



STANDARDS	PAGE REFERENCES
Government	
1. Knowledge of principles and processes of governance systems	
B. Similarities and differences of governmental systems	
<p>* Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact.</p>	<p>Student Edition: 689-694, 696-701 <i>Comparing Governments</i> 20, 692 <i>Critical Thinking</i> 694 #6 <i>Essential Question</i> 688 <i>Writing About Government</i> 694, 701 Teacher Wraparound Edition AS 690, 700; CT 693; SP 692</p>

STANDARDS	PAGE REFERENCES
Principles of Constitutional Democracy	
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
A. Principles of constitutional democracy in the United States	
<p>a. Apply the following principles of constitutional democracy to historical and contemporary issues:</p> <ol style="list-style-type: none"> 1. checks and balances 2. separation of powers 3. federalism 4. representation 5. popular sovereignty 6. due process of law 7. judicial review 	<p>Student Edition: 40, 65-67, 73, 75, 80-81, 85, 89, 95, 106-110, 172-174, 307, 336, 337, 341, 356-357, 419, 438</p> <p>Teacher Wraparound Edition DI 174; RS 307; SP 66, 356</p>
<p>b. Determine the civic responsibilities of individual citizens</p>	<p>Student Edition: 23, 395-397, 490, 497, 529, 546-547, 625 <i>Writing About Government</i> 491, 497</p> <p>Teacher Wraparound Edition C 497; CT 396; DI 396</p>
<p>c. Assess the changing roles of government</p> <ol style="list-style-type: none"> 1. philosophy 2. limits 3. duties 	<p>Student Edition: 9-11, 12-17, 38-40, 48-50, 106-110 <i>Chart</i> 49 <i>Critical Thinking</i> 11 #5, 40 #5, 110 #4</p> <p>Teacher Wraparound Edition C 11, 17; CT 49, 108; RS 9, 40; WS 15</p>
<p>d. Describe the historical foundations of the United States governmental system as reflected in the following documents</p> <ol style="list-style-type: none"> 1. Magna Carta 2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory 3. Mayflower Compact 4. Declaration of Independence 5. Articles of Confederation 	<p>Student Edition: 8-9, 35-39, 46-47, 48-51, 355, 392 <i>Analyzing Primary Sources</i> 33 <i>Chart</i> 49 <i>Critical Thinking</i> 11 #4, 47 #4</p> <p>Teacher Wraparound Edition CT 8, 36, 49; DI 50; LPP 37; RS 47; SP 39</p>

STANDARDS	PAGE REFERENCES
<p>e. Identify and give examples of democracies and republics</p>	<p>Student Edition: 20-23, 689, 692-694 <i>Critical Thinking</i> 24 #4 <i>Writing About Government</i> 694 Teacher Wraparound Edition AS 21, 23; CT 693; SP 692</p>
<p>B. Role of citizens and governments in carrying out constitutional principles</p>	
<p>Explain the relevance and connection of constitutional principles in the following documents:</p> <ol style="list-style-type: none"> 1. U.S. Constitution 2. Federalist Papers 3. Amendments to Constitution, emphasizing Bill of Rights 4. Key Supreme Court decisions <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Miranda v. Arizona</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Topeka Board of Education</i> 	<p>Student Edition: 15, 56, 58, 63-67, 69, 73, 75, 84-88, 96, 107, 249, 307-310, 337, 346-347, 355-356, 400-402, 442, 454, R30-R31 <i>Chart</i> 65, 86, 8 <i>Main Ideas</i> 58 #3 <i>Time Notebook</i> 319 Teacher Wraparound Edition AS 56; CC 400; CT 346; DI 85, 307, 309; DYK 73; RS 85; WS 15, 64, 86</p>
<p>Principles and Processes of Governance Systems</p>	
<p>2. Knowledge of principles and processes of governance systems</p>	
<p>A. Principles and purposes of government.</p>	
<p>a. Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general</p>	<p>Student Edition: 63-65, 68-75, 398-402, 415-420 <i>Critical Thinking</i> 75 #5, 420 #5 <i>Writing About Government</i> 420 Teacher Wraparound Edition AS 64, 73, 416; C 402, 420; CT 71; DI 419; RS 71, 416</p>
<p>b. Explain the importance of the following principles of government:</p> <ol style="list-style-type: none"> 1. limited government 2. majority rule and minority rights 3. constitution and civil rights 4. checks and balances 5. merits of the above principles 	<p>Student Edition: 21, 36, 66-67, 172-174, 341, 398-402 <i>Chart</i> 401 <i>Critical Thinking</i> 40 #4 <i>Main Ideas</i> 17 #2 <i>Writing About Government</i> 24, 67, 402 Teacher Wraparound Edition C 402, CT 399; SP 66</p>

STANDARDS	PAGE REFERENCES
B. Similarities and differences of governmental systems	
<p>* Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact</p>	<p>Student Edition: 689-694, 696-701 <i>Comparing Governments</i> 20, 692 <i>Critical Thinking</i> 694 #6 <i>Essential Question</i> 688 <i>Writing About Government</i> 694, 701 Teacher Wraparound Edition AS 690, 700; CT 693; SP 692</p>
C. Processes of governmental systems	
<p>a. Explain the processes pertaining to:</p> <ol style="list-style-type: none"> 1. selection of political leaders (with an emphasis on presidential and parliamentary systems) 2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>) 3. governmental systems 4. how laws and rules are made, enforced, changed and interpreted 	<p>Student Edition: 18-24, 181-184, 186-188, 220-226, 415-420, 689-694 <i>Chart</i> 185 <i>Comparing Governments</i> 20, 692 <i>Critical Thinking</i> 24 #4, 226 #5 <i>Participating in Government</i> 182 Teacher Wraparound Edition C 420; CT 187, 224; DI 419; EQ 688; LPP 416; RS 19, 221; WS 183, 224</p>
<p>b. Evaluate the roles and influence of political parties and interest groups</p>	<p>Student Edition: 453-455, 457, 458-462, 464-470, 503-507, 508-513 <i>Chart</i> 456, 459 <i>Critical Thinking</i> 457 #4, 462 #5, 507 #6 <i>Writing About Government</i> 470 Teacher Wraparound Edition AS 454; C 507; CT 461, 506; DI 454, 509; RS 459; WS 505</p>
Missouri, United States and World History	
3a. Knowledge of continuity and change in the history of Missouri and the United States	
I. Political development in the United States	
<p>Analyze the evolution of American democracy, its ideas, institutions and political processes, including:</p> <ol style="list-style-type: none"> 1. Constitution and amendments 2. struggle for civil rights 3. expanding role of government 	<p>Student Edition: 53-58, 76-81, 84-90, 106-110, 398-402 <i>Chart</i> 77, 86, 88, 401 <i>Critical Thinking</i> 58 #5, 110 #4 <i>Participating in Government</i> 79 <i>Writing About Government</i> 81 Teacher Wraparound Edition C 81, 90; CT 108; T 85; WS 55, 57</p>

STANDARDS	PAGE REFERENCES
K. Principles and purposes of government	
<p>Explain the importance of the following principles of government since Reconstruction</p> <ol style="list-style-type: none"> 1. majority rule and minority rights 2. constitution and civil rights 3. checks and balances 	<p>Student Edition: 21, 66, 172-174, 341, 398-402 <i>Chart</i> 401 <i>Main Ideas</i> 17 #2 <i>Writing About Government</i> 24, 67, 402 Teacher Wraparound Edition C 402, CT 399; SP 66</p>
L. Principles of constitutional democracy in the United States	
<p>Assess the changing roles of the following:</p> <ol style="list-style-type: none"> 1. checks and balances 2. separation of powers 3. federalism 4. define and explain judicial review 	<p>Student Edition: 40, 65-67, 73, 75, 80-81, 85, 89, 95, 106-110, 172-174, 307, 336, 337, 341, 356-357, 419, 438 Teacher Wraparound Edition DI 174; RS 307; SP 66, 356</p>
M. Processes of governmental systems	
<p>Evaluate the roles and influence of political parties and interest groups</p>	<p>Student Edition: 453-455, 457, 458-462, 464-470, 503-507, 508-513 <i>Chart</i> 456, 459 <i>Critical Thinking</i> 457 #4, 462 #5, 507 #6 <i>Writing About Government</i> 470 Teacher Wraparound Edition AS 454; C 507; CT 461, 506; DI 454, 509; RS 459; WS 505</p>
3b. Knowledge of continuity and change in the history of the world	
K. Effect of the Enlightenment on major revolutions	
<p>Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history</p>	<p>Student Edition: 8-9, 37-38, 46 <i>Critical Thinking</i> 11 #3 <i>Main Ideas</i> 40 #2 Teacher Wraparound Edition CT 8, LPP 37, RS 40</p>

STANDARDS	PAGE REFERENCES
Economic Concepts and Principles	
4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
H. Understanding the roles of people, business, and government in economic systems of the United States	
<p>Analyze the roles that people, businesses and government play in economic systems, such as:</p> <ol style="list-style-type: none"> monetary policy (why the Federal Reserve System influences interest rates and money supply) fiscal policy (government taxation and spending) 	<p>Student Edition: 556-559, 566-570 <i>Government and You</i> 558 <i>Graph</i> 557 <i>Map</i> 569 <i>Writing About Government</i> 559, 570</p> <p>Teacher Wraparound Edition AS 567; C 559; CT 556, 558, 568, 569; EQ 554</p>
K. Understanding the roles of government in a market economy	
<p>Identify the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>	<p>Student Edition: 566-570 <i>Graph</i> 568 <i>Issues in the News</i> 566 <i>Writing About Government</i> 570</p> <p>Teacher Wraparound Edition AS 567; C 570; CT 569; ID 567; WS 570</p>
Relationships of Individuals and Groups to Institutions and Traditions	
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
K. Ideas and beliefs of different cultures	
<p>Compare and contrast the major ideas and beliefs of different cultures</p>	<p>Student Edition: 358-363, 697 <i>Writing About Government</i> 364</p> <p>Teacher Wraparound Edition AS 359, 362; CT 359; DI 360</p>
L. Changing of roles of various groups	
<p>Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects</p>	<p>Student Edition: 399, 402, 405-408, 482, 611-612, 628, 690 <i>Chart</i> 406 <i>Writing About Government</i> 410</p> <p>Teacher Wraparound Edition AS 399; C 402; CC 405; CT 399; DI 408, 482</p>

STANDARDS	PAGE REFERENCES
M. Major social institutions	
Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs	Student Edition: 9-11, 346-347, 358-362, 515, 566-570 <i>Critical Thinking</i> 11 #5 Teacher Wraparound Edition CC 361; CT 346, 359; ID 567; RS 9, 11, 360
N. Consequences of individual or institutional failure	
Predict the consequences that can occur when: <ol style="list-style-type: none"> institutions fail to meet the needs of individuals and groups individuals fail to carry out their personal responsibilities 	Student Edition: 253, 379, 399, 405-408, 497 <i>The Law and You</i> 315 <i>Picture</i> 380 Teacher Wraparound Edition AS 399; DI 379; RS 399, 497; WS 253, 406
O. Causes, effects and resolutions of cultural conflict	
Determine the causes, consequences and possible resolutions of cultural conflicts	Student Edition: 253, 261-262, 388-389, 400-401, 406-408 <i>Chart</i> 401 Teacher Wraparound Edition CC 400; DI 408; DYK 388; WS 253, 406
Tools of Social Science Inquiry	
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
A. Identify, select, use, analyze and create appropriate resources for social science inquiry	
Distinguish between and analyze primary sources and secondary sources	Student Edition: <i>Analyzing Primary Sources</i> 33, 93, 155, 209, 273, 385, 449, 501, 551, 605, 685 <i>Government Skills</i> 31, 383 Teacher Wraparound Edition CT 87, 99, 158; RS 217, 383; SP 31
B. Knowledge to create various social studies maps and graphics	
Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies	Student Edition: <i>Critical Thinking</i> 47 #5; 52 #5; 67 #5, 165 #5; 250 #5 <i>Main Ideas</i> 102 #3 <i>Writing About Government</i> 188, 219 Teacher Wraparound Edition AS 221, 229; C 289; DI 50, 128; RS 47, 107, 246; SP 225, 249

STANDARDS	PAGE REFERENCES
C. Understanding fact, opinion, bias and points of view in sources	
Distinguish between fact and opinion and analyze sources to recognize bias and points of view	Student Edition: <i>Government Skills</i> 59, 523 <i>Skills Handbook</i> R22 Teacher Wraparound Edition CT 59, 168; T 523
E. Developing a research plan and identifying resources	
Develop a research plan and identify appropriate resources for investigating social studies topics	Student Edition: <i>Writing About Government</i> 75, 137, 203, 283 Teacher Wraparound Edition AS 96; CT 229; HO 125; SP 100, 232, 276, 294; T 227; WS 257
F. Interpreting various social studies resources	
Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts	Student Edition: <i>Chart</i> 64, 159, 185, 190, 231, 278 <i>Government Skills</i> 233, 565 <i>Graph</i> 97 <i>Maps</i> 57, 126 Teacher Wraparound Edition RS 231; SP 126, 190, 233; T 31, 565