

Prentice Hall

Magruder's American Government © 2010



C O R R E L A T E D T O

West Virginia Evaluation Criteria for
Twelfth Grade Social Studies Content Standards

PEARSON

PUBLISHER:	Prentice Hall for Pearson Education
SUBJECT:	Civics and Government
SPECIFIC GRADE:	Grade 12
COURSE:	Civics for the 21 st Century
TITLE:	Magruder's American Government
COPYRIGHT DATE:	2010
SE ISBN:	0-13-373603-2
TE ISBN:	0-13-373173-1

GENERIC EVALUATION CRITERIA

2011-2016
Group III – Social Studies
Twelfth Grade: Civics for the 21st Century

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
			I. INTER-ETHNIC The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
			II. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

GENERAL EVALUATION CRITERIA

2011-2016
Group III – Social Studies
Twelfth Grade: Civics for the 21st Century

INSTRUCTIONAL MATERIALS ADOPTION: 21st CENTURY LEARNING EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Learning Skills										
Magruder’s American Government: 1, 11, 121, 129, 213, 219, 329, 337, 425, 430, 455, 462, 481, 487, 519	1. Thinking and Problem-Solving Skills/Social Studies Content <ul style="list-style-type: none"> is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance of geography in historical events, the importance of economics in geography, the importance of past history in civic decision making); engages in complex historical analysis that promotes the development of mental perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students’ 										

	<ul style="list-style-type: none"> own lives and future situations; and promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of human choice and natural catastrophic events on historic outcomes. 						
Magruder’s American Government: 27, 65, 91, 117, 149, 181, 211, 293, 327, 359, 575, 609, 641, 675, 703	2. Information and Communication Skills/Social Studies Multiple strategies including those recognized in Literacy 2.0 provide students with the opportunity to: <ul style="list-style-type: none"> locate existing social studies content information, especially primary source documents to interpret meaning and then create original communication; develop comprehension, academic vocabulary, and writing skills in the context of social studies content; and create multi-media products to address a variety of issues and present the information, conclusions, predictions and viable solutions to various audiences. 						
Magruder’s American Government: 26, 64, 90, 116, 148, 210, 238, 326, 358, 396, 422, 452, 514, 542, 608, 702	3. Personal and Workplace Productivity Skills Provide opportunities: <ul style="list-style-type: none"> for self-directed inquiry to work collaboratively; and to practice time-management and project management skills in problem based learning situations. 						
B. 21st Century Tools							
Magruder’s American Government: 42, 136, 192, 199, 219, 226, 487, 494, 503, 512, 514, 617, 623, 630, 638, 640	1. Thinking and Reasoning and Problem Solving Skills Provide opportunities to: <ul style="list-style-type: none"> use problem-solving tools including interactive web-based tools (such as spreadsheets, decision support, data collection processes and tools, design tools, simulations, maps, graphic organizers and books). integrate technology tools seamlessly to solve real world problems, make decisions and justify those decisions; engage in inquiry-based learning experiences that encourage students to seek and/or create innovative outcomes to both 						

	<p>historic and current issues and to recommend or take action regarding these issues;</p> <ul style="list-style-type: none"> include cross-curricular resources from the arts and sciences to initiate innovative solutions to problems and issues. 						
<p>Magruder’s American Government: S21, 42, 136, 192, 199, 219, 226</p>	<p>2. Information and Communication Skills Provide scenarios which require students to use current technologies to</p> <ul style="list-style-type: none"> create and share new information using multi-media materials such as downloadable web-based content, audio books, word processing, e-mail, groupware, presentation, web development, internet search tools, wikis, blogs and other interactive electronic tools as they become available; make informed choices; interact with outside resources through opportunities for local and global collaboration in a variety of safe venues. 						
<p>Magruder’s American Government: 42, 136, 192, 199, 219, 226, 262, 271, 326, 368, 373, 376, 385, 394, 396</p>	<p>3. Personal and Workplace Productivity Skills Provide opportunities in which students</p> <ul style="list-style-type: none"> conduct research, validate sources and report ethically on findings; use a variety of multimedia tools to work collaboratively to acquire information; identify, evaluate and apply appropriate technology tools for a variety of purposes relating to acquisition of social studies content knowledge. 						
	<p>C. Scientifically Based Research Strategies <i>For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to</i></p>						
<p>Opportunities to address this standard appear on the following pages: Magruder’s American Government: 33, 50, 56, 105, 154, 270, 335, 388, 499, 529, 636, 664, 670, 698, 746</p>	<p>1. link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections of world historical events, geographic regions, economies and geo-politics.</p>						

Magruder’s American Government: 110, 251, 482-487, 488-494, 495-503, 504, 505-512, 513-515, 612-617, 618-625, 626-630, 632-638, 639-641	2. investigate issues that are interconnected (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems that can change at varied entry points suggesting the possibility of multiple solutions. .						
Magruder’s American Government: 35, 110, 129, 140, 148, 200, 253, 309, 317, 324, 337, 349, 350, 403, 404, 416, 420, 422, 450, 504, 527, 550, 567, 572, 574, 591, 692, 760	3. develop and defend various points of view through discussion, debate, reasoning, and proof; and be involved in investigations that enable students to make real world connections to the material.						
Magruder’s American Government: 26, 64, 90, 116, 148, 210, 238, 326, 358, 422, 452, 514, 542, 608, 702	4. follow oral and written directions.						
Magruder’s American Government: C1-C23, 27, 43-47, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703	5. discover, read, analyze and interpret primary source documents and synthesize the information so as to draw conclusions, gain a deeper understanding of the information and connect to current issues.						
Magruder’s American Government: S16, 47, 85, 88, 146, 219, 226, 236, 252, 271, 284, 324, 462, 466, 471	6. detect cause and effect relationships.						
Opportunities to address this standard appear on the following pages: Magruder’s American Government: 42, 136, 192, 199, 219, 226, 262, 271, 326, 368, 373, 376, 385, 394, 396, 434	7. distinguish between facts and conjecture and to know when each may be of value to research.						
Magruder’s American							

<p>Government: 33, 50, 56, 105, 144, 154, 171, 215, 270, 301, 333, 334, 335, 340, 341, 371, 388, 464, 465, 468, 491, 499, 529, 614-615, 616, 636, 664, 670, 698, 746</p>	<p>8. use maps, graphs, globes, media, and technology sources to acquire and apply new information.</p>						
<p>Magruder's American Government: 134, 139, 153, 200, 253, 317, 350, 404, 450, 504, 527, 591, 673, 692, 760</p>	<p>9. sequence time, events, social, economic and political influences on a society in chronological order.</p>						
	<p>D. Life Skills <i>For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to</i></p>						
<p>Magruder's American Government: 19, 84, 141, 169, 200, 227, 253, 272, 369, 450, 472, 568, 631, 652, 731</p>	<p>1. develop a deeper understanding of Civic Literacy (civic engagement, e.g., volunteerism, voting, running for office, influencing and monitoring policy) and to develop civic dispositions.</p>						
<p>471, 478, 768</p>	<p>2. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).</p>						
<p>Magruder's American Government: 19, 84, 141, 169, 200, 227, 253, 272, 369, 450, 472, 568, 631, 652, 731</p>	<p>3. develop Global Awareness (global competency in research, communication, presentation, action).</p>						

		E. Instructional Resources					
		<i>For student mastery of content standards and objectives, the instructional materials will</i>					
Magruder’s American Government: 26, 64, 90, 116, 148, 210, 238, 326, 358, 422, 452, 514, 542, 608, 702	1. provide a variety of engaging lessons, activities and projects that are organized according to WV content standards or other increments and that encourage students to investigate and acquire a deeper understanding of the major social studies concepts, through relevant and real-world connections; and provide teacher support to properly integrate these resources.						
Magruder’s American Government: 26, 64, 90, 116, 148, 210, 238, 326, 358, 422, 452, 514, 542, 608, 702	2. consistently integrate open-ended tasks that engage students and invite them to speculate, hypothesize, and determine appropriate action strategies.						
Magruder’s American Government: 1, 2, 28, 66, 92, 119, 120, 150, 182, 212, 240, 265, 266, 294, 328, 361, 362, 398, 424, 454, 480, 517, 518, 519, 544, 576, 610, 643, 644, 676, 705, 706, 740	3. provide teachers with guiding questions and essential questions to aid student development of social awareness and a deeper understanding of civic, economic, geographic and historic principles.						
Magruder’s American Government: 3, 6, 100, 106, 200, 211, 302, 321, 404, 411, 504, 508, 601, 703, 768	4. include additional resources that are web-based or in a format that can be downloaded to a digital reader and /or a laptop.						
Magruder’s American Government: 26, 64, 90, 116, 148, 180, 210, 238, 262, 292, 326, 358, 369, 422, 452, 478, 514, 542, 574, 608, 640, 674, 702, 738, 768	5. include supplemental materials for intervention and enrichment that provide extensive and varied opportunities to differentiate individual needs and scaffold the work for skill-building and understanding.						

Magruder's American Government: 333, 334, 335, 340, 341, 371, 464, 465, 491	6. provide a resource for students to access daily for updates of global information in real time (e.g., new anthropological discoveries, breaking news, historic discoveries that render the information in the textbook outdated and incorrect).							
Magruder's American Government: 3, 6, 100, 106, 200, 211, 302, 321, 404, 411, 504, 508, 601, 703, 768	7. offer a wide variety of appropriate multimedia materials, especially those associated with Web2.0 and Literacy 2.0.							

	F. Assessment <i>To ensure a balanced assessment the instructional materials will</i>						
Magruder’s American Government: 26, 64, 90, 116, 148, 210, 238, 326, 358, 422, 452, 514, 542, 608, 702	1. provide assessment formats commensurate with WV assessment programs (e.g., WESTEST2, NAEP, State Writing Assessment, informal assessments, PLAN, EXPLORE, Acuity, ACT and SAT).						
Magruder’s American Government: 27, 65, 91, 117, 149, 181, 211, 293, 327, 359, 575, 609, 641, 675, 703	2. provide opportunities for both formative and summative assessment based on rubrics, document based questions (DBQs), performance-based measures, open-ended questioning, portfolio evaluation, rubrics and multimedia simulations.						
Magruder’s American Government: 11, 34, 219, 246, 271, 303, 337, 403, 430, 526, 550, 617, 651, 713, 748	3. integrate student self-assessment <i>for</i> and <i>of</i> learning by providing standards-based differentiated rubrics, tools and organizers that are linked to clearly identified learning targets and goals.						
	G. 21ST CENTURY FORMAT						
Opportunities to address this standard appear on the following pages: Magruder’s American Government: 3, 6, 100, 106, 200, 211, 302, 321, 404, 411, 504, 508, 601, 703, 768	1. The instructional resource includes an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher’s server, both of which are accessible by a net book or similar device that is internet-enabled and can open standard file formats.						

SPECIFIC EVALUATION CRITERIA

2011-2016

Group III – Social Studies

Twelfth Grade: Civics for the 21st Century

Responsible participatory citizenship, an understanding of the workings of our government, sound financial literacy and global awareness are essential to the preservation and improvement of American Constitutional Democracy. Civics for the 21st Century is the capstone social studies course combining civics, economics and geography to prepare students as 21st Century citizens. Students engage 21st century tools to expand upon their critical thinking and problem-solving skills allowing them to become financially literate, to develop civic efficacy, and to acquire the geographic knowledge necessary to understand the physical and human systems of the world. Students become informed decision makers as they work collaboratively and develop a correct awareness of their place in a global society. Students engage in communication skills to acquire and convey their knowledge appropriately. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Standard 1: Citizenship

Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community.

Standard 2: Civics/Government

Civics directly addresses citizenship education in the context of political systems. Students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. The students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

Standard 3: Personal Finance

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of

information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

Standard 4: Geography

Geography in the 21st Century encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. The 21st Century technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standard stresses the world of the 21st Century and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions, acquire the necessary information, organize and analyze the information and answer those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions. Study follows the themes of the six essential elements.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Citizenship										
Magruder’s American Government: 19, 84, 141, 169, 200, 227, 253, 272, 369, 450, 472, 568, 631, 652, 731	1. Use a rational decision-making process as an actively involved citizen to evaluate and participate in public policy decisions.										
Magruder’s American Government: 242-246, 247-252, 253, 254-260, 261-263	2. Analyze the roles of citizens in influencing and monitoring public policy at the local, state, and national levels.										
Magruder’s American Government: 4, 242-246, 247-252, 253, 254-260, 261-263, 268-271, 272, 273-280, 281-284, 291-293	3. Outline and evaluate the factors involved in the formulation of public policy and actively influence and monitor public policy at the local, state and national levels.										

Magruder's American Government: 152-155, 156-163, 164-168, 169, 170-178, 179-181	4. Examine and analyze the rights, privileges, responsibilities and duties of active civic participants.							
Magruder's American Government: 122-129, 130-136, 137-140, 141, 142-146, 147-149, 184-192, 193-199, 200-201-208, 209-211	5. Illustrate how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.							

Magruder’s American Government: 9-11, 68-75, 82-83, 89-90, 546-550, 551-558, 559-567, 569-572, 573-575, 578-582, 583-590, 591, 592-599, 600, 607-608	6. Explain that a primary purpose of American government is the protection of personal, political, and economic rights of citizens.							
Magruder’s American Government: 546-550, 551-558, 559-567, 569-572, 573-575, 591, 609	7. Examine the characteristics of citizens’ rights, and debate the necessity of reasonable limitations.							
Magruder’s American Government: 141, 631, 568, 631, 731	8. Demonstrate how to work with others to build coalitions, seek consensus, negotiate compromises and manage conflict.							
Magruder’s American Government: 559-567, 569-572, 591, 609	9. Evaluate, take and defend a position involving a conflict between an individual freedom and the common good regarding specific current issues (homeland security, civil liberties, human rights, race, gender, etc.)							
Magruder’s American Government: 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731	10. Support the need for political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.							
	B. Civics							
Magruder’s American Government: 30-34, 35, 36-42, 43-47, 48-51, 52-58, 59-6, 646-648, 653-655	1. Examine and analyze the contributing factors of the drafting of the Declaration of Independence and the U.S. Constitution: <ul style="list-style-type: none"> • Leaders and Philosophers (e.g., John Locke, Benjamin Franklin, Thomas Jefferson) • Events (e.g., Glorious Revolution, Reformation, Enlightenment) • Documents (e.g., English Bill of Rights, Act of Succession, Magna Carta) • Classical periods (e.g., eras of Greece and Rome) 							
Magruder’s American Government: 30-34, 36-42, 64-65	2. Outline the characteristics of the political, religious, and economic climates that brought about the American Revolution.							

Magruder's American Government: 30-34, 36-42, 64-65	3. Evaluate, take and defend the political, religious, or economic climate as the most powerful influence on a nation's decision to go to war.							
Magruder's American Government: C1-C23, 68-76, 94-102, 268-271, 273-280, 281-284, 296-303, 304-309, 312-318, 317, 318-324, 364-368, 520-526, 546-550	4. Interpret and evaluate the Preamble, Seven Articles, and Amendments (especially the Bill of Rights), of the Constitution of the United States and debate whether or not their objectives are relative today.							

Magruder’s American Government: 59-62, 63-64	5. Evaluate, take and defend a position either on the Federalist or the Anti-Federalist papers and explain the ultimate resolutions and compromises that evolved from these. (Great Compromise, checks and balances, reserved powers.)							
<i>Opportunities to address this standard appear on the following pages:</i> Magruder’s American Government: 59-62, 63-64	6. Analyze the Great Debate and evaluate its contribution to the Civil War.							
Magruder’s American Government: 152-155, 156-163, 164-168, 169, 170-178, 179-181, 632-638, 640-641	7. Differentiate between the rights, privileges, responsibilities, and duties granted U.S. citizens under the Constitution of the United States and describe the role of citizens in a constitutional democracy.							
Magruder’s American Government: C3, 9-10, 68-75, 89-90	8. Demonstrate an understanding of the purposes that constitutions serve, and the conditions that contribute to the establishment of the rule of law, and evaluate how limited government and rule of law protect individual rights under the Constitution.							
Magruder’s American Government: 48-51, 52-58, 64, 78-83, 85-88, 89-91	9. Explain and assess the development and evolution of documents that display the core democratic values of the United States government as impacted by the economic, social, and political climates during different time periods in American history.							
Magruder’s American Government: 78-83, 89-91, 546-550, 551-558, 559-567, 569-572, 573-575	10. Trace and examine the history of the Constitutional Amendments and laws grounded in those Amendments illustrating relevance to the students’ own lives today and in the future.							
Magruder’s American Government: 520-526, 527, 528-531, 532-537, 538-540, 541-543, 732-736, 738	11. Compare and contrast the roles and responsibilities of the local, state and national judicial systems.							
Magruder’s American Government: 76, 310, 410, 600, 624	12. Examine and compare Supreme Court cases and the Justices’ interpretations of the Constitution, especially cases regarding the Bill of Rights. and apply knowledge to relevant situations occurring today.							

Magruder's American Government: C17-C18, 82-83, 546-550, 551-558, 559-567, 569-572, 573-575	13. Analyze the Bill of Rights (1 st Ten Amendments) and examine the conflicts that arise between individual freedom as opposed to the common good concerning economic and civic conditions in today's society. Evaluate changes in these freedoms and summarize your conclusions.							
Magruder's American Government: C1-C23, 9-10, 68-75, 89-90, 666-672, 674	14. Examine and defend the values, ideals and principles that are the foundation of U.S. constitutional government, and demonstrate evidence of their existence in contemporary governments worldwide.							
Magruder's American Government: 12-18, 25-26, 78-83, 89-91	15. Differentiate between nations possessing a constitution and those with a constitutional government and correlate the Amendments of the U.S. Constitution as they evolved as evidence that the United States has a constitutional government.							
Magruder's American Government: C1-C23, 72-75, 94-102, 268-271, 273-280, 281-284, 296-303, 304-309, 312-316, 317, 318-324, 364-368, 520-526, 546-550	16. Analyze how the Constitution defines and outlines a structure for the U.S. Federal System and how the Constitution provides checks and balances for a limited government.							
Magruder's American Government: 296-303, 304-309, 312-316, 317, 318-324, 325-327, 364-368, 400-403, 404, 405-409, 410, 412-416, 417-420, 520-526, 532-537	17. Recognize the changes in responsibilities and powers of the three branches of federal government from the time of their inception through today and cite examples that illustrate the changes.							
Magruder's American Government: 122-129, 130-136, 137-140, 142-146, 147-149	18. Examine the existing two-party system of the U.S. government and predict the impact of a 3 rd party on the political process.							
Magruder's American Government: 214-219, 220-226, 227, 228-236, 237-239	19. Assess the influence of the media on public opinion and on the decisions of government officials.							
Magruder's American Government: 242-246, 247-252, 253, 254-260, 261-263	20. Examine the impact of special interest groups on the shaping of public policy and relate similar influences to a current initiative.							

Magruder’s American Government: 546-550, 551-558, 559-567, 569-572, 573-575	21. Analyze the impact of freedom of speech and press in a democratic society and give examples of how these freedoms allow citizens to express their views, shape public policy and monitor government actions.						
Magruder’s American Government: 200, 201-208, 209-210, 228-236, 237-239	22. Assess the connections between campaign financing, the media and the electoral process, and then formulate a proposal for campaign reform and predict the outcome.						
Magruder’s American Government: 170-178, 179-180	23. Identify the demographic factors that influence voter behavior and prepare a summary of your findings regarding citizen participation in the electoral process.						
<i>Opportunities to address this standard appear on the following pages:</i> Magruder’s American Government: 488-494, 502-503	24. Identify and research “terrorist states” that house terrorist organizations and condone their activities, and recognize the perspectives of policymakers worldwide and how they are influenced by these states and their activities.						
Magruder’s American Government: 110, 256, 453	25. Examine environmental abuses worldwide and create solutions for the economic vs. environmental conflicts that prevail.						
Magruder’s American Government: 482-487, 488-494, 495-403, 505-512, 513-515	26. Identify and examine international treaties and other agreements concerning such issues as environmental protection, arms control, space exploration and trade. Then formulate an opinion as to the agendas of those involved in each treaty. and formulate an opinion as to the agendas of those who refuse to participate in the treaties.						
Magruder’s American Government: 505-512, 513-514	27. Analyze the interaction among nation states for problem solving and partnership building through both governmental and nongovernmental approaches.						
Magruder’s American Government: 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731	28. Examine debate and use intellectual and participatory skills essential for informed, effective, and responsible citizenship that enable individuals to learn and apply civic knowledge to work with others and clearly articulate ideas and interests to monitor and influence public policy, build coalitions, seek consensus, negotiate compromise, and manage conflict.						

<p>Magruder's American Government: 84, 141, 152-155, 156-163, 164-168, 169, 170-178, 179-181, 272, 369, 568, 631, 731</p>	<p>29. Develop and explain civic dispositions (habits of the heart) that pervade all aspects of citizenship and personal traits of private and public character essential to the preservation and improvement of American constitutional democracy, relate how American constitutional democracy cannot accomplish its purposes unless its citizens actively participate in public policy and civic life.</p>						
<p>C. Personal Finance</p>							
	<p>1. Compile and prioritize lists of wants and needs and defend your decisions, then analyze the opportunity costs when choosing between wants and needs.</p>						
	<p>2. create a rubric to evaluate career choices as realistic factors influencing income and lifestyle</p>						
	<p>3. Differentiate between gross and net income and cite the factors affecting the difference. (e.g., taxes, insurance, pension plans)</p>						
	<p>4. Research the role of benefits packages, unions, and professional organizations.</p>						
	<p>5. Calculate income and expenses, construct, analyze and monitor a personal budget, recognize the personal, local, national and global causes and implications of bankruptcy, and formulate a personal plan to prevent it.</p>						
	<p>6. research the functions of banking services (checking, savings, ATM, check cards, debit cards, Certificates of Deposit, loans, investments, etc.) and recognize and compare relationships among economic institutions worldwide(e.g., households, businesses, banks, government agencies and labor unions).</p>						
	<p>7. Create a chart to compare interest rates on borrowed money and show the cost, then choose the best option and defend your decision. (e.g., personal loans, international loans between countries, corporate loans, entrepreneurial loans)</p>						
	<p>8. Explain the advantages and disadvantages of credit, -discuss appropriate uses of credit, calculate and outline the hidden costs of credit and create a plan to reduce credit. (e.g., personal line of credit, credit cards, national debt)</p>						

	9. Differentiate between saving and investing, construct a chart to identify investment options and formulate an investment plan to meet long and short term financial goals.						
	10. Explain identity theft, how to guard against it, and the consequences to the victim and to society.						
	11. categorize types of insurance policies and analyze the costs and benefits						
	12. Identify, categorize and explain all types of taxes, compare the different collection processes, and infer how taxation, income and lifestyle affect society_on personal, state, national and global scales.						
	13. compute personal income tax short form and complete simulated real estate and personal property tax forms						

	<p>14. examine fraud, draw conclusions and summarize information regarding:</p> <ul style="list-style-type: none"> • consumer rights, responsibilities, protection and legal resources • supplier rights, responsibilities, protection and legal resources • informed consumer decision-making skills • fraudulent practices • impact on the individual, community, nation and world 						
	<p>15. Evaluate an individual's need for investment; saving, spending, and insurance then design a long term plan to meet those needs throughout the life cycle. e.g., defined benefit , {pension, Social Security} defined contribution {401k, IRA, 403b, etc}, investment diversity and suitability)</p>						
D. Geography							
<p>Magruder's American Government: 33, 56, 154, 274, 376, 388, 506, 529, 636, 656, 664, 668, 670, 694, 746</p>	<p>1. Map and analyze spatial data from public records and share results with the community.</p>						
<p>Magruder's American Government: 749, 753-755, 767-768</p>	<p>2. Debate the negative and positive aspects of zoning and annexation, evaluate the proposed land uses in your community and anticipate the outcomes.</p>						
<p>Magruder's American Government: 152-154, 633-638, 639-640</p>	<p>3. conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues:</p> <ul style="list-style-type: none"> • Political and cultural boundaries • Differing rates of women's suffrage • Cultural diversity and assimilation with regards to migration • Indicators of standards of living • Impact of the movement of religion 						

Magruder's American Government: 635-637, 639- 640	4. Evaluate and interpret the characteristics of migrants and the role of mental mapping in their destination decisions.							
--	--	--	--	--	--	--	--	--

Magruder's American Government: 749-755, 768	5. Examine the impact of sprawl (rural and urban) on society and the environment. (e.g., globalization of agriculture, energy dependency, water/soil, green houses emissions, parking lots)						
<i>Opportunities to address this standard appear on the following pages:</i> Magruder's American Government: 742-748, 749-755, 756-759, 760, 761-766, 767-769	6. Analyze sustainable development in the lives of 21 st Century citizens.						
Magruder's American Government: 635-637, 639-640	7. debate the roles of cultural diversity and assimilation in the More Developed Countries (MDC) versus those roles in Less Developed Countries (LDC)						
Magruder's American Government: 4-11, 12-18, 25-26	8. Recognize the difference between political states and nation-states.						
<i>Opportunities to address this standard appear on the following pages:</i> Magruder's American Government: 488, 504, 505	9. compare the statistical measurements that differentiate LDCs from MDCs						
<i>Opportunities to address this standard appear on the following pages:</i> Magruder's American Government: 488, 504, 505	10. Evaluate why development differs among countries and the causes and implications of these differences.						
<i>Opportunities to address this standard appear on the following pages:</i> Magruder's American Government: 469-471, 473-476, 477-478	11. Evaluate the changing view of resource use on a local/global scale.						
Magruder's American Government: 742-748, 749-755	12. Point out the potential impacts of environmental change. (e.g. Changing areas of food production, shrinking human habitats, dense settlements)						
Magruder's American Government: 242, 247, 251, 254, 256	13. Examine the role of special interest groups in defining ethical use of the environment and environmental protection.						

<p>Opportunities to address this standard appear on the following pages: Magruder's American Government: 488, 504, 505</p>	<p>14. Examine the reasons that may influence an industry's move from an MDC to an LDC. (e.g., environmental regulations, government control, wages.)</p>							
---	---	--	--	--	--	--	--	--