

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student Material

Subject	Chapter 113. Texas Essential Knowledge and Skills for Social Studies
Subchapter	Subchapter C. High School
Course	§113.44. United States Government (One-Half Credit), Beginning with School Year 2011-2012.
Publisher	Perfection Learning
Program Title	Basic Principles of American Government
Program ISBN	9780789188984
<p>(a) General Requirements. Students shall be awarded one-half unit of credit for successful completion of this course.</p>	
<p>(b) Introduction.</p> <p>(1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.</p>	
<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.</p>	
<p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p>	
<p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p>	

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.						
(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.						
(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.						
(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."						
(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.						
(c) Knowledge and Skills.						
Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government	(i) explain major political ideas in history, including the laws of nature and nature's God	Instruction	9780789188984	46	Par. 4
			Activity	9780789188984	58	Hands-On Activity, no. 5
				9780789188984		
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government	(ii) explain major political ideas in history, including unalienable rights	Instruction	9780789188984	46	col.A, par.5
			Activity	9780789188984	58	Hands-On Activity, no. 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780789188984	518	Defining "Unalienable Rights"
			Instruction	9780789188984	96	col. A, par. 4
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government	(iii) explain major political ideas in history, including divine right of kings	Instruction	9780789188984	21	col.A, par.3
			Activity	9780789188984	32	Concept Development, no. 5
			Instruction	9780789188984	95	col. A, par. 2
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government	(iv) explain major political ideas in history, including social contract theory	Instruction	9780789188984	9	par.4,6
			Activity	9780789188984	32	Concept Development, no. 5
			Instruction	9780789188984	67	FYI: John Locke
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government	(v) explain major political ideas in history, including the rights of resistance to illegitimate government	Instruction	9780789188984	67	FYI: John Locke
			Activity	9780789188984	82	Hands-On Activity 4
			Instruction	9780789188984	76	col.A, pars.2-4
				9780789188984		
				9780789188984		

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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals	(i) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), as they address issues of liberty, rights, and responsibilities of individuals	Instruction	9780789188984	96	col. A, par. 4
			Activity	9780789188984	104	Reviewing what you've learned 2
			Instruction	9780789188984	48	Social and Political Forces That Influenced the Founders, Judeo-Christian Heritage
			Activity	9780789188984	58	Hands-On Activities, no. 3
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals	(ii) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including English common law and constitutionalism, as they address issues of liberty, rights, and responsibilities of individuals	Instruction	9780789188984	65-66	col.A, par. 2, 3, 4; col.B. par. 3, Col A, par. 2
			Review	9780789188984	95	col. A, par. 1
			Instruction	9780789188984	48	Social and Political Forces That Influenced the Founders, English common law
			Activity	9780789188984	58	Hands-On Activities, no. 3
				9780789188984		

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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals	(iii) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Enlightenment, as they address issues of liberty, rights, and responsibilities of individuals	Instruction	9780789188984	67	Where Did the Framers Get Their Ideas?
			(Drop-down menu)	9780789188984	58	Hands-On Activities, no. 3
			Instruction	9780789188984	48	Social and Political Forces That Influenced the Founders, Enlightenment
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals	(iv) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including republicanism, as they address issues of liberty, rights, and responsibilities of individuals	Instruction	9780789188984	22	col.B, par. 1
			Activity	9780789188984	58	Hands-On Activities, no. 3
			Instruction	9780789188984	48	Social and Political Forces That Influenced the Founders, Republicanism
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu	(i) identify the individuals whose principles of laws and government institutions informed the American founding documents, including Moses	Instruction	9780789188984	67	Where Did the Framers Get Their Ideas? row 1
			Activity	9780789188984	82	Hands-On Activity, no. 4
				9780789188984		
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu	(ii) identify the individuals whose principles of laws and government institutions informed the American founding documents, including William Blackstone	Instruction	9780789188984	67	Where Did the Framers Get Their Ideas? row 4
			Activity	9780789188984	82	Hands-On Activity, no. 4
				9780789188984		
				9780789188984		
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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu	(iii) identify the individuals whose principles of laws and government institutions informed the American founding documents, including John Locke	Instruction	9780789188984	67	Where Did the Framers Get Their Ideas? row 2
			Activity	9780789188984	82	Hands-On Activity, no. 4
				9780789188984		
				9780789188984		
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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu	(iv) identify the individuals whose principles of laws and government institutions informed the American founding documents, including Charles de Montesquieu	Instruction	9780789188984	67	Where Did the Framers Get Their Ideas? row 3
			Activity	9780789188984	82	Hands-On Activity, no. 4
				9780789188984		
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government	(i) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, on the development of the U.S. government	Instruction	9780789188984	45	col.A, par. 2
			Activity	9780789188984	58	Concept Development, no. 5
			Instruction	9780789188984	54	The U.S. Owes These Seven Founding Fathers a Debt of Gratitude, John Adams
				9780789188984		
				9780789188984		

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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government	(ii) identify the contributions of the political philosophies of the Founding Fathers, including Alexander Hamilton, on the development of the U.S. government	Instruction	9780789188984	50	col.B, par.2
			Review	9780789188984	57	Review questions 9, 10
			Activity	9780789188984	58	Concept Development, no. 5
			Instruction	9780789188984	54	The U.S. Owes These Seven Founding Fathers a Debt of Gratitude, Alexander Hamilton
			Instruction	9780789188984	53	cols. A, B
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government	(iii) identify the contributions of the political philosophies of the Founding Fathers, including Thomas Jefferson, on the development of the U.S. government	Instruction	9780789188984	46	col. A, pars 3,4,5
			Review	9780789188984	76– 77	Review: items 1-4
			Activity	9780789188984	58	Concept Development, no. 5
			Instruction	9780789188984	54	The U.S. Owes These Seven Founding Fathers a Debt of Gratitude, Thomas Jefferson
			Instruction	9780789188984	76	col. A, par. 2

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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government	(iv) identify the contributions of the political philosophies of the Founding Fathers, including James Madison, on the development of the U.S. government	Instruction	9780789188984	50	col.B, par. 1, 2, 3, 7
			Review	9780789188984	80–81	review questions 1-10
			Activity	9780789188984	58	Concept Development, no. 5
			Instruction	9780789188984	54	The U.S. Owes These Seven Founding Fathers a Debt of Gratitude, James Madison
			Instruction	9780789188984	69	col. B, pars. 3–6
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government	(v) identify the contributions of the political philosophies of the Founding Fathers, including John Jay, on the development of the U.S. government	Instruction	9780789188984	53	cols.A,B
			Activity	9780789188984	56	Concept Development, no. 5
				9780789188984		
				9780789188984		
				9780789188984		

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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government	(vi) identify the contributions of the political philosophies of the Founding Fathers, including George Mason, on the development of the U.S. government	Instruction	9780789188984	54	The U.S. Owes These Seven Founding Fathers a Debt of Gratitude, George Mason
			Activity	9780789188984	58	Concept Development, no. 5
				9780789188984		
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government	(vii) identify the contributions of the political philosophies of the Founding Fathers, including Roger Sherman, on the development of the U.S. government	Instruction	9780789188984	54	The U.S. Owes These Seven Founding Fathers a Debt of Gratitude, Roger Sherman
			Activity	9780789188984	58	Concept Development, no. 5
				9780789188984		
				9780789188984		
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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government	(viii) identify the contributions of the political philosophies of the Founding Fathers, including James Wilson, on the development of the U.S. government	Instruction	9780789188984	54	The U.S. Owes These Seven Founding Fathers a Debt of Gratitude, James Wilson
			Activity	9780789188984	58	Concept Development, no. 5
				9780789188984		
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(E) examine debates and compromises that impacted the creation of the founding documents	(i) examine debates that impacted the creation of the founding documents	Instruction	9780789188984	44	col.A, par. 4
			Review	9780789188984	55–56	Review questions 4–7
			Activity	9780789188984	58	Activity 2
			Instruction	9780789188984	45	col. A, pars. 1–3
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(E) examine debates and compromises that impacted the creation of the founding documents	(ii) examine compromises that impacted the creation of the founding documents	Instruction	9780789188984	51	col.A, par.2, col.B, pars 2, 3
			Review	9780789188984	53, 56	chart
			Activity	9780789188984	58	Activities 3, 4
			Instruction	9780789188984	52	col.A, all, col.B, pars 1, 2
			Review	9780789188984	56	Review questions 8, 9

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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	(i) identify significant individuals in the field of government and politics, including George Washington	Instruction	9780789188984	59	par. 2
			Activity	9780789188984	81	Concept Development, No. 1
			Instruction	9780789188984	250	FYI: George Washington
				9780789188984		
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	(ii) identify significant individuals in the field of government and politics, including Thomas Jefferson	Instruction	9780789188984	46	col A, pars 3-5
			Activity	9780789188984	58	Concept Development, No. 5
			Instruction	9780789188984	250	FYI: Jefferson
			Instruction	9780789188984	114	col.A, par. 2
			Instruction	9780789188984	185	col. A, par. 2
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	(iii) identify significant individuals in the field of government and politics, including John Marshall	Instruction	9780789188984	261	col. B, par. 1
			Review	9780789188984	406	Review question 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780789188984	388-390	How did the courts gain the power of judicial review?
			Instruction	9780789188984	429	col. B, par. 2, 3
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	(iv) identify significant individuals in the field of government and politics, including Andrew Jackson	Instruction	9780789188984	114	col. B, par. 1
			Activity	9780789188984	130	Hands-On Activity, No. 6
			Instruction	9780789188984	245	col.A, par. 2
			Instruction	9780789188984	259	FYI: Jackson
			Instruction	9780789188984	261	col.A, par. 1, col.B, par.1, 2
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	(v) identify significant individuals in the field of government and politics, including Abraham Lincoln	Instruction	9780789188984	114	col.B, par. 3
			Activity	9780789188984	130	Hands-On Activity, No. 6
			Instruction	9780789188984	172-173	all
			Instruction	9780789188984	250	FYI: Lincoln
				9780789188984		

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(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	(vi) identify significant individuals in the field of government and politics, including Theodore Roosevelt	Instruction	9780789188984	251	FYI: Roosevelt
			Review	9780789188984	277	all
			Instruction	9780789188984	273	par. 2
			Review	9780789188984	300	Review, no. 1
				9780789188984		
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	(vii) identify significant individuals in the field of government and politics, including Franklin D. Roosevelt	Instruction	9780789188984	198	all
			Review	9780789188984	277	whole page
			Instruction	9780789188984	251	col.B, par.3
			Instruction	9780789188984	276	col.B, par.5
			Instruction	9780789188984	286	col.B, par.3
(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:	(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	(viii) identify significant individuals in the field of government and politics, including Ronald Reagan	Instruction	9780789188984	251	FYI: Reaga;
			Review	9780789188984	301	Review question 10

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780789188984	278	col.A, par.4
			Instruction	9780789188984	287	col.A, par.1
				9780789188984		
(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:	(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy	(i) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy	Instruction	9780789188984	44	col.A, par. 5,6
			Review	9780789188984	44	Review
			Instruction	9780789188984	152-153	all
				9780789188984		
				9780789188984		
(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:	(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present	(i) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present	Instruction	9780789188984	158–159	col.B, par.4; col.A, par.4
			Review	9780789188984	168–169	Review questions 1-10
			Activity	9780789188984	170	Activities 1-4
				9780789188984		
				9780789188984		
(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:	(A) understand how population shifts affect voting patterns	(i) understand how population shifts affect voting patterns	Instruction	9780789188984	176	col.B, par.3
			Review	9780789188984	195	Review questions 3, 4
			Instruction	9780789188984	177	chart
				9780789188984		
				9780789188984		
(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:	(B) examine political boundaries to make inferences regarding the distribution of political power	(i) examine political boundaries to make inferences regarding the distribution of political power	Instruction	9780789188984	178-179, 422	col.B, par.3, col.A, par. 1, 2; col.A, par.1
			Review	9780789188984	195	Review questions 3, 4
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:	(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as <i>Baker v. Carr</i>	(i) explain how political divisions are crafted	Instruction	9780789188984	441	col.A, par .1
			Review	9780789188984	452	col.B, pars. 3-5
			Instruction	9780789188984	442	chart
			Instruction	9780789188984	443	col.A, pars. 1, 2
				9780789188984		
(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:	(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as <i>Baker v. Carr</i>	(ii) explain how they are affected by Supreme Court decisions	Instruction	9780789188984	422	col.A, par. 1
			Activity	9780789188984	408	Hands-On Activities 2
			Instruction	9780789188984		396, col. A, Results of the Case
				9780789188984		
				9780789188984		
(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:	(A) identify the significance to the United States of the location and key natural resources of selected global places or regions	(i) identify the significance to the United States of the location of selected global places or regions	Instruction	9780789188984	272-274	all
			Review	9780789188984	300	Review questions 1, 2
			Activity	9780789188984	301	Activity 1
			Instruction	9780789188984	278	col. B, pars. 3, 4
				9780789188984		
(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:	(A) identify the significance to the United States of the location and key natural resources of selected global places or regions	(ii) identify the significance to the United States of key natural resources of selected global places or regions	Instruction	9780789188984	497	par. 1
			Activity	9780789188984	514	Concept Development 6
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:	(B) analyze how U.S. foreign policy affects selected places and regions	(i) analyze how U.S. foreign policy affects selected places	Instruction	9780789188984	276, 278	Imperialism
			Review	9780789188984	300	Review questions 1, 2
			Activity	9780789188984	301	Activity 1
				9780789188984		
				9780789188984		
(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:	(B) analyze how U.S. foreign policy affects selected places and regions	(ii) analyze how U.S. foreign policy affects selected regions	Instruction	9780789188984	276, 278	Imperialism
			Review	9780789188984	300-301	Review questions 1-8
			Activity	9780789188984	301	Activity 1
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(i) explain how government fiscal policies influence the economy at the local level	Instruction	9780789188984	449, 450	col.A, par.3; chart
			Activity	9780789188984	470	Concept Development 1
				9780789188984		
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(ii) explain how government fiscal policies influence the economy at the state level	Instruction	9780789188984	428–429	6. How do states pay the costs of government?
			Review	9780789188984	437	Review questions 7, 8
			Review	9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(iii) explain how government fiscal policies influence the economy at the national level	Instruction	9780789188984	222	chart
			Review	9780789188984	236	Reviewing what you've learned 1-5
			Instruction	9780789188984	223	col. B, pars. 2-4
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(iv) explain how government monetary policies influence the economy at the local level	Instruction	9780789188984	234	col.B, pars.3-4
			Review	9780789188984	236	Reviewing what you've learned 5
			Instruction	9780789188984	235	col.B, par.2
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(v) explain how government monetary policies influence the economy at the state level	Instruction	9780789188984	235	col.A, par.2
			Review	9780789188984	237	Review questions 9, 10
			Instruction	9780789188984	429	col.A, par.1
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(vi) explain how government monetary policies influence the economy at the national level	Instruction	9780789188984	226	col.B, pars.2-5
			Activity	9780789188984	236	Review questions 1-10
			Instruction	9780789188984	227	chart
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(vii) explain how government regulatory policies influence the economy at the local level	Instruction	9780789188984	351	col.B, par.2
			Review	9780789188984	356	Review questions 6, 7, 8
			Instruction	9780789188984	353	cartoon
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(viii) explain how government regulatory policies influence the economy at the state level	Instruction	9780789188984	347	col.A, par.5
			Review	9780789188984	436–437	Review questions 2, 6-10
			Activity	9780789188984	438	Activities 2-4
			Instruction	9780789188984	429	col.A, pars.1,2
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(A) explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels	(ix) explain how government regulatory policies influence the economy at the national level	Instruction	9780789188984	352	col.B, pars. 3, 4
			Review	9780789188984	356-357	Review questions 1, 6-8
				9780789188984		
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy	(i) identify the sources of revenue of the U. S. government	Instruction	9780789188984	223	chart
			Review	9780789188984	237	Review questions 2, 4, 7-10
			Activity	9780789188984	238	Activity 1
			Instruction	9780789188984	224	col.A, par. 2, col.B, pars.1-4
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy	(ii) analyze [the revenue's] impact on the U.S. economy	Instruction	9780789188984	234	col.B, pars. 3, 4
			Activity	9780789188984	238	Concept Development 3
			Instruction	9780789188984	352	Col. A, pars. 1, 2
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy	(iii) identify expenditures of the U. S. government	Instruction	9780789188984	222, 229	chart; col.B, par.2
			Review	9780789188984	236	Review questions 1
			Activity	9780789188984	238	Activity 5
			Review	9780789188984	236	Review question 7, 8
			Review	9780789188984	2236	Review question 10
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy	(iv) analyze [the expenditure's] impact on the U.S. economy	Instruction	9780789188984	229	col.A, pars.1,2
			Review	9780789188984	236	Reviewing what you've learned 1-5
			Instruction	9780789188984	352	col.A, pars. 1,2
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(C) compare the role of government in the U.S. free enterprise system and other economic systems	(i) compare the role of government in the U.S. free enterprise system and other economic systems	Instruction	9780789188984	25	chart
			Review	9780789188984	31	Review questions 6, 7
			Activity	9780789188984	32	Activity 2
			Instruction	9780789188984	27–29	27, col. A, par. 2 through 29, col. B par. 1
			Instruction	9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(D) understand how government taxation and regulation can serve as restrictions to private enterprise	(i) understand how government taxation can serve as [a] restriction to private enterprise	Instruction	9780789188984	224	col.A, par.2, col. B
			Review	9780789188984	229	Review
			Instruction	9780789188984	225	col. A
				9780789188984		
				9780789188984		
(5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:	(D) understand how government taxation and regulation can serve as restrictions to private enterprise	(ii) understand how government regulation can serve as [a] restriction to private enterprise	Instruction	9780789188984	308	col.B, par.1
			(Drop-down menu)	9780789188984		
			Instruction	9780789188984	344	col.A, par.2
				9780789188984		
				9780789188984		
(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(A) examine how the U.S. government uses economic resources in foreign policy	(i) examine how the U.S. government uses economic resources in foreign policy	Instruction	9780789188984	283-285	col.B, text and photo, all text on pp. 284-285
			Review	9780789188984	300	Review question 5
				9780789188984		
				9780789188984		
				9780789188984		
(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies	(i) understand the role of the executive branch in setting international trade policy	Instruction	9780789188984	273	par.2, 3
			Review	9780789188984	300	Review question 5
			Instruction	9780789188984	280	chart
			Review	9780789188984	301	Concept development 2
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies	(ii) understand the role of the executive branch in setting international fiscal policy	Instruction	9780789188984	279	col.B, pars. 2, 3
			Review	9780789188984	300	Review questions 1-4
			Instruction	9780789188984	280	chart
				9780789188984		
				9780789188984		
(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies	(iii) understand the role of the legislative branch in setting international trade policy	Instruction	9780789188984	280, 281	chart; col.A, para.2-4
			Review	9780789188984	299, 300	Reviewing what you've learned 2; Review questions 3,4
				9780789188984		
				9780789188984		
				9780789188984		
(6) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:	(B) understand the roles of the executive and legislative branches in setting international trade and fiscal policies	(iv) understand the role of the legislative branch in setting international fiscal policy	Instruction	9780789188984	280, 281	chart; col.A, pars. 2-4
			Review	9780789188984	300	Review question 4
				9780789188984		
				9780789188984		
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(A) explain the importance of a written constitution	(i) explain the importance of a written constitution	Instruction	9780789188984	60-61	par.10. par.1
			Review	9780789188984	81	Review question 10
			Instruction	9780789188984	75	col.B, par.3
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution	(i) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution	Instruction	9780789188984	61	col.A, par.1
			Review	9780789188984	69, 79	col.A, review. col.B, review; Reviewing what you've learned 1
			Instruction	9780789188984	62	col.A, par.2
			Instruction	9780789188984	63	all
			Instruction	9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(C) analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government	(i) analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government	Instruction	9780789188984	53	cols A, B
			Activity	9780789188984	169	Concept Development, No. 1
			Instruction	9780789188984	160	par. 3
			Instruction	9780789188984	55	col. A
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	(i) evaluate constitutional provisions for limiting the role of government, including republicanism	Instruction	9780789188984	63	chart
			Review	9780789188984	69	Review
			Activity	9780789188984	82	Hands-On Activities, no. 5
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	(ii) evaluate constitutional provisions for limiting the role of government, including checks and balances	Instruction	9780789188984	72-74, 75	all, col.A
			Review	9780789188984	81	Review questions 7, 8
			Activity	9780789188984	82	Hands-On Activities, no. 5
			Instruction	9780789188984	75	par.1, 2
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	(iii) evaluate constitutional provisions for limiting the role of government, including federalism	Instruction	9780789188984	62, 64	col.A, pars. 2-3
			Activity	9780789188984	82	Hands-On Activities, no. 5
			Instruction	9780789188984	64	col.A, par.2
				9780789188984		
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	(iv) evaluate constitutional provisions for limiting the role of government, including separation of powers	Instruction	9780789188984	71-74	col.B, pars2-5, all
			Review	9780789188984	81	Concept Development 4,
			Activity	9780789188984	82	Activity 1
			Instruction	9780789188984	75	col.A, par.2
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	(v) evaluate constitutional provisions for limiting the role of government, including popular sovereignty	Instruction	9780789188984	161, 162, 163	col.B, all; all, col.A, par.1
			Review	9780789188984	168, 169,	Reviewing what you've learned 6; Review questions 7, 8
			Activity	9780789188984	82	Hands-On Activities, no. 5
				9780789188984		
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	(vi) evaluate constitutional provisions for limiting the role of government, including individual rights	Instruction	9780789188984	64	col.A, par.2
			Review	9780789188984	81	Review question 5
			Activity	9780789188984	82	Hands-On Activities, no. 5
			Instruction	9780789188984	84–86	all
			Instruction	9780789188984	95	col.A, par.1
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government	(i) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed	Instruction	9780789188984	77–79	77 col.B through 79 cols. B
			Activity	9780789188984	82	Activity 4
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government	(ii) analyze the role of the amendment process in a constitutional government	Instruction	9780789188984	77– 79	77 col.B through 79 cols. B
			Activity	9780789188984	82	Activity 4
				9780789188984		
				9780789188984		
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today	(i) identify how the American beliefs and principles reflected in the Declaration of Independence contribute to both a national identity and federal identity	Instruction	9780789188984	46, 96	col.A, pars. 3-5, col.B, par.2; col.A. par.4 ,
			Review	9780789188984	516-518	Full text of Declaration of Independence
				9780789188984		
				9780789188984		
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today	(ii) identify how the American beliefs and principles reflected in the U.S. Constitution contribute to both a national identity and federal identity	Instruction	9780789188984	55	col. A, par. 2
			Activity	9780789188984	58	Concept Development 4
			Instruction	9780789188984	508	col.B, pars.2-5
			Instruction	9780789188984	505	col.B, pas. 4,5
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today	(iii) Identify how American beliefs and principles are embodied in the United States today	Instruction	9780789188984	76, 77, 92, 160, 413	cols.A, B; cols.A, B; chart,chart,chart
			Review	9780789188984	80, 104, 168	Reviewing what you've learned 4, 5; Reviewing what you've learned 4-6;Reviewing what you've learned 6
			Activity	9780789188984	106, 170	Activity 1; Activity 1
				9780789188984		
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."	(i) examine the reasons the Founding Fathers protected religious freedom in America	Instruction	9780789188984	87, 88	all; cols.A, B, pars.1, 2
			Activity	9780789188984	106	Activity 1
				9780789188984		
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."	(ii) examine the reasons the Founding Fathers guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof"	Instruction	9780789188984	87	all
			Review	9780789188984	104	Reviewing what you've learned 1
			Activity	9780789188984	106	Activity 1
				9780789188984		
				9780789188984		
(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:	(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."	(iii) compare and contrast this to the phrase, "separation of church and state"	Instruction	9780789188984	87	col. B, par. 3
			Activity	9780789188984	106	Concept Development 4
				9780789188984		
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws	(i) analyze the structure of the legislative branch of government, including the bicameral structure of Congress	Instruction	9780789188984	175-176,180	all and col.A,pars.1-6; chart
			Review	9780789188984	193-194, 195	Reviewing what you've learned 1-6; Review question 2
				9780789188984		
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws	(ii) analyze the functions of the legislative branch of government, including the bicameral structure of Congress	Instruction	9780789188984	175, 176	all; col.A, pars. 1-5
			Review	9780789188984	193, 195	Reviewing what you've learned 1; Review question 2
				9780789188984		
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws	(iii) analyze the structure of the legislative branch of government, including the role of committees	Instruction	9780789188984	181, 182-184	col.B, pars2-4; all
			Review	9780789188984	184, 194, 195	col.B, par.4; Reviewing what you've learned 4; Review question 5
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws	(iv) analyze the functions of the legislative branch of government, including the role of committees	Instruction	9780789188984	181, 182-184	col.B, pars. 1-4; all
			Review	9780789188984	184, 194, 195	col.B, par.4; Reviewing what you've learned 4; Review question 5
				9780789188984		
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws	(v) analyze the functions of the legislative branch of government, including the procedure for enacting laws	Instruction	9780789188984	199, 210	chart; chart
			Review	9780789188984	215, 216, 217	Reviewing what you've learned 1-7; Review questions 1-10
			Activity	9780789188984	217, 218	Concept development 2,3; Activity 5
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments	(i) analyze the functions of the executive branch of government, including the constitutional powers of the president	Instruction	9780789188984	248, 249-252	chart; all to Review
			Review	9780789188984	252, 269	Review; Reviewing what you've learned 3-6
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments	(ii) analyze the functions of the executive branch of government, including the growth of presidential power	Instruction	9780789188984	71, 257, 304	col.B, par. 5; chart; all
			Review	9780789188984	269, 271	Reviewing what you've learned 3-6; Review question 7
				9780789188984		
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments	(iii) analyze the functions of the executive branch of government, including the role of the Cabinet	Instruction	9780789188984	249, 250-252,	col.B, par.2; all to Review;
			Review	9780789188984	329, 330	Review what you've learned 1-13
			Activity	9780789188984	332	Concept development 1-5, Activities 1-4
			Instruction	9780789188984	303-328	whole chapter
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments	(iv) analyze the functions of the executive branch of government, including the role of the executive departments	Instruction	9780789188984	265	col.B, pars. 2-5
			Review	9780789188984	270	Reviewing what you've learned 8, 9; Review questions 4, 6
			Activity	9780789188984	271	Activity 1
			Instruction	9780789188984	266	all
			Instruction	9780789188984	267	cols.A, B

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review	(i) analyze the structure of the judicial branch of government, including the federal court system	Instruction	9780789188984	362-364 365-367	"How were the federal courts established?" "How does the system of state courts operate?"
			Review	9780789188984	270	Reviewing what you've learned 8, 9; Review questions 4, 6
			Activity	9780789188984	384	Review question 2
				9780789188984	384	Concept concept development 3
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review	(ii) analyze the functions of the judicial branch of government, including the federal court system	Instruction	9780789188984	361	last two paragraphs, replace with new text
			Review	9780789188984	382, 383-384	Reviewing what you've learned 1; Review questions 1-4
			Activity	9780789188984	385	Hands-On activities, Revise 2 and add a new 6
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review	(iii) analyze the structure of the judicial branch of government, including the types of jurisdiction	Instruction	9780789188984	367, 368, 369	col.B, par. 4; all; cols. A,B, pars.1-5
			Review	9780789188984	382, 384	Reviewing what you've learned 1, 2, 4; Review questions 2, 4
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review	(iv) analyze the functions of the judicial branch of government, including judicial review	Instruction	9780789188984	74–75,	col.B, par.2 to col.A, par.2
			Review	9780789188984	80, 81	Reviewing what you've learned 3; Review question 6
			Instruction	9780789188984	381	col.B, par.2
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)	(i) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA)	Instruction	9780789188984	352	col.A, par. 3
			Activity	9780789188984	357	Activity 1
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)	(ii) identify the purpose of selected regulatory commissions, including the Environmental Protection Agency (EPA)	Instruction	9780789188984	351	col.A, par. 4
			Activity	9780789188984	357	Activity 1
				9780789188984		
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)	(iii) identify the purpose of selected regulatory commissions, including the Occupational Safety and Health Administration (OSHA)	Instruction	9780789188984	317– 318	col.B, par. 4 to col.A, par.1
			Activity	9780789188984	332	Activities 1, 3
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)	(iv) identify the purpose of selected regulatory commissions, including the Food and Drug Administration (FDA)	Instruction	9780789188984	314	col.A, par. 3
			Review	9780789188984	331	Review question 6
			Activity	9780789188984	332	Activities 1-3
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)	(v) identify the purpose of selected regulatory commissions, including the Federal Communications Commission (FCC)	Instruction	9780789188984	72, 167, 335, 336, 340, 341	col.B, par.1; col.B, par.2; col.B, par.3; col.B, par. 3; col.A, par.5; col.B, all; col.A, pars. 1-4
			Review	9780789188984	355, 357	Reviewing what you've learned 3; Review question 5
			Activity	9780789188984	357-358	Activities 1, 3, 5
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government	(i) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government	Instruction	9780789188984	73, 74, 75, 248-249,	col.A, pars. 2-4, col.B, pars. 1-3; all; col.A, pars. 1, 2; col.B, par 2
			Review	9780789188984	79, 80, 81	Reviewing what you've learned 2, 3; Review questions 7, 8
			Activity	9780789188984	82	Activities 1, 3
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(F) analyze selected issues raised by judicial activism and judicial restraint	(i) analyze selected issues raised by judicial activism	Instruction	9780789188984	75, 390	col.A, par.4 and col.B, pars. 1, 2; col.A, par.2
			Review	9780789188984	406	Reviewing what you've learned 2-5
			Activity	9780789188984	408	Activities 1, 3
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(F) analyze selected issues raised by judicial activism and judicial restraint	(ii) analyze selected issues raised by judicial restraint	Instruction	9780789188984	398	col.A, par.6, col.B, par.1
			Activity	9780789188984	408	Activity 3
				9780789188984		
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense	(i) explain the major responsibilities of the federal government for domestic policy	Instruction	9780789188984	220–235	col. A and B on all pages
			Review	9780789188984	237	Review Question 1 to 10
			Activity	9780789188984	238	Hands-on Activity
			Instruction	9780789188984	246–249	3. How does the President serve as chief legislator?
			Instruction	9780789188984	305–307	1. How does the Treasury Department manage the nation's financial affairs?

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense	(ii) explain the major responsibilities of the federal government for foreign policy	Instruction	9780789188984	272-299	12. Getting along with the world: The making of foreign policy
			Review	9780789188984	300–301	Review questions 1–10
			Activity	9780789188984	301	Concept development 1–5
			Activity	9780789188984	301–302	Hands-on Activities 1–4
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system	(i) compare the structures of national, state, and local governments in the U.S. federal system	Instruction	9780789188984	413, 433, 434, 435, 448-449	chart, col.B, par.3; all; cols.A, B,top; all
			Review	9780789188984	435, 436-437	Reviewing what you've learned 1–4; Review questions 1–4
			Activity	9780789188984	437-438	Concept development 1–3; Activities 1–3
				9780789188984		
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system	(ii) compare the functions of national, state, and local governments in the U.S. federal system	Instruction	9780789188984	413	chart
			Review	9780789188984	435, 436-437	Reviewing what you've learned 1, 2, 4; Review questions 1–4
			Activity	9780789188984	437, 438	Concept development 1–3; Activities 1, 2
			Instruction	9780789188984	448-449	all
				9780789188984		
(8) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:	(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system	(iii) compare the processes of national, state, and local governments in the U.S. federal system	Instruction	9780789188984	74, 233, 248, 280, 454	chart, chart, chart, chart, chart

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780789188984	79, 80, 270, 299, 467	Reviewing what you've learned 2, 3; Review question 1; Reviewing what you've learned 9; Reviewing what you've learned 1-4; Reviewing what you've learned 1
			Activity	9780789188984	82, 271, 301, 470	Activity 1; Activity 1, Activity 1, Activities 1, 2
				9780789188984		
				9780789188984		
(9) Government. The student understands the concept of federalism. The student is expected to:	(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system	(i) explain why the Founding Fathers created a distinctly new form of federalism	Instruction	9780789188984	49	col.A, pars. 2-8, col.B, pars.1,2
			Review	9780789188984	104	Reviewing what you've learned 2
			Instruction	9780789188984	433	col.B, par.3
				9780789188984		
				9780789188984		
(9) Government. The student understands the concept of federalism. The student is expected to:	(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system	(ii) explain why the Founding Fathers adopted a federal system of government instead of a unitary system	Instruction	9780789188984	18	chart and col.A, pars.2-4, col.B., par. 1
			Review	9780789188984	19, 30,	Review; Reviewing what you've learned 4
			Activity	9780789188984	32	Activity 2
				9780789188984		
				9780789188984		
(9) Government. The student understands the concept of federalism. The student is expected to:	(B) categorize government powers as national, state, or shared	(i) categorize government powers as national, state, or shared	Instruction	9780789188984	413, 433	chart; col.B, par.3
			Review	9780789188984	435, 436	Reviewing what you've learned 4; Review question 1
			Activity	9780789188984	438	Activity 2
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(9) Government. The student understands the concept of federalism. The student is expected to:	(C) analyze historical and contemporary conflicts over the respective roles of national and state governments	(i) analyze historical conflicts over the respective roles of national and state governments	Instruction	9780789188984	62	col. A, par. 3
			Activity	9780789188984	82	Hands-On Activities 2
				9780789188984		
				9780789188984		
				9780789188984		
(9) Government. The student understands the concept of federalism. The student is expected to:	(C) analyze historical and contemporary conflicts over the respective roles of national and state governments	(ii) analyze contemporary conflicts over the respective roles of national and state governments	Instruction	9780789188984	114	col. B, pars. 2–5
			Activity	9780789188984	82	Hands-On Activities 2
			Instruction	9780789188984	62	col. A, par. 3
				9780789188984		
				9780789188984		
(9) Government. The student understands the concept of federalism. The student is expected to:	(D) understand the limits on the national and state governments in the U.S. federal system of government	(i) understand the limits on the national governments in the U.S. federal system of government	Instruction	9780789188984	94	col.B, par.1
			Review	9780789188984	104, 105	Review questions 1, 3, 6
			Activity	9780789188984	106	Concept development 2
			Instruction	9780789188984	413	chart
				9780789188984		
(9) Government. The student understands the concept of federalism. The student is expected to:	(D) understand the limits on the national and state governments in the U.S. federal system of government	(ii) understand the limits on the state governments in the U.S. federal system of government	Instruction	9780789188984	414, 415, 416	col.A, pars. 4-6, col.B; all; col.A and photo
			Review	9780789188984	436-437	Review questions 1-5
			Activity	9780789188984	437, 438	Concept development 1
			Activity	9780789188984	438	Activities 1, 2
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(A) compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels	(i) compare different methods of filling public offices, including elected offices at the local, state, and national levels	Instruction	9780789188984	174	chart
			Review	9780789188984	193	Reviewing what you've learned 1
			Activity	9780789188984	195	Concept development 1
			Instruction	9780789188984	242	cols.A, B, bottom
			Instruction	9780789188984	444	chart
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(A) compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels	(ii) compare different methods of filling public offices, including appointed offices at the local, state, and national levels	Instruction	9780789188984	251, 252,364, 369, 370, 477	cols.A, B, bottom; col.A, par.1; col.A, pars. 2, 3; col.B, pars.2-4; col.A; col.B
			Review	9780789188984	252, 270	Review; Review question 1
				9780789188984		
				9780789188984		
				9780789188984		
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(B) explain the process of electing the president of the United States and analyze the Electoral College	(i) explain the process of electing the president of the United States	Instruction	9780789188984	124-126, 127	all; cols. A, B
			(Drop-down menu)	9780789188984	128	Reviewing what you've learned 6, 7
				9780789188984	130	Activity 4
				9780789188984		
				9780789188984		
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(B) explain the process of electing the president of the United States and analyze the Electoral College	(ii) analyze the Electoral College	Instruction	9780789188984	52,	col.A, pars.4,5, col.B, pars1,2
			Review	9780789188984	269,	Reviewing what you've learned 2
			Activity	9780789188984	271	Concept development 4
			Instruction	9780789188984	244, 245	col.A, pars.2,3, col.B; col.A, col.B, par.1
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:	(C) analyze the impact of the passage of the 17th Amendment	(i) analyze the impact of the passage of the 17th Amendment	Instruction	9780789188984	174	col.B, par.2
			Review	9780789188984	195	Review questions 10
			Instruction	9780789188984	530	col.B, pars.3-4
				9780789188984		
				9780789188984		
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels	(i) analyze the functions of political parties	Instruction	9780789188984	110–113	1. What is a political party?, 2. What do political parties try to accomplish?, and 3. Why does the United States keep the two-party system?
			Review	9780789188984	128	Review questions 1-3
			Activity	9780789188984	129	Concept development 2-5
			Activity	9780789188984	130	Hands-on Activity 1
				9780789188984		
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels	(ii) analyze their role in the electoral process at [the] local level	Instruction	9780789188984	136, 137	col.B, par.2; col.A, pars.1-5
			Activity	9780789188984	130	Hands-on Activity, no. 1
			Instruction	9780789188984	122	para. 2, 3
			Instruction	9780789188984	112	col. B, par. 2
				9780789188984		
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels	(iii) analyze their role in the electoral process at [the] state level	Instruction	9780789188984	121, 122	cols.A, B; col.A, pars.1-3
			Review	9780789188984	127	Reviewing what you've learned 5
			Activity	9780789188984	130	Activity 1
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels	(iv) analyze their role in the electoral process at [the] national level	Instruction	9780789188984	122–123	8. What happens at a party convention?
			Review	9780789188984	129	Review questions 7, 9, 10
			Activity	9780789188984	130	Activity 4
				9780789188984		
				9780789188984		
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(B) explain the two-party system and evaluate the role of third parties in the United States	(i) explain the two-party system	Instruction	9780789188984	113, 114	col.A, pars.3-5. col.B; all
			Review	9780789188984	128	Review questions 1, 2
			Activity	9780789188984	130	Activity 4
				9780789188984		
				9780789188984		
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(B) explain the two-party system and evaluate the role of third parties in the United States	(ii) evaluate the role of third parties in the United States	Instruction	9780789188984	115–116	5. How have third parties affected the American political system?
			Review	9780789188984	129	Review question 4
			Activity	9780789188984	129	Concept development 3
			Activity	9780789188984	130	Activity 5
			Instruction	9780789188984	117	chart
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels	(i) identify opportunities for citizens to participate in political party activities at [the] local level	Instruction	9780789188984	122	col.A, pars.2,3
			Activity	9780789188984	130	Activity 1
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels	(ii) identify opportunities for citizens to participate in political party activities at [the] state level	Instruction	9780789188984	121	col.B
			Review	9780789188984	127	Reviewing what you've learned 5
			Activity	9780789188984	129, 130	Concept development 4; Activity 1
				9780789188984		
				9780789188984		
(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels	(iii) identify opportunities for citizens to participate in political party activities at [the] national level	Instruction	9780789188984	122, 123	col.A, par.4, col.B; all
			Review	9780789188984	129	Review questions 7-9
			Activity	9780789188984	130	Activity 4
				9780789188984		
				9780789188984		
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics	(i) compare the U.S. constitutional republic to historical forms of government	Instruction	9780789188984	10-16, 17	all; col.A; col.B, par. 1
			Review	9780789188984	29, 30	Reviewing what you've learned 1-5
			Activity	9780789188984	32	Concept development 1; Activity 2
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics	(ii) compare the U.S. constitutional republic to contemporary forms of government	Instruction	9780789188984	17, 18-21, 22, 24	col.B, par.2; all; col.A, col.B, pars.1-4; chart
			Review	9780789188984	30, 31	Reviewing what you've learned 5-8; Review questions 2-4
			Activity	9780789188984	32	Concept development 1; Activity 3
				9780789188984		
				9780789188984		
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government	(i) analyze advantages and disadvantages of [a] federal system of government	Instruction	9780789188984	24	chart
			Review	9780789188984	30	Reviewing what you've learned 4
				9780789188984		
				9780789188984		
				9780789188984		
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government	(ii) analyze advantages and disadvantages of [a] confederate system of government	Instruction	9780789188984	18, 19	col.B, par.2; col.A, par.1
			Review	9780789188984	19, 30	Review; Reviewing what you've learned 4
			Activity	9780789188984	32	Activity 3
				9780789188984		
				9780789188984		
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government	(iii) analyze advantages and disadvantages of [a] unitary system of government	Instruction	9780789188984	18	col.A, pars. 2-4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780789188984	19, 30	Review; Reviewing what you've learned 4
			Activity	9780789188984	32	Activity 3
				9780789188984		
				9780789188984		
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(C) analyze advantages and disadvantages of presidential and parliamentary systems of government	(i) analyze advantages and disadvantages of [a] presidential system of government	Instruction	9780789188984	22	col.B, par.3
			Activity	9780789188984	32	Activity 2
				9780789188984		
				9780789188984		
				9780789188984		
(12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	(C) analyze advantages and disadvantages of presidential and parliamentary systems of government	(ii) analyze advantages and disadvantages of [a] parliamentary system of government	Instruction	9780789188984	22, 24	col.B, par.4; chart
			Review	9780789188984	31	Review question 5
			Activity	9780789188984	32	Activity 2
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(A) understand the roles of limited government and the rule of law in the protection of individual rights	(i) understand the role of limited government in the protection of individual rights	Instruction	9780789188984	69, 70, 71	col.B, pars.4,5; cols.A,B; col.A, pars. 1-4
			Review	9780789188984	81	Review question 5
			Activity	9780789188984	81	Concept development 2
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(A) understand the roles of limited government and the rule of law in the protection of individual rights	(ii) understand the role of the rule of law in the protection of individual rights	Instruction	9780789188984	70, 71	all; col.A, pars.1-4
			(Drop-down menu)	9780789188984	82	Concept Development, no. 5
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(B) identify and define the unalienable rights	(i) identify the unalienable rights	Instruction	9780789188984	46	col.A, pars. 3-5
			Activity	9780789188984	58	Hands-On Activity, no. 1
				9780789188984	518	col.A, par.2
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(B) identify and define the unalienable rights	(ii) define the unalienable rights	Instruction	9780789188984	46	last paragraph
			Activity	9780789188984	58	Hands-On Activities 1
			Instruction	9780789188984	518	col. A., par. 2
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights	(i) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights	Instruction	9780789188984	86-94	all
			Review	9780789188984	105-106	Review questions 1-10
			Activity	9780789188984	106	Concept Development 1, Activity 1
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i>	(i) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i>	Instruction	9780789188984	85, 86	par.8; par.1
			Activity	9780789188984	408	Concept Development, no. 4
			Instruction	9780789188984	404	col. B, <i>Engel v. Vitale</i>
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i>	(ii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Schenck v. United States</i>	Instruction	9780789188984	404	col. A, <i>Schenck v. United States</i>
			Activity	9780789188984	408	Concept Development, no. 4
				9780789188984		
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i>	(iii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Texas v. Johnson</i>	Instruction	9780789188984	405	col. B, <i>Texas v. Johnson</i>
			Activity	9780789188984	408	Concept Development, no. 4
			Instruction	9780789188984		
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i>	(iv) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Miranda v. Arizona</i>	Instruction	9780789188984	93	col. A, par. 2
			Review	9780789188984	407	Review question 5

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			Activity	9780789188984	408	Concept Development, no. 4
			Instruction	9780789188984	404-406	9. Other Important Supreme Court Cases
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i>	(v) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Gideon v. Wainwright</i>	Instruction	9780789188984	405	col.A, par.3
			Activity	9780789188984	408	Concept Development, no. 4
				9780789188984		
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i>	(vi) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Mapp v. Ohio</i>	Instruction	9780789188984	405	col.B, par.1
			Activity	9780789188984	408	Concept Development, no. 4
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i>	(vii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Roe v. Wade</i>	Instruction	9780789188984	405	col. A, <i>Roe v. Wade</i>
			Activity	9780789188984	408	Concept Development, no. 4
				9780789188984		
				9780789188984		
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government	(i) explain the importance of due process rights to the protection of individual rights	Instruction	9780789188984	93	col.A, pars. 1,2
			Review	9780789188984	406	Reviewing what you've learned 6
			Instruction	9780789188984	398	col.B, par.1
			Instruction	9780789188984	405	col.A, par.2
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government	(ii) explain the importance of due process rights in limiting the powers of government	Instruction	9780789188984	93	col.A, pars. 1,2
			(Drop-down menu)	9780789188984	406	Reviewing what you've learned 6
				9780789188984	398	col.B, par.1
				9780789188984	405	col.A, par.2
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism	(i) recall the conditions that produced the 14th Amendment	Instruction	9780789188984	98–99	4. How do the states guarantee individual rights? and 5. How did the "civil liberties" amendments enlarge individual rights?
			Review	9780789188984	1105	Review question 6
			Activity	9780789188984	107	Activity 4
			Instruction	9780789188984	529-530	Amendment XIV
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism	(ii) describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment	Instruction	9780789188984	88	Should government provide support for church schools?
			Activity	9780789188984	107	Hands-On Activities, No. 5
				9780789188984		
				9780789188984		
				9780789188984		
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Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism	(iii) describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including U.S. Supreme Court rulings	Instruction	9780789188984	98–99	Fourteenth Amendment (1868j)
			Activity	9780789188984	106	Review Questions, no. 6
			Activity	9780789188984	106	Review Questions, no. 8
			Instruction	9780789188984	402–403	Legal Steps in the Case
				9780789188984		
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism	(iv) analyze the impact [of the efforts] on the scope of fundamental rights	Instruction	9780789188984	98–99	Fourteenth Amendment (1868)
			Activity	9780789188984	106	Review Questions, no. 6
			Activity	9780789188984	106	Review Questions, no. 8
			Instruction	9780789188984	402–403	Legal Steps in the Case
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(13) Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:	(F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism	(v) analyze the impact [of the efforts] on the scope of federalism	Instruction	9780789188984	98–99	Fourteenth Amendment (1868)
			Activity	9780789188984	106	Review Questions, no. 6
			Activity	9780789188984	106	Review Questions, no. 8
			Instruction	9780789188984	402–403	Legal Steps in the Case
				9780789188984		
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(A) explain the difference between personal and civic responsibilities	(i) explain the difference between personal and civic responsibilities	Instruction	9780789188984	141	A Citizen's Duties Include Civic and Personal Responsibilities
			Activity	9780789188984	151	Hands-On Activity, no. 4
				9780789188984		
				9780789188984		
				9780789188984		
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good	(i) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good	Instruction	9780789188984	103–104	7. When may civil liberties be limited or suspended?
			Review	9780789188984	104	Reviewing what you've learned 6
			Activity	9780789188984	106	Concept development 2
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good	(i) understand the responsibilities of citizenship	Instruction	9780789188984	100–102	6. How does a person gain--and keep--citizenship?
			Review	9780789188984	104	Reviewing what you've learned 5
				9780789188984		
				9780789188984		
				9780789188984		
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good	(ii) understand the duties of citizenship	Instruction	9780789188984	100–102	6. How does a person gain--and keep--citizenship?
			Review	9780789188984	104	Reviewing what you've learned 5
				9780789188984		
				9780789188984		
				9780789188984		
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good	(iii) understand the obligations of citizenship	Instruction	9780789188984	100–102	6. How does a person gain--and keep--citizenship?
				9780789188984	104	Reviewing what you've learned 5
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(D) understand the voter registration process and the criteria for voting in elections	(i) understand the voter registration process	Instruction	9780789188984	136	chart
			Activity	9780789188984	151	Activity 1
				9780789188984		
				9780789188984		
				9780789188984		
(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	(D) understand the voter registration process and the criteria for voting in elections	(ii) understand the criteria for voting in elections	Instruction	9780789188984	134–136	2. What limits on the right to vote remain today?
			Review	9780789188984	168	Reviewing what you've learned 8
				9780789188984		
				9780789188984		
				9780789188984		
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels	(i) analyze the effectiveness of various methods of participation in the political process at local levels	Instruction	9780789188984	164–167	8. How can voters take a more active role in the political process?
			Review	9780789188984	169	Review questions 5–10
			Activity	9780789188984	169	Concept development 4
			Activity	9780789188984	170	Activities 1, 3, 4
				9780789188984		
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels	(ii) analyze the effectiveness of various methods of participation in the political process at state levels	Instruction	9780789188984	164–167	8. How can voters take a more active role in the political process?
			Activity	9780789188984	169	Review questions 5–10
			Activity	9780789188984	169, 170	Concept development 4
			Activity	9780789188984	170	Activities 1, 4
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels	(iii) analyze the effectiveness of various methods of participation in the political process at national levels	Instruction	9780789188984	164–167	8. How can voters take a more active role in the political process?
			Activity	9780789188984	169	Review questions 5, 6, 9, 10
			Activity	9780789188984	169	Concept development 4
			Activity	9780789188984	170	Activity 2
				9780789188984		
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity	(i) analyze historical examples of citizen movements to bring about political change or to maintain continuity	Instruction	9780789188984	33-35	introduction to Chapter 2
			Review	9780789188984	168	Review questions 1, 10
			Activity	9780789188984	169, 170	Concept development 4; Activities 1, 4
			Instruction	9780789188984	133–134	1. What limits were once placed on the right to vote?
			Instruction	9780789188984	153	introduction to Chapter 7
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity	(ii) analyze contemporary examples of citizen movements to bring about political change or to maintain continuity	Instruction	9780789188984	108-109	all
			Activity	9780789188984	130	Activity 7
			Instruction	9780789188984	386-387	all
				9780789188984		
				9780789188984		
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(C) understand the factors that influence an individual's political attitudes and actions	(i) understand the factors that influence an individual's political attitudes	Instruction	9780789188984	140, 141	col.A, pars.4-9; all
			Activity	9780789188984	130	Activity 7
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	(C) understand the factors that influence an individual's political attitudes and actions	(ii) understand the factors that influence an individual's political actions	Instruction	9780789188984	142–145	6. Why do so many Americans choose not to vote?
			Review	9780789188984	149	Review questions 2-4, 6-9
			Activity	9780789188984	150, 151	Concept development 2; Activities 1-4
				9780789188984		
				9780789188984		
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues	(i) examine different points of view of political parties on important contemporary issues	Instruction	9780789188984	140	par. 4
			Activity	9780789188984	129	Concept Development 2
			Instruction	9780789188984	159	Col. A, 4. Are Pressure Groups Good for American Society, par. 1, 2
				9780789188984		
				9780789188984		
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues	(ii) examine different points of view of interest groups on important contemporary issues	Instruction	9780789188984	158–161	3. What is the role of pressure groups? and 4. Are pressure groups good for American society?
			Review	9780789188984	169	Review questions 5-10
			Activity	9780789188984	169, 170	Concept development 4
			Activity	9780789188984	170	Activities 1,4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
				9780789188984		
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms	(i) analyze the importance of the First Amendment right of petition	Instruction	9780789188984	89	col.A, pars.3-4;
			Review	9780789188984	168, 169	Reviewing what you've learned 6; Review questions 7,8
			Activity	9780789188984	169, 170	Concept development 4; Activity 3
			Instruction	9780789188984	161–163	col.B on 161 through col. A, par.1 on 163
				9780789188984		
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms	(ii) analyze the importance of the First Amendment right of assembly	Instruction	9780789188984	65	col.A, pars.3-5, col.B, pars.1,2
			Review	9780789188984	79	Reviewing what you've learned 1c
			Activity	9780789188984	81	Concept development 2
				9780789188984		
				9780789188984		
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms	(iii) analyze the importance of the First Amendment right of speech	Instruction	9780789188984	84–86	introduction to Chapter 4
			Review	9780789188984	105	Review question 3
			Activity	9780789188984	408	Activity 1
			Instruction	9780789188984	158	col. B, para. 4
			Instruction	9780789188984	386–388	introduction to Chapter 16

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms	(iv) analyze the importance of the First Amendment right of press	Instruction	9780789188984	89	col.A, par.2
			Review	9780789188984	104	Reviewing what you've learned 1
			Activity	9780789188984	408	Activity 1
				9780789188984		
				9780789188984		
(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms	(v) analyze the importance of the Second Amendment right to keep and bear arms	Instruction	9780789188984	89	col.B, pars.2,3
			Review	9780789188984	105	Review question 4
				9780789188984		
				9780789188984		
				9780789188984		
(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:	(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger	(i) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group	Instruction	9780789188984	84–86	introduction to Chapter 4
			Review	9780789188984	168	Review question 1
			Activity	9780789188984	408	Activity 2
			Review	9780789188984	407	Review question 3
			Instruction	9780789188984	404	Korematsu v. United States

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:	(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration	(i) explain changes in American culture brought about by government policies	Instruction	9780789188984	133–134	1. What limits were once placed on the right to vote?
			Activity	9780789188984	149	Review Questions 1
			Instruction	9780789188984	325	Col. B, Benefits and General Assistance
			Instruction	9780789188984	327	Col. A and Col. B, par. 1–3
			Activity	9780789188984		
(18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:	(A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship	(i) understand how U.S. constitutional protections have fostered competition	Instruction	9780789188984	392, 393,	all;
			Review	9780789188984	407	Review question 2
			Activity	9780789188984	408	Activity 2
			Instruction	9780789188984	398–400	6. Which is stronger--business monopolies or the federal government?
				9780789188984		
(18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:	(A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship	(ii) understand how U.S. constitutional protections have fostered entrepreneurship	Instruction	9780789188984	24	col.A, par.2
			Activity	9780789188984	332	Hands-On Activity, no. 5
			Instruction	9780789188984	76	col.A, par.2
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(18) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:	(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies	(i) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products	Instruction	9780789188984	235	col. A, par. 1
			Activity	9780789188984	238	Hands-On Activity 5
				9780789188984	312	col. A, paras. 3, 4
				9780789188984		
				9780789188984		
(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:	(A) understand the potential impact on society of recent scientific discoveries and technological innovations	(i) understand the potential impact on society of recent scientific discoveries	Instruction	9780789188984	312	col.A, pars.3,4
			Assessment	9780789188984	514	Inquiry into Government, Focus on a Question
				9780789188984		
				9780789188984		
				9780789188984		
(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:	(A) understand the potential impact on society of recent scientific discoveries and technological innovations	(ii) understand the potential impact on society of recent technological innovations	Instruction	9780789188984	495, 496	all; pars.1-4
			Review	9780789188984	512	Review question 1
			Instruction	9780789188984	501	chart
				9780789188984		
				9780789188984		
(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:	(B) evaluate the impact of the Internet and other electronic information on the political process	(i) evaluate the impact of the Internet on the political process	Instruction	9780789188984	156	Col. B, no. 2
			Activity	9780789188984	169	Concept development 3
			Instruction	9780789188984	146	col. A, par. 3
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
				9780789188984		
(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:	(B) evaluate the impact of the Internet and other electronic information on the political process	(ii) evaluate the impact of other electronic information on the political process	Instruction	9780789188984	146	col. A, par. 1
			Activity	9780789188984	151	Concept development 4
			Instruction	9780789188984	142	cartoon
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(i) analyze information by sequencing	Instruction	9780789188984	138	Learning Skills
			Activity	9780789188984	217	Concept development 2
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ii) analyze information by categorizing	Instruction	9780789188984	192	chart
			Activity	9780789188984	150	Concept development 2
			Instruction	9780789188984	277	chart
			Instruction	9780789188984	332	Concept development 2
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iii) analyze information by identifying cause-and-effect relationships	Instruction	9780789188984	143	para 2
			Activity	9780789188984	169	Concept development 4
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iv) analyze information by comparing	Instruction	9780789188984	63	chart
			Activity	9780789188984	82	Activity 3
			Instruction	9780789188984	294–295	Learning Skills
			Review	9780789188984	438	Activity 1
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(v) analyze information by contrasting	Instruction	9780789188984	24	chart
			Activity	9780789188984	129	Concept development 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780789188984	294-295	Learning Skills
			Review	9780789188984	271	Concept development 2, 3, 4
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vi) analyze information by finding the main idea	Instruction	9780789188984	35	para. 2
			Activity	9780789188984	57	Review questions 3
			Activity	9780789188984	106	Concept development 1
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vii) analyze information by summarizing	Instruction	9780789188984	112	Learning Skills
			Activity	9780789188984	58	Concept development 2
			Activity	9780789188984	271	Concept development 1,2
			Activity	9780789188984	384	Concept development 4
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(viii) analyze information by making generalizations and predictions	Instruction	9780789188984	514	Inquiry into Government, Focus on a Question
			Activity	9780789188984	514	Inquiry into Government, Focus on a Question
			Activity	9780789188984	196	Concept development 6
			Activity	9780789188984	213	Learning Skills 4
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ix) analyze information by drawing inferences and conclusions	Instruction	9780789188984	332	Concept development 5
			Activity	9780789188984	332	Concept development 5
			Activity	9780789188984	313	Learning Skill
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) create a product on a contemporary government issue or topic using critical methods of inquiry	(i) create a product on a contemporary government issue or topic using critical methods of inquiry	Instruction	9780789188984	170	Hands-On Activity 2
			Activity	9780789188984	170	Hands-On Activity 2
			Activity	9780789188984	170	Inquiry into Government
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) analyze and defend a point of view on a current political issue	(i) analyze a point of view on a current political issue	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	301	Activity 4
			Activity	9780789188984	6	Learning Skills
			Activity	9780789188984	332	Activity 4
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) analyze and defend a point of view on a current political issue	(ii) defend a point of view on a current political issue	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	332	Activity 4
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(i) analyze the validity of information from primary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
			Instruction	9780789188984	376	Learning Skills
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(ii) analyze the validity of information from primary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
			Instruction	9780789188984	156–158	Propaganda

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(iii) analyze the validity of information from primary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(iv) analyze the validity of information from primary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(v) analyze the validity of arguments from primary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
			Instruction	9780789188984	376	Recognizing bias
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(vi) analyze the validity of arguments from primary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(vii) analyze the validity of arguments from primary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(viii) analyze the validity of arguments from primary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(ix) analyze the validity of counterarguments from primary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(x) analyze the validity of counterarguments from primary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xi) analyze the validity of counterarguments from primary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xii) analyze the validity of counterarguments from primary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xiii) analyze the validity of information from secondary sources for bias	Instruction	9780789188984	6	Learning Skills
			Review	9780789188984	6	Learning Skills
			Instruction	9780789188984	394	Learning Skills
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xiv) analyze the validity of information from secondary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xv) analyze the validity of information from secondary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xvi) analyze the validity of information from secondary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xvii) analyze the validity of arguments from secondary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
			Instruction	9780789188984	422-423	Writing to Your Legislator
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xviii) analyze the validity of arguments from secondary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xix) analyze the validity of arguments from secondary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Review	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xx) analyze the validity of arguments from secondary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxi) analyze the validity of counterarguments from secondary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxii) analyze the validity of counterarguments from secondary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxiii) analyze the validity of counterarguments from secondary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxiv) analyze the validity of counterarguments from secondary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxv) evaluate the validity of information from primary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxvi) evaluate the validity of information from primary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxvii) evaluate the validity of information from primary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxviii) evaluate the validity of information from primary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxix) evaluate the validity of arguments from primary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxx) evaluate the validity of arguments from primary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxi) evaluate the validity of arguments from primary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxii) evaluate the validity of arguments from primary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxiii) evaluate the validity of counterarguments from primary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxiv) evaluate the validity of counterarguments from primary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxv) evaluate the validity of counterarguments from primary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxvi) evaluate the validity of counterarguments from primary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxvii) evaluate the validity of information from secondary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxviii) evaluate the validity of information from secondary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xxxix) evaluate the validity of information from secondary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xl) evaluate the validity of information from secondary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xli) evaluate the validity of arguments from secondary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xlii) evaluate the validity of arguments from secondary sources for propaganda	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xliii) evaluate the validity of arguments from secondary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xliv) evaluate the validity of arguments from secondary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
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				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xlv) evaluate the validity of counterarguments from secondary sources for bias	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
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				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xlvii) evaluate the validity of counterarguments from secondary sources for point of view	Instruction	9780789188984	6	Learning Skills
			(Drop-down menu)	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xlviii) evaluate the validity of counterarguments from secondary sources for point of view	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference	(xlviii) evaluate the validity of counterarguments from secondary sources for frame of reference	Instruction	9780789188984	6	Learning Skills
			Activity	9780789188984	6	Learning Skills
				9780789188984		
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate government data using charts, tables, graphs, and maps	(i) evaluate government data using charts	Instruction	9780789188984	223	chart
			Activity	9780789188984	196	Activity 3
			Instruction	9780789188984	228	Learning Skills
			Activity	9780789188984	238	Activity 3
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate government data using charts, tables, graphs, and maps	(ii) evaluate government data using tables	Instruction	9780789188984	222	table
			Activity	9780789188984	170	Activity 2
			Instruction	9780789188984	228	Learning Skills
			Activity	9780789188984	238	Activity 2
			Activity	9780789188984	271	Activity 1
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate government data using charts, tables, graphs, and maps	(iii) evaluate government data using graphs	Instruction	9780789188984	144	graph
			Activity	9780789188984	228	Learning Skills
				9780789188984		
				9780789188984		
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Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(E) evaluate government data using charts, tables, graphs, and maps	(iv) evaluate government data using maps	Instruction	9780789188984	177	map
			Activity	9780789188984	302	Activity 3
			Instruction	9780789188984	178	map
				9780789188984		
				9780789188984		
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs	(i) use appropriate mathematical skills to interpret social studies information	Instruction	9780789188984	177	map and caption
			Activity	9780789188984	195	Concept development 2
			Instruction	9780789188984	178	map and caption
				9780789188984		
				9780789188984		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) use social studies terminology correctly	(i) use social studies terminology correctly	Instruction	9780789188984	5	Learning Skills 5
			Activity	9780789188984	32	Concept development 2
				9780789188984		
				9780789188984		
				9780789188984		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar	Instruction	9780789188984	5	Learning Skills 3
			Activity	9780789188984	170	Inquiry into Government, Share Your Conclusions
			Instruction	9780789188984	422–423	Learning Skills
				9780789188984		
				9780789188984		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling	Instruction	9780789188984	5	Learning Skills 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Activity	9780789188984	170	Inquiry into Government, Share Your Conclusions
			Instruction	9780789188984	422–423	Learning Skills
				9780789188984		
				9780789188984		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure	Instruction	9780789188984	5	Learning Skills 4
			Activity	9780789188984	170	Inquiry into Government, Share Your Conclusions
			Instruction	9780789188984	422–423	Learning Skills
				9780789188984		
				9780789188984		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation	Instruction	9780789188984	5	Learning Skills 2
			Activity	9780789188984	170	Inquiry into Government, Share Your Conclusions
			Instruction	9780789188984	422–423	Learning Skills
				9780789188984		
				9780789188984		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate	Instruction	9780789188984	129–130	Hands-On Activity 2
			Activity	9780789188984	129–130	Hands-On Activity 2
				9780789188984		
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Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	(ii) transfer information from one medium to another, including statistical to written or visual, using computer software as appropriate	Instruction	9780789188984	129–130	Hands-On Activity 2
			Activity	9780789188984	129–130	Hands-On Activity 2
				9780789188984		
				9780789188984		
				9780789188984		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(i) create written presentations of social studies information	Instruction	9780789188984	5	Writing Skills
			Activity	9780789188984	32	Activity 4
			Activity	9780789188984	82	Activity 3
			Activity	9780789188984	196	Activity 2
			Activity	9780789188984	218	Activity 5
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(ii) create oral presentations of social studies information	Instruction	9780789188984	130	Hands-On Activities 6
			Activity	9780789188984	130	Hands-On Activities 6
			Activity	9780789188984	218	Hands-On Activities 2
			Activity	9780789188984	151	Activity 4
			Activity	9780789188984	385	Activities 3, 4
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(iii) create visual presentations of social studies information	Instruction	9780789188984	129–130	Hands-On Activities 2
			Activity	9780789188984	129–130	Hands-On Activities 2
			Activity	9780789188984	82	Activity 1
			Activity	9780789188984	238	Activity 4
			Activity	9780789188984	332	Activity 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	(i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	Instruction	9780789188984	509	col. A, par. 2
			Activity	9780789188984	151	Activity 2
			Activity	9780789188984	170	Activity 2
				9780789188984		
				9780789188984		
(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	(i) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	Instruction	9780789188984	19	col. B, par. 1
			Activity	9780789188984	32	Concept Development 6
			Activity	9780789188984	218	Activity 3
			Activity	9780789188984	358	Activity 5
			Activity	9780789188984	385	Activity 2