Civics and Government

HS.1 Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.

<table>
<thead>
<tr>
<th>Student Edition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>73, 83-87, 120, 137, 181, 298, 395, 417, 431, 440-446, 448-452, 453-457, 458-494, 544</td>
</tr>
<tr>
<td>Analyzing Primary Sources 438-439</td>
</tr>
<tr>
<td>Infographic 463</td>
</tr>
<tr>
<td>Lesson Review 89 #4, 452 #5, 457 #4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Edition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBK 431, 449; CTS 84, 87, 459, 461; RS 438, 441</td>
</tr>
<tr>
<td>WS 85, 440</td>
</tr>
<tr>
<td>STANDARDS</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| HS.2 Describe core elements of early governments that are evident in United States government structure. | **Student Edition:** 6-11, 12-21, 36-41  
Assessment 63 #1  
Chart 38  
Lesson Review 11 #5, 21 #6, 41 #2  
**Political Cartoon 8**  
**Teacher Edition:** CBK 10, 39; CTS 13, 17, 37; OTO 7; VS 38 |
| HS.3 Compare and contrast the United States’ republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy. | **Student Edition:** 14-18, 37, 108-109, 242, 441, 742-743  
Lesson Review 21 #5, 243 #5, 743 #5  
**Teacher Edition:** CTS 16, 17, 742; OTO 16; WS 16 |
Civic Participation in a Digital Age 75  
Graphic Organizer 105  
Infographic 173, 202  
Lesson Review 106 #3, 181 #6, 350 #2  
**Teacher Edition:** CTS 77, 78, 103, 201, 205; OTO 76, 178; RS 173; TS 73, 646, 708 |
| HS.5 Evaluate the relationships among governments at the local, state, tribal, national, and global levels. | **Student Edition:** 102-106, 107-112, 115, 661-662  
Comparing Governments 586  
Deliberation 113  
Graphic Organizer 105  
Lesson Review 106 #3  
Map 110  
**Teacher Edition:** CTS 102, 105, 108; OTO 105, 110; VS 104 |
| HS.6 Examine the institutions, functions, and processes of Oregon’s state, county, local and regional governments. | **Student Edition:** 232-237, 238-243, 352-360, 367-376, 402-407  
Chart 858  
Lesson Review 237 #6, 243 #4  
**Teacher Edition:** CBK 232; CTS 235, 352, 369; TS 240, 354; VS 239 |
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
| HS.7 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies. | **Student Edition:** 510-518, 520-525, 527-533, 584-590  
**Chart** 528  
**Graph** 524  
**Lesson Review** 518 #3, 590 #3  
**Teacher Edition:** CR 533; CTS 511, 516, 521, 525; TS 513 |
| HS.8 Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community. | **Student Edition:** 708-713, 714-719, 721-726, 727-731  
**Chart** 711  
**Graph** 722  
**Lesson Review** 713 #3, 719 #6  
**Teacher Edition:** CTS 712, 722; RS 719; TS 710, 716; VS 709, 724, 728; WS 731 |
| HS.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, the Constitution, the Bill of Rights, and Constitutional amendments). | **Student Edition:** 46-48, 54-60, 68-71, 72-73, 82-86, 792-795, 797-815, 827-834  
**Chart** 47, 57, 69, 82  
**Lesson Review** 48 #4, 60 #6  
**Teacher Edition:** CTS 47, 82, 86; RS 55, 59, 69; TS 48; WS 74 |
| HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events. | **Student Edition:** 71, 460-461, 469-470, 560-565, 589, 744-749  
**Lesson Review** 565 #3  
**Teacher Edition:** CTS 470, 564, 589, 748, 749; TS 560; VS 562; WS 461 |
| HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change. | **Student Edition:** 119, 466-471, 452-544, 560  
**Lesson Review** 471 #9, 544 #4  
**We the People** 467  
**Teacher Edition:** CBK 543; CTS 467, 542; OTO 468; TS 469; VS 466 |
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
Chart 429  
Supreme Court Cases 433  
We the People 415  
Teacher Edition:  
CBK 85, 433; TS 460, 466, 476; VS 422 |
Chart 69, 78  
Government in Your Community 92  
Lesson Review 71 #4, 95 #3  
Teacher Edition:  
OTO 72, 77; RS 69; WS 79, 94 |

**Historical Thinking**

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
Teacher Edition:  
CTS 4, 34, 66, 131, 198, 259, 315, 438, 509; RS 35, 66, 258; VS 130 |
| HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim. | Student Edition: Debate 90, 188, 309, 427, 526, 663  
Deliberation 251, 497, 545, 682  
Teacher Edition:  
CTS 188, 251, 309; RS 90, 427, 497, 526; VS 545 |
| HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence. | Student Edition: Lesson Review 79 #9, 112 #7, 376 #8, 457 #6, 496 #8, 525 #7, 620 #6  
Teacher Edition:  
CR 11; CTS 134, 174; WS 45, 202, 234, 264, 424, 658, 693 |
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.</td>
<td>These references to different exercises on perspectives can be applied to help students understand how contemporary thinking can influence our view of history. Student Edition: Assessment 64 #17, 196 #23, 228 #23, 601 #6 Teacher Edition: CTS 56, 101, 133, 259, 317, 404, 446, 497</td>
</tr>
<tr>
<td><strong>Social Science Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.</td>
<td>Student Edition: Lesson Review 79 #9, 112 #7, 376 #8, 457 #6, 496 #8, 525 #7, 620 #6 Teacher Edition: CR 11; CTS 134, 174; WS 45, 202, 234, 264, 424, 658, 693</td>
</tr>
<tr>
<td>HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).</td>
<td>Student Edition: Lesson Review 207 #7, 237 #6, 265 #7, 365 #5, 422 #5, 533 650 #6, 719 #6 Teacher Edition: WS 138, 159, 318, 395, 450, 490, 563, 605</td>
</tr>
<tr>
<td>HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.</td>
<td>Student Edition: Assessment 64 #17, 196 #23, 228 #23, 601 #6 Teacher Edition: CTS 56, 101, 133, 259, 317, 404, 446, 497</td>
</tr>
<tr>
<td>HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</td>
<td>Student Edition: Assessment 285 #13, 535 #10, 601 #9, 631 #10, 665 #15 Lesson Review 48 #2, 122 #5, 476 #5 Teacher Edition: CTS 25, 77, 192, 319, 407, 674, 683</td>
</tr>
<tr>
<td>STANDARDS</td>
<td>PAGE REFERENCES</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion. | **Student Edition:**  
*Debate* 90, 188, 309, 427, 526, 663  
*Deliberation* 251, 497, 545, 682  
**Teacher Edition:**  
CTS 188, 251, 309; RS 90, 427, 497, 526; VS 545 |
| HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action. | **Student Edition:**  
*Deliberation* 113, 153, 251, 497, 545, 682  
**Teacher Edition:**  
CBK 153; CTS 113, 251, 497; D 153, 251, 545, 682 |