

Correlation to the Texas Essential Knowledge and Skills (TEKS) §113.44. United States Government



**US Government:
Principles in Practice
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Texas



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	Houghton Mifflin Harcourt
Program Title	Holt McDougal United States Government: Principles in Practice Print Bundle
Program ISBN	9780544344068
(a) General Requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b) Introduction.	
<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	9780547451381	11	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 4

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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:	(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	9780547451381	11	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 4
(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	9780547451381	10–11	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547451381	28	Chapter 1, Chapter Review, Comprehension and Critical Thinking, Item 1
(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	9780547451381	11–12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 4
			Instruction	9780547451381	12	Chapter 1, Section 1, Profiles in Government: John Locke

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Reading Check Question
(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	9780547451381	10	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547451381	11	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Graphic: Sources of Power, Italicized question
(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	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547451381	36	Chapter 2, Section 1, Reading Check, Summarizing

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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	(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	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547451381	36	Chapter 2, Section 1, Reading Check, Summarizing
(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	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547451381	36	Chapter 2, Section 1, Reading Check, Summarizing

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:	(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	9780547451381	35-36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Section 1 Assessment, Item 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:	(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	9780547451381	22	Chapter 1, Section 3, Principles of American Democracy
			Review	9780547451381	25	Chapter 1, Section 3, Section 3 Assessment, Item 1

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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	(ii) identify the individuals whose principles of laws and government institutions informed the American founding documents, including William Blackstone	Instruction	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547451381	36	Chapter 2, Section 1, Reading Check, Summarizing
(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	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 4
			Instruction	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Reading Check Question
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Profiles in Government: John Locke, Italicized question

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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	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Section 1 Assessment, Item 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:	(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	9780547451381	22	Chapter 1, Section 3, Democracy in the United States, Principles of American Democracy
			Review	9780547451381	25	Chapter 1, Section 3 Assessment, Item 2

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<p>(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:</p>	<p>(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</p>	<p>(ii) identify the contributions of the political philosophies of the Founding Fathers, including Alexander Hamilton, on the development of the U.S. government</p>	Instruction	9780547451381	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers
			Review	9780547451381	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 2
<p>(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:</p>	<p>(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</p>	<p>(iii) identify the contributions of the political philosophies of the Founding Fathers, including Thomas Jefferson, on the development of the U.S. government</p>	Instruction	9780547451381	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547451381	42	Chapter 2, Section 2, American Independence, Section 2 Assessment, Item 3

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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	9780547451381	52	Chapter 2, Section 4, The constitutional Convention, Drafting a New Constitution
			Review	9780547451381	53	Profiles in Government, James Madison, Drawing Conclusions
(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	9780547451381	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers
			Review	9780547451381	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 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	(vi) identify the contributions of the political philosophies of the Founding Fathers, including George Mason, on the development of the U.S. government	Instruction	9780547451381	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547451381	42	Chapter 2, Section 2 Assessment, Item 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:	(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	9780547451381	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547451381	54	Differentiating Instruction, Struggling Readers, Constitutional Compromises
			Instruction	9780547451381	53	Chapter 2, Section 4, The Constitutional Convention, Conflict and Compromise
			Review	9780547451381	55	Chapter 2, Section 4, The Constitutional Convention, Conflict and Compromise, Reading Check Question

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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	9780547451381	54	Chapter 2, Section 4, Conflict and Compromise, Compromises over Slavery
			Review	9780547451381	55	Chapter 2, Section 4 Assessment, Item 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:	(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	9780547451381	53-55	Chapter 2, Section 4, The Constitutional Convention, Conflict and Compromise
			Review	9780547451381	55	Chapter 2, Section 4, The Constitutional Convention, Section 4 Assessment, Items 2, 3
			Instruction	9780547451381	58	Chapter 2, Section 5, Ratification and the Bill of Rights, Antifederalists versus Federalists
			Review	9780547451381	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 1
(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	9780547451381	53-55	Chapter 2, Section 4, The Constitutional Convention, Conflict and Compromise

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			Review	9780547451381	55	Chapter 2, Section 4, The Constitutional Convention, Section 4 Assessment, Item 3
			Instruction	9780547451381	58	Chapter 2, Section 5, Ratification and the Bill of Rights, Antifederalists versus Federalists
			Review	9780547451381	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 1
(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	9780547451381	172	Chapter 6, Section 2, The Powers of the Presidency, Profiles in Government
			Review	9780547451381	172	Profiles in Government, George Washington, Draw Conclusions
(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	9780547451381	133	Chapter 5, Section 2, The Powers of Congress, Implied Powers of Congress
			Review	9780547451381	136	Chapter 6, Section 2 Assessment, Item 3b
			Instruction	9780547451381	176-177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547451381	178	Chapter 6, Section 2 Assessment, Focus on Writing

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<p>(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:</p>	<p>(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</p>	<p>(iii) identify significant individuals in the field of government and politics, including John Marshall</p>	Instruction	9780547451381	107	Chapter 4, Section 2, American Federalism: Conflict and Change, Landmark Supreme Court Cases
			Review	9780547451381	107	Chapter 4, Section 2, American Federalism: Conflict and Change, Landmark Supreme Court Cases, Critical Thinking
			Instruction	9780547451381	132	Chapter 5, Section 2, The Powers of Congress, Landmark Supreme Court Cases
			Review	9780547451381	132	Chapter 5, Section 2, The Powers of Congress, Landmark Supreme Court Cases, Critical Thinking
<p>(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:</p>	<p>(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</p>	<p>(iv) identify significant individuals in the field of government and politics, including Andrew Jackson</p>	Instruction	9780547451381	177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547451381	177	Chapter 7, Section 1, The Federal Bureaucracy, The Civil Service

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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	(v) identify significant individuals in the field of government and politics, including Abraham Lincoln	Instruction	9780547451381	177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547451381	176	Chapter 6, Section 2, Growth of Presidential Power Timeline
(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	9780547451381	177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547451381	181	Chapter 6, Section 3, The President's Administration, Executive Office of the President

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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	(vii) identify significant individuals in the field of government and politics, including Franklin D. Roosevelt	Instruction	9780547451381	109	Chapter 4, Section 2, American Federalism: Conflict and Change, Expanding National Power
			Review	9780547451381	109	Chapter 4, Section 2, American Federalism: Conflict and Change, Expanding National Power, Reading Check Question
			Instruction	9780547451381	177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547451381	177	Chapter 6, Section 2, Growth of Presidential Power Timeline
(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	9780547451381	110	Chapter 4, Section 2, American Federalism: Conflict and Change, New Federalism
			Review	9780547451381	110	Chapter 4, Section 2, New Federalism, Reading Check, Identifying Supporting Details

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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	9780547451381	250	Chapter 9, Section 1, Public Opinion, Media and Public Opinion
			Review	9780547451381	253	Chapter 9, Section 1, Public Opinion, Section 2 Assessment, Item 3
			Instruction	9780547451381	254-259	Chapter 9, Section 2, Interest Groups, Entire Section
			Review	9780547451381	259	Chapter 9, Section 2, Interest Groups, Section 2 Assessment, Items 1-4
(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	9780547451381	250	Chapter 9, Section 1, Public Opinion, Media and Public Opinion
			Review	9780547451381	253	Chapter 9, Section 1, Public Opinion, Section 2 Assessment, Item 3
			Instruction	9780547451381	255	Chapter 9, Section 2, Interest Groups, Interest Groups and What They Do, Reading Check Question
			Review	9780547451381	259	Chapter 9, Section 2, Interest Groups, Section 2 Assessment, Item 5
(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			
			(Drop-down menu)			
(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			
			(Drop-down menu)			

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 Baker v. Carr	(i) explain how political divisions are crafted	Instruction			
			(Drop-down menu)			
(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 Baker v. Carr	(ii) explain how they are affected by Supreme Court decisions	Instruction			
			(Drop-down menu)			
(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			
			(Drop-down menu)			
(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			
			(Drop-down menu)			

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	9780547451381	440	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Real-World Example
			Review	9780547451381	445	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Section 1 Assessment, Item 2
			Instruction	9780547451381	472-475	Interactive Chapter 14, Section 4, Foreign Policy Challenges, Past Foreign Policy Challenges
			Review	9780547451381	481	Interactive Chapter 14, Section 4, Foreign Policy Challenges, Section 4 Assessment, Item 3
(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	9780547451381	440	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Real-World Example
			Review	9780547451381	445	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Section 1 Assessment, Item 2
			Instruction	9780547451381	472-475	Interactive Chapter 14, Section 4, Foreign Policy Challenges, Past Foreign Policy Challenges
			Review	9780547451381	481	Interactive Chapter 14, Section 4, Foreign Policy Challenges, Section 4 Assessment, Item 3
(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	9780547451381	212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547451381	212	Chapter 7, Section 3, Fiscal Policy and the Economy Graphic

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	(ii) explain how government fiscal policies influence the economy at the state level	Instruction	9780547451381	212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review		212	Chapter 7, Section 3, Fiscal Policy and the Economy Graphic
(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	9780547451381	211-212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review		212	Chapter 7, Section 3, Fiscal Policy and the Economy Graphic
(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	9780547451381	212-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review		213	Chapter 7, Section 3 Assessment, Item 4
(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	9780547451381	212-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	213	Chapter 7, Section 3 Assessment, Item 4
(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	9780547451381	212-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547451381	213	Chapter 7, Section 3 Assessment, Item 4
(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	9780547451381	202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547451381	204	Chapter 7, Section 2 Assessment, Item 3
(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	9780547451381	202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547451381	204	Chapter 7, Section 2 Assessment, Item 3

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	(ix) explain how government regulatory policies influence the economy at the national level	Instruction	9780547451381	202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review		204	Chapter 7, Section 2 Assessment, Item 3
(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	9780547451381	207-209	Chapter 7, Section 3, Financing Government, Paying for Government
			Review		209	Chapter 7, Section 3, Financing Government, Paying for Government, Reading Check Question
(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	9780547451381	208	Chapter 7, Section 3, Financing Government, Paying for Government
			Review		208	Chapter 7, Section 3, Financing Government, The Federal Deficit and Debt Graphs
(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	9780547451381	209	Chapter 7, Section 3, Financing Government, Government Spending

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	213	Chapter 7, Section 3, Financing Government, Section 3 Assessment, Item 2
(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	9780547451381	212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy, Feature: Fiscal Policy and the Economy
			Review	9780547451381	212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy, Feature: Fiscal Policy and the Economy, Skills Focus: Interpreting Charts
(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	9780547451381	25	Chapter 1, Section 3, Democracy in the United States, Free Enterprise
			Review	9780547451381	25	Chapter 1, Section 3, Democracy in the United States, Section 3 Assessment, Item 3
(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			
			(Drop-down menu)			

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	(ii) understand how government regulation can serve as [a] restriction to private enterprise	Instruction	9780547451381	108	Chapter 4, Section 1, Dividing Government Power, Expanding National Power
			Review	9780547451381	110	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 3
(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	9780547451381	440	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, The Five Goals of Foreign Policy
			Review	9780547451381	445	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Section 1 Assessment, Item 2
			Instruction	9780547451381	442	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, The Tools of Foreign Policy, Economic Tools
			Review	9780547451381	444	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Economic Tools, Reading Check Question
(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	9780547451381	172	Chapter 6, Section 2, The Powers of the Presidency, Diplomatic and Military Powers
			Review	9780547451381	172	Chapter 6, Section 2 Assessment, Item 7

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 fiscal policy	Instruction	9780547451381	212-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547451381	213	Chapter 7, Section 3 Assessment, Item 4
(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			
			(Drop-down menu)			
(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 fiscal policy	Instruction	9780547451381	211-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547451381	213	Chapter 7, Section 3 Assessment, Item 3
(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	9780547451381	26	Chapter 1, Connecting to the Constitution, What is a constitution?
			Review	9780547451381	27	Chapter 1, Connecting to the Constitution, What is a constitution? Critical Thinking Item 3

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	9780547451381	9–10	Chapter 1, Section 1, The Purposes of Government, Functions of Government
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 3
(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	9780547451381	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers
			Review	9780547451381	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 2
			Instruction	9780547451381	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers, Primary Sources: Federalist Paper No. 10
			Review	9780547451381	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers, Primary Sources: Federalist Paper No. 10, Skills Focus: Analyzing Primary Sources
(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	9780547451381	100-101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power

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			Review	9780547451381	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 4
(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	9780547451381	68	Chapter 3, Section 1, A Blueprint for Government, Why It Matters
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 6
			Instruction	9780547451381	73-74	Chapter 3, Section 1, A Blueprint for Government, Checks and Balances
			Review	9780547451381	74	Chapter 3, Section 1, A Blueprint for Government, Checks and Balances, Reading Check Question
(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	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Federalism
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Federalism, Reading Check Question
			Instruction	9780547451381	100-101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power
			Review	9780547451381	101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power, Reading Check Question

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	(iv) evaluate constitutional provisions for limiting the role of government, including separation of powers	Instruction	9780547451381	70	Chapter 3, Section 1, A Blueprint for Government, Principles of the Constitution
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 5
			Instruction	9780547451381	135	Chapter 5, Section 2, The Powers of Congress, Limits on the Powers of Congress
			Review	9780547451381	136	Chapter 5, Section 2, The Powers of Congress, Section 2 Assessment, Item 5
(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	9780547451381	70-71	Chapter 3, Section 1, A Blueprint for Government, Popular Sovereignty
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 3

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	(vi) evaluate constitutional provisions for limiting the role of government, including individual rights	Instruction	9780547451381	70	Chapter 3, Section 1, A Blueprint for Government, Principles of the Constitution
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 4
(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	9780547451381	79-81	Chapter 3, Section 2, An Enduring Document, The Amendment Process
			Review	9780547451381	83	Chapter 3, Section 2 Assessment, Items 2 and 3
(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	9780547451381	79-81	Chapter 3, Section 2, An Enduring Document, The Amendment Process
			Review	9780547451381	83	Chapter 3, Section 2 Assessment, Items 2 and 3

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	(i) identify how the American beliefs and principles reflected in the Declaration of Independence contribute to both a national identity and federal identity	Instruction	9780547451381	41	Chapter 2, Section 1, The Roots of American Democracy, The Declaration of Independence
			Review	9780547451381	43	Chapter 2, Section 1, The Roots of American Democracy, The Declaration of Independence Excerpt, 2nd Exploring the Document question
			Instruction	9780547451381	344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547451381	347	Chapter 11, Section 4 Assessment, Item 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:	(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	9780547451381	344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547451381	347	Chapter 11, Section 4 Assessment, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(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:</p>	<p>(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</p>	<p>(iii) Identify how American beliefs and principles are embodied in the United States today</p>	<p>Instruction</p>	<p>9780547451381</p>	<p>21-23</p>	<p>Chapter 1, Section 3, Democracy in the United States, Ideals of American Democracy</p>
			<p>Review</p>	<p>9780547451381</p>	<p>25</p>	<p>Chapter 1, Section 3 Assessment, Item 1</p>
			<p>Instruction</p>	<p>9780547451381</p>	<p>344</p>	<p>Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship</p>
			<p>Review</p>	<p>9780547451381</p>	<p>343</p>	<p>Chapter 11, Section 4 Assessment, Focus on Writing</p>
<p>(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:</p>	<p>(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."</p>	<p>(i) examine the reasons the Founding Fathers protected religious freedom in America</p>	<p>Instruction</p>	<p>9780547451381</p>	<p>286</p>	<p>Chapter 10, Section 2, First Amendment Freedoms, Religious Freedom</p>
			<p>Review</p>	<p>9780547451381</p>	<p>286</p>	<p>Left margin: What Do You Think?</p>

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	9780547451381	288	Chapter 10, Section 2, First Amendment Freedoms, Religious Freedom
			Review	9780547451381	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 1
			Instruction	9780547451381	394-395	Interactive Chapter 13: Supreme Court Cases, Section 1, The first Amendment: Your Freedom of Expression, The Free Exercise Clause
			Review	9780547451381	399	Interactive Chapter 13: Supreme Court Cases, Section 1, The First Amendment: Your Freedom of Expression, Section 1 Assessment, Item 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:	(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	9780547451381	286-288	Chapter 10, Section 2, First Amendment Freedoms, Religious Freedom
			Review	9780547451381	286	Chapter 10, Section 2, First Amendment Freedoms, Religious Freedom, What Do You Think? Question

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547451381	393	Interactive Chapter 13, Supreme Court Cases, Section 1, The First Amendment: Your Freedom of Expression, Freedom of Religion
			Review	9780547451381	294	Chapter 10, Section 2 Assessment, Item 1
(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	9780547451381	123-124	Chapter 5, Section 1, Congress, The Structure of Congress
			Review	9780547451381	126	Chapter 5, Section 1, The Structure of Congress, Section 1 Assessment, Item 2
(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	9780547451381	123-126	Chapter 5, Section 1, Congress, The Structure of Congress, Congress and Checks and Balances
			Review	9780547451381	126	Chapter 5, Section 1, The Structure of Congress, Section 1 Assessment, Items 1-3
			Instruction	9780547451381	128-135	Chapter 5, Section 2, The Powers of Congress, Defining the Powers of Congress, Expressed Powers of Congress, Implied Powers of Congress, Nonlegislative Powers
			Review	9780547451381	136	Chapter 5, Section 2, The Powers of Congress, Section 2 Assessment, Items 1-4, 6

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	(iii) analyze the structure of the legislative branch of government, including the role of committees	Instruction	9780547451381	153-154	Chapter 5, Section 5, The Legislative Process, The Bill on the Floor, The Conference Committee
			Review	9780547451381	155	Chapter 5, Section 5, The Legislative Process, Section 5 Assessment, Items 2-4
(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	9780547451381	153-154	Chapter 5, Section 5, The Legislative Process, The Bill on the Floor, The Conference Committee
			Review	9780547451381	155	Chapter 5, Section 5, The Legislative Process, Section 5 Assessment, Items 2-4
(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	9780547451381	150-155	Chapter 5, Section 5, The Legislative Process
			Review	9780547451381	155	Chapter 5, Section 5, The Legislative Process, Section 5 Assessment, Item 7

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	(i) analyze the functions of the executive branch of government, including the constitutional powers of the president	Instruction	9780547451381	170-175	Chapter 6, Section 2, The Powers of the Presidency, Executive Powers, Diplomatic and Military Powers, Legislative and Judicial Powers, Informal Powers
			Review	9780547451381	178	Chapter 6, Section 2, The Powers of the Presidency, Section 2 Assessment, Items 1-7
(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	9780547451381	176-178	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547451381	178	Chapter 6, Section 2, The Powers of the Presidency, Section 2 Assessment, Item 6
(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	9780547451381	184-185	Chapter 6, Section 3, The President's Administration, The Cabinet

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	185	Chapter 6, Section 3, The President's Administration, Section 3 Assessment, Item 3
(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	9780547451381	197	Chapter 7, Section 2, Executive Departments and Independent Agencies, Executive Departments
			Review	9780547451381	204	Chapter 7, Section 2, Executive Departments and Independent Agencies, Section 2 Assessment, Item 1
(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	9780547451381	221-223	Chapter 8, Section 1, The Federal Court System, Structure of the Federal Court System
			Review	9780547451381	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Items 2, 5
(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	9780547451381	221-225	Chapter 8, Section 1, The Federal Court System

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Items 1-5
(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	9780547451381	221	Chapter 8, Section 1, The Federal Court System, The American Court System
			Review	9780547451381	244	Chapter 8, Chapter Review, Comprehension and Critical Thinking, Item 1
(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	9780547451381	74	Chapter 3, Section 1, A Blueprint for Government, Judicial Review
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 7

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)	(i) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA)	Instruction	9780547451381	200-201	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547451381	204	Chapter 7, Section 2 Assessment, Item 3
(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	9780547451381	201-202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547451381	204	Chapter 7, Section 2 Assessment, Item 3

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)	(iii) identify the purpose of selected regulatory commissions, including the Occupational Safety and Health Administration (OSHA)	Instruction	9780547451381	201-202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547451381	204	Chapter 7, Section 2 Assessment, Item 3
(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	9780547451381	198	Chapter 7, Section 2, Executive Departments and Independent Agencies, The Departments Today
			Review	9780547451381	204	Chapter 7, Section 2 Assessment, Item 5

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)	(v) identify the purpose of selected regulatory commissions, including the Federal Communications Commission (FCC)	Instruction	9780547451381	202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547451381	216	Chapter 7, Chapter Review, Critical Reading, Item 4
(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	9780547451381	73-74	Chapter 3, Section 1, A Blueprint for Government, Checks and Balances
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 6
			Instruction	9780547451381	125-126	Chapter 5, Section 1, Congress, Congress and Checks and Balances
			Review	9780547451381	127	Chapter 5, Section 1, Congress, Section 1 Assessment, Item 4
(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	9780547451381	224	Chapter 8, Section 1, The Federal Court System, Appointing Federal Judges
			Review	9780547451381	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Item 3

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:	(F) analyze selected issues raised by judicial activism and judicial restraint	(ii) analyze selected issues raised by judicial restraint	Instruction	9780547451381	224	Chapter 8, Section 1, The Federal Court System, Appointing Federal Judges
			Review	9780547451381	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Item 3
(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	9780547451381	197-203	Chapter 7, Section 2, Executive Departments and Independent Agencies, Executive Departments, The Departments Today, Independent Agencies
			Review	9780547451381	204	Chapter 7, Section 2, Executive Departments and Independent Agencies, Section 2 Assessment, Items 3, 5
(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	9780547451381	440	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, The Basics of Foreign Policy
			Review	9780547451381	445	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Section 1 Assessment, Item 1
			Instruction	9780547451381	451-455	Interactive Chapter 14, Section 2, How Domestic Actors Affect Foreign Policy, The Foreign Policy Bureaucracy, The President, Congress, and Foreign Policy

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	457	Interactive Chapter 14, Section 2, How Domestic Actors Affect Foreign Policy, Section 2 Assessment, Items 1, 2
(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	9780547451381	530-531	Interactive Chapter 16, Section 2, State Government, Organization of State Governments
			Review	9780547451381	550	Interactive Chapter 16 Review, Comprehension and Critical Thinking, Item 2b
			Instruction	9780547451381	533	Interactive Chapter 16, Section 2, State Government, State Legislative Branches, Organization
			Review	9780547451381	533	Interactive Chapter 16, Section 2, State Government, State Legislative Branches, Organization, Reading Check Question
(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	9780547451381	530-531	Interactive Chapter 16, Section 2, State Government, Organization of State Governments
			Review	9780547451381	550	Interactive Chapter 16 Review, Comprehension and Critical Thinking, Item 2b
			Instruction	9780547451381	533	Interactive Chapter 16, Section 2, State Government, State Legislative Branches, Processes
			Review	9780547451381	533	Interactive Chapter 16, Section 2, State Government, State Legislative Branches, Organization, Reading Check Question

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:	(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	9780547451381	545	Interactive Chapter 16, Section 3, Local Government and Participation, WebQuest
			Review	9780547451381	544	Interactive Chapter 16, Section 3, Layers of Government Graphic
(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	9780547451381	97	Chapter 4, Section 1, Dividing Government Power, Why Federalism?
			Review	9780547451381	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 1
(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	9780547451381	97	Chapter 4, Section 1, Dividing Government Power, Why Federalism?
			Review	9780547451381	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 1
(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	9780547451381	98-100	Chapter 4, Section 1, Dividing Government Power, National Powers, State Powers, Shared Powers

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Items 3, 4, 5, 7
(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	9780547451381	52-53	Chapter 2, Section 4, The Constitutional Convention, Rival Plans
			Review	9780547451381	55	Chapter 2, Section 4, The Constitutional Convention, Section 2 Assessment, Item 2
			Instruction	9780547451381	58	Chapter 2, Section 5, Ratification and the Bill of Rights, Antifederalists versus Federalists
			Review	9780547451381	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 1
(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			
			(Drop-down menu)			
(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	9780547451381	71	Chapter 3, Section 1, A Blueprint for Government, Limited Government
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 4
			Instruction	9780547451381	100-101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 4
(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	9780547451381	101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power
			Review	9780547451381	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 4
(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	9780547451381	144	Chapter 5, Section 4, The Senate, The Senate and Its Membership
			Review	9780547451381	145	Chapter 5, Section 4, The Senate, The Senate and Its Membership, Reading Check Question
			Instruction	9780547451381	545	Interactive Chapter 16, Section 3, Local Government and Participation, Types of Local Governments
			Review	9780547451381	547	Interactive Chapter 16, Section 3, Local Government and Participation, Section 3 Assessment, Item 1
(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	9780547451381	223-224	Chapter 8, Section 1, The Federal Court System, Appointing Federal Judges
			Review	9780547451381	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Item 3

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:	(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	9780547451381	267-272	Chapter 9, Section 4, The Electoral Process, Entire Section
			Review	9780547451381	272	Chapter 9, Section 4, The Electoral Process, Section 4 Assessment, Items 1-5
(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	9780547451381	165-166	Chapter 6, Section 1, The President, Formal Characteristics of the Presidency
			Review	9780547451381	168	Chapter 6, Section 1, The President, Section 1 Assessment, Item 2
(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	9780547451381	144	Chapter 5, Section 4, The Senate, The Senate and Its Membership
			Review	9780547451381	145	Chapter 5, Section 4, The Senate, The Senate and Its Membership, Reading Check Question
(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	9780547451381	261	Chapter 9, Section 3, Political Parties, The Role of Political Parties
			Review	9780547451381	261	Chapter 9, Section 3, Political Parties, The Role of Political Parties, Reading Check Question

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547451381	260	Chapter 9, Section 3, Political Parties, Why It Matters
			Review	9780547451381	265	Chapter 9, Section 3, Political Parties, Section 3 Assessment, Item 1
(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	9780547451381	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547451381	265	Chapter 9, Section 3, Political Parties, Section 3 Assessment, Item 3
(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	9780547451381	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547451381	265	Chapter 9, Section 3, Political Parties, Section 3 Assessment, Item 3
(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	9780547451381	261	Chapter 9, Section 3, Political Parties, The Role of Political Parties
			Review	9780547451381	261	Chapter 9, Section 3, Political Parties, Section 3 Assessment, Item 1
(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	9780547451381	261-264	Chapter 9, Section 3, Political Parties, The American Two-Party System

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	264	Chapter 9, Section 3, Political Parties, The American Two-Party System, Reading Check Question
(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	9780547451381	262-264	Chapter 9, Section 3, Political Parties, The American Two-Party System
			Review	9780547451381	262-263	Chapter 9, Section 3, Political Parties, Graph: American Political Parties
			Instruction	9780547451381	266	Chapter 9, Section 3, Debating the Issue, Voting for a Third-Party Candidate
			Review	9780547451381	266	Collaborative Learning, Third-Party Presidential Candidates
(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	9780547451381	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547451381	261	Chapter 9, Section 3, The Role of Political Parties, Reading Check Question
(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	9780547451381	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547451381	261	Chapter 9, Section 3, The Role of Political Parties, Reading Check Question

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	(iii) identify opportunities for citizens to participate in political party activities at [the] national level	Instruction	9780547451381	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547451381	265	Chapter 9, Section 3 Assessment, Focus on Writing
(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	9780547451381	15-18	Chapter 1, Section 2, Forms of Government, The Classic Forms, Organizing National Power
			Review	9780547451381	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Item 1b
(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	9780547451381	15	Chapter 1, Section 2, Forms of Government, Classic Forms of Government
			Review	9780547451381	19	Chapter 1, Section 2 Assessment, Item 1

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:	(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	9780547451381	17-18	Chapter 1, Section 2, Forms of Government, Organizing National Power
			Review	9780547451381	19	Chapter 1, Section 2 Assessment, Item 2
(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	9780547451381	18	Instruction: Chapter 1, Section 2, Forms of Government, Organizing National Power
			Review	9780547451381	19	Chapter 1, Section 2 Assessment, Item 2
(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	9780547451381	17	Chapter 1, Section 2, Forms of Government, Organizing National Power
			Review	9780547451381	19	Chapter 1, Section 2 Assessment, Item 2
(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	9780547451381	18-19	Chapter 1, Section 2, Forms of Government, Presidents and Parliaments
			Review	9780547451381	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Item 3

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:	(C) analyze advantages and disadvantages of presidential and parliamentary systems of government	(ii) analyze advantages and disadvantages of [a] parliamentary system of government	Instruction	9780547451381	18	Chapter 1, Section 2, Forms of Government, Presidential and Parliamentary Systems
			Review	9780547451381	18	Chapter 1, Section 2, Forms of Government, Presidential and Parliamentary Systems, Skills Focus question
			Instruction	9780547451381	19	Chapter 1, Section 2, Forms of Government, Presidents and Parliaments
			Review	9780547451381	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Item 3
(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	9780547451381	33-34	Chapter 2, Section 1, The Roots of American Democracy, English Political Heritage
			Review	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Section 1 Assessment, Item 1
			Instruction	9780547451381	42	Chapter 2, Section 2, American Independence, The State Constitutions
			Review	9780547451381	42	Chapter 2, Section 2, American Independence, Section 2 Assessment, Item 4
(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	9780547451381	22-23	Chapter 1, Section 3, Democracy in the United States, Principles of American Democracy
			Review	9780547451381	25	Chapter 1, Section 3, Democracy in the United States, Section 3 Assessment, Item 2
			Instruction	9780547451381	71	Chapter 3, Section 1, A Blueprint for Government, Limited Government

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 4
(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	9780547451381	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547451381	43	The Declaration of Independence, Exploring the Document
(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	9780547451381	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547451381	43	The Declaration of Independence, Exploring the Document
(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	9780547451381	62-63	Chapter 2, Section 5, Ratification and the Bill of Rights, We the People
			Review	9780547451381	63	Chapter 2, Section 5, Ratification and the Bill of Rights, We the People, Reviewing Ideas and Terms
			Instruction	9780547451381	82-83	Chapter 3, Section 2, An Enduring Document, More Than 200 Years of Amendments
			Review	9780547451381	83	Chapter 3, Section 2, An Enduring Document, Section 3 Assessment, Item 5

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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(i) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale	Instruction	9780547451381	286-287	Chapter 10, Section 2, First Amendment Freedoms, Religions Freedom
			Review	9780547451381	294	Chapter 10, Section 2 Assessment, Item 1
(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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(ii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Schenck v. United States	Instruction	9780547451381	289-291	Chapter 10, Section 2, First Amendment Freedoms, Freedom of Speech and of the Press
			Review	9780547451381	294	Chapter 10, Section 2 Assessment, Item 2

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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(iii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Texas v. Johnson	Instruction	9780547451381	292	Chapter 10, Section 2, First Amendment Freedoms, Freedom of Speech and of the Press
			Review	9780547451381	292	Critical Thinking: Identifying the Main Idea and Details, Speech and Press Outline
(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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(iv) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Miranda v. Arizona	Instruction	9780547451381	307-309	Chapter 10, Section 4, Crime and Punishment, Rights of the Accused
			Review	9780547451381	313	Chapter 10, Section 4, Crime and Punishment, Section 4 Assessment, Item 2

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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(v) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Gideon v. Wainwright	Instruction	9780547451381	311	Chapter 10, Section 4, Crime and Punishment, Guarantees of a Fair Trial
			Review	9780547451381	311	Chapter 10, Section 4, Crime and Punishment, Primary Sources: The Right to an Attorney, Skills Focus
(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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(vi) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Mapp v. Ohio	Instruction	9780547451381	298	Chapter 10, Section 3, Protecting Individual Liberties, Security of Home and Person
			Review	9780547451381	300	Chapter 10, Section 3, Protecting Individual Liberties, Reading Check

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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(vii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Roe v. Wade	Instruction	9780547451381	300-301	Chapter 10, Section 3, Protecting Individual Liberties, The Right to Privacy
			Review	9780547451381	310	Chapter 10, Section 3 Assessment, Item 3
(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	9780547451381	416	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Due Process and Equal Protection
			Review	9780547451381	416	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Due Process and Equal Protection, Reading Check Question
			Instruction	9780547451381	418-425	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Substantive Due Process, Procedural Due Process
			Review	9780547451381	425	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Section 3 Assessment, Items 1-3
(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	9780547451381	416	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Due Process and Equal Protection

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	425	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Due Process and Equal Protection, Section 3 Assessment, Item 1
(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	9780547451381	328	Chapter 11, Section 2, Equal Justice Under Law, Laws and Segregation after the Civil War
			Review	9780547451381	332	Chapter 11, Section 2, Equal Justice Under Law, Section 2 Assessment, Item 1
(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			
			(Drop-down menu)			

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	9780547451381	283	Chapter 10, Section 1, Protecting Constitutional Rights, Civil Liberties and the Fourteenth Amendment
			Review	9780547451381	284	Chapter 10, Section 1, Protecting Constitutional Rights, Section 1 Assessment, Item 3
(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	9780547451381	283-284	Chapter10, Section 1, Civil Liberties and the Fourteenth Amendment
			Review	9780547451381	284	Direct Teach, Reading Focus, Civil Liberties and the Fourteenth Amendment

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	9780547451381	100-101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power
			Review	9780547451381	102	Chapter 4, Section 1 Assessment, Item 4
(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	9780547451381	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547451381	343	Chapter 11, Section 4 Assessment, Item 1
(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	9780547451381	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547451381	343	Collaborative Learning, Responsibilities of Citizenship
			Instruction	9780547451381	349	Chapter 11, Section 4, We the People, Civic Participation
			Review	9780547451381	349	Chapter 11, Section 4, We the People, Civic Participation, Reviewing Ideas

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	9780547451381	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547451381	347	Chapter 11, Section 4, Citizenship and Immigration, Section 4 Assessment, Item 1
(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	9780547451381	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547451381	347	Chapter 11, Section 4, Citizenship and Immigration, Section 4 Assessment, Item 1
(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	9780547451381	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship

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			Review	9780547451381	347	Chapter 11, Section 4, Citizenship and Immigration, Section 4 Assessment, Item 1
(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	9780547451381	383	Interactive Chapter 12, Section 3, Election Day and the Voters, The Voting Process, Steps to Voting
			Review	9780547451381	383	Interactive Chapter 12, Section 3, Election Day and the Voters, The Voting Process, Skills Focus question
(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	9780547451381	270	Chapter 9, Section 4, The Electoral Process, Voting and Voter Behavior
			Review	9780547451381	272	Chapter 9, Section 4 Assessment, Item 3
(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	9780547451381	348-349	Chapter 11, Section 4, We the People, Civic Participation
			Review	9780547451381	349	Chapter 11, Section 4, We the People, Civic Participation Reviewing Ideas, Item 1
			Instruction	9780547451381	380-381	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	382	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities, Reading Check Question
(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	9780547451381	348-349	Chapter 11, Section 4, We the People, Civic Participation
			Review	9780547451381	349	Chapter 11, Section 4, We the People, Civic Participation Reviewing Ideas, Item 1
			Instruction	9780547451381	380-381	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities
			Review	9780547451381	382	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities, Reading Check Question
(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	9780547451381	348-349	Chapter 11, Section 4, We the People, Civic Participation
			Review	9780547451381	349	Chapter 11, Section 4, We the People, Civic Participation Reviewing Ideas, Item 1
			Instruction	9780547451381	380-381	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities
			Review	9780547451381	382	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities, Reading Check Question

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:	(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	9780547451381	334-335	Chapter 11, Section 3, Civil Rights Laws, The Civil Rights Movement
			Review	9780547451381	340	Chapter 11, Section 3, Civil Rights Laws, Section 3 Assessment, Item 1
			Instruction	9780547451381	334	Chapter 11, Section 3, Civil Rights Laws, Why It Matters
			Review	9780547451381	335	Chapter 11, Section 3, Civil Rights Laws, The Civil Rights Movement, Reading Check Question
(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	9780547451381	543	Interactive Chapter 16, Section 3, Local Government and Citizen Participation, Case Study
			Review	9780547451381	547	Interactive Chapter 16, Section 3, Local Government and Citizen Participation, Section 3 Assessment, Items 4-6
(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	9780547451381	248	Chapter 9, Section 1, Public Opinion, Why It Matters, Forming Public Opinion
			Review	9780547451381	248	Chapter 9, Section 1, Public Opinion, Forming Public Opinion, Reading Check Question
			Instruction	9780547451381	252-253	Section 1, Public Opinion, Measuring Public Opinion
			Review	9780547451381	253	Chapter 9, Section 1, Public Opinion, Section 1 Assessment, Items 2, 3
(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	9780547451381	248-250	Chapter 9, Section 1, Public Opinion, Why It Matters, Forming Public Opinion

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	253	Chapter 9, Section 1, Public Opinion, Section 1 Assessment, Items 2, 3
			Instruction	9780547451381	258	Chapter 9, Section 2, Interest Groups, Functions of Special Interest Groups
			Review	9780547451381	259	Chapter 9, Section 2, Interest Groups, Functions of Special Interest Groups, Reading Check Question
(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	9780547451381	260-265	Chapter 9, Section 3, Political Parties
			Review	9780547451381	265	Chapter 9, Section 3 Assessment, Items 1-3
(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	9780547451381	254-259	Chapter 9, Section 2, Interest Groups, Entire Section
			Review	9780547451381	259	Chapter 9, Section 2 Assessment, Items 1-3

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(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	9780547451381	293	Chapter 10, Section 2, First Amendment Freedoms, Freedoms of Assembly and Petition
			Review	9780547451381	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 4
(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	9780547451381	293	Chapter 10, Section 2, First Amendment Freedoms, Freedoms of Assembly and Petition
			Review	9780547451381	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 4
(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	9780547451381	289	Chapter 10, Section 2, First Amendment Freedoms, Freedom of Speech and of the Press
			Review	9780547451381	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 4

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	9780547451381	289	Chapter 10, Section 2, First Amendment Freedoms, Freedom of Speech and of the Press
			Review	9780547451381	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 4
(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	9780547451381	297	Chapter 10, Section 3, Protecting Individual Liberties, The Right to Keep and Bear Arms
			Review	9780547451381	302	Chapter 10, Section 3, Protecting Individual Liberties, Section 3 Assessment, Items 1, 5
(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	9780547451381	336-340	Chapter 11, Section 3, Civil Rights Laws, New Federal Laws, Extending Civil Rights, Affirmative Action
			Review	9780547451381	340	Chapter 11, Section 3, Civil Rights Laws, Section 3 Assessment, Items 1-3

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	9780547451381	321-324	Chapter 11, Section 1, entirety
			Review	9780547451381	324	Chapter 11, Section 1 Assessment, Items 1, 2
			Instruction	9780547451381	339	Chapter 11, Section 3, Civil Rights Laws, Affirmative Action
			Review	9780547451381	340	Chapter 11, Section 3 Assessment, Item 4
(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	9780547451381	511	Interactive Chapter 15, Section 3, Economic Systems, Mixed Economies
			Review	9780547451381	512	Interactive Chapter 15, Section 3, Economic Systems, Graphic: Capitalism, <i>Italicized question</i>
(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			
			(Drop-down menu)			

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			
			(Drop-down menu)			
(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			
			(Drop-down menu)			
(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			
			(Drop-down menu)			
(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	9780547451381	362-363	Interactive Chapter 12, Section 1, Election Campaigns, Conducting a Campaign, Campaigns and the Media
			Review	9780547451381	363	Interactive Chapter 12, Section 1, Election Campaigns, Section 1 Assessment, Item 2

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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	9780547451381	362-363	Interactive Chapter 12, Section 1, Election Campaigns, Conducting a Campaign, Campaigns and the Media
			Review	9780547451381	363	Interactive Chapter 12, Section 1, Election Campaigns, Section 1 Assessment, Item 2
(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	9780547451381	140	Chapter 5, Section 3, The House of Representatives, Reapportionment and Redistricting
			Review	9780547451381	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 4
(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	9780547451381	36	Chapter 2, Section 1, The Roots of American Democracy, Section 1 Assessment, Item 4

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	83	Chapter 3, Section 2, An Enduring Document, Section 2 Assessment, Item 5
<p>(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:</p>	<p>(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</p>	<p>(iii) analyze information by identifying cause-and-effect relationships</p>	Instruction	9780547451381	H3	Skills Handbook, Identifying Cause and Effect
			Review	9780547451381	50	Chapter 2, Section 3, Articles of Confederation, Pressures for Stronger Government, Reading Check Question
<p>(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:</p>	<p>(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</p>	<p>(iv) analyze information by comparing</p>	Instruction	9780547451381	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547451381	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Items 1, 4

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	(v) analyze information by contrasting	Instruction	9780547451381	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547451381	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Items 1, 4
(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	9780547451381	14	Chapter 1, Section 2, Forms of Government, Teach the Main Idea
			Review	9780547451381	17	Chapter 1, Section 2, Forms of Government, The Classic Forms, Reading Check Question

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	(vii) analyze information by summarizing	Instruction	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Reading Check Question
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 3
(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	9780547451381	H11	Skills Handbook, Developing and Testing Hypotheses
			Review	9780547451381	114	Chapter 4, Section 3, Federalism Today, Grants and Mandates, Reading Check Question

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	(ix) analyze information by drawing inferences and conclusions	Instruction	9780547451381	H9	Skills Handbook, Making Inferences
			Review	9780547451381	23	Chapter 1, Section 3, Democracy in the United States, Principles of American Democracy, Reading Check Question
			Instruction	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Profiles in Government
			Review	9780547451381	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Items 1, 2
(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	9780547451381	H13	Skills Handbook, Using Electronic Media
			Review	9780547451381	537	Chapter 16, Section 2, Local Government, Critical Thinking: Identifying Problems and Solutions
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	546	Chapter 16, Section 3, Local Government and Citizen Participation, Collaborative Learning

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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:	(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	461	Chapter 14, Lesson 3, Foreign Policy and International Institutions, Using the Case Study
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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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	(iii) analyze the validity of information from primary sources for point of view	Instruction	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	22	Chapter 1, Section 3, Democracy in the United States, Skills Focus, Interpreting Primary Sources
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	22	Chapter 1, Section 3, Democracy in the United States, Skills Focus, Interpreting Primary Sources
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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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	(vi) analyze the validity of arguments from primary sources for propaganda	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	22	Chapter 1, Section 3, Democracy in the United States, Skills Focus, Interpreting Primary Sources
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	22	Chapter 1, Section 3, Democracy in the United States, Skills Focus, Interpreting Primary Sources

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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	(ix) analyze the validity of counterarguments from primary sources for bias	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill

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<p>(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:</p>	<p>(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</p>	<p>(xii) analyze the validity of counterarguments from primary sources for frame of reference</p>	Instruction	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
<p>(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:</p>	<p>(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</p>	<p>(xiii) analyze the validity of information from secondary sources for bias</p>	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda, Apply the Skill
<p>(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:</p>	<p>(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</p>	<p>(xiv) analyze the validity of information from secondary sources for propaganda</p>	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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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	(xv) analyze the validity of information from secondary sources for point of view	Instruction	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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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	(xviii) analyze the validity of arguments from secondary sources for propaganda	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill

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<p>(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:</p>	<p>(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</p>	<p>(xxi) analyze the validity of counterarguments from secondary sources for bias</p>	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda, Apply the Skill
<p>(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:</p>	<p>(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</p>	<p>(xxii) analyze the validity of counterarguments from secondary sources for propaganda</p>	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda, Apply the Skill
<p>(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:</p>	<p>(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</p>	<p>(xxiii) analyze the validity of counterarguments from secondary sources for point of view</p>	Instruction	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill

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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	(xxiv) analyze the validity of counterarguments from secondary sources for frame of reference	Instruction	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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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	(xxvii) evaluate the validity of information from primary sources for point of view	Instruction	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill

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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda, Apply the Skill
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda, Apply the Skill
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill

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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	(xxxvi) evaluate the validity of counterarguments from primary sources for frame of reference	Instruction	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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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	(xxxix) evaluate the validity of information from secondary sources for point of view	Instruction	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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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	(xlii) evaluate the validity of arguments from secondary sources for propaganda	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill

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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	(xiv) evaluate the validity of counterarguments from secondary sources for bias	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda, Apply the Skill
(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 propaganda	Instruction	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547451381	H5	Skills Handbook, Recognizing Bias and Propaganda, Apply the Skill
(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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill

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	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547451381	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
(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	9780547451381	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547451381	538	Interactive Chapter 16, Section 2, State Government, State Government Finances chart
(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	9780547451381	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547451381	224	Chapter 8, Section 1, The Federal Court System, Federal Judiciary table
(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	9780547451381	H14	Skills Handbook, Synthesizing Information from Multiple Sources

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547451381	380	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voter Turnout in 2008 graph
(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	9780547451381	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547451381	301	Chapter 10, Section 3, Protecting Individual Liberties, Surveillance and the Right to Privacy map
(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	9780547451381	510	Chapter 15, Section 3, Economic Systems, Real-World Example
			Review	9780547451381	510	Chapter 15, Section 3, Economic Systems, Real-World Example, Applying Information
(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	9780547451381	15	Chapter 1, Section 2, Forms of Government, Classic Forms of Government table
			Review	9780547451381	19	Chapter 1, Section 2 Assessment, Item 1

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:	(B) use standard grammar, spelling, sentence structure, and punctuation	(i) use standard grammar	Instruction	9780547451381	65	Chapter 2, Chapter Review, Focus on Writing
			Review	9780547451381	119	Chapter 4, Chapter Review, Focus on Writing
(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	9780547451381	65	Chapter 2, Chapter Review, Focus on Writing
			Review	9780547451381	119	Chapter 4, Chapter Review, Focus on Writing
(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	9780547451381	65	Chapter 2, Chapter Review, Focus on Writing
			Review	9780547451381	119	Chapter 4, Chapter Review, Focus on Writing
(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	9780547451381	65	Chapter 2, Chapter Review, Focus on Writing
			Review	9780547451381	119	Chapter 4, Chapter Review, Focus on Writing

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	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate	Instruction	9780547451381	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547451381	H15	Skills Handbook, Creating a Multimedia Presentation, Apply the Skill
(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	9780547451381	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547451381	H15	Skills Handbook, Creating a Multimedia Presentation, Apply the Skill
(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	9780547451381	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547451381	13	Chapter 1, Section 1, The Purposes of Government, Skills Focus: Presenting a Research Project
(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	9780547451381	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547451381	13	Chapter 1, Section 1, The Purposes of Government, Skills Focus: Presenting a Research Project

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:	(D) create written, oral, and visual presentations of social studies information	(iii) create visual presentations of social studies information	Instruction	9780547451381	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547451381	13	Chapter 1, Section 1, The Purposes of Government, Skills Focus: Presenting a Research Project
(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	9780547451381	H17	Skills Handbook, Solving Problems
			Review	9780547451381	101	Chapter 4, Section 1, Dividing Government Power, Skills Focus: Identifying Problems and Solutions
(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	9780547451381	H16	Skills Handbook, Making Decisions
			Review	9780547451381	38	Chapter 2, Section 2, American Independence, Skills Focus: Making Decisions

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher 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	Houghton Mifflin Harcourt
Program Title	Holt McDougal United States Government: Principles in Practice Print Bundle
Program ISBN	9780544344068
(a) General Requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b) Introduction.	
<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	9780547497129	11	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 4

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	(ii) explain major political ideas in history, including unalienable rights	Instruction	9780547497129	11	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 4
(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	9780547497129	10–11	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547497129	28	Chapter 1, Chapter Review, Comprehension and Critical Thinking, Item 1
(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	9780547497129	11–12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 4
			Instruction	9780547497129	12	Chapter 1, Section 1, Profiles in Government: John Locke

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Reading Check Question
(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	9780547497129	10	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547497129	11	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Graphic: Sources of Power, Italicized question
(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	9780547497129	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547497129	36	Chapter 2, Section 1, Reading Check, Summarizing

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:	(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	9780547497129	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547497129	36	Chapter 2, Section 1, Reading Check, Summarizing
(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	9780547497129	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547497129	36	Chapter 2, Section 1, Reading Check, Summarizing

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:	(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	9780547497129	35-36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547497129	36	Chapter 2, Section 1, The Roots of American Democracy, Section 1 Assessment, Item 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:	(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	9780547497129	22	Chapter 1, Section 3, Principles of American Democracy
			Review	9780547497129	25	Chapter 1, Section 3, Section 3 Assessment, Item 1

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	(ii) identify the individuals whose principles of laws and government institutions informed the American founding documents, including William Blackstone	Instruction	9780547497129	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547497129	36	Chapter 2, Section 1, Reading Check, Summarizing
(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	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 4
			Instruction	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Reading Check Question
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Profiles in Government: John Locke, Italicized question

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	(iv) identify the individuals whose principles of laws and government institutions informed the American founding documents, including Charles de Montesquieu	Instruction	9780547497129	36	Chapter 2, Section 1, The Roots of American Democracy, Intellectual Influences
			Review	9780547497129	36	Chapter 2, Section 1, The Roots of American Democracy, Section 1 Assessment, Item 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:	(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	9780547497129	22	Chapter 1, Section 3, Democracy in the United States, Principles of American Democracy
			Review	9780547497129	25	Chapter 1, Section 3 Assessment, Item 2

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:	(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	9780547497129	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers
			Review	9780547497129	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 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:	(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	9780547497129	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547497129	42	Chapter 2, Section 2, American Independence, Section 2 Assessment, Item 3

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:	(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	9780547497129	52	Chapter 2, Section 4, The constitutional Convention, Drafting a New Constitution
			Review	9780547497129	53	Profiles in Government, James Madison, Drawing Conclusions
(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	9780547497129	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers
			Review	9780547497129	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 2

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:	(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	9780547497129	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547497129	42	Chapter 2, Section 2 Assessment, Item 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:	(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	9780547497129	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547497129	54	Differentiating Instruction, Struggling Readers, Constitutional Compromises
			Instruction	9780547497129	53	Chapter 2, Section 4, The Constitutional Convention, Conflict and Compromise
			Review	9780547497129	55	Chapter 2, Section 4, The Constitutional Convention, Conflict and Compromise, Reading Check Question

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:	(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	9780547497129	54	Chapter 2, Section 4, Conflict and Compromise, Compromises over Slavery
			Review	9780547497129	55	Chapter 2, Section 4 Assessment, Item 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:	(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	9780547497129	53-55	Chapter 2, Section 4, The Constitutional Convention, Conflict and Compromise
			Review	9780547497129	55	Chapter 2, Section 4, The Constitutional Convention, Section 4 Assessment, Items 2, 3
			Instruction	9780547497129	58	Chapter 2, Section 5, Ratification and the Bill of Rights, Antifederalists versus Federalists
			Review	9780547497129	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 1
(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	9780547497129	53-55	Chapter 2, Section 4, The Constitutional Convention, Conflict and Compromise

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	55	Chapter 2, Section 4, The Constitutional Convention, Section 4 Assessment, Item 3
			Instruction	9780547497129	58	Chapter 2, Section 5, Ratification and the Bill of Rights, Antifederalists versus Federalists
			Review	9780547497129	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 1
(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	9780547497129	172	Chapter 6, Section 2, The Powers of the Presidency, Profiles in Government
			Review	9780547497129	172	Profiles in Government, George Washington, Draw Conclusions
(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	9780547497129	133	Chapter 5, Section 2, The Powers of Congress, Implied Powers of Congress
			Review	9780547497129	136	Chapter 6, Section 2 Assessment, Item 3b
			Instruction	9780547497129	176-177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547497129	178	Chapter 6, Section 2 Assessment, Focus on Writing

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:	(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	9780547497129	107	Chapter 4, Section 2, American Federalism: Conflict and Change, Landmark Supreme Court Cases
			Review	9780547497129	107	Chapter 4, Section 2, American Federalism: Conflict and Change, Landmark Supreme Court Cases, Critical Thinking
			Instruction	9780547497129	132	Chapter 5, Section 2, The Powers of Congress, Landmark Supreme Court Cases
			Review	9780547497129	132	Chapter 5, Section 2, The Powers of Congress, Landmark Supreme Court Cases, Critical Thinking
(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	9780547497129	177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547497129	177	Chapter 7, Section 1, The Federal Bureaucracy, The Civil Service

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:	(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	9780547497129	177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547497129	176	Chapter 6, Section 2, Growth of Presidential Power Timeline
(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	9780547497129	177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547497129	181	Chapter 6, Section 3, The President's Administration, Executive Office of the President

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:	(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	9780547497129	109	Chapter 4, Section 2, American Federalism: Conflict and Change, Expanding National Power
			Review	9780547497129	109	Chapter 4, Section 2, American Federalism: Conflict and Change, Expanding National Power, Reading Check Question
			Instruction	9780547497129	177	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547497129	177	Chapter 6, Section 2, Growth of Presidential Power Timeline
(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	9780547497129	110	Chapter 4, Section 2, American Federalism: Conflict and Change, New Federalism
			Review	9780547497129	110	Chapter 4, Section 2, New Federalism, Reading Check, Identifying Supporting Details

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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	9780547497129	250	Chapter 9, Section 1, Public Opinion, Media and Public Opinion
			Review	9780547497129	253	Chapter 9, Section 1, Public Opinion, Section 2 Assessment, Item 3
			Instruction	9780547497129	254-259	Chapter 9, Section 2, Interest Groups, Entire Section
			Review	9780547497129	259	Chapter 9, Section 2, Interest Groups, Section 2 Assessment, Items 1-4
(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	9780547497129	250	Chapter 9, Section 1, Public Opinion, Media and Public Opinion
			Review	9780547497129	253	Chapter 9, Section 1, Public Opinion, Section 2 Assessment, Item 3
			Instruction	9780547497129	255	Chapter 9, Section 2, Interest Groups, Interest Groups and What They Do, Reading Check Question
			Review	9780547497129	259	Chapter 9, Section 2, Interest Groups, Section 2 Assessment, Item 5
(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			
			(Drop-down menu)			
(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			
			(Drop-down menu)			

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 Baker v. Carr	(i) explain how political divisions are crafted	Instruction (Drop-down menu)			
(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 Baker v. Carr	(ii) explain how they are affected by Supreme Court decisions	Instruction (Drop-down menu)			
(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 (Drop-down menu)			
(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 (Drop-down menu)			

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	9780547497129	440	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Real-World Example
			Review	9780547497129	445	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Section 1 Assessment, Item 2
			Instruction	9780547497129	472-475	Interactive Chapter 14, Section 4, Foreign Policy Challenges, Past Foreign Policy Challenges
			Instruction	9780547497129	481	Interactive Chapter 14, Section 4, Foreign Policy Challenges, Section 4 Assessment, Item 3
(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	9780547497129	440	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Real-World Example
			Review	9780547497129	445	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Section 1 Assessment, Item 2
			Instruction	9780547497129	472-475	Interactive Chapter 14, Section 4, Foreign Policy Challenges, Past Foreign Policy Challenges
			Review	9780547497129	481	Interactive Chapter 14, Section 4, Foreign Policy Challenges, Section 4 Assessment, Item 3
(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	9780547497129	212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547497129	212	Chapter 7, Section 3, Fiscal Policy and the Economy Graphic

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	(ii) explain how government fiscal policies influence the economy at the state level	Instruction	9780547497129	212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547497129	212	Chapter 7, Section 3, Fiscal Policy and the Economy Graphic
(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	9780547497129	211-212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547497129	212	Chapter 7, Section 3, Fiscal Policy and the Economy Graphic
(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	9780547497129	212-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547497129	213	Chapter 7, Section 3 Assessment, Item 4
(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	9780547497129	212-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	213	Chapter 7, Section 3 Assessment, Item 4
(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	9780547497129	212-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547497129	213	Chapter 7, Section 3 Assessment, Item 4
(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	9780547497129	202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547497129	204	Chapter 7, Section 2 Assessment, Item 3
(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	9780547497129	202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547497129	204	Chapter 7, Section 2 Assessment, Item 3

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	(ix) explain how government regulatory policies influence the economy at the national level	Instruction	9780547497129	202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review		204	Chapter 7, Section 2 Assessment, Item 3
(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	9780547497129	207-209	Chapter 7, Section 3, Financing Government, Paying for Government
			Review		209	Chapter 7, Section 3, Financing Government, Paying for Government, Reading Check Question
(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	9780547497129	208	Chapter 7, Section 3, Financing Government, Paying for Government
			Review		208	Chapter 7, Section 3, Financing Government, The Federal Deficit and Debt Graphs
(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	9780547497129	209	Chapter 7, Section 3, Financing Government, Government Spending

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	213	Chapter 7, Section 3, Financing Government, Section 3 Assessment, Item 2
(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	9780547497129	212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy, Feature: Fiscal Policy and the Economy
			Review	9780547497129	212	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy, Feature: Fiscal Policy and the Economy, Skills Focus: Interpreting Charts
(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	9780547497129	25	Chapter 1, Section 3, Democracy in the United States, Free Enterprise
			Review	9780547497129	25	Chapter 1, Section 3, Democracy in the United States, Section 3 Assessment, Item 3
(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			
			(Drop-down menu)			

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	(ii) understand how government regulation can serve as [a] restriction to private enterprise	Instruction	9780547497129	108	Chapter 4, Section 1, Dividing Government Power, Expanding National Power
			Review	9780547497129	110	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 3
(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	9780547497129	440	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, The Five Goals of Foreign Policy
			Review	9780547497129	445	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Section 1 Assessment, Item 2
			Instruction	9780547497129	442	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, The Tools of Foreign Policy, Economic Tools
			Review	9780547497129	444	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Economic Tools, Reading Check Question
(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	9780547497129	172	Chapter 6, Section 2, The Powers of the Presidency, Diplomatic and Military Powers
			Review	9780547497129	172	Chapter 6, Section 2 Assessment, Item 7

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 fiscal policy	Instruction	9780547497129	212-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547497129	213	Chapter 7, Section 3 Assessment, Item 4
(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			
			(Drop-down menu)			
(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 fiscal policy	Instruction	9780547497129	211-213	Chapter 7, Section 3, Financing Government, Fiscal and Monetary Policy
			Review	9780547497129	213	Chapter 7, Section 3 Assessment, Item 3
(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	9780547497129	26	Chapter 1, Connecting to the Constitution, What is a constitution?
			Review	9780547497129	27	Chapter 1, Connecting to the Constitution, What is a constitution? Critical Thinking Item 3

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	9780547497129	9–10	Chapter 1, Section 1, The Purposes of Government, Functions of Government
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 3
(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	9780547497129	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers
			Review	9780547497129	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 2
			Instruction	9780547497129	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers, Primary Sources: Federalist Paper No. 10
			Review	9780547497129	59	Chapter 2, Section 5, Ratification and the Bill of Rights, The Federalist Papers, Primary Sources: Federalist Paper No. 10, Skills Focus: Analyzing Primary Sources
(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	9780547497129	100-101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 4
(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	9780547497129	68	Chapter 3, Section 1, A Blueprint for Government, Why It Matters
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 6
			Instruction	9780547497129	73-74	Chapter 3, Section 1, A Blueprint for Government, Checks and Balances
			Review	9780547497129	74	Chapter 3, Section 1, A Blueprint for Government, Checks and Balances, Reading Check Question
(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	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Federalism
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Federalism, Reading Check Question
			Instruction	9780547497129	100-101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power
			Review	9780547497129	101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power, Reading Check Question

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	(iv) evaluate constitutional provisions for limiting the role of government, including separation of powers	Instruction	9780547497129	70	Chapter 3, Section 1, A Blueprint for Government, Principles of the Constitution
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 5
			Instruction	9780547497129	135	Chapter 5, Section 2, The Powers of Congress, Limits on the Powers of Congress
			Review	9780547497129	136	Chapter 5, Section 2, The Powers of Congress, Section 2 Assessment, Item 5
(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	9780547497129	70-71	Chapter 3, Section 1, A Blueprint for Government, Popular Sovereignty
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 3

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	(vi) evaluate constitutional provisions for limiting the role of government, including individual rights	Instruction	9780547497129	70	Chapter 3, Section 1, A Blueprint for Government, Principles of the Constitution
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 4
(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	9780547497129	79-81	Chapter 3, Section 2, An Enduring Document, The Amendment Process
			Review	9780547497129	83	Chapter 3, Section 2 Assessment, Items 2 and 3
(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	9780547497129	79-81	Chapter 3, Section 2, An Enduring Document, The Amendment Process
			Review	9780547497129	83	Chapter 3, Section 2 Assessment, Items 2 and 3

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	(i) identify how the American beliefs and principles reflected in the Declaration of Independence contribute to both a national identity and federal identity	Instruction	9780547497129	41	Chapter 2, Section 1, The Roots of American Democracy, The Declaration of Independence
			Review	9780547497129	43	Chapter 2, Section 1, The Roots of American Democracy, The Declaration of Independence Excerpt, 2nd Exploring the Document question
			Instruction	9780547497129	344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547497129	347	Chapter 11, Section 4 Assessment, Item 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:	(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	9780547497129	344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547497129	347	Chapter 11, Section 4 Assessment, Item 1

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(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:</p>	<p>(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</p>	<p>(iii) Identify how American beliefs and principles are embodied in the United States today</p>	<p>Instruction</p>	<p>9780547497129</p>	<p>21-23</p>	<p>Chapter 1, Section 3, Democracy in the United States, Ideals of American Democracy</p>
			<p>Review</p>	<p>9780547497129</p>	<p>25</p>	<p>Chapter 1, Section 3 Assessment, Item 1</p>
			<p>Instruction</p>	<p>9780547497129</p>	<p>344</p>	<p>Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship</p>
			<p>Review</p>	<p>9780547497129</p>	<p>343</p>	<p>Chapter 11, Section 4 Assessment, Focus on Writing</p>
<p>(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:</p>	<p>(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."</p>	<p>(i) examine the reasons the Founding Fathers protected religious freedom in America</p>	<p>Instruction</p>	<p>9780547497129</p>	<p>286</p>	<p>Chapter 10, Section 2, First Amendment Freedoms, Religious Freedom</p>
			<p>Review</p>	<p>9780547497129</p>	<p>286</p>	<p>Left margin: What Do You Think?</p>

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	9780547497129	288	Chapter 10, Section 2, First Amendment Freedoms, Religious Freedom
			Review	9780547497129	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 1
			Instruction	9780547497129	394-395	Interactive Chapter 13: Supreme Court Cases, Section 1, The first Amendment: Your Freedom of Expression, The Free Exercise Clause
			Review	9780547497129	399	Interactive Chapter 13: Supreme Court Cases, Section 1, The First Amendment: Your Freedom of Expression, Section 1 Assessment, Item 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:	(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	9780547497129	286-288	Chapter 10, Section 2, First Amendment Freedoms, Religious Freedom
			Review	9780547497129	286	Chapter 10, Section 2, First Amendment Freedoms, Religious Freedom, What Do You Think? Question

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547497129	393	Interactive Chapter 13, Supreme Court Cases, Section 1, The First Amendment: Your Freedom of Expression, Freedom of Religion
			Review	9780547497129	294	Chapter 10, Section 2 Assessment, Item 1
(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	9780547497129	123-124	Chapter 5, Section 1, Congress, The Structure of Congress
			Review	9780547497129	126	Chapter 5, Section 1, The Structure of Congress, Section 1 Assessment, Item 2
(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	9780547497129	123-126	Chapter 5, Section 1, Congress, The Structure of Congress, Congress and Checks and Balances
			Review	9780547497129	126	Chapter 5, Section 1, The Structure of Congress, Section 1 Assessment, Items 1-3
			Instruction	9780547497129	128-135	Chapter 5, Section 2, The Powers of Congress, Defining the Powers of Congress, Expressed Powers of Congress, Implied Powers of Congress, Nonlegislative Powers
			Review	9780547497129	136	Chapter 5, Section 2, The Powers of Congress, Section 2 Assessment, Items 1-4, 6

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	(iii) analyze the structure of the legislative branch of government, including the role of committees	Instruction	9780547497129	153-154	Chapter 5, Section 5, The Legislative Process, The Bill on the Floor, The Conference Committee
			Review	9780547497129	155	Chapter 5, Section 5, The Legislative Process, Section 5 Assessment, Items 2-4
(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	9780547497129	153-154	Chapter 5, Section 5, The Legislative Process, The Bill on the Floor, The Conference Committee
			Review	9780547497129	155	Chapter 5, Section 5, The Legislative Process, Section 5 Assessment, Items 2-4
(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	9780547497129	150-155	Chapter 5, Section 5, The Legislative Process
			Review	9780547497129	155	Chapter 5, Section 5, The Legislative Process, Section 5 Assessment, Item 7

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	(i) analyze the functions of the executive branch of government, including the constitutional powers of the president	Instruction	9780547497129	170-175	Chapter 6, Section 2, The Powers of the Presidency, Executive Powers, Diplomatic and Military Powers, Legislative and Judicial Powers, Informal Powers
			Review	9780547497129	178	Chapter 6, Section 2, The Powers of the Presidency, Section 2 Assessment, Items 1-7
(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	9780547497129	176-178	Chapter 6, Section 2, The Powers of the Presidency, Changes in Presidential Power
			Review	9780547497129	178	Chapter 6, Section 2, The Powers of the Presidency, Section 2 Assessment, Item 6
(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	9780547497129	184-185	Chapter 6, Section 3, The President's Administration, The Cabinet

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	185	Chapter 6, Section 3, The President's Administration, Section 3 Assessment, Item 3
(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	9780547497129	197	Chapter 7, Section 2, Executive Departments and Independent Agencies, Executive Departments
			Review	9780547497129	204	Chapter 7, Section 2, Executive Departments and Independent Agencies, Section 2 Assessment, Item 1
(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	9780547497129	221-223	Chapter 8, Section 1, The Federal Court System, Structure of the Federal Court System
			Review	9780547497129	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Items 2, 5
(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	9780547497129	221-225	Chapter 8, Section 1, The Federal Court System

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Items 1-5
(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	9780547497129	221	Chapter 8, Section 1, The Federal Court System, The American Court System
			Review	9780547497129	244	Chapter 8, Chapter Review, Comprehension and Critical Thinking, Item 1
(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	9780547497129	74	Chapter 3, Section 1, A Blueprint for Government, Judicial Review
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 7

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)	(i) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA)	Instruction	9780547497129	200-201	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547497129	204	Chapter 7, Section 2 Assessment, Item 3
(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	9780547497129	201-202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547497129	204	Chapter 7, Section 2 Assessment, Item 3

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)	(iii) identify the purpose of selected regulatory commissions, including the Occupational Safety and Health Administration (OSHA)	Instruction	9780547497129	201-202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547497129	204	Chapter 7, Section 2 Assessment, Item 3
(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	9780547497129	198	Chapter 7, Section 2, Executive Departments and Independent Agencies, The Departments Today
			Review	9780547497129	204	Chapter 7, Section 2 Assessment, Item 5

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)	(v) identify the purpose of selected regulatory commissions, including the Federal Communications Commission (FCC)	Instruction	9780547497129	202	Chapter 7, Section 2, Executive Departments and Independent Agencies, Independent Agencies
			Review	9780547497129	216	Chapter 7, Chapter Review, Critical Reading, Item 4
(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	9780547497129	73-74	Chapter 3, Section 1, A Blueprint for Government, Checks and Balances
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 6
			Instruction	9780547497129	125-126	Chapter 5, Section 1, Congress, Congress and Checks and Balances
			Review	9780547497129	127	Chapter 5, Section 1, Congress, Section 1 Assessment, Item 4
(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	9780547497129	224	Chapter 8, Section 1, The Federal Court System, Appointing Federal Judges
			Review	9780547497129	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Item 3

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:	(F) analyze selected issues raised by judicial activism and judicial restraint	(ii) analyze selected issues raised by judicial restraint	Instruction	9780547497129	224	Chapter 8, Section 1, The Federal Court System, Appointing Federal Judges
			Review	9780547497129	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Item 3
(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	9780547497129	197-203	Chapter 7, Section 2, Executive Departments and Independent Agencies, Executive Departments, The Departments Today, Independent Agencies
			Review	9780547497129	204	Chapter 7, Section 2, Executive Departments and Independent Agencies, Section 2 Assessment, Items 3, 5
(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	9780547497129	440	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, The Basics of Foreign Policy
			Review	9780547497129	445	Interactive Chapter 14, Section 1, Foreign Policy Choices in a Complex World, Section 1 Assessment, Item 1
			Instruction	9780547497129	451-455	Interactive Chapter 14, Section 2, How Domestic Actors Affect Foreign Policy, The Foreign Policy Bureaucracy, The President, Congress, and Foreign Policy

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	457	Interactive Chapter 14, Section 2, How Domestic Actors Affect Foreign Policy, Section 2 Assessment, Items 1, 2
(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	9780547497129	530-531	Interactive Chapter 16, Section 2, State Government, Organization of State Governments
			Review	9780547497129	550	Interactive Chapter 16 Review, Comprehension and Critical Thinking, Item 2b
			Instruction	9780547497129	533	Interactive Chapter 16, Section 2, State Government, State Legislative Branches, Organization
			Review	9780547497129	533	Interactive Chapter 16, Section 2, State Government, State Legislative Branches, Organization, Reading Check Question
(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	9780547497129	530-531	Interactive Chapter 16, Section 2, State Government, Organization of State Governments
			Review	9780547497129	550	Interactive Chapter 16 Review, Comprehension and Critical Thinking, Item 2b
			Instruction	9780547497129	533	Interactive Chapter 16, Section 2, State Government, State Legislative Branches, Processes
			Review	9780547497129	533	Interactive Chapter 16, Section 2, State Government, State Legislative Branches, Organization, Reading Check Question

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:	(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	9780547497129	545	Interactive Chapter 16, Section 3, Local Government and Participation, WebQuest
			Review	9780547497129	544	Interactive Chapter 16, Section 3, Layers of Government Graphic
(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	9780547497129	97	Chapter 4, Section 1, Dividing Government Power, Why Federalism?
			Review	9780547497129	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 1
(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	9780547497129	97	Chapter 4, Section 1, Dividing Government Power, Why Federalism?
			Review	9780547497129	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 1
(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	9780547497129	98-100	Chapter 4, Section 1, Dividing Government Power, National Powers, State Powers, Shared Powers

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Items 3, 4, 5, 7
(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	9780547497129	52-53	Chapter 2, Section 4, The Constitutional Convention, Rival Plans
			Review	9780547497129	55	Chapter 2, Section 4, The Constitutional Convention, Section 2 Assessment, Item 2
			Instruction	9780547497129	58	Chapter 2, Section 5, Ratification and the Bill of Rights, Antifederalists versus Federalists
			Review	9780547497129	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 1
(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			
(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	9780547497129	71	Chapter 3, Section 1, A Blueprint for Government, Limited Government
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 4
			Instruction	9780547497129	100-101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 4
(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	9780547497129	101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power
			Review	9780547497129	102	Chapter 4, Section 1, Dividing Government Power, Section 1 Assessment, Item 4
(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	9780547497129	144	Chapter 5, Section 4, The Senate, The Senate and Its Membership
			Review	9780547497129	145	Chapter 5, Section 4, The Senate, The Senate and Its Membership, Reading Check Question
			Instruction	9780547497129	545	Interactive Chapter 16, Section 3, Local Government and Participation, Types of Local Governments
			Review	9780547497129	547	Interactive Chapter 16, Section 3, Local Government and Participation, Section 3 Assessment, Item 1
(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	9780547497129	223-224	Chapter 8, Section 1, The Federal Court System, Appointing Federal Judges
			Review	9780547497129	225	Chapter 8, Section 1, The Federal Court System, Section 1 Assessment, Item 3

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:	(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	9780547497129	267-272	Chapter 9, Section 4, The Electoral Process, Entire Section
			Review	9780547497129	272	Chapter 9, Section 4, The Electoral Process, Section 4 Assessment, Items 1-5
(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	9780547497129	165-166	Chapter 6, Section 1, The President, Formal Characteristics of the Presidency
			Review	9780547497129	168	Chapter 6, Section 1, The President, Section 1 Assessment, Item 2
(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	9780547497129	144	Chapter 5, Section 4, The Senate, The Senate and Its Membership
			Review	9780547497129	145	Chapter 5, Section 4, The Senate, The Senate and Its Membership, Reading Check Question
(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	9780547497129	261	Chapter 9, Section 3, Political Parties, The Role of Political Parties
			Review	9780547497129	261	Chapter 9, Section 3, Political Parties, The Role of Political Parties, Reading Check Question

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547497129	260	Chapter 9, Section 3, Political Parties, Why It Matters
			Review	9780547497129	265	Chapter 9, Section 3, Political Parties, Section 3 Assessment, Item 1
(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	9780547497129	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547497129	265	Chapter 9, Section 3, Political Parties, Section 3 Assessment, Item 3
(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	9780547497129	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547497129	265	Chapter 9, Section 3, Political Parties, Section 3 Assessment, Item 3
(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	9780547497129	261	Chapter 9, Section 3, Political Parties, The Role of Political Parties
			Review	9780547497129	261	Chapter 9, Section 3, Political Parties, Section 3 Assessment, Item 1
(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	9780547497129	261-264	Chapter 9, Section 3, Political Parties, The American Two-Party System

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	264	Chapter 9, Section 3, Political Parties, The American Two-Party System, Reading Check Question
(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	9780547497129	262-264	Chapter 9, Section 3, Political Parties, The American Two-Party System
			Review	9780547497129	262-263	Chapter 9, Section 3, Political Parties, Graph: American Political Parties
			Instruction	9780547497129	266	Chapter 9, Section 3, Debating the Issue, Voting for a Third-Party Candidate
			Review	9780547497129	266	Collaborative Learning, Third-Party Presidential Candidates
(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	9780547497129	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547497129	261	Chapter 9, Section 3, The Role of Political Parties, Reading Check Question
(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	9780547497129	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547497129	261	Chapter 9, Section 3, The Role of Political Parties, Reading Check Question

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	(iii) identify opportunities for citizens to participate in political party activities at [the] national level	Instruction	9780547497129	264	Chapter 9, Section 3, Political Parties, Party Organization
			Review	9780547497129	265	Chapter 9, Section 3 Assessment, Focus on Writing
(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	9780547497129	15-18	Chapter 1, Section 2, Forms of Government, The Classic Forms, Organizing National Power
			Review	9780547497129	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Item 1b
(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	9780547497129	15	Chapter 1, Section 2, Forms of Government, Classic Forms of Government
			Review	9780547497129	19	Chapter 1, Section 2 Assessment, Item 1

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:	(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	9780547497129	17-18	Chapter 1, Section 2, Forms of Government, Organizing National Power
			Review	9780547497129	19	Chapter 1, Section 2 Assessment, Item 2
(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	9780547497129	18	Instruction: Chapter 1, Section 2, Forms of Government, Organizing National Power
			Review	9780547497129	19	Chapter 1, Section 2 Assessment, Item 2
(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	9780547497129	17	Chapter 1, Section 2, Forms of Government, Organizing National Power
			Review	9780547497129	19	Chapter 1, Section 2 Assessment, Item 2
(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	9780547497129	18-19	Chapter 1, Section 2, Forms of Government, Presidents and Parliaments
			Review	9780547497129	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Item 3

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:	(C) analyze advantages and disadvantages of presidential and parliamentary systems of government	(ii) analyze advantages and disadvantages of [a] parliamentary system of government	Instruction	9780547497129	17	Chapter 1, Section 2, Forms of Government, Organizing National Power
			Review	9780547497129	19	Chapter 1, Section 2 Assessment, Item 2
(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	9780547497129	18-19	Chapter 1, Section 2, Forms of Government, Presidents and Parliaments
			Review	9780547497129	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Item 3
(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	9780547497129	22-23	Chapter 1, Section 3, Democracy in the United States, Principles of American Democracy
			Review	9780547497129	25	Chapter 1, Section 3, Democracy in the United States, Section 3 Assessment, Item 2
			Instruction	9780547497129	71	Chapter 3, Section 1, A Blueprint for Government, Limited Government
			Review	9780547497129	76	Chapter 3, Section 1, A Blueprint for Government, Section 1 Assessment, Item 4
(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	9780547497129	41	Chapter 2, Section 2, American Independence, The Declaration of Independence

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	43	The Declaration of Independence, Exploring the Document
(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	9780547497129	41	Chapter 2, Section 2, American Independence, The Declaration of Independence
			Review	9780547497129	43	The Declaration of Independence, Exploring the Document
(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	9780547497129	62-63	Chapter 2, Section 5, Ratification and the Bill of Rights, We the People
			Review	9780547497129	63	Chapter 2, Section 5, Ratification and the Bill of Rights, We the People, Reviewing Ideas and Terms
			Instruction	9780547497129	82-83	Chapter 3, Section 2, An Enduring Document, More Than 200 Years of Amendments
			Review	9780547497129	83	Chapter 3, Section 2, An Enduring Document, Section 3 Assessment, Item 5
(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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(i) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale	Instruction	9780547497129	286-287	Chapter 10, Section 2, First Amendment Freedoms, Religions Freedom
			Review	9780547497129	294	Chapter 10, Section 2 Assessment, Item 1

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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(ii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Schenck v. United States	Instruction	9780547497129	289-291	Chapter 10, Section 2, First Amendment Freedoms, Freedom of Speech and of the Press
			Review	9780547497129	294	Chapter 10, Section 2 Assessment, Item 2
(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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(iii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Texas v. Johnson	Instruction	9780547497129	292	Chapter 10, Section 2, First Amendment Freedoms, Freedom of Speech and of the Press
			Review	9780547497129	292	Critical Thinking: Identifying the Main Idea and Details, Speech and Press Outline

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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(iv) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Miranda v. Arizona	Instruction	9780547497129	307-309	Chapter 10, Section 4, Crime and Punishment, Rights of the Accused
			Review	9780547497129	313	Chapter 10, Section 4, Crime and Punishment, Section 4 Assessment, Item 2
(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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(v) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Gideon v. Wainwright	Instruction	9780547497129	311	Chapter 10, Section 4, Crime and Punishment, Guarantees of a Fair Trial
			Review	9780547497129	311	Chapter 10, Section 4, Crime and Punishment, Primary Sources: The Right to an Attorney, Skills Focus

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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(vi) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Mapp v. Ohio	Instruction	9780547497129	298	Chapter 10, Section 3, Protecting Individual Liberties, Security of Home and Person
			Review	9780547497129	300	Chapter 10, Section 3, Protecting Individual Liberties, Reading Check
(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 Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade	(vii) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Roe v. Wade	Instruction	9780547497129	300-301	Chapter 10, Section 3, Protecting Individual Liberties, The Right to Privacy
			Review	9780547497129	310	Chapter 10, Section 3 Assessment, Item 3
(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	9780547497129	416	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Due Process and Equal Protection
			Review	9780547497129	416	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Due Process and Equal Protection, Reading Check Question

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Instruction	9780547497129	418-425	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Substantive Due Process, Procedural Due Process
			Review	9780547497129	425	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Section 3 Assessment, Items 1-3
(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	9780547497129	416	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Due Process and Equal Protection
			Review	9780547497129	425	Interactive Chapter 13, Section 3, Due Process and the Fourteenth Amendment, Due Process and Equal Protection, Section 3 Assessment, Item 1
(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	9780547497129	328	Chapter 11, Section 2, Equal Justice Under Law, Laws and Segregation after the Civil War
			Review	9780547497129	332	Chapter 11, Section 2, Equal Justice Under Law, Section 2 Assessment, Item 1

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	(ii) describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment	Instruction						
							(Drop-down menu)		
(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	9780547497129	283	Chapter 10, Section 1, Protecting Constitutional Rights, Civil Liberties and the Fourteenth Amendment			
						Review	9780547497129	284	Chapter 10, Section 1, Protecting Constitutional Rights, Section 1 Assessment, Item 3

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	(iv) analyze the impact [of the efforts] on the scope of fundamental rights	Instruction	9780547497129	283-284	Chapter10, Section 1, Civil Liberties and the Fourteenth Amendment
			Review	9780547497129	284	Direct Teach, Reading Focus, Civil Liberties and the Fourteenth Amendment
(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	9780547497129	100-101	Chapter 4, Section 1, Dividing Government Power, The Limits of Power
			Review	9780547497129	102	Chapter 4, Section 1 Assessment, Item 4
(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	9780547497129	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547497129	343	Chapter 11, Section 4 Assessment, Item 1

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:	(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	9780547497129	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547497129	343	Collaborative Learning, Responsibilities of Citizenship
			Instruction	9780547497129	349	Chapter 11, Section 4, We the People, Civic Participation
			Review	9780547497129	349	Chapter 11, Section 4, We the People, Civic Participation, Reviewing Ideas
(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	9780547497129	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547497129	347	Chapter 11, Section 4, Citizenship and Immigration, Section 4 Assessment, Item 1
(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	9780547497129	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	347	Chapter 11, Section 4, Citizenship and Immigration, Section 4 Assessment, Item 1
(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	9780547497129	343-344	Chapter 11, Section 4, Citizenship and Immigration, U.S. Citizenship
			Review	9780547497129	347	Chapter 11, Section 4, Citizenship and Immigration, Section 4 Assessment, Item 1
(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	9780547497129	383	Interactive Chapter 12, Section 3, Election Day and the Voters, The Voting Process, Steps to Voting
			Review	9780547497129	383	Interactive Chapter 12, Section 3, Election Day and the Voters, The Voting Process, Skills Focus question
(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	9780547497129	270	Chapter 9, Section 4, The Electoral Process, Voting and Voter Behavior
			Review	9780547497129	272	Chapter 9, Section 4 Assessment, Item 3

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	(i) analyze the effectiveness of various methods of participation in the political process at local levels	Instruction	9780547497129	348-349	Chapter 11, Section 4, We the People, Civic Participation
			Review	9780547497129	349	Chapter 11, Section 4, We the People, Civic Participation Reviewing Ideas, Item 1
			Instruction	9780547497129	380-381	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities
			Review	9780547497129	382	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities, Reading Check Question
(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	9780547497129	348-349	Chapter 11, Section 4, We the People, Civic Participation
			Review	9780547497129	349	Chapter 11, Section 4, We the People, Civic Participation Reviewing Ideas, Item 1
			Instruction	9780547497129	380-381	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities
			Review	9780547497129	382	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities, Reading Check Question

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	9780547497129	348-349	Chapter 11, Section 4, We the People, Civic Participation
			Review	9780547497129	349	Chapter 11, Section 4, We the People, Civic Participation Reviewing Ideas, Item 1
			Instruction	9780547497129	380-381	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities
			Review	9780547497129	382	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voting Rights and Responsibilities, Reading Check Question
(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	9780547497129	334-335	Chapter 11, Section 3, Civil Rights Laws, The Civil Rights Movement
			Review	9780547497129	340	Chapter 11, Section 3, Civil Rights Laws, Section 3 Assessment, Item 1
			Instruction	9780547497129	334	Chapter 11, Section 3, Civil Rights Laws, Why It Matters
			Review	9780547497129	335	Chapter 11, Section 3, Civil Rights Laws, The Civil Rights Movement, Reading Check Question
(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	9780547497129	543	Interactive Chapter 16, Section 3, Local Government and Citizen Participation, Case Study
			Review	9780547497129	547	Interactive Chapter 16, Section 3, Local Government and Citizen Participation, Section 3 Assessment, Items 4-6

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	(i) understand the factors that influence an individual's political attitudes	Instruction	9780547497129	248	Chapter 9, Section 1, Public Opinion, Why It Matters, Forming Public Opinion
			Review	9780547497129	248	Chapter 9, Section 1, Public Opinion, Forming Public Opinion, Reading Check Question
			Instruction	9780547497129	252-253	Section 1, Public Opinion, Measuring Public Opinion
			Review	9780547497129	253	Chapter 9, Section 1, Public Opinion, Section 1 Assessment, Items 2, 3
(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	9780547497129	248-250	Chapter 9, Section 1, Public Opinion, Why It Matters, Forming Public Opinion
			Review	9780547497129	253	Chapter 9, Section 1, Public Opinion, Section 1 Assessment, Items 2, 3
			Instruction	9780547497129	258	Chapter 9, Section 2, Interest Groups, Functions of Special Interest Groups
			Review	9780547497129	259	Chapter 9, Section 2, Interest Groups, Functions of Special Interest Groups, Reading Check Question
(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	9780547497129	260-265	Chapter 9, Section 3, Political Parties
			Review	9780547497129	265	Chapter 9, Section 3 Assessment, Items 1-3

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:	(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	9780547497129	254-259	Chapter 9, Section 2, Interest Groups, Entire Section
			Review	9780547497129	259	Chapter 9, Section 2 Assessment, Items 1-3
(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	9780547497129	293	Chapter 10, Section 2, First Amendment Freedoms, Freedoms of Assembly and Petition
			Review	9780547497129	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 4
(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	9780547497129	293	Chapter 10, Section 2, First Amendment Freedoms, Freedoms of Assembly and Petition
			Review	9780547497129	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 4

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	(iii) analyze the importance of the First Amendment right of speech	Instruction	9780547497129	289	Chapter 10, Section 2, First Amendment Freedoms, Freedom of Speech and of the Press
			Review	9780547497129	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 4
(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	9780547497129	289	Chapter 10, Section 2, First Amendment Freedoms, Freedom of Speech and of the Press
			Review	9780547497129	294	Chapter 10, Section 2, First Amendment Freedoms, Section 2 Assessment, Item 4
(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	9780547497129	297	Chapter 10, Section 3, Protecting Individual Liberties, The Right to Keep and Bear Arms
			Review	9780547497129	302	Chapter 10, Section 3, Protecting Individual Liberties, Section 3 Assessment, Items 1, 5

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:	(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	9780547497129	336-340	Chapter 11, Section 3, Civil Rights Laws, New Federal Laws, Extending Civil Rights, Affirmative Action
			Review	9780547497129	340	Chapter 11, Section 3, Civil Rights Laws, Section 3 Assessment, Items 1-3
(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	9780547497129	321-324	Chapter 11, Section 1, entirety
			Review	9780547497129	324	Chapter 11, Section 1 Assessment, Items 1, 2
			Instruction	9780547497129	339	Chapter 11, Section 3, Civil Rights Laws, Affirmative Action
			Review	9780547497129	340	Chapter 11, Section 3 Assessment, Item 4
(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	9780547497129	511	Interactive Chapter 15, Section 3, Economic Systems, Mixed Economies

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	512	Interactive Chapter 15, Section 3, Economic Systems, Graphic: Capitalism, Italicized question
(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			
			(Drop-down menu)			
(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			
			(Drop-down menu)			
(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			
			(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
(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			
			(Drop-down menu)			
(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	9780547497129	362-363	Interactive Chapter 12, Section 1, Election Campaigns, Conducting a Campaign, Campaigns and the Media
			Review	9780547497129	363	Interactive Chapter 12, Section 1, Election Campaigns, Section 1 Assessment, Item 2
(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	9780547497129	362-363	Interactive Chapter 12, Section 1, Election Campaigns, Conducting a Campaign, Campaigns and the Media
			Review	9780547497129	363	Interactive Chapter 12, Section 1, Election Campaigns, Section 1 Assessment, Item 2
(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	9780547497129	140	Chapter 5, Section 3, The House of Representatives, Reapportionment and Redistricting

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	60	Chapter 2, Section 5, Ratification and the Bill of Rights, Section 5 Assessment, Item 4
(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	9780547497129	36	Chapter 2, Section 1, The Roots of American Democracy, Section 1 Assessment, Item 4
			Review	9780547497129	83	Chapter 3, Section 2, An Enduring Document, Section 2 Assessment, Item 5
(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	9780547497129	H3	Skills Handbook, Identifying Cause and Effect
			Review	9780547497129	50	Chapter 2, Section 3, Articles of Confederation, Pressures for Stronger Government, Reading Check Question

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	(iv) analyze information by comparing	Instruction	9780547497129	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547497129	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Items 1, 4
(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	9780547497129	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547497129	19	Chapter 1, Section 2, Forms of Government, Section 2 Assessment, Items 1, 4

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	(vi) analyze information by finding the main idea	Instruction	9780547497129	14	Chapter 1, Section 2, Forms of Government, Teach the Main Idea
			Review	9780547497129	17	Chapter 1, Section 2, Forms of Government, The Classic Forms, Reading Check Question
(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	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Theories of Rule, Reading Check Question
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Item 3

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	9780547497129	H11	Skills Handbook, Developing and Testing Hypotheses
			Review	9780547497129	114	Chapter 4, Section 3, Federalism Today, Grants and Mandates, Reading Check Question
(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	9780547497129	H9	Skills Handbook, Making Inferences
			Review	9780547497129	23	Chapter 1, Section 3, Democracy in the United States, Principles of American Democracy, Reading Check Question
			Instruction	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Profiles in Government
			Review	9780547497129	12	Chapter 1, Section 1, The Purposes of Government, Section 1 Assessment, Items 1, 2
(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	9780547497129	H13	Skills Handbook, Using Electronic Media

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	537	Chapter 16, Section 2, Local Government, Critical Thinking: Identifying Problems and Solutions
(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	9780547497129	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547497129	546	Chapter 16, Section 3, Local Government and Citizen Participation, Collaborative Learning
(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	9780547497129	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547497129	461	Chapter 14, Lesson 3, Foreign Policy and International Institutions, Using the Case Study
(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	9780547497129	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547497129	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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	(ii) analyze the validity of information from primary sources for propaganda	Instruction	9780547497129	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547497129	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547497129	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547497129	22	Chapter 1, Section 3, Democracy in the United States, Skills Focus, Interpreting Primary Sources
(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	9780547497129	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
			Review	9780547497129	22	Chapter 1, Section 3, Democracy in the United States, Skills Focus, Interpreting Primary Sources

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			Review	9780547497129	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547497129	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547497129	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547497129	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
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			Review	9780547497129	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547497129	H5	Skills Handbook, Recognizing Bias and Propaganda
			Review	9780547497129	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda

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			Review	9780547497129	H4	Skills Handbook, Analyzing Points of View and Frames of Reference, Apply the Skill
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			Review	9780547497129	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
(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	9780547497129	H4	Skills Handbook, Analyzing Points of View and Frames of Reference
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			Review	9780547497129	251	Chapter 9, Section 1, Public Opinion, Skills Focus: Detecting Bias and Propaganda
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			Review	9780547497129	H5	Skills Handbook, Recognizing Bias and Propaganda, Apply the Skill
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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:	(E) evaluate government data using charts, tables, graphs, and maps	(i) evaluate government data using charts	Instruction	9780547497129	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547497129	538	Interactive Chapter 16, Section 2, State Government, State Government Finances chart

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	(ii) evaluate government data using tables	Instruction	9780547497129	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547497129	224	Chapter 8, Section 1, The Federal Court System, Federal Judiciary table
(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	9780547497129	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547497129	380	Interactive Chapter 12, Section 3, Election Day and the Voters, Political Participation, Voter Turnout in 2008 graph
(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	9780547497129	H14	Skills Handbook, Synthesizing Information from Multiple Sources
			Review	9780547497129	301	Chapter 10, Section 3, Protecting Individual Liberties, Surveillance and the Right to Privacy map
(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	9780547497129	510	Chapter 15, Section 3, Economic Systems, Real-World Example

Knowledge and Skills Statement	Student Expectation	Breakout	Citation Type	Component ISBN	Page (s)	Specific Location
			Review	9780547497129	510	Chapter 15, Section 3, Economic Systems, Real-World Example, Applying Information
(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	9780547497129	15	Chapter 1, Section 2, Forms of Government, Classic Forms of Government table
			Review	9780547497129	19	Chapter 1, Section 2 Assessment, Item 1
(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	9780547497129	65	Chapter 2, Chapter Review, Focus on Writing
			Review	9780547497129	119	Chapter 4, Chapter Review, Focus on Writing
(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	9780547497129	65	Chapter 2, Chapter Review, Focus on Writing
			Review	9780547497129	119	Chapter 4, Chapter Review, Focus on Writing
(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	9780547497129	65	Chapter 2, Chapter Review, Focus on Writing
			Review	9780547497129	119	Chapter 4, Chapter Review, Focus on Writing

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:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation	Instruction	9780547497129	65	Chapter 2, Chapter Review, Focus on Writing
			Review	9780547497129	119	Chapter 4, Chapter Review, Focus on Writing
(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	9780547497129	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547497129	H15	Skills Handbook, Creating a Multimedia Presentation, Apply the Skill
(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	9780547497129	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547497129	H15	Skills Handbook, Creating a Multimedia Presentation, Apply the Skill
(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	9780547497129	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547497129	13	Chapter 1, Section 1, The Purposes of Government, Skills Focus: Presenting a Research Project

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:	(D) create written, oral, and visual presentations of social studies information	(ii) create oral presentations of social studies information	Instruction	9780547497129	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547497129	13	Chapter 1, Section 1, The Purposes of Government, Skills Focus: Presenting a Research Project
(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	9780547497129	H15	Skills Handbook, Creating a Multimedia Presentation
			Review	9780547497129	13	Chapter 1, Section 1, The Purposes of Government, Skills Focus: Presenting a Research Project
(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	9780547497129	H17	Skills Handbook, Solving Problems
			Review	9780547497129	101	Chapter 4, Section 1, Dividing Government Power, Skills Focus: Identifying Problems and Solutions

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:	(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	9780547497129	H16	Skills Handbook, Making Decisions
			Review	9780547497129	38	Chapter 2, Section 2, American Independence, Skills Focus: Making Decisions