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<td>Geography</td>
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| HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales. | **Student Edition:**  
635  
*Geography Connection* 635 #1, #2  
**Teacher Edition:**  
VS 635 |
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| HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. | **Student Edition:**  
*Geography Connection* 27, 69, 72, 75, 77, 89, 100, 121, 137, 145, 171, 200, 204, 217, 225, 247, 273, 302, 314, 325, 329, 337, 360, 379, 382, 388, 407, 413, 423, 427, 441, 450, 462, 466, 478, 494, 504  
**Teacher Edition:**  
CTS 45; OTO 6, 27, 65, 66, 73, 89, 100, 115, 120, 133, 135, 200, 379; V: 2, 62, 112; VS 89 |
| HS.42 Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities. | **Student Edition:**  
*Geography Connection* 27, 69, 72, 75, 77, 89, 100, 121, 137, 145, 171, 200, 204, 217, 225, 247, 273, 302, 314, 325, 329, 337, 360, 379, 382, 388, 407, 413, 423, 427, 441, 450, 462, 466, 478, 494, 504  
**Teacher Edition:**  
CTS 45; OTO 6, 27, 65, 66, 73, 89, 100, 115, 120, 133, 135, 200, 379; V: 2, 62, 112; VS 89 |
| HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. | **Student Edition:**  
218, 558-559, 567-568  
*Answering the Guiding Questions* 219 #6, 559 #5  
*Guiding Question* 218, 558  
*Reading Progress Check* 559  
**Teacher Edition:**  
CTS 218; OTO 558; WS 567 |
| HS.44 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. | **Student Edition:**  
218, 558-559  
*Answering the Guiding Questions* 219 #6, 559 #5  
*Guiding Question* 218, 558  
*Reading Progress Check* 559  
**Teacher Edition:**  
CTS 218; OTO 558 |
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| **HS.45** Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. | **Student Edition:** 563-564  
*Answering the Guiding Questions 564 #5*  
*Guiding Question 563*  
*Reading Progress Check 564*  
*Thinking Like a Historian 563*  
*Writing Activity 564 #6*  
**Teacher Edition:**  
CTS 563, 564; OTO 563; WS 563 |
| **HS.46** Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability. | **Student Edition:** 568-569  
*Answering the Guiding Questions 569 #4*  
*Guiding Question 568*  
*Reading Progress Check 569*  
**Teacher Edition:**  
CTS 569; OTO 565, 568; RS 568, 569 |
| **HS.47** Explain how political and economic power dynamics throughout time have influenced cultural identity and environmental characteristics of various places and regions. | **Student Edition:** 16, 27-29, 30-31, 65-67, 71-72, 114-117, 139, 162-167, 168-170, 189-191, 214-219, 220-223, 227-229  
*Geography Connection 75*  
*Guiding Question 16*  
*Primary Sources 206-207*  
*Reading Progress Check 16*  
**Teacher Edition:**  
OTO 16, 66, 73; RS 16 |
| **HS.48** Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems). | **Student Edition:** 216, 218, 247, 289  
*Answering the Guiding Questions 219 #5*  
*Critical Thinking 248, 289*  
*Writing Activity 219 #7*  
**Teacher Edition:**  
CTS 216, 218; MC 289; OTO 247; RS 218; VS 247; WS 247 |
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| HS.49 Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. | The following citations discuss environmental challenges that could be used to meet this standard. **Student Edition:** 568-569  
*Answering the Guiding Questions* 569 #4  
*Guiding Question* 568  
*Reading Progress Check* 569  
**Teacher Edition:** CTS 569; OTO 565, 568; RS 568, 569 |
| HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales. | **Student Edition:** 568-569  
*Answering the Guiding Questions* 569 #4  
*Guiding Question* 568  
*Reading Progress Check* 569  
**Teacher Edition:** CTS 569; OTO 565, 568; RS 568, 569 |
| HS.51 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. | **Student Edition:** 526, 551-552  
*Answering the Guiding Questions* 554 #4  
*Critical Thinking* 526, 552  
**Teacher Edition:** CTS 526, 552; OTO 526, 550, 552; VS 552 |
| HS.52 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups. | **Student Edition:** 465-468  
*Answering the Guiding Questions* 470 #3, #4  
*Geography Connection* 466  
*Guiding Question* 465  
*Reading Progress Check* 468  
**Teacher Edition:** C; 466; C2 466; OTO 465, 466; RS 465, 466; VS 467 |
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| HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected. | The following citations discuss the social structure of mass society and could be used with teacher instruction to meet this standard. **Student Edition:** 251-252  
*Answering the Guiding Question* 254 #4  
*Critical Thinking* 251  
*Guiding Question* 251  
*Reading Progress Check* 252  
**Teacher Edition:**  
OTO 251; TS 251 |

**History (Local, State, National, and World) [United States History Post Reconstruction – present & World History]**

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| HS.54 Evaluate continuity and change over the course of world and United States history. | **Student Edition:**  
Assessment 41 #11, 181 #14 |
| HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. | **Student Edition:**  
Assessment 21 #7, #11, 41 #2, #9, #14, 59 #16, 83 #2, 109 #2, #16, 129 #17, 151 #17, 209 #14, 241 #6, #8, #16, 295 #9, #10, #16, 319 #14, #19, 371 #3, #12, 372 #23, 401 #16, 433 #6, 455 #1, #10, #17, 487 #9, 509 #14, #19, 545 #3, #9, #14, #19, 573 #11, #14 |
| HS.56 Explain the development and impact of major world religions and philosophies on historical events and people. | **Student Edition:**  
*World Religions Handbook* 638-656  
**Teacher Edition:**  
C: 640; C2 640; CTS 641, 642, 644, 645, 646, 647, 648, 652; R: 646, 650; R2 646, 650; RS 638, 640, 642, 643, 644, 648, 649, 651, 654; TS 642, 651; V1 639; V2 639; VS 638, 641, 646, 650; WS 639, 640, 643, 644, 647, 649 |
| HS.57 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature. | **Student Edition:**  
35-37, 65, 104-105, 142-143, 156-161, 565-568  
*Answering the Guiding Questions* 37 #6, 161 #3, #4, #5, #6  
*Charts/Graphs* 161, 566  
*Connections to Today* 567  
*Guiding Question* 104  
*Primary Sources* 149  
*Writing Activity* 37 #7  
**Teacher Edition:**  
OTO 566; RS 65; VS 161 |
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| HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history. | The following citations discuss the Glorious Revolution and political thought of the 17th century and could be used with teacher instruction to meet this standard.  
Student Edition:  
93-94, 95, 96  
Analyzing Primary Sources 95  
Answering the Guiding Question 96 #5  
DBQ 107 #1, #2, #3, #4, #5, #6  
Guiding Question 93, 96  
Primary Sources 106-107  
Reading Progress Check 96  
Writing Activity 96 #6  
Teacher Edition:  
CTS 93, 107; OTO 93, 94, 95; RS 107; VS 106 |
| HS.59 Analyze ideas critical to the development of social, labor, and political movements in history | Student Edition:  
248-249  
DBQ 239 #1, #2, #3, #4, #5, #6  
Guiding Question 248  
Primary Sources 238  
Reading Progress Check 249  
Writing Activity 249 #5  
Teacher Edition:  
CTS 238, 239; RS 238, 249; VS 239; WS 249 |
| HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. | The following citations discuss the Columbian Exchange and could be used with teacher instruction to meet this standard.  
Student Edition:  
71-72  
Answering the Guiding Questions 75 #4  
Charts/Graphs 71 #1, #2  
Geography Connection 72 #1, #2  
Guiding Question 71  
Reading Progress Check 72  
Writing Activity 75 #7  
Teacher Edition:  
CTS 72; OTO 72; VS 71; WS 72 |
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<td>HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.</td>
<td>The following citations discuss political and social conflicts that could be used with teacher instruction to meet this standard. <strong>Student Edition:</strong> 551-554, 555-559 <strong>Analyzing Primary Sources</strong> 557 <strong>Answering the Guiding Questions</strong> 559 #6 <strong>Primary Sources</strong> 19, 39, 57, 80-81, 106-107, 127, 149, 178-179, 206-207, 238-239, 264-265, 293, 345, 368-369, 399, 430-431, 449, 453, 484-485, 499, 507, 542-543, 571 <strong>Reading Progress Check</strong> 554 <strong>Teacher Edition:</strong> CTS 19, 39, 57, 107, 178, 239; RS 57, 107; TS 39, 57; VS 106, 149; WS 19, 81, 127, 207</td>
</tr>
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<td>HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.</td>
<td><strong>Student Edition:</strong> <strong>DBQ</strong> 19 #1, #2, #3, 39 #1, #2, #3, 57 #1, #2, #3, 81 #1, #2, #3, #4, #5, #6, 107 #1, #2, #3, #4, #5, #6, 127 #1, #2, 149 #1, #2, #3, #4, 179 #1, #2, #3, #4, #5, #6, 207 #1, #2, #3, #4, #5, #6, 239 #1, #2, #3, #4, #5, #6, 293 #1, #2, #3, 345 #1, #2, #3, 369 #1, #2, #3, #4, #5, #6, #7, 399 #1, #2, #3, 431 #1, #2, #3, #4, #5, #6, 449 #1, #2, 453 #1, #2, #3, 485 #1, #2, #3, #4, #5, #6, 499 #1, #2, 507 #1, #2, #3, 543 #1, #2, #3, #4, #5, #6, #7, 571 #1, #2, #3 <strong>Primary Sources</strong> 19, 39, 57, 80-81, 106-107, 127, 149, 178-179, 206-207, 238-239, 264-265, 293, 345, 368-369, 399, 430-431, 449, 453, 484-485, 499, 507, 542-543, 571 <strong>Teacher Edition:</strong> CTS 19, 39, 57, 107, 178, 239; RS 57, 107; TS 39, 57; VS 106, 149; WS 19, 81, 127, 207</td>
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<td>HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.</td>
<td><strong>Student Edition:</strong> 73-75, 253, 422-424 <strong>Answering the Guiding Questions</strong> 75 #6 <strong>DBQ</strong> 265 #1, #2, #3, #4 <strong>Geography Connection</strong> 75 <strong>Guiding Question</strong> 73 <strong>Primary Sources</strong> 264-265 <strong>Writing Activity</strong> 75 #7 <strong>Teacher Edition:</strong> CTS 73, 74; OTO 73, 74, 253; R 74; R2 74; VS 75</td>
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| HS.64 Examine the development of the concepts of ethnicity and race.       | The following citations discuss the use of racism as a justification of imperialism and could be used with teaching instruction to meet this standard.  
**Student Edition:**  
273  
Reading Progress Check 273                                               |
| HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world. | **Student Edition:**  
73-75, 422-424  
Answering the Guiding Questions 75 #6  
DBQ 293 #1, #2, #3  
Geography Connection 75, 423  
Guiding Question 73  
Primary Sources 293  
Writing Activity 75 #7  
**Teacher Edition:**  
CTS 73, 74; OTO 73, 74, 422; R1 74; R2 74; VS 75 |
| HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world. | **Student Edition:**  
Analyzing Primary Sources 252, 472  
DBQ 39 #1, #2, #3, 206 #2, #5, 252, 265 #1, #2, #3, #4, 399 #1, #2, #3, 472, 485 #1, #2, #3, #4, #5, #6  
Primary Sources 39, 206, 264-265, 399, 484-485  
**Teacher Edition:**  
CTS 73, 74; OTO 73, 74, 422; R1 74; R2 74; VS 75 |

**Historical Thinking**

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| HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context. | **Student Edition:**  
DBQ 19 #1, #2, #3, 39 #1, #2, #3, 57 #1, #2, #3, 81 #1, #2, #3, #4, #5, #6, 107 #1, #2, #3, #4, #5, #6, 127 #1, #2, 149 #1, #2, #3, #4, 179 #1, #2, #3, #4, #5, #6, 207 #1, #2, #3, #4, #5, #6, 239 #1, #2, #3, #4, #5, #6, 265 #1, #2, #3, #4, 293 #1, #2, #3, 345 #1, #2, #3, 369 #1, #2, #3, #4, #5, #6, #7, 399 #1, #2, #3, 431 #1, #2, #3, #4, #5, #6, 449 #1, #2, #3, 485 #1, #2, #3, #4, #5, #6, 499 #1, #2, 507 #1, #2, #3, 543 #1, #2, #3, #4, #5, #6, 571 #1, #2, #3  
**Teacher Edition:**  
CTS 19, 39, 57, 107, 178, 239; RS 57, 107; TS 39, 57; VS 106, 149; WS 19, 81, 127, 207 |
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<td>HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.</td>
<td><strong>Student Edition:</strong>&lt;br&gt;<em>DBQ</em> 19 #1, #2, #3, 39 #1, #2, #3, 57 #1, #2, #3, 81 #1, #2, #3, #4, #5, #6, 107 #1, #2, #3, #4, #5, #6, 127 #1, #2, 149 #1, #2, #3, #4, 179 #1, #2, #3, #4, #5, #6, 207 #1, #2, #3, #4, #5, 239 #1, #2, #3, #4, #5, #6, 265 #1, #2, #3, #4, 293 #1, #2, #3, #4, #5, #6, 399 #1, #2, #3, 431 #1, #2, #3, #4, #5, 449 #1, #2, 453 #1, #2, #3, 485 #1, #2, #3, #4, #5, #6, 499 #1, #2, #3, #4, #5, #6, 571 #1, #2, #3&lt;br&gt;<strong>Primary Sources</strong> 19, 39, 57, 80-81, 106-107, 127, 149, 178-179, 206-207, 238-239, 264-265, 293, 345, 368-369, 399, 430-431, 449, 453, 484-485, 499, 507, 542-543, 571&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;CTS 19, 39, 57, 107, 178, 239; RS 57, 107; TS 39, 57; VS 106, 149; WS 19, 81, 127, 207</td>
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<td>HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.</td>
<td><strong>Student Edition:</strong>&lt;br&gt;<em>DBQ</em> 19 #1, #2, #3, 39 #1, #2, #3, 57 #1, #2, #3, 81 #1, #2, #3, #4, #5, #6, 107 #1, #2, #3, #4, #5, #6, 127 #1, #2, 149 #1, #2, #3, #4, 179 #1, #2, #3, #4, #5, #6, 207 #1, #2, #3, #4, #5, #6, 239 #1, #2, #3, #4, #5, #6, 265 #1, #2, #3, #4, 293 #1, #2, #3, #4, #5, #6, 399 #1, #2, #3, 431 #1, #2, #3, #4, #5, 449 #1, #2, 453 #1, #2, #3, 485 #1, #2, #3, #4, #5, #6, 499 #1, #2, #3, #4, #5, #6, 571 #1, #2, #3&lt;br&gt;<strong>Primary Sources</strong> 19, 39, 57, 80-81, 106-107, 127, 149, 178-179, 206-207, 238-239, 264-265, 293, 345, 368-369, 399, 430-431, 449, 453, 484-485, 499, 507, 542-543, 571&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;CTS 19, 39, 57, 107, 178, 239; RS 57, 107; TS 39, 57; VS 106, 149; WS 19, 81, 127, 207</td>
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<td>HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.</td>
<td>The following citations discuss how historians interpret the past and could be used with teacher instruction to meet this standard. <strong>Student Edition:</strong>&lt;br&gt;<em>Skillbuilder</em> 344&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;C&amp;R 344; CTS 344; RS 344</td>
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<tr>
<td><strong>Social Science Analysis</strong></td>
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| 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. | **Student Edition:**  
Assessment 41 #12, 267 #11, 296 #23, 401 #11  
**Writing Activity** 17 #9, 96 #6, 101 #6, 121 #6, 200 #7, 223 #5, 291 #6, 338 #7, 362 #6  
**Teacher Edition:**  
WS 52, 200, 261, 280, 287, 330, 340, 364, 380, 382, 391 |
| 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). | **Student Edition:**  
**Answering the Guiding Questions** 10 #7, 55 #3  
Assessment 21 #8, #12, 40 #5, 130 #27, 268 #23  
**DBQ** 293 #1  
**Writing Activity** 31 #6, 37 #7, 147 #6, 259 #7, 263 #6  
**Teacher Edition:**  
RS 5, 6, 7, 8, 14, 16, 27, 33, 68; WS 49, 53, 286 |
| HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information. | **Student Edition:**  
**Answering the Guiding Questions** 10 #6, 17 #3, 55 #5, 79 #4  
Assessment 21 #9, #16, 41 #1, #9, 59 #10, 268 #17, #22  
**DBQ** 81 #1, #5, 265 #3, 293 #3  
**Teacher Edition:**  
CTS 47, 138, 140, 141, 270; VS 9, 37, 65, 137 |
| HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects. | The following citations provide students opportunities to analyze current issues in the world and could be used with teacher instruction to meet this standard.  
**Student Edition:**  
551-554, 555-559  
**Analyzing Primary Sources** 557  
**Answering the Guiding Questions** 559 #6  
**Reading Progress Check** 554  
**Teacher Edition:**  
CTS 552, 553, 555, 557; PBL 548; VS 552, 558, 559 |
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<td>HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</td>
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<td>HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</td>
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<td>The following citations discuss global political and social problems and could be used with teacher instruction to meet this standard.</td>
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<td>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.</td>
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