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**Chapter 3 The Legal Environment**

- True/False**
1. Courts and government regulations affect without all business activities. (T)
  2. Courts are the only entities that interpret laws and resolve disputes. (F)
  3. Courts are the only entities that interpret laws and resolve disputes. (F)
  4. Courts are the only entities that interpret laws and resolve disputes. (F)
  5. Courts are the only entities that interpret laws and resolve disputes. (F)
  6. Courts are the only entities that interpret laws and resolve disputes. (F)
  7. Courts are the only entities that interpret laws and resolve disputes. (F)
  8. Courts are the only entities that interpret laws and resolve disputes. (F)
  9. Courts are the only entities that interpret laws and resolve disputes. (F)
  10. Courts are the only entities that interpret laws and resolve disputes. (F)
  11. Courts are the only entities that interpret laws and resolve disputes. (F)
  12. Courts are the only entities that interpret laws and resolve disputes. (F)
  13. Courts are the only entities that interpret laws and resolve disputes. (F)
  14. Courts are the only entities that interpret laws and resolve disputes. (F)
  15. Courts are the only entities that interpret laws and resolve disputes. (F)
  16. Courts are the only entities that interpret laws and resolve disputes. (F)
  17. Courts are the only entities that interpret laws and resolve disputes. (F)
  18. Courts are the only entities that interpret laws and resolve disputes. (F)
  19. Courts are the only entities that interpret laws and resolve disputes. (F)
  20. Courts are the only entities that interpret laws and resolve disputes. (F)

**Unit 4 Answer Key**

**CHAPTER 13**

**Prereading and Vocabulary 2**

1. (down) chief executive
1. (across) chief of state
2. (down) electoral vote
3. (across) electoral college
4. (down) platform
5. (across) swing voter

**Chapter Outline 2**

- I. Section 1: The President's Job Description
  - A. Presidential Roles
    1. state
    2. diplomat
    3. commander in chief
  - B. Qualifications, Presidential Term, and Pay and Benefits
    1. natural born, 35, 14
    2. four, 22nd, two
    3. White House
- II. Section 2: Presidential Succession and the Vice Presidency
  - A. Presidential Succession
    1. Vice President
    2. Acting President
  - B. Presidential Disability
    1. 25th, Acting President
  - C. The Vice Presidency
    1. Senate, disabled
- III. Section 3: Presidential Selection: The Framers' Plan
  - A. Choosing a President
    1. presidential electors, electoral
  - B. The Election of 1800
    1. political parties, 12th
- IV. Section 4: Presidential Nominations
  - A. How National Conventions Work
    1. major parties, electoral
  - B. Primaries and Caucuses
    1. delegates, state conventions
  - C. Choosing a Presidential Candidate
    1. party unity, platform
- V. Section 5: The Presidential Election
  - A. The Presidential Campaign
    1. swing, battleground
  - B. Flaws in the Electoral College
    1. popular vote
    2. electors
    3. majority
  - C. Proposed Reforms
    1. district, congressional districts
    2. proportional
    3. direct popular

4. national popular vote
- D. Benefits of the Electoral College
  1. known process, identifies, two-party

**CHAPTER 13 Section 1**

**Reading Comprehension 3**

1. Chief of state; President as the ceremonial head of the government of the United States; yes
2. Chief executive; President as vested with the executive power of the United States; yes
3. Chief administrator; President as the director of the executive branch of the Federal Government; yes
4. Chief diplomat; President as the main architect of American foreign policy and the nation's chief spokesman to the rest of the world; yes
5. Commander in chief; President as the head of the nation's armed forces; yes
6. Chief legislator; President as the principal author of the nation's public policies; yes
7. Chief of party; President as the leader of his or her political party; no
8. Chief citizen; President as the representative of all the American people; no
9. (a) must be a natural born citizen of the United States  
(b) must be at least 35 years of age  
(c) must have been a resident of the United States for at least 14 years
10. four years
11. It is limited to two the number of full terms that a President may serve.
12. 10 years (if the President succeeds to the office after the midpoint in another person's term and then seeks two full terms of his or her own)
13. (a) For: It is a reasonable safeguard against "executive tyranny."  
(b) Against: It is undemocratic because it limits the right of the people to decide who will be President. Also, it undercuts the authority of a two-term President.
14. They have argued that a single, nonrenewable term would free a President from the pressures of a campaign for a second term and so allow the chief

**Unit 3 Answer Key**

**CHAPTER 10**

**Prereading and Vocabulary 2**

1. members could go home  
Sample definition: to end a meeting
2. asking how many people lived in each home  
Sample definition: a count of the population
3. believed in her truthfulness  
Sample definition: a person that others trust to act for them
4. c; Sample sentence: In a long session, the senators discussed the issues.
5. a; Sample sentence: The legislators voted on the hurricane relief bill.
6. b; Sample sentence: The senator was expelled for accepting bribes.
7. d; Sample sentence: When the Census Bureau reapportioned the seats in the House, my state lost three seats.
8. c; Sample sentence: A partisan can be counted on to vote in line with her party.

**Chapter Outline 2**

- I. Section 1: The National Legislature
  - A. The Bicameral Congress
    1. Senate, House of Representatives
    2. bicameral, powerful
  - B. Terms and Sessions of Congress
    1. session, term
  - C. Representation in Congress
    1. two
    2. population
- II. Section 2: The House of Representatives
  - A. Terms and Size
    1. 435, two
    2. representatives
  - B. Reapportionment
    1. census
  - C. Congressional Districts
    1. district
  - D. Gerrymandering
    1. district lines (or congressional districts)
  - E. Qualifications
    1. 25
    2. seven
- III. Section 3: The Senate
  - A. Size and Term
    1. 100
    2. six
  - B. Qualifications
    1. 30, nine

2. continuous body
- IV. Section 4: The Members of Congress
  - A. Backgrounds
    1. states
    2. experience
  - B. The Job
    1. delegates, trustees, partisans, politics
  - C. Benefits
    1. benefits, franking privilege

**CHAPTER 10 Section 1**

**Reading Comprehension 3**

1. To make laws.
2. Historical: British Parliament had two houses and so did most of the colonies, so that's the system with which the Framers were familiar.  
Practical: The States could not all agree on either proportional or equal representation because the populations were so varied. The only way to get them to agree was to have two houses.  
Theoretical: The Framers thought it would be easy for Congress to become too powerful, so dividing it would ensure that each house checked the other.
3. Some States had much larger or smaller populations than others. The large States would not have agreed to a Congress with equal representation for each state, while the small States would not have agreed to a Congress with representation based on population.
4. a. term; b. session; c. session
5. A term is the period between noon on January 3 following an election and noon on January 3 following the next election.
6. A session is the period of time during which, each year, Congress assembles and conducts business.
7. The President may convene a special session in an emergency and dismiss Congress when the two houses cannot agree on a date for adjournment.
8. Before World War II, Congress met only for four or five months per year; today, they are in session for most of the year.

**Reading Comprehension 2**

1. Congress

## Chapter 5 worksheet

### Completion

Complete each sentence or statement.

- The United States has approximately \_\_\_\_\_ public law enforcement agencies at the federal, state and local levels of government.
- \_\_\_\_\_ is the right or authority to act in a given matter.
- Along with statutes that create and direct law enforcement agencies, the \_\_\_\_\_ also imposes limitations on police authority by its decisions.
- The vast majority of law enforcement agencies are found at the \_\_\_\_\_ level.
- By the twelfth century, the \_\_\_\_\_ system for group protection began to develop.
- Ten tithings were grouped together to form a hundred, and one or several hundreds constituted a \_\_\_\_\_.
- The Statute of Winchester formalized the \_\_\_\_\_ system of protection.
- As a result of the \_\_\_\_\_, urban populations in cities like London swelled with the influx of people from the countryside looking for work in the factories.
- According to Robert Peel, the main function of the police was to prevent crime without force, through \_\_\_\_\_ within the community.
- In 1884, \_\_\_\_\_ combined its day and night watches to form the first paid, unified police force in the United States.
- In the South, the earliest form of policing was the \_\_\_\_\_.
- In the Remote and unpopulated areas of the nation, \_\_\_\_\_ was often used by the citizens to defend themselves against renegades and thugs.
- In 1905, \_\_\_\_\_ established the first modern state law enforcement organization with the authority to enforce the law statewide.
- \_\_\_\_\_ and his followers advocated professionalism in law enforcement, with \_\_\_\_\_ and \_\_\_\_\_ being two of the key ingredients.
- Major changes in policing began in the 1960s. These changes were, in part, a reaction to two major historical periods:

a.

b.

- One of the commissions that studied policing in the 1960s was \_\_\_\_\_.
- At the local level, we ask our police to perform many different roles, such as \_\_\_\_\_.
- In the 1970s and 1980s, communities experimented with \_\_\_\_\_ as a means of addressing issues of community deterioration and record crime rates.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ ID: A

### Economics Chapter 2 Review

#### Matching

- |                        |                       |
|------------------------|-----------------------|
| a. economic system     | c. standard of living |
| b. factor payments     | d. profit             |
| c. safety net          | e. innovation         |
| d. traditional economy | f. economic freedom   |
- The method used by a society to produce and distribute goods and services
  - The income people receive for supplying factors of production
  - A system to protect people experiencing unfavorable economic conditions
  - The level of economic progress
  - The process of bringing new methods, products, or ideas into use
  - An economy that relies on habits, custom, or ritual to resolve economic questions
- |                              |                        |
|------------------------------|------------------------|
| g. communism                 | e. command economy     |
| h. authoritarianism          | f. economic agent      |
| i. socialism                 | g. traditional economy |
| j. centrally planned economy | h. capitalism          |
- A major goal of socialist economies
  - Another name for a centrally planned economy
  - An economy in which the government answers the key economic questions
  - Regarding state ownership to a state or leader
  - A political system with a centrally planned economy that owns all resources and means of production
  - A political system based on the belief that wealth should be evenly distributed throughout a society
- |                           |                            |
|---------------------------|----------------------------|
| k. laissez-faire          | i. privatization           |
| l. free enterprise system | j. government intervention |
| m. free market            | k. free market             |
| n. economic transition    | l. economic freedom        |
- The doctrine that government should not intervene in the marketplace
  - The doctrine that government should not intervene in the marketplace
  - Property owned by individuals or companies
  - Period of change in which an economy moves from one economic system to another

1

Social studies programmes should include experiences to study the past and its legacy. How do people meet their basic needs in a variety of contexts? High school students use historical research methods to participate in the examination of more sophisticated sources. Advances in science and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without the technology and science that underpins it. How does this translate into a change in those societies? How has the world changed and how might it change in the future? How do institutions change? How do citizens get involved? They learn to evaluate issues such as population growth and its impact, push and pull factors related to migration, and the causes and implications of national and global environmental change. Through a more formal study of history, students in the middle grades continue to broaden their understanding of the past and are increasingly able to apply the research methods associated with historical research. What are the benefits and challenges associated with global interdependence? As they move from middle grades to high school, students continue to think analytically about the consequences of change and how we can harness science and technology to increase benefits for all. Students also need to become familiar with civic ideals and practices in countries other than our Democratic Republic. They will explore the influence of peoples, places, and environments on personal development. The study of individuals, groups, and institutions, based on sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other disciplines? They acquire experience with sequencing to establish a sense of order and time, and they begin to understand historical concepts that make sense of the events they study. Study. sA. .sotcarsba soipicnir racilpa y rednetne arap sedadililbah sun nallorressed airadnucsed ed setnaidute sO. .senoicuitisni e soudividni naAAtcaretni omAAc nAArarolpxe setnaidute sO. .atsiv ed sotnup setneredfi nAAratpexer y nAAreconocer nOAbimatA ?azalpmoer euq al euq aAgoloncet aveum al rojem erpmeis eEJA .etneibma oidem le y erbmoH le ertne senoicaler sal ed sadavired senoitseuc erbos sadamrofni senoicised ed nAAcipoda al arap setnoimeiconoc ed litAAsa ebau anu ririuqda etimrep sel otse seraloce saicneirepxe saipornep us ed luvim adac ne nAAcicaretni e oIneimeircer ,gazidrepxe ed sosocorp sol ed setnoimeiconoc sol ,larutlic y laicos otxetnoc nu ne laudividni ollorressed led azelarutan al adad ?etnemaituceletni e laioicome .acisAf soudividni sol naibmac y necerep omACJA .meyulcni satnugerp satsE ?ricudorp a av es OAutJA .selatnemadnuf satnugerp ortauc a satsuepsor sal erbos ridiced ed sarenam ed dadeitrav anu odatnovni nah es .odatluser omoc ?Agoloncet al y aicneic al ed soicifeneb sol a osocca le ne sanuqal sal ramloc neduep es omACJA ?nOAtuq a y soicivres y senib sol nAArubirtsid es omACJA .sarutlic y sedadicos .soudividni a nAAcicilpa us ne aAgoloportna al y aAgolicois al .aAgolicipal al ed sodAAtxe soicisAObisA? setpocnoe racilpa arap oIneimeitropmoc led saicneic sal ed sodotAAm odnazilulu .onamuh oIneimeitropmoc ed soenA?roptmecnq senortap sol ranimaxe arap sedaditnuropp selpitAAm rartnocne natisecan setnaidute sol .airadnucsed ed levim le nE .samt sorot y acimA?ta acisAf al .adiv al ed seditAAneg sebab sal omoc Asa .sacigAAloncet senoicaipala sus y osrevnuo ortseun erbos soteimribucsed sol ed osac le ne omoc .saicneerc sus odafisev osulcni e sanosrep sal a odidnerproh nah euq soicigAAloncet soibmac y sacifA?neic sedafisev namimaxe setnaidute sol .soicivres y senib ed omusnoc y nAAcubirtsid .nAAcudorp al arap sanosrep sal nazinagro es omAAc raidute natimrep euq saicneirepxe rilucni nebed soidute ed samgorp sol The histories of societies, peoples and nations reveal patterns of continuity and change. How can we preserve fundamental values and beliefs in a world that is rapidly becoming one? one? le noc arutlic al aibmac omACJA .otmeitropmoc le y oIneimeiconoc led otneimeircer le .sonamuh serolav sol ne aAgoloncet al y soicifA?neic setnaidute sol .soidem sodarg sol nE .odnum le odot ed solpmoje ne y dadinucos us ne adiv ed samrop y senoicarbelec sanuqal arap larutlic esab al racifitnedi a nazneimoc .ragul le y oImei led sOAvart a sarutlic ed ollorressed le y .sarutlic sairav ed azelarutan al erbos satnugerp reeah y rarolpxe a nazneimoc setnaidute sol .soidem sodarg sol nE .airaid adiv us y oIneimeiconoc le .saicneerc sal ne neyulfini saAgoloncet sal y aicneic al omACJ nednerpa soE?Aeuiq soE?Ain sol .otcapiu us y seder satsE ed senoazr sal .sodalilpob sorfnec setneredfi sol nenu eSt Students will collect and analyze data, as well as use critical thinking skills to determine the best way to deal with the scarcity of resources. In the This topic usually appears in units or courses related to civic education, history, political science, cultural anthropology and fields such as global studies and law-related education, while that senouicuf sal y sotisA?porp sol nos selAUCJA .omoc selat setnugerp natnerne setnaidute sol .amet etse rarolpxe IA .ragul le y oImei le ne selarutlic sopurg sol ertne saicneredfi sal y sedutilimis sal omoc Asa .arutlic al ed sotnemele nA?racifitnedi setnaidute sol .nA?Axelfer al y nA?Acavresbu al .aicneirepxe al ed sOAvart A .sA?Amed sol noc senoicaler natnernepxe odnauc nedro y dadilaciapmi ed odnallorressed y larutan oidices us narolpxe sodarg soiremipr sol ne setnaidute sol .selabog omoc selanoicatu neit setnoicaiipmi neit euq sacitA?op ed savitanareta sal ranimaxe a nednerpa setnaidute sol .senoicuitisni e sarutlic .sedadicos setneredfi arap senoicaiipmi sus y .labolj aicnednepredtni royam ed nenoiar sal y senortap sol raterepnti IA .oidices le y oImei le ne esrazilica a nednerpa sodarg soiremipr sol ne soE?Ain sol .sedaditnuc y saleucse .soreE?Aapmoc .sailmal sal ed otxetnoc le ne selanosrep sedaditnedi sus nallorressed senevA?J setnaidute sol .sodarg soiremipr sol nE ?anamuh aitrosih al ed etrap omoc esrev neduep omA?Ac y selanosrep secaAr sartseun nos selAUCJA .setnegrime y setnatsisrep selabog samet a senoiculus selibosid ed ollorressed la neyubirtnoc .selabog sedaditroirp sal y selanoicatu seseretni sol ertne senoicisat sal ed senoicaulave sal y .selabog senoixenoc sal ed ontemua led soicifeneb y sotoc sol ed sisilA?na sol .setnatropmi sollorressed y setnove erbos nednerpa euq adidem a selarom y soicitOAJ samelbop sol ed nA?Aisnerpoc us ralloressed a soE?Ain sol .edadieu odup ed erbos sairtosih ed osu IE .Ala nA?Atse OAtuq rop y seragol sol y sanosrep sal nacibu es ednod nednerpa setnaidute sol ?seragol sorto a nadum es nE ?anamuh aitrosih al ed etrap omoc ropA?A omoc .satnugerp sal nedroba euq adidem a setnoimeidnetne y sedadililbah .setnoimeiconoc neulipa setnaidute sol euq negixe aAd ne yoh ed sacivA?c y sacimA?Anoc .selarutlic .selaiicos setnoitseuc sal .sedadinamuh sal ed odimnetoc le erbos odnajibid y y selaugi nos sopurg sol y sanosrep sal omA?Ac ed sisilA?na le y nA?Acifitnedi al .nA?Acarolpxe led nA?Aisnerpoc al .obitrite le .adevur al omoc saAgoloncet ed solpmoje rilucni nebed selaiicos soidute ed samgorp sol .?omredup .smetsys lacitilpocis dna cimnoce fo sepnar a fo vultus citametsys hguorht sessecorp dna stpecnoc cimnoce yek fo gindatnrednu repeed dna sevitecparep cimnoce poleved stneduts loochs hgiH ?tsap eht tuoba nrael ew odid AAsa .hcus snoitseup rewsna ot su swolla tsap eht terpedni dna turtcsernoc .daer ot woh gnivnoH ?jiphsruernerpedne dna .latipac .robal .dnal? noitcudorp fo strotcaf eht fo noitacolla evitceffe tsoem eht y sa?w .doog nomnoc eht dna yitngid laudividni h?ob troppus of gnokrow dna .seicilpob cilbup rof snoitced rucni .sdeen lateicos gnifitnedi ni snezitic fo setililbisnosper dna sthgir eht zigincor ylgnaicserni stneduts loochs hgiH .snaitac?ol lansorep rieht yohed d?row eht ot stneduts tenocnoC taht secanvda lacigolonchet eht a llew sa .snoiger labolg dna lanotia fo h?wtorg eht fo gindatnrednu na poleved srenraeL .serutlic d?row dna .seiduts lanogier y?hargoeht l?w gnilaed s?resnoc dna stinu ni sraepa y?lacitipr emeht siht .s?loochs nI .degnahc ro deniatniam eh nac snoititni woh dna .erutlic dna slaudividni ecneulfini dna lortnoc yeht woh .meht seoneulfini dna slortnoc aspt .?omredup .smetsys lacitilpocis dna cimnoce fo sepnar a fo vultus citametsys hguorht sessecorp dna stpecnoc cimnoce yek fo gindatnrednu repeed dna sevitecparep cimnoce poleved stneduts laudividni taht dna .syaw tneredfi ni d?lot eb nac seirots taht zigincor ot nigeB nerdlilHC ?smelbop dna stifeneb eseht no sevitecparep tneredfi evah d?row eht fo strap tneredfi ni elpoep thgim wOH ?Zetapiclitnau ni hcilw fo emos .egnahc laicos redorb ni t?user seigolonchet wen woh tuoba tsap eht morf nrael ew nac ta?w .snoitcivnoc dna .sgnilieef .sfeilieb rieht dna srehto d?atsrednu ot t?roce na gnikam dna .s?laog lansorep gnihslipmocca dna sdraivot gnikrow nehw noitcerid-flis gnitarsnocmed sa hcus sliliks lansorep enoh liiv stneduts ?ycarcomed lanoitutisnoc a ni snezitic fo setililbisnosper dna sthgir eht ar ta?w .syaw evitaroballoc dna evitropus ni rehto hece of etaler yeht woh sa llew sa .euqni era yeht sodarg sol ne serolav y sedadililbah .soicA?Atisih setnoimeiconoc ed ollorressed royam nu arap sebab sal natneis eS ?anadadice .nA?Acicpitrap al se OAutJA .nartneucne euq senoicuitisni sal racifitnedi setnaidute sol .ocisAf onrtne led odidbedi osu le y osu le rop nA?Acipacoery y OAretni naserpxe y OAbimaT .tenretneI e NDA .setnaimac sal a rednospet arap nraep es lacidOAm nA?Acineta ed seder omoc senoicaciznagro u sairatnufol senoicaciznagro omoc senoicuitisni euq ne samro? ?rarolpxe arap sedaditnuropp reatnet nebed nOAbimaT .etra y acisA?Am .saicneic .sacifA?Ametam .sejagneul led setra omoc seraloce sarutngisda ed sOAvart a selarutlic sopurg ertne saicneredfi y sazagnejmes ed setpocnoe rarolpxe nedup setnaidute senevA?J sol .aAgoloncet al y aicneic al noc sadanoicaler setnoitseuc sal a satsuepsor sal raredisnoc arap setnoimeiconoc ed esab al omoc Asa .setnoitseuc ed soicifA?cepsE solpmoje arap sedadinamuh y selaiicos saicneic .sacisAf y selarutan saicneic al ed soicimOAdacisop soirav ne asab eS .sv sacimA?Anoc sedadisecan sus raziitrop rop nazneimoc setnaidute senevA?J sol .sedadililbah y soicifA?r?ogep setpocnoe .socimA?Anoc .soicimA?Anoc .selaiicos soibmac sodipA?r sol ne setnetive no sotcefs sol .sacifA?r?ogep satneimareh sart y sobolg .sapan rasu a nednerpa .sarutlic sametsis sosrevid ed dadjelpmoc al erbos nA?Acigatsevni al ed nA?Acisopoc al etnaidem ?socimA?Anoc y soicitA?op .selaiicos sametsis sortseun ed secaAr sal nos selAUCJA ?senoicaciretni sase ed saicneucnesoc sal ed sanuqal nos selAuc y etneibma oidem le ne nos sanosrep sal naA?Acaretni omACJA .sacitA?op y selaiicos senoicuitisni sal a necayabus euq senoiciardt y samgidarap sol rednetne nebed airadnucsed ed setnaidute sol .saicneucnesoc nos y .senoicica y sacitA?op rarilana y .selabog y selanoicatu .selanosrep senoicised ne etnemaitu?Ametsis rasnep neduep setnaidute sol .airadnucsed aleucse al nE .onreiloy y daditrota .redop ed sarutriceuc sal naibmac y naA?Acaretni .naerc sanosrep sal omA?Ac raidute natimrep euq saicneirepxe rilucni nebed selaiicos soidute ed samgorp sol ?selacil sedadisecan sal nos laidnum nA?Axenoc al rarbilugie sedadicois sal y sanosrep sal nebed omACJA ?noicuitisnoc aicardomoc al ed selatnemadnuf serolav y soipicnirp sol ertne netisxe setnoitceuf OAutJA ?arutlic anu ed ortned eneitmam es omA?Ac y dadisrevid al ed leppar le ne selAUCJA laudividni nA?Acica al a setne-cayabus soicitOAJ soipicnirp sol y daditnedi al ed ne yeyulfini euq selaiicos sosocorp sol .setnegrime selanosrep sedaditnedi sal y selaiicos samron sal ertne senoicaler sal rojem rednetropmoc ertne onamuh oIneimeitropmoc ed samrop sasrevid sal ed nemaxe IE .senoicoc seseretni e saicneerc .sedadisecan a onrot ne nazinagro es sopurg sol y sanosrep sal euq ne samrof sal no nA?Aicaler ne laicos a?roet al y oIneimeitropmoc led saicneic sal necerfo euq setnoimeiconoc ed otuqnoe led railpma y rarilulu .ranimaxe ed daditnuropp al rad ebed sel eSt .setnoimazised ed salbat o somed sarrab .soipmuloc .riced se? d?adic al ed euqrap nu ne zililita es euq opuigo omsim IE .selatnemadnuf sacimA?Anoc setnoitseuc noc sadanoicaler setnoitseuc radroba arap ocimA?Anoc oIneimeanozar ed sosocorp nazilulu y .socimA?Anoc soipicnirp y setpocnoe erbos setnoimeiconoc sus naAlpma sornuola sol .senoicA?op sametsis y senoicuitisni media 3 and first-hand experiences, young people learn to become aware of the 3 things that happen in one part of the world affect other parts of the world. They are organizational incarnations of the Core values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues. What influence has increasing global interdependence had on patterns of international migration? Personal identity is shaped by an individual'sA?AAs culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual'sA?AAs own culture throughout her or his development. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society. Students gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet, electronic surveillance: the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions. Why do individuals behave as they do? By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. It also requires knowledge of the evolving functions of these structures in contemporary U. S. society, as well as other parts of the world. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time. What physical and other characteristics lead to the creation of regions? How does cultural diffusion occur within and across communities, regions, and nations? They begin to understand the linkages between human decisions and consequences. The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflictA?A?for example, the school board removing playground equipment for safety reasons vs. Studying the past makes it possible for us to understand the human story across time. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies. Why is the past important to us today? The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. What roles does culture play in human and development? Learning to apply civic ideals as part of citizen action is essential for the exercise of democratic freedoms and the search for the common good. This topic often appears in units or courses related to geography, culture, economics, history, political science, government and technology, but they can also take advantage of the natural and physical sciences and humanities, including literature, arts and languages. What is the balance between rights and responsibilities? By applying political science and law concepts and decisions in the present. How can we evaluate the usefulness and reliability of different historical sources? They examine the influence of physical systems, such as climate, climate and seasons, and natural resources, such as land and water, on human populations. By studying the dynamic relationships between individual rights and responsibilities, the needs of social groups and the concepts of a just society, students become more effective problem solvers and decision makers by addressing persistent problems and social problems encountered in public life. What are the disparate cultures, geographically separated but affected by global events, brought together by technology that inform us about events, and offer hope for science that can alleviate global problems? (e.g. of AIDS)? Social study programs should include experiences that foresee the study of interactions between individuals, groups and institutions. In the medium qualifications, personal identity problems are refocused as the individual begins, individual. explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures. This theme appears in units or courses dealing with history, geography, economics, and civics and government. In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology. How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions? What influences how people learn, perceive, and grow? They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. What is the role of the citizen in the community and the nation, and as a member of the world community? In exploring this theme, students confront such questions as: What factors influence decision-making on issues of the production, distribution and consumption of goods? Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. Social studies programs should include experiences that provide for the study of global connections and interdependence. How do ideas spread between societies in today'sA?AAs interconnected world? Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy. There are many questions about the role that science and technology play in our lives and in our cultures. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. Student experiences will Thinking increasingly abstract, as they use data and apply skills to analyze human behavior in relation to their physical and cultural environment. In exploring this topic, students face questions such as: What are the different types of global connections? All people have a participation in the examination of civic ideals and practices over time and in different societies. How do the understanding of maps, balloons, geographic tools and geospatial technologies contribute to the understanding of people, places and environments? They study the causes, patterns and effects of human settlement and migration, learn about the roles of different types of population centers in a society, and investigate the impact of human activities on the environment. They study how basic technologies, such as telephones, boats, cars and airplanes, have evolved and how we have used technology such as air conditioning, dams and irrigation to change our physical environment and contribute to changes in global health and economy. They learn to analyse specific aspects of culture, such as language and beliefs, and the influence of culture on human behaviour. They develop a deeper understanding and appreciation of differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, selected sources, social values, and cultural traditions. Through average grades, students broaden their knowledge of democratic ideals and practices, along with their ability to analyze and evaluate the relationships between these ideals and practices. What are the other consequences of global connections? How do social, political and cultural interactions support the development of identity? The beings They create, learn, share and adapt to culture. In schools, this topic usually appears in units and courses related to geography, history, sociology and anthropology, as well as multicultural issues around the world.

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