



SOCIAL STUDIES INSTRUCTIONAL GUIDE

GRADE 12: Contemporary World Issues

GRADE 12: Contemporary World Issues

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NOTE ON THE CREATION OF THIS DOCUMENT: *Cross-district teams consisting of social studies teachers Larry Asher, Todd Boerke, Jeff Brick, Tina Bump, Mat Clark, Glen Cook, Steve Dawson, Lucas Glassett, Jeff Hudson, Dave Morris, Chuck Niemi, Steve Nowacki, Alex Perry, and Tim Swinehart worked with the district Social Studies Manager to produce this document.*

GRADE 12: Contemporary World Issues

Purpose of this Instructional Guide

The purpose of this guide is to give teachers a broad vision of the overall social studies content for twelfth grade while also making specific suggestions of methods to both teach and assess particular social studies standards aligned to the content of the course.

Overview of Twelfth Grade Social Studies

In twelfth grade, students use the conceptual understandings they have developed in civics, economics, geography, and history to explore pressing issues in our world today. The recommended context for this exploration, therefore, focuses on contemporary world issues. By applying their learning from previous years to current topics, students situate current world issues in their historical, geographic, political, economic, and cultural contexts. The cognitive demand of the grade level expectations (GLEs) is primarily evaluation in an effort to leave these graduating students ready to become the next decision makers and leaders of their communities, the nation, and the world.

Guiding Social Studies Education Philosophies

NATIONAL *from the National Council for the Social Studies (NCSS):*

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

STATE *from the Office of Superintendent of Public Instruction (OSPI):*

Social studies education contributes to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. Social studies equips students to understand their own power and their own responsibility as citizens of the world's most powerful democracy. It equips them to make sound judgments and to actively contribute to sustaining a democratic society, to good stewardship of the natural environment, and to the health and prosperity of their own communities.

DISTRICT

Teachers of social studies in the Evergreen Public Schools should consider themselves teachers of broad social studies concepts and skills reflected in the state grade level expectations (GLEs) who use a particular content to teach these broader concepts and skills. An understanding of the factors that cause conflict within and between nations is more important than memorizing the details of every major war. This does *not* mean that content is unimportant but it does mean that some content must be covered in a cursory manner to ensure that a depth of study can take place that enables students to develop an understanding of broad social studies concepts as well as develop social studies skills such as critical reasoning, analysis of information and deliberation of positions.

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12th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

- **1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.**
 - 1.1.2: Application of ideals and principles.
 - Evaluates relationships between key ideals and historical and current realities.
Example: Judges the relationship between the concept of state's rights and the effects of the No Child Left Behind Act.
- **1.2: Understands the purposes, organization, and function of governments, laws and political systems.**
 - 1.2.2: Function of the government
 - Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.
Example: Critiques the PATRIOT Act as it relates to rights established in the Constitution.
 - 1.2.3: Forms of Government
 - Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.
Example: Critiques the structure of the United States government by comparing it with that of a parliamentary government.
 - 1.2.4: Political parties
 - Understands and evaluates how political systems in the United States operate.
Example: Evaluates the role that money from interest groups has in promoting political agendas and influencing politics.
- **1.3: Understands the purposes, organization of international relationships and United States foreign policy.**
 - 1.3.1: International relationships
 - Evaluates the impact of international agreements on contemporary world issues.
Example: Critiques the advantages and disadvantages of belonging to international organizations, such as the United Nations.
- **1.4: Understands civic involvement.**
 - 1.4.1: Civic involvement
 - Analyzes and evaluates ways of influencing national government and international organizations to establish or preserve individual rights and/or promote the common good.
Example: Critiques the effectiveness of what different groups did to stop the violence in East Timor in the 1990s.

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12th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 2: ECONOMICS

The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.

2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

- 2.1.1: Economic choices
 - Analyzes how economic choices made by groups and individuals can impose costs and provide benefits.
Example: Evaluates the costs and benefits of individual's decisions to buy a hybrid automobile.

2.2: Understands how economic systems function.

- 2.2.1: Economic systems
 - Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.
Example: Evaluates the effects of the North American free Trade Agreement on the economies of the United States, Canada, and Mexico.
- 2.2.2: Trade
 - Analyzes and evaluates the effects of specialization on global trade.
Example: Judges the effects of an oil-based economy on the members of OPEC.

2.3: Understands the government's role in the economy.

- 2.3.1: Government and the economy
 - Evaluates the costs and benefits of governmental fiscal and monetary policies.
Example: Weighs the effects of fiscal policies on unemployment and inflation.

2.4: Understands the economic issues and problems that all societies face.

- 2.4.1: Economic issues
 - Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.
Example: Weighs the impact consumer's choices can have on how companies pay their workers.

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12th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 3: GEOGRAPHY

The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.

3.1: Understands the physical characteristics, cultural characteristics, and location of places and regions.

- 3.1.1: Maps and geographic tools
 - Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.
Example: Considers the potential for peace in the Middle East using historical and current maps of Israel and Palestine.
- 3.1.2: Characteristics and spatial organization of places and regions
 - Evaluates the complexities of regions and problems involved in defining those regions.
Example: Examines the difficulties of establishing borders in the Middle East based on an explanation of historical, colonial, religious, and political structures.

3.2: Understands the interactions between humans and environments.

- 3.2.1: Human-environment interaction
 - Evaluates how human interaction with the environment has affected economic growth and sustainability.
Example: Critiques the positive and negative consequences of breaching Columbia River dams.
- 3.2.2: Culture
 - Analyzes and evaluates the social and political factors affecting cultural interactions.
Example: Compares and critiques the political status of Kurds in Iraq to that of Kurds in Turkey.
- 3.2.3: Human migration
 - Analyzes and evaluates current opportunities and obstacles connected with international migration.
Example: Examines how opportunities in the developed world stimulate international migration.

3.3: Understands the geographic context of global issues and events.

- 3.3.1: Geographic context of global issues
 - Analyzes how the geography of globalization affects local diversity.
Example: Examines how the diffusion of fast food chains from the United States has affected culture worldwide.

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12th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

• **4.2: Understands and analyzes the causal factors that have shaped major events in history.**

○ 4.2.1: Individuals and movements

- Evaluates how individuals and movements have shaped contemporary world issues.

Example: Evaluates the influence of Nelson Mandela on the efforts to end apartheid of the African National Congress.

○ 4.2.2: Cultures and cultural groups

- Analyzes how cultural identity can promote unity and division.

Example: Examines how ethnic and cultural groups align themselves with particular political parties in the United States.

○ 4.2.3: Ideas and technology

- Evaluates the ethics of current and future uses of technology based on how technology has shaped history.

Example: Critiques an environmental policy based on the effects of human energy consumption on the global climate.

• **4.3: Understands that there are multiple perspectives and interpretations of historical events.**

○ 4.3.1: Historical interpretation

- Analyzes the motives and interests behind an interpretation of a recent event.

Example: Examines the motives and interests behind different interpretations of the effects of the North American Free Trade Agreement on the North American economies.

○ 4.3.2: Multiple causation

- Evaluates the ramifications of mono-causal explanations of contemporary events in the world.

Example: Weighs the validity of the idea that oil is the sole cause of conflicts in the Middle East.

• **4.4: Uses history to understand the present and plan for the future.**

○ 4.4.1: Historical antecedents

- Evaluates positions on a current issue based on an analysis of history.

Example: Critiques different positions on the PATRIOT Act based on an analysis of the effects of the Alien and Sedition Acts.

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12th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

- **5.1: Uses critical reasoning skills to analyze and evaluate positions.**
 - 5.1.1: Understands reasoning
 - Analyzes short-term and long-term implications of decisions affecting the global community.
Example: Examines the short-term and long-term implications that consumers' choices of cars can have on automobile designs.
 - 5.1.2: Evaluates reasoning
 - Evaluates the plausibility of an analysis of decisions affecting the global community.
Example: Critiques whether an analysis of the implications of consumers' choices on car design is realistic.
- **5.2: Uses inquiry-based research.**
 - 5.2.2: Analysis of resources
 - Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.
Example: Upon completion of a research paper, considers ways in which the research could be enhanced with additional investigation.
- **5.3: Deliberates public issues.**
 - 5.3.1: Deliberation
 - Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues
Example: Evaluates how classroom discussions and proposed resolutions have changed or solidified one's own position on the constitutionality of the PATRIOT Act.
- **5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.**
 - 5.4.1: Creates position and product
 - Evaluates positions and evidence to make one's own decisions in a paper or presentation.
Example: Weighs positions and evidence to determine one's own political affiliation.

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The Organization of Contemporary World Issues

The Contemporary World Issues course has been divided into two halves: The first focusses on the civics and government and economics. The second focusses on geography and foreign and domestic policy related to contemporary world issues. Teachers should feel free to address contemporary events that arise at any time during the year-long course. In addition, teachers should use contemporary events and issues as a vehicle for addressing the civics, government, economics, geography and policy content.

Semester 1: Government, Civics and Domestic Policy

- **Government and Civics**
 - Ideals of the United States
 - Constitutional Amendments (*with focus on individual rights*)
 - Local, state, and federal government structures
 - The legislative process
 - Comparative world governments
 - Community service, civic action, and citizenship
- **Domestic Policy**
 - Media literacy
 - Domestic policies
 - Immigration
 - Ethics of technology

Semester 2: Economics, Geography and Foreign Policy

- **Economics**
 - Survey of comparative world economies
 - Government economic policy
 - International trade and economic organizations
 - Personal finance and consumerism
- **Geography**
 - Environmental issues
 - Cultural Diversity
 - Comparative Religions
- **Foreign Policy**
 - International Relationships
 - International Conflict
 - Terrorism
 - Globalization

Classroom-Based Assessment in Contemporary World Issues

Teachers are required to implement OSPI's Foreign Policy Classroom-Based Assessment (CBA) at some point during the course. An implementation plan has been developed by a team of teachers around the content of the recognition of Israel in 1947 but teachers may build their own plan around other content as deemed appropriate by the teacher. The district's implementation plan can be received by contacting the Department of Curriculum and Instruction (ext. 4086).

Unit Outlines

While the content of each semester is required as expressed above the unit outlines (pgs. 11-31) are not meant to be used as a step by step, sequential guide. They align grade level expectations (GLEs) with content that could be used to address the GLE as deemed appropriate by the teacher.

Contemporary World Issues Unit Outlines

- Government and Civics
- Domestic Policy
- Economics
- Geography
- Foreign Policy



Resources provided by the district referenced in the unit outlines:

- *Civics in Practice* (Adopted student text)
- *Current Issues* (Teacher reference)
- *Engaging Students Through Global Issues* (Teacher reference)
- *Rethinking Globalism* (Teacher reference)
- *The World Today* (Teacher reference)

The above resources are available from the school textbook room.

KEY:

Priority GLE: A grade level expectation (GLE) selected by the district as one to highlight and focus on during the scope of the course.

Review GLE: A grade level expectation (GLE) from an earlier grade level selected by the district as one to review due to its alignment to the goals of this course.

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Twelfth Grade Social Studies Skills Grade Level Expectations

While the Grade Level Expectations for the four social studies content strands (civics, economics, geography and history) are imbedded within the unit outlines on the following pages, the social studies skills are not as they could be addressed in any unit. Below are the social studies skills GLEs as well as suggestions of methods of addressing them within the course. Each of the social studies skills grade level expectations should be addressed during the scope of the course but how each is addressed is up to the individual teacher.

Grade Level Expectation	Context Idea	Resource Suggestions	Assessment Suggestion	
<p>PRIORITY GLE Social Studies Skill 5.1.1: Understands Reasoning Analyzes short-term and long-term implications of decisions affecting the global community</p>	Kyoto Protocol	<p><i>Kyoto Protocol</i> http://unfccc.int/kyoto_protocol/items/2830.php</p> <p><i>Kyoto Protocol</i> http://www.kyotoprotocol.com/</p> <p><i>Natural Factors Cause Global Warming</i> http://homework.justanswer.com/uploads/Lincolntrader/2008-09-15_182526_Global_Warming_1.doc</p>	<p><i>Points of View</i> Available from the district student portal</p> <p><i>The World Today</i> pgs. 265-269</p>	Evaluate the decision of the United States to not participate in the Kyoto Protocol treaty by considering the long and short term implications.
<p>Social Studies Skill 5.1.2: Evaluates Reasoning Evaluates the plausibility of an analysis of decisions affecting the global community</p>	Invasion of Iraq	<p><i>ProCon.org</i> procon.org/</p> <p><i>Opposing Views</i> http://www.lib.washington.edu/mcnews/opposingviews/</p>	<p><i>Points of View</i> Available from the district student portal</p> <p><i>Policy Analysis Brief</i> http://www.ciponline.org/nationalsecurity/Resources/publ/Bush%20admin%20critique.pdf</p>	Analyze a critique of the George W. Bush administration’s decision to invade Iraq to evaluate the plausibility of the arguments.
<p>Social Studies Skill 5.2.2: Analysis of Resources Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event</p>	Research Paper	<p><i>Developing a Research Question</i> http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b7</p>	<p><i>Developing a Research Question</i> http://www.dacc.edu/library/OnlineModules/Rsc/hQuest.htm</p>	During the research phase of an inquiry project, evaluate the breadth of research to determine if there is a need for further information and explain and support the conclusion.
<p>Social Studies Skill 5.3.1: Deliberation Evaluates how a discussion and proposed alternative resolutions changed or solidified one’s own position on public issues</p>	Class Debate	<p><i>ProCon.org</i> procon.org/</p> <p><i>Opposing Views</i> http://www.lib.washington.edu/mcnews/opposingviews/</p>	<p><i>Points of View</i> Available from the district student portal</p>	After a class debate, reflect on how arguments made either solidified your point of view or altered it.
<p>PRIORITY GLE Social Studies Skill 5.4.1: Creates Position and Product Evaluates positions and evidence to make one’s own decisions in a paper or presentation</p>	Election	<p><i>ProCon.org</i> procon.org/</p> <p><i>Opposing Views</i> http://www.lib.washington.edu/mcnews/opposingviews/</p>	<p><i>Points of View</i> Available from the district student portal</p> <p>Election pamphlet</p>	Read position statements on both sides of an initiative to take an informed position and defend it.

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Civics and Government

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Ideals of the United States</p>	<p>Civics 1.1.2: Application of ideals and principles Evaluates relationships between key ideals and historical and current realities</p>	<p>Appeal Common good Diversity Eminent domain Equality of opportunity Federal court Federalism Inalienable rights Judicial interpretation Judicial review Justice Patriotism Popular sovereignty Public good Rights to <ul style="list-style-type: none"> • Life • Liberty • Property • Pursuit of happiness State government States' rights Supreme Court</p>	<p>Essential question: Does reality in the United States reflect American ideals?</p> <p>Discussion/writing prompt: How would you amend the Constitution to better promote American ideals today?</p> <p>Graphic organizer: T-chart with ideals in the first column and evidence of the ideal (or lack thereof) in the second column.</p> <p>Group work: Have groups analyze different sections of the Constitution to determine how they promote key American ideals.</p>	<p><i>Civics in Practice</i> Ch. 1, sect. 1 Ch. 3, sects. 1, 3 Ch. 7, sect. 1-3</p> <p><i>The Constitution of the United States</i> http://ratify.constitutioncenter.org/constitution/</p> <p><i>The Declaration of Independence</i> http://www.earlyamerica.com/earlyamerica/freedom/doi/text.html</p> <p><i>The Federalist Papers</i> http://www.foundingfathers.info/federalistpapers/</p> <p><i>The Anti-Federalists Papers</i> http://www.iahushua.com/hist/AntiFED.html</p>	<p>Judge how the Fourteenth Amendment sought to extend democratic ideals both historically and currently.</p> <p>Judge the relationship between the concept of equal opportunity and the effects of the Individuals with Disabilities Education Act (IDEA).</p> <p>Judge the relationship between the concept of state's rights and the effects of the No Child Left Behind Act.</p>

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Civics and Government

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>The Common Good and Individual Rights</p>	<p>PRIORITY GLE Civics 1.2.2: Function of the government Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.</p>	<p>Bill of Rights Common good Eminent domain Federalism Habeas corpus Individual rights Natural rights Property rights</p>	<p>Essential question: What happens when an individual’s right conflicts with the common good of society?</p> <p>Discussion/writing prompts: What rights should all people have? To what degree should the federal government be able to censor the press in times of war? Should Constitutional rights be given only to citizens?</p> <p>Brainstorm: List examples of situations when addressing the common good has or could step on individual rights (seatbelt laws, smoking bans, airport security, etc.).</p> <p>Graphic organizer: Venn diagram comparing adult rights with those of minors.</p>	<p><i>Civics in Practice: Law 101</i>, pg. 90</p> <p><i>The Constitution of the United States</i> http://72.32.50.200/constitution/</p> <p><i>Landmark Supreme Court Cases: Texas vs. Johnson</i> http://www.landmarkcases.org/texas/home.html</p>	<p>Explain why it is necessary for individual rights to be limited for the common good.</p> <p>Critique the Patriot Act as it relates to rights established in the U.S. Constitution.</p> <p>Complete the OSPI <i>Checks and Balances</i> Classroom-Based Assessment http://www.k12.wa.us/</p>

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Civics and Government

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Form and Functions of the Federal Government</p>	<p>REVIEW GLE Civics 1.2.1: Structure of Government Understands and analyzes the structure, organization, and powers of government at the national level.</p>	<p>Administrative agency Checks and balances Congress Enumerated powers Executive branch Executive order Federal House of Representatives Impeachment Judicial branch Judicial review Legislative branch Senate Separation of powers Veto</p>	<p>Essential question: How does the system of checks and balances work?</p> <p>Discussion/writing prompts: What problems could arise if there was only one branch of government? Why is a system of checks and balances necessary?</p> <p>Graphic organizer: Complete a graphic organizer that illustrates the checks and balances of the three branches</p> <p>Simulation: Legislative process.</p>	<p><i>Civics in Practice</i> Ch. 3, sect. 2 Ch. 5-7</p> <p><i>The Constitution of the United States</i> http://72.32.50.200/constitution/</p> <p><i>Congressional Committees and the Legislative Process</i> http://www.edsitement.net.gov/view_lesson_plan.asp?id=284</p> <p><i>The U.S. Federal System</i> Safari Montage video</p>	<p>Explain how the branches exercised their power during an historic or current event (Congressional funding of the Iraq war, Congressional oversight of surveillance-FISA, etc.).</p> <p>Create a diagram of the system of checks and balances in action based on a current or historical event (for example the Clinton impeachment, 2000 Presidential election, domestic surveillance, 2008 bailout, judicial nomination etc.).</p> <p><i>Checks and Balances Classroom-Based Assessment</i> http://www.k12.wa.us/</p>

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Civics and Government

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
World Governments	<p>PRIORITY GLE</p> <p>Civics 1.2.3: Forms of Government Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.</p>	Anarchy Democracy Dictator Fascism Federalism Monarchy Oligarchy Parliament Republic Sovereignty Theocracy Totalitarianism Tribalism	<p>Essential question: How is the United States government different from others?</p> <p>Discussion/writing prompt: Why is government necessary? If the US had to use another form of government, which would you choose and why?</p> <p>Graphic organizer: Venn diagram comparing two forms of government.</p> <p>Group work: Have small groups compare and contrast different constitutions.</p>	<p><i>Civics in Practice</i> Ch. 2, sect. 1 Ch. 3, sect. 1 & 2 Ch. 5, 6, 7 & 8</p> <p><i>GoHRW.com</i> keyword SZ7CH3 Activity: <i>Comparing Constitutions</i></p> <p><i>Constitution Finder</i> http://confinder.richmond.edu/</p> <p><i>Comparative Government</i> Safari Montage video</p>	Compare the government of the United States with one other form of government (such as the parliamentary system) and support a position on which is most effective at preserving individual rights.
Two-Party System	<p>Civics 1.2.4: Political Parties Understands and evaluates how political systems in the United States operate</p>	Coalition Constitution Party Democratic Party G.O.P. (Grand Old Party) Green Party Libertarian Party Majority Minority Non-partisan Political party Political spectrum Republican Party Third-party	<p>Essential question: How does the two-party system work in the United States?</p> <p>Discussion/writing prompt: What are the problems associated with having a system of government dominated by two parties? What are the benefits?</p> <p>Graphic organizer: Venn diagram comparing two (or more) parties.</p> <p>Group work: Create a platform for a new party.</p>	<p><i>Civics in Practice</i> Ch. 10, sect. 1 & 2</p> <p><i>Directory of U.S. Political Parties</i> http://www.politics1.com/parties.htm</p> <p><i>The First American Party System: Events, Issues, and Positions</i> http://edsitement.neh.gov/view_lesson_plan.asp?id=557</p>	Take a position on the effectiveness of the two-party system through an analysis of its positive and negative aspects. Predict the impact that the presence of a strong third party would have on politics in the United states. Explain the factors that have kept a strong third party from emerging in US politics. Examine how third parties impact the political system.

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Civics and Government

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Taking Action to Affect Issues</p>	<p>PRIORITY GLE Civics 1.4.1 Civic Involvement Analyzes and evaluates ways of influencing national government and international organizations to establish or preserve individual rights and/or promote the common good.</p>	<p>Campaign contributions Civil court Civil disobedience Demonstration Grassroots Initiative Lobby Media Opinion poll Petition Policy Political Action Committee (PAC) Polls Propaganda Protest Public policy Recall Referendum Special interest group Stakeholder Voting</p>	<p>Essential question: How is the development of public policy influenced?</p> <p>Discussion/writing prompt: Choose a school rule that you do not agree with? What could you do to get it changed?</p> <p>Group work: As a Political Action Committee choose an issue and create a plan to influence policy related to the issue.</p>	<p><i>Civics in Practice</i> Ch. 11, sects. 1-3</p> <p><i>Current Issues: Domestic Policy Section</i> pgs. 34-175</p> <p><i>Current Issues Teacher’s Guide: Domestic Policy Section</i> pgs. 23-44</p> <p><i>Engaging Students Through Global Issues</i> pgs. 171-179</p> <p><i>Process of the U.S. Government</i> Safari Montage video</p>	<p>Select a method of influencing public opinion and evaluate its effectiveness regarding a specific issue.</p>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Civics and Government

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Civic Discourse, Discussion, and Deliberation	Social Studies Skill 5.3.1: Deliberation Evaluates how discussion and proposed alternative resolutions changed or solidified one’s position on public issues.	Advocacy Bias Blog Civility Conservative Controversial Deliberation Demagoguery Discussion Fact Letters to the editor Liberal Moderate Opinion Talk radio	Essential question: How can others change your position on an issue? Discussion/writing prompt: Think of a time when someone changed your opinion about something. How was the person able to convince you to change your mind? Class Debate: Have an informed debate on a contemporary issue and have students record arguments that get them to reconsider their position on the issue. Simulation: Mock Congress.	<i>Civics in Practice:</i> Ch. 4, sect. 3 <i>Civics in Practice: Analyzing Talk Radio</i> , pg. 370 <i>Civics in Practice: Students Take Action features</i> <i>See table of contents xiii for page numbers</i> <i>Project Citizen</i> www.civiced.org <i>Mock Congress</i> http://www.constitutioncenter.org/sections/teacher/lesson_plans/html/40329a.asp	Read or listen to two candidates’ proposals on a particular issue (i.e. healthcare, economic policy, etc.) and reflect on how each candidate changed or solidified one’s position. Evaluate how a classroom discussion changed or solidified one’s own position on whether the events in Darfur or the Congo should be classified as genocide. Evaluate how classroom discussions change or solidify one’s own position on the constitutionality of the PATRIOT Act.
Making Informed Decisions	Social Studies Skill 5.4.1: Creates Position and Product Evaluates positions and evidence to make one’s own decisions in a paper or presentation.	Bias Fact Mudslinging Opinion Poll Propaganda	Essential question: How does one develop and effectively argue for a position on an issue? Discussion/writing prompt: How will you decide how to vote on candidates and issues? How will you try to convince others that your position is best? Graphic organizer: T-chart of pros and cons of a candidate or initiative. Debate: Have students prepare position statements on controversial issues supported with evidence.	<i>Civics in Practice:</i> Ch. 11, sect. 1 & 3 & pg. 126“Voting” <i>Current Issues</i> Democratic National Committee www.dnc.org Republican National Committee www.rnc.org Campaign materials Voters’ pamphlets	Explain in writing why it is important to be an informed voter. Use campaign or voting materials to explain the rationale for voting a certain way on an election or ballot measure. <i>Dig Deep Classroom-Based Assessment</i> http://www.k12.wa.us/

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Civics and Government

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Civic Action Across the World</p>	<p>History 4.2.1: Individuals and Movements Evaluates how individuals and movements have shaped contemporary world issues.</p>	<p>Charity Grassroots Non-profit Movement Petition Protest</p>	<p>Essential question: How can individuals have an impact on world issues?</p> <p>Discussion/writing prompt: Think of something that you don't like about the world today. What could you do to change it?</p> <p>Graphic organizer: Cause and effect chart showing the impact of individuals or movements.</p> <p>Graphic organizer: Illustrated timeline with individuals and movements that have affected change throughout history.</p>	<p><i>Civics in Practice: Students Take Action</i> features See pg. xiii in the teacher's edition for page #s.</p> <p><i>Invisible Children</i> http://www.invisiblechildren.com/theMission/</p> <p><i>Process of the U.S. Government</i> Safari Montage video</p>	<p>Evaluate the efficacy of an individual or group's efforts to change something in the world.</p>

Web-Based Government and Civics Resources

The Bill of Rights Institute

Nonprofit organization that works to strengthen civic knowledge and foster civic values among the next generation of citizens.

<http://billofrightsinstitute.org/>

The Center for Civic Education

A nonprofit group which specializes in civic, citizenship, and law-related education.

<http://www.civiced.org/index.php>

The Center for Congress

Videos, articles, and interactive simulations related to Congress.

<http://congress.indiana.edu/>

Civics Online

Primary sources, professional development tools, and interactive activities to help in the teaching of civics.

<http://www.civics-online.org/linkofday.php>

The Constitutional Rights Foundation

A non-profit, non-partisan, community-based organization dedicated to educating America's young people about the importance of civic participation in a democratic society.

<http://www.crf-usa.org/>

Interactive Constitution

A digital copy of the Constitution searchable by keyword, topic, and relevant Supreme Court cases. Includes explanations of each article.

<http://72.32.50.200/constitution/>

Landmark Supreme Court Cases

A resources section featuring background summaries and excerpts of opinions and an activities section containing short activities and in-depth lessons that can be completed with students.

<http://www.landmarkcases.org/>

Oyez

A comprehensive database on major constitutional cases heard by the United States Supreme Court, with multimedia resources including digital audio of oral arguments and delivery of the Court's opinion.

<http://www.oyez.org/>

The Supreme Court Historical Society

A private non-profit organization dedicated to the collection and preservation of the history of the Supreme Court of the United States to increase the public's awareness of the Court's contributions to our nation's rich constitutional heritage.

<http://www.supremecourthistory.org/>

Taking IT Global

An online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities.

<http://takingitglobal.org/>

Teaching With Documents:

U.S. Constitution Workshop

A lesson teaching about the content, impact, and perpetual relevance of the U. S. Constitution to the daily lives of American citizens.

<http://www.archives.gov/education/lessons/constitution-workshop/index.html>

The White House

The official website of the executive branch which includes information and policy positions on contemporary issues such as the economy, energy, the environment, health care, immigration and many more.

<http://www.whitehouse.gov/>

Youth Leadership Initiative

Civic education classroom resources for teachers (free registration required).

<http://youthleadership.net/index.jsp>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Domestic Policy

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Applying Media Literacy to Analyze Domestic Policy Issues</p> <p>Possible domestic issues to address:</p> <ul style="list-style-type: none"> • Civil Rights • Economy • Education • Energy • Environment • Family • Health Care • Homeland Security • Immigration • Poverty • Taxes • Technology 	<p>History 4.3.1: Historical interpretation Analyzes the motives and interests behind an interpretation of a recent event.</p>	<p>Bias Interest Mass media Motive Perspective Propaganda Reliability Validity</p>	<p>Essential questions: Why is it important to know the motives of a source of information?</p> <p>Discussion/writing prompts: Who do you think would write to most accurate and truthful biography of you? Yourself? Your parent? Your spouse? Someone that doesn't know you personally? Someone that does not like you? Explain your choice.</p> <p>Graphic organizers: Cause and effect web.</p> <p>Activity: Have students create their own propaganda to share with the class and have the class guess the propagandists' motivations.</p> <p>Write: Have students report on an event in the news from two distinct perspectives (see Google News for easy access to articles on the same subject from multiple sources).</p>	<p><i>Domestic Policy Council</i> http://www.whitehouse.gov/administration/eop/dpc/</p> <p><i>Civics in Practice</i> Ch. 11, sect. 1</p> <p><i>Points of View</i> Available from the district student portal</p> <p><i>Youth Leadership Initiative</i> http://youthleadership.net/index.jsp</p> <p><i>Engaging Students Through Global Issues</i> Chs. 23 & 24</p> <p><i>Google News</i> http://news.google.com</p> <p><i>Rethinking Globalism</i> Pgs. 296-299</p> <p><i>Media Literacy</i> Safari Montage video</p>	<p>Examine the motives and interests behind different interpretations of the effects of NAFTA on the North American economies.</p> <p>Research the author of an editorial to determine motives or interests that could cause bias.</p> <p>Examine the motives and interests behind different interpretations of an international conflict (e.g. Israeli attacks on Gaza, Russian attack on Georgia, India and Pakistan, Tibet and China, the United States and Afghanistan, etc.).</p> <p><i>Causes of Conflict</i> Classroom-Based Assessment http://www.k12.wa.us/</p>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Domestic Policy

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Historical Connections to Current Domestic Policy</p>	<p>PRIORITY GLE History 4.4.1: Historical Antecedents Evaluates positions on a current issue based on an analysis of history.</p>	<p>Historical antecedent Precedent</p>	<p>Essential question: How are current domestic policies connected to historical events?</p> <p>Discussion/writing prompt: In what ways have your experiences in elementary school had an influence on the young adult you have become?</p> <p>Graphic organizer: Cause and effect chain showing the connection between historical events and current policies.</p>	<p><i>Points of View</i> Available from the district student portal</p>	<p>Critique different positions on the PATRIOT Act based on an analysis of the effects of the Alien and Sedition Acts.</p> <p>Critique different position on how the current federal government deals with economic problems based on an analysis of the effects of the New Deal.</p>
<p>Immigration</p>	<p>Geography 3.2.3: Human Migration Analyzes and evaluates current opportunities and obstacles connected with international migration.</p>	<p>Emigration Green card International Immigration Migration Naturalization Refugee</p>	<p>Essential question: What factors help to cause and hinder international migration?</p> <p>Discussion/writing prompt: What factors might cause you to want to move to another country? If you had to move to a different country, which would you choose and why?</p> <p>Graphic organizer: T-chart weighing the cost and benefits of migration.</p>	<p><i>Civics in Practice</i> Ch. 1, sects. 3, 4</p> <p><i>Constitutional Rights Foundation</i> http://www.crf-usa.org</p> <p><i>Amnesty for Illegal Immigrants</i> Safari Montage video</p> <p><i>Immigration: The Triumph of Hope</i> Safari Montage video</p>	<p>Analyze and compare U.S. policies toward immigrants from Europe and immigrants from developing countries</p> <p>Analyze how opportunities in the developed world stimulate international migration.</p> <p>Support a position on what the major causes of and/or barriers to migration are.</p>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Domestic Policy

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Ethics of Emerging Technology	History 4.2.3 Ideas and Technology Evaluates the ethics of current and future uses of technology based on how technology has shaped history.	Carbon footprint Cloning Energy policy Environment Ethics Green... (architecture, energy, technology, policy, etc.) Nuclear weapons Satellite imaging Stem-cell research Technology	Essential question: What are the ethical considerations that must take place when developing and using new technologies? Discussion/writing prompts: Explain an example of a technological advance that causes new problems as it solves old ones? Are alternative energy sources worth investing in? Would it be worth having a non-ending energy source if it endangered a species of animal? What are the negative implications of cellular phone technology? Graphic Organizer: Positive/negative T-chart. Cause and effect chain or web.	<i>Technology Through the Ages</i> OSPI Classroom-Based Assessment http://www.k12.wa.us/ <i>The World Today</i> Ch. 13 <i>Engaging Students Through global Issues</i> Pgs. 68-74, 83-91 <i>Major Hydropower Dams of the Columbia River Basin</i> www.nwcouncil.org/library/2004/2004-1/default.htm	Defend a technological advancement that both solves and creates problems (dams, nuclear power, computers, fluorescent light bulbs, internal combustion engine, etc.). Evaluate hydroelectric dams as an energy source considering the impact they have on the environment. Critique the actions of the World trade Organization (WTO) based on the effects of globalization. Critique an environmental policy based on the effects of human energy consumption on the global climate.

Web-Based Domestic Policy Resources

The Center for American Progress

A liberal think tank offering views and research on domestic and foreign public policy, bills before Congress, current events, etc.

<http://www.americanprogress.org/issues>

The Heritage Foundation

A conservative think tank offering views and research on domestic and foreign public policy, bills before Congress, current events, etc.

<http://www.heritage.org/>

The White House: Domestic Policy Council

List of major domestic policy areas such as education, health, housing, welfare, justice, federalism, transportation, environment, labor and veteran's affairs. The.

<http://www.whitehouse.gov/dpc/>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Economics

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Comparative Economies	PRIORITY GLE Economics 2.2.1: Economic Systems Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.	Capitalism Communism Free enterprise Market economy Mixed economy Private property Social class structure Socialism Socio-economic status	Essential Question: How do the characteristics of economic systems advantage or disadvantage particular groups? Discussion/writing prompt: Who do you think a capitalistic economic system benefits the most: Producers or consumers? Why? Graphic organizer: Multi-column or three-way Venn diagram comparing and contrasting capitalism, communism and socialism.	<i>Civics in Practice</i> Ch. 17, sect. 1 Ch. 21	Compare and contrast two economics systems from the perspective of citizens. Consider your current economic situation and choose the economic system that would be most beneficial to you. Support the position with details. Study two economic systems and support a position on which is the best, most fair, or most stable.
International Trade	Economics 2.2.2: Trade Analyzes and evaluates the effects of specialization on global trade	Balance of trade Corporation Globalization International Specialization Tariff Trade Trade agreement	Essential Question: How does specialization affect global trade? Discussion/writing prompt: Explain how a team sport can benefit from specialization. What might be a negative impact on a sports team of having highly specialized players?	<i>Civics in Practice</i> Pgs. 617-619 <i>Global Economic Issues</i> Safari Montage video	Analyze the effects of an oil-based economy on members of OPEC. Explain whether specialization as it relates to global trade is mostly a positive or negative.
Government Economic Policies	Economics 2.3.1: Government and the Economy Evaluates the costs and benefits of governmental fiscal and monetary policies.	Bank Currency Deposit Federal Reserve Fiscal Interest Loan Monetary policy Progressive tax Property tax Redistribution of wealth Regressive tax Welfare	Essential Question: How does the government impact the economy? Discussion/writing prompt: Should wealthy people pay more taxes than poor people? Why or why not? What might happen if the government did not get involved in the economy? Graphic organizer: T-chart with costs of governmental involvement in the economy on one side and benefits on the other.	<i>Civics in Practice</i> Pgs. 514-515 Ch. 20, sects. 2-3 Ch. 21 <i>Government revenue and Responsibility</i> OSPI Classroom-Based Assessment http://www.k12.wa.us/	Write a position paper on whether or not government should be involved in the economy. Take a position on redistribution of wealth by analyzing its costs and benefits. Evaluate the effects of fiscal policies related to unemployment or inflation.

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Economics

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Being a Consumer	PRIORITY GLE Economics 2.1.1: Economic Choices Analyzes how economic choices made by groups and individuals can impose costs and provide benefits.	Consumer Consumer price index (CPI) Depression Inflation Market price Recession Supply and demand	Essential Question: How does supply and demand affect producer and consumer choices? Discussion/writing prompt: How much are you willing to pay for a gallon of gas? How are your driving habits affected by gas prices? Graphic organizer: T-chart illustrating the costs and benefits of various economic decisions.	<i>Civics in Practice</i> Ch. 17 <i>Hands on Banking: Young Adults Teacher's Guide</i> pg. 60 Available on free CD-ROM and at handsonbanking.org <i>Gasoline Prices</i> http://stlouised.org/education/ITV_lesson_plan.html	Create and explain a supply and demand chart. Analyze a chart of the price of a certain good or service over time and predict what factors may have caused drastic changes. Evaluate the costs and benefits of individuals' decisions to buy a hybrid automobile, boycott Nike, or purchase only shade-grown coffee.
Responsible Consumerism	PRIORITY GLE Economics 2.4.1: Economic Issues Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability	Consumer Cruelty-free Distribution Ecological footprint Fair trade products Resource Sustainability	Essential Question: How can individual choices of consumers impact the economy? Discussion/writing prompts: Should people consider more than price and quality when choosing products to purchase? If not, why not? If so, what else should be considered?	<i>Civics in Practice</i> Ch. 18, sect. 3 <i>Rethinking Globalization</i> Pgs. 283.	Examine the short-term and long-term costs and benefits of shopping at large discount retailers. Examine the short-term and long-term implications that consumer's choices of cars can have on automobile designs
Personal Finance	There is no state Grade Level Expectation specifically aligned to personal finance.	Budget Credit Insurance Interest Investment Loan Mortgage Retirement Stock market	Essential Question: How can you acquire the things you need and want without getting into financial trouble? Discussion/writing prompt: Are you willing to pay less for something if it means waiting for a long time to get it? Explain your answer. What are some creative ways you try to save money?	<i>Civics in Practice</i> Ch. 19 <i>Hands on Banking: Young Adults Teacher's Guide</i> Available on free CD-ROM and at handsonbanking.org	Create a personal finance plan that allows for food, housing, transportation, and addresses savings, and retirement.

Web-Based Economics Resources

CIA World Factbook

General information about the geography, people, governments, **economies**, communications, transportation, militaries, and transnational issues of the countries of the world.

<https://www.cia.gov/cia/publications/factbook/geos/xx.html>

EcEdWeb: Economic Education Web

A portal to economic education resources in all forms including standards, lessons, projects, and links.

<http://ecedweb.unomaha.edu/home.cfm>

EconEdLink

Classroom tested Internet-based economic lesson materials for K-12 teachers and their students.

<http://www.econedlink.org/>

Hands on Banking

Lessons on money skills such as budgeting, saving, borrowing, mortgaging, and investing.

<http://www.handsonbanking.org/>

National Council on Economic Education

The National Council on Economic Education (NCEE) is a nationwide network that leads in promoting economic literacy with students and their teachers.

<http://www.ncee.net/>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Geography

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Using Maps and Geographic Tools	<p>Geography 3.1.1: Maps and Geographic Tools Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.</p>	Absolute location Compass rose Elevation Human characteristics (of place) Key Latitude Legend Longitude Physical characteristics (of place) Physical map Place Political map Relative location Thematic map	<p>Essential question: How can maps and other geographic tools help us to understand world issues?</p> <p>Discussion/writing prompt: What kinds of information can you get from a map?</p> <p>Model: Conduct a think-aloud to demonstrate how to analyze a map to draw information from it.</p> <p>Graphic organizer: Concept map of the five themes of geography: Location, place, region, movement and human-environment interaction.</p>	<p><i>Perry-Castañeda Library Map Collection</i> http://www.lib.utexas.edu/maps/index.html</p> <p><i>Geography Games</i> http://www.sheppardsoftware.com/Geography.htm</p> <p><i>Google Earth</i> http://earth.google.com</p>	<p>Analyze historical and current maps of Israel and Palestine to support a position on the potential for peace in the Middle-East.</p> <p><i>Foreign Policy OSPI Classroom-Based Assessment</i> http://www.k12.wa.us/</p>
Global Regions and Spatial Patterns	<p>Geography 3.1.2: Characteristics and Spatial Organization of Places and Regions Evaluates the complexities of regions and problems involved in defining those regions.</p>	Climate Culture Economy Human-environment interaction Movement Region Religion	<p>Essential question: Why is it difficult to define a region?</p> <p>Discussion/writing prompt: If you could re-draw all of the international borders of the world and could only use one factor (e.g. religion, wealth, agriculture, physical geography, etc.). What one factor would you use and why?</p> <p>Graphic organizer: T-chart with regions on one side and problems in the region on the other.</p> <p>Venn diagram comparing regions.</p>	<p><i>CIA World Factbook</i> www.cia.gov/library/publications/the-world-factbook/index.html</p>	<p>Explain the difficulties of establishing borders in certain regions of the world because of colonialism, religion, and political structures.</p> <p>Examine difficulties in defining the Latin American region (by language, location, ethnicity, etc.)</p> <p>Create a map of Iraq with borders based on cultural factors.</p>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Geography

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Environment and Sustainability	PRIORITY GLE Geography 3.2.1: Human-Environment Interaction Evaluates how human interaction with the environment has affected economic growth and sustainability.	Agriculture Carbon footprint Climate change Conservation Ecology Environment Functional region Greenhouse effect Global warming Over-population Pollution Rural Suburban Sustainability Urban	Essential question: Has human interaction with the environment produced mainly positive or mainly negative results? Discussion/writing prompts: Is dumping trash in the ocean a good way to get rid of waste? Why or why not? What about sending garbage into space? What is more important: The quality of life of individuals or the overall health of the environment? Graphic Organizer: Cause and effect web. Activity: Research the dams of the Columbia River Basin to determine the positive and negative effects.	<i>Engaging Students Through global Issues</i> pgs. 42-47, 54-59, 92-98, 120-124, 99-106 <i>Current Issues</i> pgs. 204-219 <i>Current Issues Teacher’s Guide</i> pgs. 49-50 <i>Rethinking Globalization</i> pgs. 263-267	Critique the positive and negative consequences of breaching dams. Critique the positive and negative consequences of deforestation. Develop a policy statement that addresses and balances the needs and wants of humans with the overall health of the environment. Write a position paper that discusses whether technology has, overall, had a positive or negative impact on the world in terms of the economy and/or sustainability. Both perspectives should be discussed.
Cultures and Cultural Interaction: Major World Religions	Geography 3.2.2: Culture Analyzes and evaluates the social and political factors affecting cultural interactions.	Culture Movement Political Region Religion Social	Essential question: What factors influence the way different cultures interact? Discussion/writing prompt: Why do people tend to be at least somewhat ethnocentric? Graphic organizer: Chart comparing major world religions.	<i>Ethnocentrism in foreign policy</i> http://findarticles.com/p/articles/mi_m1282/is_v37/ai_3890342 <i>Ancient and Modern Cultures Part 3: Global Culture</i> Safari Montage video	Analyzes the role of ethnocentrism in a contemporary conflict between peoples of different cultures.

Web-Based Geography Resources

CIA World Factbook

General information about the geography, people, governments, economies, communications, transportation, and militaries of the countries of the world.

www.cia.gov/library/publications/the-world-factbook/index.html

Country Studies

On-line versions of books previously published by the Library of Congress. Each study offers a description and analysis of the country or region's historical setting, geography, society, economy, political system, and foreign policy.

<http://countrystudies.us/>

Earth from Space

Images from space including themes such as human-environment interaction.

<http://earth.jsc.nasa.gov/sseop/efs/>

Education Place Outline Maps

PDF outline maps of continents and regions with or without labels. Some historical maps for United States history available.

<http://www.eduplace.com/ss/maps/>

Lonely Planet: WorldGuide

Maps, general information and photos of the countries of the world.

<http://www.lonelyplanet.com/worldguide/>

Map Digger

A directory of free online maps including links to historical maps.

<http://mapdigger.com/>

National Geographic Map Machine

Road maps, physical maps, and thematic maps as well as aerial images. Themes available include weather; natural disasters; farming and natural resources; nature and conservation; and population density.

<http://plasma.nationalgeographic.com/mapmachine/index.html>

Perry-Castañeda Library Map Collection

Contemporary and historical maps featuring "Maps of Current Interest" section.

<http://www.lib.utexas.edu/maps/index.html>

Terra-Server USA

Satellite images of the United States including direct links to famous places.

<http://terraserver-usa.com/default.aspx>

Test your Geography Knowledge

A point and click geography quiz organized by continent.

<http://www.lizardpoint.com/fun/geoquiz/>

World Facts

Maps and geographical information of the countries of the world.

<http://worldfacts.us/>

Xpeditions Atlas

Printable PDF maps of the world, continents, and countries with two levels of detail available.

<http://www.nationalgeographic.com/xpeditions/atlas/>

Geography Games

A variety of geography themed games designed to give students a mental map of the world's continents, countries, capitals, and landscapes.

<http://www.sheppardsoftware.com/Geography.htm>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Foreign Policy

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Foreign Policy and International Relationships</p>	<p>Civics 1.3.1 International Relationships Evaluates the impact of international agreements on contemporary world issues.</p>	<p>Alliance CAFTA Diplomacy International European Union Foreign policy Kyoto Protocol NAFTA National security NATO OPEC Treaty Truman Doctrine United Nations UN resolution World Trade Organization</p>	<p>Essential question: How do international agreements impact the United States and the world?</p> <p>Discussion/writing prompt: If you were the President, what is one thing you would try to do regarding the US's relationship with other nations to make the US or world a better or safer place.</p> <p>Simulation: Mock United Nations.</p>	<p><i>Civics in Practice</i> Ch. 23</p> <p><i>Rethinking Globalization</i> pgs. 94, 98</p> <p><i>Current Issues</i> pgs. 220-233</p> <p><i>Current Issues Teacher's Guide</i> pgs. 51-52</p> <p><i>The World Today</i> Ch. 7, 8, 11, & 14</p> <p>OSPI's <i>U.S. Foreign Policy Classroom-Based Assessment</i> http://www.k12.wa.us/</p> <p><i>U.S. Foreign Policy</i> Safari Montage video</p>	<p>Analyze a foreign policy to identify how it balances the needs of the nation with the need to maintain good relationships with other nations</p> <p>Analyze and support a position on an international agreement involving the United States.</p> <p>Complete OSPI's <i>U.S. Foreign Policy Classroom-Based Assessment</i> http://www.k12.wa.us/.</p>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Foreign Policy

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Roots of international conflict, ethnic conflict, genocide civil war, etc.</p>	<p>History 4.2.2: Cultures and Cultural Groups Analyzes how cultural identity can promote unity and division.</p>	<p>Apartheid Civil war Counterculture Cult of personality Culture (political, economic, religious, etc.) Democide Dominant culture Ethnic cleansing Ethnicity Ethnocentrism Family Genocide Jihad Nationalism Multiculturalism Popular culture Racism Sectarianism Subculture Tribe</p>	<p>Essential questions: How have differing cultural ideas, values, and/or beliefs helped cause both division and conflict and unity and peace in the world?</p> <p>Discussion/writing prompts: What cliques (subcultures) exist in this school? What determines membership in a clique (subculture)? Why do cliques exist? How are cliques like cultural groups? How are they different?</p> <p>What are some cultural groups that you feel tend to not get along very well? Why do you think they have problems getting along?</p> <p>Graphic organizers: Cause and effect chain or web.</p> <p>Positive/negative T-chart on the effects of living in a multi-cultural society.</p>	<p><i>Current Issues</i> p. 220-233</p> <p><i>Current Issues Teacher’s Guide</i> p. 51-52</p> <p><i>Rethinking Globalization</i> Ch. 2 & pgs. 95-97</p> <p><i>The World Today</i> pgs. 37-39, 50-51, 53-57, 58-59</p> <p><i>Genocide, Holocaust and Democide</i> www.genocide.org/</p> <p><i>Engaging Students Through Global Issues</i> Pg. 60</p> <p><i>Genocide</i> Safari Montage video</p>	<p>Create an illustrated and annotated timeline that shows the cultural causes of a contemporary world issue.</p> <p>Explain the cultural factors of a contemporary world issue.</p> <p>Examine how ethnic and cultural groups align themselves with particular political candidates and parties in the United States.</p> <p>Examine how multicultural societies have responded to the challenge of creating unified nations that recognize the diversity of their citizens and embrace a set of shared values, goals, and human rights.</p> <p><i>Causes of Conflict</i> Classroom-Based Assessment http://www.k12.wa.us/</p>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Foreign Policy

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Roots of Terrorism</p>	<p>History 4.3.2: Multiple Causation Evaluates the ramifications of mono-causal explanations of contemporary events in the world.</p>	<p>Al-Qaida Earth Liberation Front Enemy combatant Ethnocentrism Hamas Hezbollah Jihad Mono-causal Ramification Terrorism Xenophobia</p>	<p>Essential questions: Why is it important to look for multiple factors related to causing events?</p> <p>Discussion/writing prompts: Think of a time when you got in trouble with your parents. What were all of the factors that helped cause you to get in trouble?</p> <p>Graphic organizers: Cause and effect web.</p>	<p><i>The World Today</i> Ch. 4, 10 and pgs. 37-39</p> <p><i>Rethinking Globalization</i> Pgs. 346-349</p> <p><i>History of Terrorism</i> Safari Montage video</p>	<p>Evaluate the validity of the position that the attacks on 9/11 are the sole cause for the War on Terror.</p> <p>Evaluate the validity of the position that the United States’ presence in the Middle East is the sole cause of acts of terror.</p> <p><i>Causes of Conflict</i> Classroom-Based Assessment http://www.k12.wa.us/</p>
<p>Historical Connections to Current Foreign Policy</p> <p>Possible foreign policy issues to address:</p> <ul style="list-style-type: none"> • Diplomacy with other nations • Nuclear non-proliferation • Global environment • Energy independence • International trade 	<p>PRIORITY GLE</p> <p>History 4.4.1: Historical Antecedents Evaluates positions on a current issue based on an analysis of history.</p>	<p>Historical antecedent Precedent</p>	<p>Essential question: How are current foreign policies connected to historical events?</p> <p>Discussion/writing prompt: How do past experiences you have had with a person impact your current interactions with them?</p> <p>Graphic organizer: Cause and effect chain showing the connection between historical events and current foreign policies.</p>	<p><i>Engaging Student Through Global Issues</i> Pg. 28</p> <p><i>Points of View</i> Available from the district student portal</p> <p><i>U.S. Foreign Policy</i> Safari Montage video</p>	<p>Critique different positions on the Israeli–Palestinian conflict based on an analysis of the effects of the mandates from World War I.</p> <p>Critiques different position on the Bush Doctrine of preemptive strikes against potential enemies based on an analysis of appeasement before World War II.</p>

GRADE 12 SOCIAL STUDIES: Contemporary World Issues

Foreign Policy

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Globalization	Geography 3.3.1 Geographic context of global issues Analyzes how the geography of globalization affects local diversity.	Cost of living Globalization Gross domestic product Living wage Outsourcing Regulation (environment, compensation, safety, etc.) Standard of living Sweatshop Terror-free investing	Essential question: How does globalization impact our community? Discussion/writing prompts: Would you be willing to pay more for something that was produced in the local community than something that was not? For example: Burgerville vs. Burger King. Graphic Organizer: T-chart comparing workers in different places in the world in the same industry (working conditions, wages, benefits, etc.).	<i>Civics in Practice</i> 617-620 <i>Engaging Students Through Global Issues</i> Pgs. 30-41 <i>Rethinking Globalization</i> Unit 4 & pages 157-161 Terror-Free Investing http://www.terrorfreeinvesting.com/index.html	Examine how the diffusion of fast food chains from the United States has affected local cultures worldwide. Examine how globalization impacts the United States.

Web-Based Foreign Policy Resources

The Center for American Progress

A liberal think tank offering views and research on domestic and foreign public policy, bills before Congress, current events, etc.

<http://www.americanprogress.org/issues>

The Heritage Foundation

A conservative think tank offering views and research on domestic and foreign public policy, bills before Congress, current events, etc.

<http://www.heritage.org/>

Foreign Policy Research Institute

Founded in 1955, FPRI is devoted to bringing the insights of scholarship to bear on the development of policies that advance U.S. national interests. We add perspective to events by fitting them into the larger historical and cultural context of international politics.

<http://www.fpri.org/>

Foreign Policy: Your portal to global politics, economics, and ideas

Flagship magazine of the Washington, D.C. based Carnegie Endowment for International Peace. Site features full text from current issue, breaking global news headlines, country intelligence, searchable archives and indices, and related links.

<http://www.foreignpolicy.com>

Web-Based World Issues Resources

CNN.com: Education

News targeted to students including a special Student News broadcast.

<http://www.cnn.com/EDUCATION/>

BBC News

<http://news.bbc.co.uk/>

Daryl Cagle's Professional Cartoon Index

Categorized and current international editorial cartoons.

<http://www.cagle.com/>

Foxnews.com

<http://www.foxnews.com/>

MSNBC.com

<http://www.msnbc.msn.com/>

The New York TimesOnlineNewspapers.com

<http://www.nytimes.com/>

Street Law Inc.

Resources for teachers including Supreme Court case summaries and deliberation on controversial topics.

<http://www.streetlaw.org/en/Audience.4.aspx>

Time.com

<http://www.time.com/>

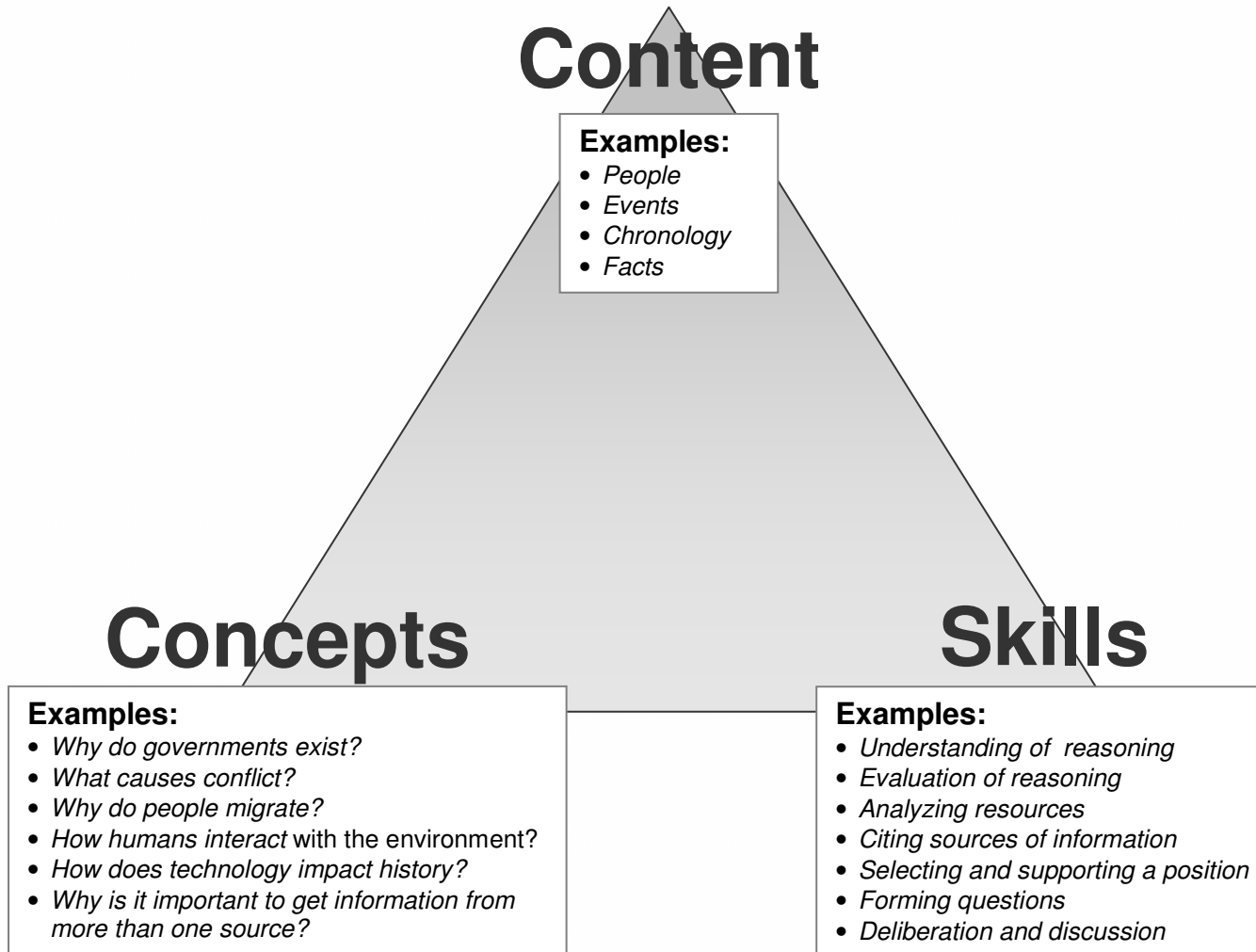
The Dirksen Center's Editorial Cartoon Collection

Editorial cartoons and related lesson plans designed to teach students to identify issues, analyze symbols, acknowledge the need for background knowledge, recognize stereotypes and caricatures, think critically, and appreciate the role of irony and humor.

<http://www.congresslink.org/cartoons/index.htm>

The Social Studies Instructional Triangle

Social studies instruction generally includes three basic components: Content, concepts and skills. Teachers must find a way to balance their instruction so that no one element dominates. If content is the sole focus at the expense of students not developing enduring understandings of broad social studies concepts or if skills are focused on to the exclusion of addressing grade-level content, then the triangle is unbalanced. Focusing instruction on the social studies Grade Level Expectations is one way of ensuring a degree of balance.



Best Practices in Social Studies

Philosophy of Social Studies Instruction

Social Studies teachers should consider themselves teachers of broad social studies concepts and skills that use a particular content to teach these broader concepts and skills, not only a “Washington State History teacher” or “World History teacher” or “US History teacher”.

In Depth Study Versus Cursory Coverage

Learning the broad concepts is more important than memorizing details. For instance, understanding the factors that cause conflict between two parties is more important than knowing the details of the Battle of Bunker Hill or even that there was a battle with that name.

Making Connections

Social Studies teachers should help their students see the connections between history, the contemporary world, and the students’ lives.

Inquiry

Students should have opportunities for inquiry and problem solving about significant historic and modern issues. In addition, students should have some measure of choice in some inquiry activities.

Group Process Skills

Students should have opportunities to practice participation and presentation skills. Social studies should involve students in observing, discussing, and debating to ensure their active participation in learning.

Literacy Integration

Social studies students should have ample opportunities to read for information and use that information to take a position in writing.

Global Awareness

Students should increase knowledge and awareness of global issues, ethnic groups, and religious groups to help them understand the environment that surrounds them locally, nationally and internationally and the multiple perspectives therein.

Critical Thinking

Social studies teaching should involve exploration of open questions that challenge students’ thinking. They should be given questions to struggle with, not just answers.

Evaluation

Social studies evaluation should reflect the importance of students’ thinking rather than just rewarding the memorization of facts. For example, can the student create an alternative perspective on an issue? Can she recognize bias? Can he tell the difference between fact, opinion, and reasoned argument? Can she understand and use information in a map, graph, or table?

Lectures

While lecturing has its place in the social studies classroom, it should not be the dominant method of instruction used.

Use of Texts

Social studies teachers should not start at chapter one of the adopted text and get through as many chapters as possible by the end of the year. The text should be used as a resource. The teacher needs to determine the parts of the text to use to teach a particular lesson or unit. In addition, at times other resources should be available to students that challenge or expand on the material in the text so they will understand that it is important to go beyond a single source to understand events.

High School Reading GLEs and Social Studies

The following is a list of reading standards that could align well with social studies instruction. Boldface has been added to clarify and/or highlight possible connections.

Reading 1.3: Build vocabulary through wide reading

1.3.2: Understand and apply **content/academic vocabulary** critical to the meaning of text, including vocabularies relevant to different contexts, cultures, and communities.

Reading 2.1: Demonstrate evidence of reading comprehension

2.1.3: Apply comprehension monitoring strategies during and after reading: **determine importance using theme, main ideas, and supporting details in informational/expository text and/or literary/narrative text.**

2.1.6: Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: **monitor for meaning, create mental images, and generate and answer questions.**

2.1.7: Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: **determine importance and summarize text.**

Reading 2.2: Understand and apply knowledge of text components to comprehend text.

2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.

2.2.4 Apply understanding of text organizational structures.

Reading 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.

Evaluate informational materials, including electronic sources, for effectiveness.

Synthesize information from a variety of sources.

Reading 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Analyze **informational/expository text** and literary/narrative text to **draw conclusions** and **develop insights.**

2.4.3 **Analyze and evaluate text** for **validity** and **accuracy.**

2.4.4 **Analyze and evaluate** the effectiveness of the author's use of **persuasive devices** to influence an audience.

2.4.5 Analyze text to **generalize, express insight, or respond** by connecting to other texts or situations.

2.4.6 **Analyze and evaluate** the presentation and development of **ideas and concepts** within, among, and beyond **multiple texts.**

2.4.7 Analyze and **evaluate the reasoning and ideas** underlying an author's beliefs and assumptions within multiple texts.

Reading 3.1: Read to learn new information.

3.1.1 Analyze web-based and other **resource materials** (including **primary sources and secondary sources**) for relevance in answering **research** questions.

Glossary

A-D

The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Accuracy - The quality of being free from errors, mistakes, or distortion; consistent with fact or truth.

Agriculture - The practice or work of farming.

Analyze - To break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.

Assumptions - A statement accepted or supposed as true without proof or demonstration; an unstated premise or belief.

Apply - The skill of selecting and using information in other situations or problems.

B.C.E. - A chronological designation meaning "before the common era." This document uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (Before Christ) and A.D. (Anno Domini), which are used in some social studies instructional materials.

Benefits - Monetary or non monetary gain received because of an action taken or a decision made.

Bill of Rights - The first ten amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals.

Breadth - The quality of addressing a range of perspectives.

Checks and balances - Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities.

Citizenship - A concern for the rights, responsibilities, and tasks associated with governing; the status of being a citizen as well as membership in a community and the quality of an individual's response to membership in a community.

Clarity - The quality of making something easier to understand; freeing from confusion or ambiguity, to remove obscurities.

C.E. - A chronological designation meaning "common era." This document uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (Before Christ) and A.D. (Anno Domini), which are used in some social studies instructional materials.

Colonies - Countries or areas controlled politically by a more powerful country. The GLE document refers on several occasions to the 13 British colonies in North America.

Common good - Benefit or interest of a politically organized society as a whole.

Comparative advantage - A country's ability to produce a given product relatively more efficiently than another country; production at a lower opportunity cost.

Compare - Show how things are similar or different.

Computer-based mapping system - Technological tools used to analyze geographic data in a variety of ways. Geographic Information Systems (G.I.S.) is one example.

Concept - An idea generalized from particular instances.

Consequences - The events that happen as a result of a particular action or event.

Consumer - Someone who buys and uses a good or service.

Copyrighting - Obtaining the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something (as a literary, musical, or artistic work).

Costs - An amount that must be paid or spent to buy or obtain something; the effort, loss, or sacrifice necessary to achieve or obtain something.

Credibility - The ability to be believed or trusted.

Cultural diffusion - The spreading of ideas, customs, and values from one culture to another.

Cultural group - People who share a common history, set of values and beliefs, or ways of living.

Cultural universal - An aspect of social life that is common to all human cultures.

Culture - The knowledge, values, and perceptions that are learned and are shared by members of a community or society, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (food, clothing, buildings, tools, and machines).

Currency - The money in circulation in any country.

Customs - Ways of behaving or beliefs that have been established for a long time among a group of people.

Democracy - Form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Depth - The quality or state of being complete or thorough in addressing the complexities of a topic, issue, or event.

Describe - To provide characteristics and features.

Detailed - Marked by thoroughness in addressing small aspects of topics, issues, or events; including specific examples.

Diversity - The presence of a wide range of qualities, attributes, cultures, opinions, or groups in one population.

Due process - The right of every citizen to be protected against arbitrary action by government.

Glossary

E-K

The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Economic choices - Decisions made or course of action taken when faced with a set of alternatives to meet needs and/or wants.

Economic system - The institutional framework of formal and informal rules that a society uses to determine what to produce, how to produce, and how to distribute goods and services.

Essential questions - Questions that seek to connect a specific topic, issue, event, or era with a larger theme or purpose.

Ethics - A set of moral issues or aspects.

Ethnocentrism - A tendency to see one's own group as central and often characterized by an inability to see perspectives other than that of one's own group.

Evaluate - To make a judgment based on criteria; to determine the value of.

Evidence - Items or information, which supports a conclusion or argument.

Examine - To inquire into the parts that make up the whole and to determine how the parts are related to one another.

Explain - To make the reasons for something plain and comprehensible, including supporting details.

Fairness - Marked by impartiality and honesty; free from self-interest, prejudice, or favoritism; conforming with established rules.

Federalism - Form of political organization in which governmental power is divided between a central government and territorial subdivisions; e.g., in the United States, among the national, state, and local governments.

Financial literacy - The achievement of skills and knowledge necessary to make informed judgments and effective decisions regarding earning, spending, and the management of money and credit.

Fiscal policy - Changes in the expenditures or tax revenues of the federal government undertaken to promote full employment, price stability, and reasonable rates of economic growth.

Foreign policy - Policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries.

Freedom of expression - Refers to the freedoms of speech, press, assembly, and petition that are protected by the First Amendment.

Fundamental documents - These are documents that have helped to define the core beliefs, ideals, and goals of a particular nation or society. For students in Washington, these documents would include but are not limited to the Declaration of Independence, the U.S. Constitution, The Federalist Papers,

landmark decisions of the U.S. Supreme Court, the Washington State Constitution, Martin Luther King, Jr.'s "A Letter from a Birmingham Jail," the Declaration of Sentiments and Resolutions in Seneca Falls, key treaties with Washington State's tribes, and other significant writings and speeches.

Fundamental rights - Powers or privileges to which everyone is justly entitled and that cannot be taken away without due process. For example, the Fifth and Fourteenth Amendments to the U.S. Constitution protect the fundamental rights to life, liberty, and property.

Global issues - Matters that have far-reaching impacts on large numbers of people across nations and borders.

Globalization - The increase of trade and other exchanges around the world, especially by large companies producing and trading goods in many different countries.

Government - Institutions and procedures through which a territory and its people are ruled.

Human rights - Basic rights that all humans have regardless of who they are or where they come from. They are so much a part of human nature that they cannot be taken away or given up, as opposed to rights conferred by law.

Ideals - The fundamental values of society, a nation, or humanity. The fundamental values of American democracy are considered to include, but are not limited to individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

Implication - A possible significance.

Incentives - Promises of rewards or punishments that encourage people to act.

Industrialization - A period when economic activity shifts away from small scale agriculture and manufacturing toward large-scale commerce, manufacturing, technological innovation, and investment in industry.

Inquiry - A systematic investigation and analysis of information to address a question, often of a matter of public interest.

Interpretation - Giving one's own conception of; to place in the context of one's own experience, perspective, point of view, or philosophy.

Justice - Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Glossary

L-P

The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Labor - The quantity and quality of human effort available to produce goods and services.

Laws - A rule, usually made by a government, that is used to order the way in which a society behaves or the whole system of such rules.

Local diversity - The presence of a wide range of qualities, attributes, cultures, opinions, and ethnic groups within a particular region or place.

Location - Where something is. It can be either absolute or relative. Absolute location is the specific location of a point on Earth that is determined by an imaginary grid of lines denoting latitude and longitude. Relative location is how a place is related to other places. Location is considered to be one of the five themes of geography.

Logic - The order and coherence of reasons supporting a position, thesis or argument; the reasoning that establishes the truth or justification of any belief or set of beliefs.

Market economy - An economy that relies on a system of interdependent market prices to allocate goods, services, and productive resources and to coordinate the diverse plans of consumers and producers, all of them pursuing their own self-interest.

Monetary policy - Changes in the supply of money and the availability of credit initiated by a nation's central bank to promote price stability, full employment, and reasonable rates of economic growth.

Movement - The travel of people, goods, or ideas from one location to another. It is considered to be one of the five themes of geography.

Movements - People working together towards a common purpose.

Natural resources - Materials supplied by nature that can be used to produce goods and services; for example, oceans, air, mineral deposits, virgin forests, and actual fields of land.

Patriotism - Love for or devotion to one's country.

Place - A description of the characteristics that make a certain location distinct. It is considered to be one of the five themes of geography.

Plagiarism - The act of using the ideas or words of another without crediting the source.

Planned economy - An economic system where the questions of what to produce, how to produce, and for whom to produce are answered by means of a central plan rather than by markets.

Plausibility - The quality of being worthy of belief.

Point of view - A particular position from which something is considered or evaluated; a way looking at things.

Popular sovereignty - The doctrine that the people have the power and authority and a government is subject to the will of the people. The policy of allowing voters in a region to decide an issue.

Position - A thesis, conclusion, or interpretation developed and supported by reasons and evidence.

Precision - The quality of being accurate, definite, and exact.

Producer - People and firms that use resources to make goods and services.

Proximate causal factor - A reason for why something happens that takes place soon before the resulting event or phenomenon.

Principles - The guiding rules a community, society, or nation follows to achieve its larger goals and ideals. The fundamental principles of American democracy include, but are not limited to, the following: the people are sovereign; the power of government is limited by law; people exercise their authority directly by voting; people exercise their authority indirectly through representatives; and decisions are based on majority rule, but minority rights are protected.

Profit - Income received for entrepreneurial skills and risk taking, calculated by subtracting all of a firm's explicit and implicit costs from its total revenues.

Purpose - Something set up as an object or end to be attained.

Pursuit of happiness - One of the "unalienable rights" stated in the Declaration of Independence. It is considered a right defined individually by citizens and not the government.

Glossary

R-Z

The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Reasons - Statements that support a conclusion or position.

Reform - An attempt to improve a situation, condition, or system.

Region - Any group of places that share at least one similar characteristic.

Relevance - The quality of having a close logical relationship with and importance to the matter under consideration.

Reliability - The quality of being trusted or believed.

Representative government - A government in which citizens take part through elected officials who act on their behalf.

Republic - System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare. The United States government is considered to be a Constitution based federal republic.

Research question - A question that helps guide inquiry on a particular topic and directs efforts to collect, critically read, and evaluate sources.

Revolution - A sudden, complete, or marked change in something; a complete or drastic change of government and the rules by which government is conducted.

Rights - Something to which a person has a lawful claim: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.

Rule of law - The principle that every member of society, even a ruler, must follow the law.

Separation of powers - The division of government authority among the executive, legislative, and judicial branches.

Significance - The quality of being important.

Specialization - A situation in which people produce a narrower range of goods and services than they consume. Specialization usually increases productivity; it also requires trade and increases interdependence.

Specific - Something that is mentioned, described, or defined in detail.

Supply and demand - Supply refers to the availability of a specific good or service; demand refers to the level of desired consumption for a specific good or service. The relationship of supply and demand influences the prices and quantity of goods and services sold in competitive markets.

Sustainability - The ability of the current generation to meet its needs without jeopardizing the ability of future generations to meet their needs. In the field of ecology, it refers to the capacity of an ecosystem to sustain interdependent forms of life by balancing the rate of resource removal with the rate of resource regeneration.

Tariff - A tax on an imported good or service.

Taxes - Compulsory payments to governments by households and businesses.

Trade - The exchange of goods and services for money or other goods and services.

Tribe - A group and government with rights and responsibilities toward its citizens. In the GLE document, unless otherwise noted, the word "tribe" or "tribal" refers to sovereign tribal entities recognized by the U.S. federal government.

Tribal Sovereignty - The authority that tribes in the United States have to self-govern as nations within a nation. This authority predates treaties with the United States government.

Validity - The quality of being well-grounded or justifiable.

For additional definitions of social studies terms:

- **Center for Civic Education:**

http://www.civiced.org/index.php?page=stds_glossary

- **National Council for Economic Education:**

<http://ushistory.ncee.net/glossary.php>

- **National Council for Geographic Education:**

<http://www.ncge.org/publications/tutorial/standards>