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To the

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**Social Sciences Standards**

**US History – Reconstruction to the Present**

**World History – 20<sup>th</sup> & 21<sup>st</sup> Century**

**High School**

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US History – Reconstruction to the Present; World History – 20<sup>th</sup> & 21<sup>st</sup> Century**

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Oregon Social Sciences Standards High School	Pearson American Government Foundation Series, ©2010
<b>Social Sciences High School US History – Reconstruction to Present; World History – 20th &amp; 21st Century</b>	
<b>Historical Knowledge</b>	
HS.1. Evaluate continuity and change over the course of world and United States history.	<b>SE/TE:</b> Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Timelines, 30, 64–65, 110, 129, 140–141, 374–375, 536–537; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533
HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.	<b>SE/TE:</b> Analyze cause and effect, S16; Determine cause and effect, 121, 215, 277, 555, 563; also see: Track the Issue, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Timelines, 30, 64–65, 110, 129, 140–141, 374–375, 536–537; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533
HS.3. Explain the historical development and impact of major world religions and philosophies.	<b>SE/TE:</b> For related material see: Freedom of Religion, 472–476
HS.4. Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions; and art and literature on culture and thought.	<b>SE/TE:</b> Origins of the State, 6–7; Forms of Government, 9–12; Basic Concepts of Democracy, 14–15; The Political Ideas of John Locke, 17; Our Political Beginnings, 22–26; Mayflower Compact, 30, 670; Magna Carta, 558, 567, 669; Bill of Rights, English, 671
HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history.	<b>SE/TE:</b> Ratifying the Constitution, 41–43; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533; Suffrage and Civil Rights, 138–142; The Federalist Papers, 41, 45, 548, 675, 676, 677; also see: Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Foreign Policy and National Defense, 406–407; Foreign Affairs and Diplomacy, 408–413; National Security, 414–420; American Foreign Policy Overview, 421–429; America’s Role in the World, 430; Foreign Aid and Alliances, 431–435

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HS.6. Analyze ideas critical to the understanding of history to include, but not limited to, populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.	<b>SE/TE:</b> Liberals and conservatives, 102, 105; Environmental Protection Agency (EPA), 90; Environment, 184, 213, 371; Environmental Quality, Council on, 371; Isolationism, 408, 421, 423, 424; Communism, 562, 563; Socialism and Communism, 584–589; also see: Suffrage and Civil Rights, 138–142
HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.	<b>SE/TE:</b> Native Americans: New England Confederation, 28, statehood, 87, voting and, 135, 136, interest groups, 207, Deer, Ada E., 270, population of, 522, 523, 524, 525, tribal government, 636
HS.8. Explain how the American labor movement influenced events and thinking in the United States and Oregon over time.	<b>SE/TE:</b> Labor and labor unions, 211, 212, 223, 578, 579; American Federation of Labor–Congress of Industrial Organizations (AFL–CIO), 217, 590; National Labor Relations Board (NLRB), 380
HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.	<b>SE/TE:</b> Foreign Policy and National Defense, 406–407; Foreign Affairs and Diplomacy, 408–413; National Security, 414–420; American Foreign Policy Overview, 421–429; America’s Role in the World, 430; Foreign Aid and Alliances, 431–435; also see list of international organizations: North Atlantic Treaty Organization (NATO), 428, 432, 437; United Nations, 429, 432, 433–434; World Trade Organization & North American Free Trade Agreement (NAFTA), 590, 594
<b>Historical Thinking</b>	
HS.10. Evaluate a historical source for point of view and historical context.	<b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Historical Documents (Analyzing), 668, 669, 670, 671, 672, 673, 674–677, 678, 679, 680, 681, 682, 683, 684

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HS.11. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.	<b>SE/TE:</b> Research writing, S6–S8; Government Online: Citizenship 101: What Do You Think?, 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623, Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655, Connect to Your World, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; also see: Apply What You've Learned, 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657
HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.	<b>SE/TE:</b> Persuasive essay, S9–S10; Assessment writing, S11–S12; Apply What You've Learned, 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657
HS.13. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.	<b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
<b>Geography</b>	
HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.	<b>SE/TE:</b> Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636
HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.	<b>SE/TE:</b> Critical Thinking: analyze graphic data, S26, analyze maps, S27, analyze images, S28; Infographics, Charts, Graphs, and Tables, 6, 7, 11, 24, 30, 32, 34, 37, 43, 51, 52, 56, 57, 62, 64, 69, 79, 82, 83, 105, 107, 109, 110, 112, 116, 129, 131, 133, 136, 140, 145, 146, 147, 167, 170, 173, 175, 183, 190, 194, 196, 198, 207, 209, 212, 214, 222, 233, 234, 239, 241, 243, 254, 255, 257, 260, 267, 268, 285, . 286, 290, 291, 292, 295, 296, 297, 305, 323, 326, 334, 349, 353, 356, 357, 367, 369, 372, 412, 413, 417, 422, 424, 425, 447, 452, 455, 457, 473, 460, 470, 475, 482, 486, 495, 513, 514, 524, 526, 530, 536, 538, 553, 558, 562, 563, 579, 581, 585, 586, 587, 594, 622, 625, 395; Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636 <b>TE:</b> Skills Development: analyze maps, 22, 322, analyze images, 186, 314, 534, analyze graphic data, 154, 169, 393, 444, 522, 567, 591

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HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.	<b>SE/TE:</b> Environmental Protection Agency (EPA), 90; Environment, 184, 213, 371; Environmental Quality, Council on, 371
HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.	<b>SE/TE:</b> For related material see: Immigrants, 522, 524, 540–542; Diversity and Discrimination, 522–526
HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural).	<b>SE/TE:</b> For related material see: Immigrants, 522, 524, 540–542; also see: Cities and Metropolitan Areas, 639–643
HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.	<b>SE/TE:</b> Foreign Policy and National Defense, 406–407; Foreign Affairs and Diplomacy, 408–413; National Security, 414–420; American Foreign Policy Overview, 421–429; America’s Role in the World, 430; Foreign Aid and Alliances, 431–435; also see list of international organizations: North Atlantic Treaty Organization (NATO), 428, 432, 437; United Nations, 429, 432, 433–434; World Trade Organization & North American Free Trade Agreement (NAFTA), 590, 594
HS.20. Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.	<b>SE/TE:</b> Environmental Protection Agency (EPA), 90; Environment, 184, 213, 371; Environmental Quality, Council on, 371
HS.21. Relate trends in world population to current events and analyze their interrelationship.	<b>SE/TE:</b> For related material see: Population, 5, 6, 522–523, 524, 525, 639, 600, 660–661; also see: United States Agency for International Development (USAID), 430, 431; The UN Specialized Agencies, 434
HS.22. Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types).	<b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 90; Environment, 184, 213, 371; Environmental Quality, Council on, 371

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HS.23. Analyze distribution and characteristics of human settlement patterns.	<b>SE/TE:</b> For related material see: Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636; also see: Population, 5, 6, 522–523, 524, 525, 639, 600, 660–661; Immigrants, 522, 524, 540–542
<b>Civics and Government</b>	
HS.24. Analyze and critique the impact of constitutional amendments.	<b>SE/TE:</b> Amendments 55, 73, 129–130, 131, 133, 136, 137, 138–139, 140–142, 167, 206, 207, 263, 268, 273, 316, 319–321, 323, 324, 332, 337, 470–471, 472–476, 498–500, 503, 504, 506, 507, 508, 512–515, 523, 527, 531, 536, 537, 540, 580
HS.25. Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure.	<b>SE/TE:</b> Origins of the State, 6–7; Forms of Government, 9–12; Basic Concepts of Democracy, 14–15; The Political Ideas of John Locke, 17; Our Political Beginnings, 22–26; Comparative Political Systems, 500–551; Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571
HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.	<b>SE/TE:</b> Forms of Government, 9–12; Basic Concepts of Democracy, 14–15; Comparative Political Systems, 500–551; Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571
HS.27. Examine functions and process of United States government.	<b>SE/TE:</b> The United States Constitution: Article I, C2–C9; Taxes and taxation, 137, 254, 255, 390, 391–392, 586, 647, 648–651, 652; The National Legislature, 232–234; The House of Representatives, 236–239; The Senate, 240–241; The National Legislature, 232–234; The House of Representatives, 236–239; The Senate, 240–241

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HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels.	<b>SE/TE:</b> Separation of powers, 32, 40, 52–53, 52, 605; Federalism, 56, 62–63, 78–84, 88, 470–471; Concurrent powers, 82, 82, 83; National Government and the 50 States, 85–89; Foreign Policy and National Defense, 406–407; Foreign Affairs and Diplomacy, 408–413; National Security, 414–420; American Foreign Policy Overview, 421–429; America’s Role in the World, 430; Foreign Aid and Alliances, 431–435; also see list of international organizations: North Atlantic Treaty Organization (NATO), 428, 432, 437; United Nations, 429, 432, 433–434; Local government and state government, 605, 639, 644–647; State Constitutions, 604–607; State Legislatures, 608–612; The Governor and State Administration, 613–618; Counties, Towns, and Townships, 634–638; Cities and Metropolitan Areas, 639–643; Providing Vital Services, 644–646; Financing State and Local Government, 648–653
HS.29. Examine the structures and functions of Oregon’s state, county, local and regional governments.	<b>SE/TE:</b> For related material see: State Constitutions, 604–607; State Legislatures, 608–612; The Governor and State Administration, 613–618; Financing State and Local Government, 648–653
HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.	<b>SE/TE:</b> Political Parties, 100–101, 102–107, 108–112, 113–116, 118–121; Mass Media and Public Opinion, 180–181; The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191; Conducting a Poll, 192; The Mass Media, 193–199; Interest groups, 204–205, 206–209, 210–215, 217–223
HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries.	<b>SE/TE:</b> Foreign Policy and National Defense, 406–407; Foreign Affairs and Diplomacy, 408–413; National Security, 414–420; American Foreign Policy Overview, 421–429; America’s Role in the World, 430; Foreign Aid and Alliances, 431–435; also see list of international organizations: North Atlantic Treaty Organization (NATO), 428, 432, 437; United Nations, 429, 432, 433–434; World Trade Organization & North American Free Trade Agreement (NAFTA), 590, 594



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HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, <i>Marbury v. Madison</i> , Bill of Rights, Constitutional amendments, Declaration of Independence).	<b>SE/TE:</b> The Constitution, C2–C23; The Federalist Papers, 45; Document-Based Assessment (related to the Constitution), 45, 73; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533; The Federalist Papers, 41, 45, 548, 675, 676, 677; Historical Documents: The Federalist No. 10, 679, The Federalist No. 51, 680, The Federalist No. 78, 681; Supreme Court Glossary, 685–694; also see: Amendments 55, 73, 129–130, 131, 133, 136, 137, 138–139, 140–142, 167, 206, 207, 263, 268, 273, 316, 319–321, 323, 324, 332, 337, 470–471, 472–476, 498–500, 503, 504, 506, 507, 508, 512–515, 523, 527, 531, 536, 537, 540, 580
HS.33. Explain the role of government in various current events.	<b>SE/TE:</b> Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; United States in the Global Economy, 591–595; also see: “Citizenship 101,” 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623
HS.34. Explain the responsibilities of citizen (e.g., vote, pay taxes).	<b>SE/TE:</b> The Right to Vote, 128–131; Voter Qualifications, 132–137; Suffrage and Civil Rights, 138–142; Citizenship 101: Casting Your Vote, 143; Voter Behavior, 144–149; Taxes and taxation, 137, 254, 255, 390, 391–392, 586, 647, 648–651, 652
HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.	<b>SE/TE:</b> Native Americans: statehood, 87, voting and, 135, 136, interest groups, 207, Deer, Ada E., 270, population of, 522, 523, 524, 525, tribal government, 636; Suffrage and Civil Rights, 138–142; Labor and labor unions, 211, 212, 223, 578, 579; American Federation of Labor–Congress of Industrial Organizations (AFL–CIO), 217, 590; National Labor Relations Board (NLRB), 380; Diversity and Discrimination, 522–526; Equality Before the Law, 527–531; Landmark Decisions: Brown v. Board of Education, 532–533; Federal Civil Rights Laws, 534–538; A Nation of Immigrants, 541–542

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<b>Financial Literacy</b>	
HS.36. Identify sources of credit and the advantages and disadvantages of using them and explain the significance of developing a positive credit rating and describe the advantages it can provide, the inherent cost of maintaining a credit card balance, and the risk of accumulating too much debt, identifying "good debt" versus "bad debt".	<b>SE/TE:</b> For related material see: Bankruptcy, 256–257, 448; Interest rates, 392, 396
HS.37. Explain the kinds and costs of insurance.	<b>SE/TE:</b> For related material see: Health care and insurance, 184, 221, 585; U.S. Federal Deposit Insurance Corporation (FDIC), 381; Unemployment insurance, 391; Old Age, Survivors, and Disability Insurance, 396
HS.38. Explain how consumers can protect themselves from fraud, identity theft, bankruptcy, and foreclosure.	<b>SE/TE:</b> For related material see: Regulatory Commissions, 380
HS.39. Compare and contrast tools for payment (e.g., cash, credit, check, debit card, phone, mobile) and explain the advantages and disadvantages of each.	<b>SE/TE:</b> For related material see: Bankruptcy, 256–257, 448; The Currency Power, 256; Interest rates, 392, 396
HS.40. Identify and explain different opportunities for investment and draw economic conclusions from market data.	<b>SE/TE:</b> For related material see: Securities and Exchange Commission (SEC), 380, 591
HS.41. Demonstrate the ability to prepare and file simple state and federal tax forms.	<b>SE/TE:</b> Taxes and taxation, 137, 254, 255, 390, 391–392, 586, 647, 648–651, 652
HS.42. Compare and contrast different options for long term investment (e.g., stocks, bond, CDs, mutual funds IRA, 401k, pension plans, Social Security).	<b>SE/TE:</b> Individual Initiative and Profit, 580; Investors, 582; Stock market, 591–592; also see: Social Security Program, 391, 396
HS.43. Compare and contrast of various types of loans available and how to obtain them, including student loans	<b>SE/TE:</b> For related material see: Interest rates and loans, 591
HS.44. Describe advantages and disadvantages of on-line banking options.	<b>SE/TE:</b> For related material see: CAN–SPAM Act, 201; Protecting Financial Security, 380; Identity Theft, 583
HS.45. Explain how to prepare a budget that allows for “living within one’s means.”	<b>SE/TE:</b> For related material see: What is Personal Bankruptcy?, 257; How are prices set in a free market?, 581

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<b>Economics</b>	
HS.46. Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve.	<b>SE/TE:</b> Federal Reserve Act (1913), 265; Federal Reserve System, 380, 392, 591, 592; Fiscal and Monetary Policy, 400–401
HS.47. Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, IMF, WTO, World Bank, and technology.	<b>SE/TE:</b> General Agreement on Tariffs and Trade; (GATT) & North American Free Trade Agreement (NAFTA), 590, 594; Globalization and Free Trade, 590; The United States in a Global Economy, 591–595
HS.48. Explain economic challenges to growth in developing countries.	<b>SE/TE:</b> For related material see: United States Agency for International Development (USAID), 430, 431; The UN Specialized Agencies, 434; Impact of Trade, 595
HS.49. Compare and contrast methods of business organization.	<b>SE/TE:</b> For related material see: Types of Business Organizations, 582; also see: The Role of the Entrepreneur, 579; Private Ownership, 580; Monopolies, 581
HS.50. Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index [CPI], inflation) describe the condition of the economy.	<b>SE/TE:</b> For related material see: Fiscal Policy (GDP), 400–401; also see: Great Depression, 88, 111, 185; Surpluses and Deficits, 394; The Public Debt, 395; Spending and the Budget, 396–398; U.S. Trade Policies, 593
HS.51. Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy.	<b>SE/TE:</b> Supply and Demand, 581; also see: Regulatory Commissions, 380; Fiscal and Monetary Policy, 400–401; Capitalism, 578–583
HS.52. Explain how the American labor system impacts competition and trade in domestic and world markets.	<b>SE/TE:</b> The United States in a Global Economy, 591–595
HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.	<b>SE/TE:</b> Comparative Economic Systems, 576–577; Capitalism, 578–583; Socialism and Communism, 584–589
HS.54. Explain the function of the stock market.	<b>SE/TE:</b> Stock market, 591–592
HS.55. Explain business cycles and how they affect producers and consumers.	<b>SE/TE:</b> Capitalism, 578–583; also see: Great Depression, 88, 111, 185

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HS.56. Describe the “circular flow” of economic activity and the role of producers, consumers, and government.	<b>SE/TE:</b> For related material see: Fiscal Policy (GDP), 400–401; Capitalism, 578–583; The U.S. In a Global Economy, 591–595
<b>Social Science Analysis</b>	
HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.	<b>SE/TE:</b> Citizenship 101: What Do You Think?, 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Apply What You’ve Learned, 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657; Connect to Your World, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655
HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.	<b>SE/TE:</b> Government Online: Citizenship 101: What Do You Think?, 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623, Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655, Connect to Your World, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; also see: Apply What You’ve Learned, 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657

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HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information.	<p><b>SE/TE:</b> Critical Thinking: Analyze Sources, S14, Compare Viewpoints, S15, Analyze Cause and Effect, S16, Draw Inferences and Conclusions, S19, Note Taking and Active Listening, S20, Analyze Political Cartoons, S22, Digital Age Literacy, S24–S25, Analyze Images (consider context), S28, Identify central issues, 40, 66, 116, 185, 239, 263, 392, 398, 401, 420, 435, 471, 497, Synthesize information, 93, 112, 142, 321, 538, Demonstrate reasoned judgment, 317, 321, 330, 335, 372, 392, 413, 538, 543, 627; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; also see: Mass Media and Public Opinion, 180–181; The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191; Conducting a Poll, 192; The Mass Media, 193–199</p> <p><b>TE:</b> Skills Development: analyze sources, 4, 36, 252, 346, 368, 431, 468, 604, 608, 648, compare viewpoints, 28, 41, 102, 182, 204, 217, 355, 624, 644, digital age literacy, 193, draw inferences and conclusions, 33, 60, 91, 128, 163, 232, 250, 259, 325, 373, 400, 408, 484, 494, 540, 564, 619, analyze graphic data, 154, 169, 393, 444, 522, 567, 591</p>
HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.	<p><b>SE/TE:</b> Compare Viewpoints, S15; Analyze Political Cartoons, S22; Compare points of view, 107, 288, 305, 344, 382, 476, 515, 643; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; also see: Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533; The Federalist Papers, 41, 45, 548, 675, 676, 677; Historical Documents: The Federalist No. 10, 679, The Federalist No. 51, 680, The Federalist No. 78, 681; Supreme Court Glossary, 685–694; also</p> <p><b>TE:</b> Skills Development: compare viewpoints, 28, 41, 102, 182, 204, 217, 355, 624, 644</p>

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HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.	<b>SE/TE:</b> Analyze cause and effect, S16; Determine cause and effect, 121, 215, 277, 555, 563; also see: Track the Issue, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Timelines, 30, 64–65, 110, 129, 140–141, 374–375, 536–537; Focus on the Supreme Court (Landmark Decisions), 58–59, 264–265, 350–351, 510–511, 532–533
HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.	<b>SE/TE:</b> Decision Making, S18; Citizenship 101: What Do You Think?, 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Express problems clearly, 57, 137, 509; Demonstrate reasoned judgment, 317, 321, 330, 335, 372, 392, 413, 538, 543, 627 <b>TE:</b> Decision making, 68, 230, 240, 266, 289, 377, 396, 442, 454, 472, 498, 584
HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.	<b>SE/TE:</b> Decision Making, S18; Note Taking and Active Listening, S20; Innovate and Think Creatively, S23 <b>TE:</b> Decision making, 68, 230, 240, 266, 289, 377, 396, 442, 454, 472, 498, 584; Problem solving, 50, 78, 118, 352, 613; Innovate and Think Creatively, 85, 113, 144, 156, 210, 242, 294, 364, 414