58, 226-227 Teacher Wraparound Edition: ACL 226; CT 227; RS 445; WS 467, 503
<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. 	This objective can be met through classroom assignments and discussions.

STANDARDS	PAGE REFERENCES
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.	This objective can be met through classroom assignments and discussions.
<i>Thinking and Organizing</i>	
2. Construct an action plan for presenting a position to the appropriate decision-making body.	This objective can be met through classroom assignments and discussions.
3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.	Teacher Wraparound Edition: ACL 226; AIC 201, 394; DI 204, 262; WS 424
<i>Communicating Information</i>	
4. Develop a research project and make formal presentations to the class and/or community members using: a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources.	Teacher Wraparound Edition: DI 262
5. Respond to questions and feedback about presentations knowledgeably and civilly.	This objective can be met through classroom assignments and discussions.
<i>Problem Solving</i>	
6. Build consensus within a group by: a. Finding points of agreement; b. Identifying points individuals are willing to concede; c. Making sure that all voices are heard; d. Attempting to understand the view of others.	This objective can be met through classroom assignments and discussions.

STANDARDS	PAGE REFERENCES
<p>7. Engage in group work on issues-analysis and decision-making:</p> <ul style="list-style-type: none"> a. Identify a problem or dilemma; b. Analyze the interests, values and points of view; c. Identify causes of the problem or dilemma; d. Propose alternative solutions; e. Formulate a position or course of action; f. Evaluate the consequences of the action taken. 	<p>This objective can be met through classroom assignments and discussions.</p>