

**GLENCOE CORRELATION**  
**AMERICAN GOVERNMENT**  
DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS  
Social Studies Curriculum Standards  
Grade Twelve United States Government

OBJECTIVES	PAGE REFERENCES
<b>S1 CITIZENSHIP:</b> Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:	
a. Evaluate the degree to which public policy and citizen behaviors exemplify the stated ideals of democratic government.	SE: 588-590, LSS 589, 591-597, 598-605 TWE: CD 589 BCS 594 DLS 596 UPS 598  <b>Activities:</b> LSS 589: (Law, Language Arts, Math, Art)—Summarize a criminal case. Estimate costs, investigate statistics, make a poster. DLS 592: (Language Arts, Art)—Express ideas about poverty in a poem, song, collage, or photo display. BCS 594: (Research)—Research the functioning of the Social Security system and predictions for its future. DLS 596: (Research/Debate)—Research and debate the government’s position on Social Security. DLS 599: (Art)—Create political cartoons on environmental concerns. AC 601: (Science)—Prepare a list of questions to ask a biology or science teacher guest speaker discussing global warming. BCS 602: (Language Arts)—Write an essay about personal commitment to volunteer service. BSC 604: (Language Arts)—Write a reflective essay sharing an experience as a volunteer.
b. Identify, analyze, and propose solutions to local, state, and national issues.	SE: 172-179, 180-185, 186-196, 198, 588-596, 597-685 <i>America at Odds</i> 197 TWE: EN 176, 181, 186 CL 592 BCS 187 CD 193 EX 191 SW 176, 194, 588 CT 194  <b>Activities:</b> DLS 173: (Visual)—Groups complete “mapping” diagrams for civil rights and civil liberties. MU 180: (Home Ec., Music, Literature)—Organize an ethnic day. AC 193: (Fine Arts)—Create original works, bring in music, literature, art, and articles pertaining to the civil rights movement. LSS 589: (Law, Language Arts, Math, Art)—Summarize a criminal case. Estimate costs, investigate statistics, make a poster. DLS 592: (Language Arts, Art)—Express ideas about poverty in a poem, song, collage, or photo display. BCS 594: (Research)—Research the functioning of the Social Security system and predictions for its future. DLS 596: (Research/Debate)—Research and debate the government’s position on Social Security.

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<p>c. Define and demonstrate the attributes, rights, and responsibilities of a democratic citizen to include voting procedures and the election process.</p>	<p>SE: 204-207, 208-209, 211-215, 216-222  <i>Case Study</i> 210, 353</p> <p>TWE: LSS 205  BCS 204  MA 206  UPS 216  FA 216  EN 219</p> <p><b>Activities:</b>  LSS 205: (Research)—Research the process by which renounced citizens can be regained.  MU 208: (Interview)—Interview an alien, comparing the individual’s experiences with the material in this chapter. Invite an alien or exchange student to visit the class.  DLS 213: (Language Arts)—Write information an immigrant will need to know about citizenship, including an explanation of the Immigration Act of 1990.  DLS 217: (Art)—Draw pictures, dialogue, captions and headings to illustrate the chart in Fig. 8-3, p. 217, which shows how the Bill of Rights has been incorporated into the Fourteenth Amendment.  CT 218: (Language Arts)—Write essays on the importance of each individual vote.  DLS 218: (Oral Communication)—Interview adults about their voting habits. Chart results.  BCS 219: (Art)—Create a class bulletin board showing ways to contribute to the well being of society.  DLS 353: (Charting)—Prepare a chart to show different methods to increase voter turnout.</p>
<p><b>SS2 CULTURE:</b> Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:</p>	
<p>a. Analyze and explain how groups, societies, and culture address human needs and concerns.</p>	<p>SE: 244-246, 246-253, 253-255, 257-260, 268-272, 279-282, 334, 336  <i>Case Study</i> 256</p> <p>TWE: AC 247  DLS 251  MA 252  LSS 257  MU 255</p> <p><b>Activities:</b>  DLS 244: (Current Events)—Compare editorials written by liberals, moderates, and conservatives, then create political cartoons to match each.  LSS 245: (U.S. History)—Create charts with timelines of the development of the major political parties in the U.S.  MU 254: (Research)—Research ethnic-related organizations or groups that support multiculturalism.  BCS 255: (Current Events)—Chart the techniques use by special interest groups.  BCS 268: (Government)—Become involved in a student government election on campus.  AC 281: (Art)—Write explanations to political cartoons from a variety of sources. Create political cartoons.</p>

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<p>b. Show how cultural expression is reflected in political ideologies, movements, or events in history.</p>	<p>SE: 180-185, 172-178, 223, 225-226, 347-350 <i>America at Odds</i> 224</p> <p>TWE: MA 181, 182 CT 182, 224 C 17 CL 177 LSS 349</p> <p><b>Activities:</b>  MU 180: (Home Ec., Music, Literature)—Organize an ethnic day.  BCS 183: (Current Events)—Analyze current events for information about civil rights and discrimination.  DLS 173: (Visual)—Groups complete “mapping” diagrams for civil rights and civil liberties.  DLS 244: (Current Events)—Compare editorials written by liberals, moderates, and conservatives, then create political cartoons to match each.  MU 347: (Oral Communication)—Stage a Susan B. Anthony speech given at a suffragist political rally.  LSS 349: (Research)—Research actions led by Dr. Martin Luther King Jr. in 1964 at Selma, Alabama and the reactions of the white population.</p>
<p>c. Analyze the concept of cultural diversity and its impact on United States government.</p>	<p>SE: 180-185, 172-178, 223, 225-226, 347-350 <i>America at Odds</i> 224</p> <p>TWE: MA 181, 182 CT 182, 224 C 174 CL 177 LSS 349</p> <p><b>Activities:</b>  MU 180: (Home Ec., Music, Literature)—Organize an ethnic day.  BCS 183: (Current Events)—Analyze current events for information about civil rights and discrimination.  DLS 173: (Visual)—Groups complete “mapping” diagrams for civil rights and civil liberties.  DLS 244: (Current Events)—Compare editorials written by liberals, moderates, and conservatives, then create political cartoons to match each.  MU 347: (Oral Communication)—Stage a Susan B. Anthony speech given at a suffragist political rally.  LSS 349: (Research)—Research actions led by Dr. Martin Luther King Jr. in 1964 at Selma, Alabama and the reactions of the white population.</p>
<p><b>SS3 TIME, CONTINUITY, AND CHANGE:</b> Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:</p>	
<p>a. Describe how governments and their institutions change.</p>	<p>SE: 614-618 TWE: MA 617 C 617</p> <p><b>Activities:</b>  LSS 614: (Research)—Research the bombings at the end of World War II.  AC 615: (Research)—Explore the reactions to the use of nuclear energy.  DLS 616: (Oral Communication)—Present broadcasts of the same event from different points of view.  EN 617: (Timeline)—Draw time lines of major events in American foreign policy.</p>

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b. Evaluate Supreme Court decisions within their historical contexts.	SE: 762-770
c. Trace the development of political parties in the United States.	SE: 266-273, 274-275, 278-279, 279-282, 283 <i>Building Social Studies Skills 276-277</i> TWE: LSS 266 EN 270 CT 275, 281 MA 270-271 <b>Activities:</b> LSS 266: (History)—Chart the differences between the two major political parties during the Civil War. DLS 267: (Research)—Research and chart officeholders and information about the Democratic and Republican parties. BCS 268: (Government)—Become involved in a student government election on campus. HS 275: (Timeline)—Create an illustrated time line showing the development of political parties in the United States. AC 281: (Art)—Write explanations to political cartoons from a variety of sources. Create political cartoons.
d. Analyze reoccurring themes and issues in United States government (e.g., universal suffrage and health care).	SE: 174-179, 181-183, 192-196, 198, 347-351 <i>America at Odds 197</i> TWE: CL 177 MA 181 EN 182 <b>Activities:</b> BCS 183: (Current Events)—Analyze current events for information about civil rights and discrimination. AC 193: (Fine Arts)—Create original works, bring in music, literature, art, and articles pertaining to the civil rights movement. MU 347: (Oral Communication)—Stage a Susan B. Anthony speech given at a suffragist political rally. LSS 349: (Research)—Research actions led by Dr. Martin Luther King Jr. in 1964 at Selma, Alabama and the reactions of the white population.
<b>SS4 SPACE AND PLACE:</b> Social studies programs should include experiences that provide for the study of space and place, so that the learner can:	
a. Use geographic tools to collect, analyze, and interpret political data.	SE: <i>Building Social Studies Skills 376-377, 568, 593, 696, 710</i> TWE: HS 376, 568 DLS 377, 696 CD 568 <b>Activities:</b> HS 376: (Maps)—Analyze and compare political maps. DLS 377: (Politics)—Analyze the meaning of the political cartoon on p. 378, create cartoons of this gerrymander. HS 568: (Maps)—Draw a map showing one kind of economic information. HS 593: (Graphs)—Plan and draw line graphs. DLS 696: (Math/Tables)—Practice figuring and using percentages. Prepare a table to show the results of a survey.

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b. Describe the relationship between a nation's economic and historical development and its geographical features.	
<b>SS5 INDIVIDUAL DEVELOPMENT AND IDENTITY:</b> Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:	
a. Explain how political beliefs are influenced by family, ethnicity, gender, group, and culture.	SE: 90, 141, 183 <b>Activities:</b> EX 141: (Language Arts)—Organize and present a debate on the question, "Should members of the American Nazi Party be permitted to demonstrate in an area where their views will clearly be considered offensive?" BCS 183: (Current Events)—Analyze current events for information about civil rights and discrimination.
b. Identify how individual behaviors are sanctioned and rewarded in society.	SE: 133, 134, 135, 140, 329, 664-667, 669-670 <i>America at Odds</i> 142 <i>Architects of Government</i> 73, 181, 252, 268, 330 TWE: LSS 669 CD 666 CT 667 <b>Activities:</b> AC 134: (Speech)—Read excerpts from speeches and decide what kind of speech is involved and why it is or isn't protected by the First Amendment. BCS 140: (Law)—Explore changes in circumstances that would make an assembly of citizens legal or illegal. AC 665: (Law)—Invite a member of a local district attorney's office to talk to the class about the work performed by the attorneys. DLS 666: (Law)—Visit a local court to view minor criminal cases being heard.
c. Describe the influences of various historical and contemporary cultures on an individual's life.	SE: 183-185 TWE: UPS 183 <b>Activities:</b> BCS 183: (Current Events)—Analyze current events for information about civil rights and discrimination. EN 183: (Culture)—Invite a successful role model from a minority group to share experiences as a U.S. Citizen from a minority group. EX 184: (Language Arts)—Read and do book reports about the experiences of minority groups.

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<b>SS6 INDIVIDUALS, GROUPS, AND INSTITUTIONS:</b> Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:	
a. Analyze the evolution of social and political institutions (e.g., political parties, expansion of federal regulatory groups).	<p>SE: 266-273, 274-275, 278-279, 279-282, 283 <i>Building Social Studies Skills</i> 276-277</p> <p>TWE: LSS 266 EN 270 CT 275, 281 MA 270-271</p> <p><b>Activities:</b> LSS 266: (History)—Chart the differences between the two major political parties during the Civil War. DLS 267: (Research)—Research and chart officeholders and information about the Democratic and Republican parties. BCS 268: (Government)—Become involved in a student government election on campus. HS 275: (Timeline)—Create an illustrated time line showing the development of political parties in the United States. AC 281: (Art)—Write explanations to political cartoons from a variety of sources. Create political cartoons.</p>
b. Explain how groups and institutions perpetuate values, beliefs, and attitudes.	<p>SE: 240-243, 244-253, 254-260, 268-272, 334-337</p> <p>TWE: EX 260 CD 244 MA 270-271 EN 249 SW 250 CT 254 LSS 257 MU 254 BCS 255</p> <p><b>Activities:</b> DLS 240: (Art)—Create posters appealing to the public to be careful and critical consumers of media information. BCS 241: (Oral Communication)—Interview the principal to ask about the role of educators as it relates to political socialization. DLS 244: (Current Events)—Compare editorials written by liberals, moderates, and conservatives, then create political cartoons to match each. MU 254: (Research)—Research ethnic-related organizations or groups that support multiculturalism. BCS 255: (Current Events)—Chart the techniques used by special interest groups. LSS 257: (History)—Research specific lawsuits brought by Civil Rights groups in the 1950's and 1960's to demonstrate how large interest groups can effect history. BCS 268: (Government)—Become involved in a student government election on campus.</p>

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<p>c. Analyze examples of tensions between expressions of individuality and efforts used to promote social conformity.</p>	<p>SE: 174-179, 181-183, 192-196, 198, 347-351  <i>America at Odds</i> 197</p> <p>TWE: CL 177  MA 181  EN 182</p> <p><b>Activities:</b>  BCS 183: (Current Events)—Analyze current events for information about civil rights and discrimination.  EN 183: (Culture)—Invite a successful role model from a minority group to share experiences as a U.S. Citizen from a minority group.  AC 193: (Fine Arts)—Create original works, bring in music, literature, art, and articles pertaining to the civil rights movement.  MU 347: (Oral Communication)—Stage a Susan B. Anthony speech given at a suffragist political rally.  LSS 349: (Research)—Research actions led by Dr. Martin Luther King Jr. in 1964 at Selma, Alabama and the reactions of the white population.</p>
<p>d. Evaluate ways in which technological, political, economic, and environmental changes affect the social system.</p>	<p>SE: 320-325, 327-328, 329-330, 564-567, 569-570, 591-596, 597-606, 612-618</p> <p>TWE: MA 324  EX 592  SW 564  BCS 594  MU 595</p> <p><b>Activities:</b>  AC 329: (Science)—Invite an applied technology or science teacher to explain the technology behind radio.  AC 565: (Math)—Gather statistics on taxation in various parts of the world.  DLS 567: (Math)—Fill out income tax forms with given income amounts.  BCS 569: (Law)—Invite a law officer to speak about driver safety and traffic laws.  DLS 592: (Language Arts, Art)—Express ideas about poverty in a poem, song, collage, or photo display.  BCS 594: (Research)—Research the functioning of the Social Security system and predictions for its future.  DLS 596: (Research/Debate)—Research and debate the government’s position on Social Security.  DLS 599: (Art)—Create political cartoons on environmental concerns.  AC 601: (Science)—Prepare a list of questions to ask a biology or science teacher guest speaker discussing global warming.  BCS 602: (Language Arts)—Write an essay about personal commitment to volunteer service.  BSC 604: (Language Arts)—Write a reflective essay sharing an experience as a volunteer.  LSS 614: (Research)—Research the bombings at the end of World War II.  AC 615: (Research)—Explore the reactions to the use of nuclear energy.  DLS 616: (Oral Communication)—Present broadcasts of the same event from different points of view.  EN 617: (Timeline)—Draw time lines of major events in American foreign policy.</p>

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<p><b>SS7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</b> Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:</p>	
<p>a. Investigate and explain how abundance and scarcity of goods and services require economic system intervention.</p>	<p>SE: 562-567, 569-570, 574-580, 582, 703-706, 707, 708-712, 714  <i>Participating in Government</i> 706  <i>America at Odds</i> 581</p> <p>TWE: DLS 592  EN 705  MA 704-705</p> <p><b>Activities:</b>  AC 565: (Math)—Gather statistics on taxation in various parts of the world.  DLS 567: (Math)—Fill out income tax forms with given income amounts.  BCS 569: (Law)—Invite a law officer to speak about driver safety and traffic laws.  AC 578: (Language Arts)—Write letters to the editor expressing support of a change in U.S. currency.  DLS 581: (Law)—Debate a position for or against the flat tax income tax system.  DLS 706: (Language Arts)—Write letters, send e-mail or fax opinions on balanced budgets and suggestions for improvement.  MU 712: (Math)—Give examples of the benefits and drawbacks of having a high percentage of total government funds spent at the state and local level. Compare state and other country's spending on prisons.</p>
<p>b. Explain the major economic functions of government.</p>	<p>SE: 424-430, 430-437, 438-442, 564-567, 569-570, 571-580, 582, 591-592, 594-597, 598-605, 702-705, 707  <i>America at Odds</i> 580</p> <p>TWE: BCS 431, 594  C 442  SW 572  CL 441</p> <p><b>Activities:</b>  DLS 424: (Language Arts)—Plan an itinerary for one day's visit to the U.S. Capitol.  BCS 427: (Language Arts)—Write about the types of work forces that will be necessary to compete in the global economy 5 years from now, and the steps needed to ensure that environmental protection efforts continue.  AC 432: (Math)—Get an average workday and annual salary of a legislator and calculate an "hourly wage." Discuss benefits, compensations, and whether this is adequate.  LSS 439: (Economics)—Interview adults who are knowledgeable about the economic implications of keeping or closing a military base.  DLS 441: (Art)—Draw cartoons to show the four different actions a president can take in response to a bill submitted for approval.  AC 565: (Math)—Gather statistics on taxation in various parts of the world.  DLS 567: (Math)—Fill out income tax forms with given income amounts.  BCS 569: (Law)—Invite a law officer to speak about driver safety and traffic laws.  DLS 592: (Language Arts, Art)—Express ideas about poverty in a poem, song, or collage.  BCS 594: (Research)—Research the functioning of the Social Security system and predictions for its future.  DLS 596: (Research)—Research and debate the government's position on Social Security.  DLS 599: (Art)—Create political cartoons on environmental concerns.  AC 601: (Science)—Prepare a list of questions to ask a biology or science teacher guest speaker discussing global warming.  BCS 602: (Language Arts)—Write an essay about personal commitment to volunteerism.  BSC 604: (Language Arts)—Write a reflective essay sharing an experience as a volunteer.</p>
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<p>c. Define the principles and analyze the development of fiscal and monetary policy in the United States (e.g., Federal Reserve, National Bank, debt).</p>	<p>SE: 564-569, 571-574, 574-580, 582 <i>America at Odds</i> 581</p> <p>TWE: CT 567 FA 571 EN 572 C 573, 582 LSS 580 DLS 581</p> <p><b>Activities:</b> AC 565: (Math)—Gather statistics on taxation in various parts of the world. DLS 567: (Math)—Fill out income tax forms with given income amounts. BCS 569: (Law)—Invite a law officer to speak about driver safety and traffic laws. DLS 573: (Math)—Construct a bar chart showing the information in Fig. 21-7, U.S. Government Spending, p.573. LSS 575: (Economics)—Invite a local bank official to discuss issues regarding credit. AC 578: (Language Arts)—Write letters to the editor supporting a change in U.S. currency. DLS 581: (Law)—Debate a position for or against the flat tax income tax system.</p>
<p>d. Recognize and analyze the inherent conflict between environmental and developmental interests.</p>	<p>SE: 251-252, 597-606, 642-643</p> <p>TWE: AC 598 CT 599, 603, 642 CD 600 BCS 604 MA 252 EX 599</p> <p><b>Activities:</b> DLS 596: (Research/Debate)—Research and debate the government’s position on Social Security. DLS 599: (Art)—Create political cartoons on environmental concerns. AC 601: (Science)—Prepare a list of questions to ask a biology or science teacher guest speaker discussing global warming. BCS 602: (Language Arts)—Write an essay about personal commitment to volunteer service. BSC 604: (Language Arts)—Write a reflective essay sharing an experience as a volunteer.</p>

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<p><b>SS8 POWER, AUTHORITY, AND GOVERNANCE:</b> Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:</p>	
<p>a. Compare and contrast governments at all levels (e.g., Constitutional development, checks and balances, political parties).</p>	<p>SE: 68-69, 648-650, 651-652, 656-661, 676-677, 681-686, 688-695  <i>Participating in Government</i> 680  <i>Case Study</i> 687</p> <p>TWE: EN 649  BCS 651, 683  CD 660  MA 680  FA 676  EX 685</p> <p><b>Activities:</b>  DLS 68: (Government)—Analyze the link between the principles of popular sovereignty and limited government by completing a Venn diagram.  MU 69: (Government)—Research individual rights in different countries from each continent.  DLS 648: (Law)—Create flow charts to show how proposed amendments become law.  AC 649: (Language Arts)—Write children’s stories in which the main character, a proposed amendment, tells how it was proposed and became ratified.  BCS 651: (Drama)—Role play a citizen on the street and a petitioner for a current voter initiative.  EX 660: (Government)—Research the power of line-item veto in the state, whether or not the governor has this power and its restrictions.  DLS 682: (Oral Communication)—Interview a county board member about the office duties and election or hiring processes.  DLS 691: (Government)—Learn municipal government plans by: 1. Acting out the descriptions of various municipal governments, 2. Write a jingle that explains different governments, 3. Make an exhibit of photos of local government offices and leaders, 4. Invite government officials as guest speakers.  AC 695: (Art)—Collect and explain political cartoons or caricatures of different political machine bosses.</p>
<p>b. Analyze the development and role of international and multinational organizations and agencies.</p>	<p>SE: 629-631, 632-638  TWE: LSS 629, 635  MU 634  EX 634  CD 635</p> <p><b>Activities:</b>  LSS 629: (World History)—Research NATO and OAS and debate which has been most effective in promoting peace and security.  DLS 633: (Oral Communication)—Interview someone who was an adult during the Cold War, about U.S. foreign policy during the Cold War.  LSS 635: (Research)—Research one of the battle zones into which the U.N. Security Council has sent military observer teams. Create a bulletin board.  AC 636: (Language Arts)—Create a speech as the president of the United States, on foreign policy.</p>

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<p>c. Investigate the concept and development of basic human rights (e.g., universal human rights, civil rights, basic United States rights as outlined in the Bill of Rights).</p>	<p>SE: 172-179, 180-185, 186-188, 189-192, 192-196, 198 <i>America at Odds</i> 197</p> <p>TWE: EX 191 UPS 173 C 179 LSS 196 FA 189 MA 181 CT 182, 190</p> <p><b>Activities:</b> DLS 173: (Law)—Complete “mapping” diagrams for civil rights and civil liberties. EX 176: (Research)—Research the “Jim Crow” laws and their impact. MU 180: (Home Ec., Music, Literature)—Organize an ethnic day. BCS 183: (Current Events)—Analyze current events for information about civil rights and discrimination. AC 193: (Fine Arts)—Create original works, bring in music, literature, art, and articles pertaining to the civil rights movement.</p>
<p>d. Assess the roles and responsibilities of elected officials.</p>	<p>SE: 379-382, 382-387, 388-394, 396-397 <i>America at Odds</i> 395</p> <p>TWE: CT 392 BCS 389 AC 392 EN 386, 391 DLS 381, 383 CD 380 HS 380</p> <p><b>Activities:</b> DLS 381: (Language Arts)—Write a letter as a newly elected member to the House of Representatives to a friend, explaining what happened on the day of the Room Draw. DLS 385: (Law)—Research a law or issue facing the school or community and prepare a bill and speech in favor of the bill. CL 386: (Research)—Identify the committees and subcommittees on which community representatives and senators serve. BCS 387: (Language Arts)—Create Architect of Government features for a deserving Congressperson. Include pictures, drawings, biographical sketches, and quotations. AC 392: (Math)—Use copies of <i>Congressional Quarterly Weekly Reports</i> to compare and compile statistics such as the number of votes taken by the House v.s. the Senate. DLS 395: (Speech)—Plan and present campaign speeches as a long established incumbent or as a new candidate, dealing with the issue of term limits.</p>

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e. Develop and maintain an awareness and understanding of national and international political issues.	SE: <i>Extended Case Study</i> 114-115, 642 <i>America at Odds</i> 142, 260, 395, 581 <i>Case Study</i> 75, 306, 594 TWE: CD 114, 306 CT 115 EX 260 EN 75, 581 <b>Activities:</b> EX 114: (Speech)—Invite your school principal to share his or her views about educational reform, national standards and national tests. EN 142: (Language Arts)—List all the reasons for and all the reasons against assisted suicide and the right to die. DLS 395: (Speech)—Plan and present campaign speeches as a long established incumbent or as a new candidate, dealing with the issue of term limits. DLS 581: (Law)—Debate a position for or against the flat tax income tax system. AC 75: (Math)—Figure out the number of votes necessary to propose and ratify an amendment by each method as outlined in <i>Case Study</i> , p. 75.
<b>SS9 SCIENCE, TECHNOLOGY, AND SOCIETY:</b> Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:	
a. Evaluate the impact of technology (e.g., media) on government institutions.	SE: 300, 322-325, 327-328, 329-330, 331-334 TWE: CL 323 UPS 480 MA 324 CT 324 BCS 327 FA 331 <b>Activities:</b> AC 300: (Language Arts/Media)—“Cover” a local political story as a political reporter. Create a news video. EN 325: (Media)—Create negative and positive ads for a fictitious candidate. EX 327: (Media)—List the themes, messages, and propaganda used in national state and local campaign commercials. MU 331: (Research)—Research to see if anything can be concluded about race, ethnicity, religion and region as they pertain to Internet users. CL 332: (Research)—Investigate Internet websites of different political parties to compare their party platforms and general effectiveness of the site.
b. Examine how laws and policies affect scientific and technological applications.	

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<p>c. Analyze how science and technology influence core values, beliefs, and attitudes of society.</p>	<p>SE: 323-325, 327-328, 616-617  TWE: MU 323  CT 324  EX 327  DLS 616</p> <p><b>Activities:</b>  EN 325: (Media)—Create negative and positive ads for a fictitious candidate.  EX 327: (Media)—List the themes, messages, and propaganda used in national state and local campaign commercials.  DLS 616: (Oral Communication)—Present broadcasts of the same event from different points of view.  EN 617: (Timeline)—Draw time lines of major events in American foreign policy.</p>
<p><b>SS10 GLOBAL CONNECTIONS:</b> Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:</p>	
<p>a. Analyze policies that address current concerns and issues related to human rights, environmental quality, and territorial disputes.</p>	<p>SE: 597-605, 628-629  TWE: CT 599, 603  AC 598  EN 601, 603  EX 604</p> <p><b>Activities:</b>  DLS 599: (Art)—Create political cartoons on environmental concerns.  AC 601: (Science)—Prepare a list of questions to ask a biology or science teacher guest speaker discussing global warming.  BCS 602: (Language Arts)—Write an essay about personal commitment to volunteer service.  BSC 604: (Language Arts)—Write a reflective essay sharing an experience as a volunteer.  LSS 629: (World History)—Research NATO and OAS and debate which has been most effective in promoting peace and security.</p>
<p>b. Discuss the concept of national sovereignty in relation to political developments.</p>	<p>SE: 13, 612-618, 619-620, 622, 623-627, 628-631  <i>Participating in Government</i> 621</p> <p>TWE: CD 613, 622  CT 615  MA 617  EN 617  BCS 621  LSS 624  EX 629</p> <p><b>Activities:</b>  LSS 614: (Research)—Research the bombings at the end of World War II.  AC 615: (Research)—Explore the reactions to the use of nuclear energy.  DLS 616: (Oral Communication)—Present broadcasts of the same event from different points of view.  EN 617: (Timeline)—Draw time lines of major events in American foreign policy.  LSS 624: (Geography/Economy)—Report on the current political and economic problems of the five regional bureaus of the Department of State (Middle East, Africa, Latin America, Asia, Europe).  LSS 629: (World History)—Research NATO and OAS and debate which has been most effective in promoting peace and security.</p>

OBJECTIVES	PAGE REFERENCES
c. Analyze formal and informal means of interaction with governments of other nations.	<p>SE: 612-620, 622, 623-627, 628-632, 633-638  <i>Participating in Government</i> 621</p> <p>TWE: LSS 612            CD 613            CT 615, 629            FA 618            C 622            EN 630</p> <p><b>Activities:</b>            LSS 614: (Research)—Research the bombings at the end of World War II.            AC 615: (Research)—Explore the reactions to the use of nuclear energy.            DLS 616: (Oral Communication)—Present broadcasts of the same event from different points of view.            EN 617: (Timeline)—Draw time lines of major events in American foreign policy.            LSS 624: (Geography/Economy)—Report on the current political and economic problems of the five regional bureaus of the Department of State (Middle East, Africa, Latin America, Asia, Europe).            LSS 629: (World History)—Research NATO and OAS and debate which has been most effective in promoting peace and security.            DLS 633: (Oral Communication)—Interview someone who was an adult during the Cold War, about U.S. foreign policy during the Cold War.            LSS 635: (Research)—Research one of the battle zones into which the U.N. Security Council has sent military observer teams. Create a bulletin board.            AC 636: (Language Arts)—Create a speech as the president of the United States, on foreign policy.</p>

### Codes Used for TWE Pages

AC	Across the Curriculum
BCS	Building Citizenship Skills
C	Close
CD	Class Discussion
CL	Cooperative Learning
CT	Critical Thinking
DLS	Developing Learning Styles
EN	Enrich
EX	Extension
FA	Focus Activity
HS	Helping Students with Special Needs
LSS	Linking Social Studies
MA	More About
MU	Multicultural Understanding
SW	So What?
UPS	Using Primary Sources