

Correlation of *United States Government: Our Democracy* to the Revised NCSS Thematic Strands

The revised National Council for the Social Studies standards continue to be focused on ten themes, like the original standards. They represent a way of categorizing knowledge about the human experience, and they constitute the organizing strands that should thread through a social studies program.

| Theme and Learning Expectation | Student Edition | Teacher Edition |
|---|---|---|
| 1. CULTURE | | |
| 1. "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; | 459, 573–575, 601, 602 | 40, 114, 293, 349, 356, 359, 371, 437, 453, 574–576 |
| 2. Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaption, assimilation, and dissonance; | 130, 131, 138, 291, 396, 459, 521, 548, 573, 601, 602 | 37, 40, 59, 100, 130, 131, 356, 359, 437, 453, 520, 574 |
| 3. That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values and behavior patterns; | 34, 573–575 | 57, 349, 453, 542, 574–576, 585, 678, 680 |
| 4. How culture develops and changes in ways that allow human societies to address their needs and concerns; | 422, 542 | 37, 349, 542, 678 |
| 5. That individuals learn the elements of their culture through interpersonal and collective experience; | 40 | 40 |
| 6. How people from different cultures develop diverse cultural perspectives and frames of reference; | 37 | 37, 101, 610, 626 |
| 7. That behaviors, values, and beliefs of different cultures can lead to operation or pose barriers to cross-cultural understanding; | 34, 291, 469 | 470, 512, 728 |
| 8. That awareness and knowledge of other cultures is important in a connected society and an interdependent world; | 291 | 37, 524, 698, 728 |
| 9. That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges. | 291, 396, 407, 410, 422, 429, 435, 590 | 191, 374, 429, 465, 499, 698 |
| 2. TIME, CONTINUITY, AND CHANGE | | |
| 1. Different interpretations of the history of societies, cultures, and humankind; | 7, 10, 72, 554 | 37, 39, 112, 291, 554, 697, 699 |
| 2. Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and perspectives; | 4, 5, 7, 9–11, 16, 25, 26, 28, 32, 34–46, 48, 51–64, 66–68, 71, 73, 74, 76, 77, 79–84, 88, 97, 98, 100–104, 106, 108, 112, 113, 116–121, 123, 125, 126, 130, 131, 134, 136–138, 141–143, 153, 163, 168, 170, 171, 174, 177–182, 185, 188–191, 194–196, 198, 199, 208–213, 228, 230, 231, 244, 251, 254, 258–262, 268, 270, 272–274, 277, 279, 280, 283, 285, 286, 288, 289, 291, 296, 300, 305–309, 312, 314, 315, 320, 324, 340, 342, 343, 348, 350, 351, 366, 377, 380, 384, 385, 387, 401, 409, 410, 412, 413, 427, 433, 436, 438, 439, 441, 444, 446, 447, 449, 453, 454, 457, 458, 462, 467, 468, 470, 472–476, 479, 480, 482, 483, 491, 497, 499, 504, 508, 509, 515, 516, 519, 525, 526, 530, 531, 535, 536, 538–545, 549, 550, 556, 558, 559, 561, 566, 568, 570, 571, 574, 576, 585, 599, 602, 604, 605, 610, 616, 621, 625, 629, 632, 636, 637, 644, 663, 665, 666, 668, 669, 672–682, 686, 690–693, 696–699, 701, 703, 704, 706, 707, 710–713, 720, 723, 725, 726, 728, 733, 734, 736, 737, 741, 742, 747, 758, 761, 763 | 4–7, 10, 15, 20, 25, 26, 33–39, 46, 49–51, 53–55, 57–61, 67, 68, 72–74, 77, 81, 82, 88, 89, 100–103, 108, 110, 112, 113, 120, 122, 123, 132, 133, 137, 141, 152, 153, 169–171, 177, 180, 182–185, 188, 190–192, 198, 199, 201, 208, 209, 213, 214, 230, 231, 242, 244, 251, 258–262, 264, 268, 272, 274, 275, 277–279, 283, 288–291, 295–297, 299, 301–303, 307–309, 319, 321, 323, 324, 328, 333, 335, 341, 342, 351, 366, 377, 384, 385, 387, 388, 390, 394, 397, 401, 403, 404, 407, 412, 413, 415, 416, 424, 427–429, 432, 433, 438, 439, 441–449, 452–454, 456, 458–460, 462, 466, 467, 472, 473, 475, 481–483, 491, 493, 497, 499, 508, 509, 511, 512, 514, 515, 518, 519, 522, 525, 526, 529, 530, 532, 538–546, 548, 550, 553, 554, 556, 559, 561, 570–572, 574, 577, 585, 586, 597, 599, 604, 605, 610, 613, 615, 616, 619, 621, 622, 627, 629, 636–642, 644–648, 652, 655, 663, 668, 669, 672–675, 677, 680, 682–686, 691, 693, 694, 696–699, 701, 706, 707, 710, 712, 713, 718–720, 722, 723, 725, 726, 728, 736–738, 740, 758 |
| 3. That knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian; | 32, 258, 259 | 33, 258, 259 |
| 4. Different interpretations of key historical periods and patterns of change within and across nations, cultures, and time periods (e.g., the history of democratic principles and institutions, the development of political and economic philosophies; the rise of modern nation-states, and the establishment and breakdown of colonial systems); | 10, 11, 17, 24, 26, 28, 35, 37, 39, 45, 48, 61, 72, 80, 422, 429, 430, 433, 445 | 13, 37, 39, 61, 112, 433 |
| 5. The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; | 17, 27, 34–36, 41, 43–46, 51, 68, 72, 103, 119, 192, 272, 387, 454, 455, 458–460, 463, 466, 467, 473, 480, 514–516, 540–544, 556, 557, 566, 568, 697–700, 710–712, 741, 754 | 40, 41, 44, 46, 47, 50, 52, 54, 55, 77, 89, 119, 136, 173, 184, 258, 272, 294, 325, 328, 387, 403, 443, 448, 449, 453, 455, 458, 459, 461–463, 466, 467, 473, 474, 500, 511, 514, 515, 518, 522, 525, 529, 532, 540–544, 546, 556, 574, 597, 610, 615, 619, 622, 627, 638, 646, 647, 675, 677, 683–685, 694, 696, 698, 712, 719, 723 |
| 6. Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world; | 26, 27, 61, 550 | 39, 53, 61, 72, 122, 550, 561 |

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| Theme and Learning Expectation | Student Edition | Teacher Edition |
|---|--|--|
| 7. The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; | 7, 9, 11, 15, 17, 23, 24, 26, 27, 32, 34–39, 41, 43, 44, 46, 50, 52–60, 62, 64, 68, 71–73, 79, 82, 84, 88, 89, 97, 98, 100, 103, 126, 143, 176, 178–180, 184, 218, 219, 242, 258, 259, 262–264, 268, 272, 274, 291, 293–295, 297, 307, 311, 318, 319, 334, 342, 343, 352, 387, 393, 414, 415, 430, 433, 435, 449, 450, 454, 458, 459, 466–468, 479, 515, 516, 544, 561, 604, 609, 610, 624, 625, 636, 637, 672–676, 678, 690, 711–713, 723, 725, 728, 741, 742, 747, 761 | 9, 17, 26, 27, 33–35, 37, 39, 46, 47, 49, 50, 52, 54, 56, 57, 59, 60, 73, 75, 81, 82, 86, 88, 89, 99, 104, 120, 132, 137, 143, 152, 155, 177, 180, 184, 242, 257–262, 264, 268, 269, 278, 279, 281, 291, 297, 317, 319, 321, 323, 342, 384, 386–388, 407, 415, 423, 424, 429, 432, 433, 445, 452, 454, 458, 460, 461, 466–468, 494, 510, 512, 515, 522, 525, 530, 585, 604, 605, 610, 613, 616, 627, 636, 638, 642, 672, 673, 675, 680, 683, 686, 691, 699, 710, 712, 713, 718, 719, 722, 725, 726, 728, 740 |
| 8. The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future. | 40, 68, 73, 74, 479 | 122 |
| 3. PEOPLE, PLACES, AND ENVIRONMENTS | | |
| 1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; | 40, 116, 117, 246, 247, 680, 681 | 40, 114, 246, 247, 249, 341, 680, 749 |
| 2. Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment; | 10, 40, 115–117, 246, 247, 330, 375, 589, 680, 681 | 42, 117, 176, 246, 247, 249, 258, 340, 678, 680, 681, 749 |
| 3. Consequences of changes in regional and global physical systems, such as seasons, climate, and weather, and the water cycle; | 170, 171, 374, 636, 637, 680, 681, 730 | 170, 171, 183, 210, 636, 693 |
| 4. The causes and impact of resource management, as reflected in land use, settlement patterns, and ecosystem changes; | 115, 117, 246, 247, 372, 373, 375, 376, 379, 522, 526, 680, 681, 704, 709, 746, 747 | 40, 116, 117, 176, 246, 247, 249, 329, 373, 375, 526, 680, 681, 746 |
| 5. The cultural diffusion of customs and ideas; | 459, 636, 637, 659, 710, 711 | 42, 636, 698 |
| 6. The social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought; | 170, 171, 210, 267, 353, 363, 374 | 70, 171, 678 |
| 7. Factors that contribute to operation and conflict among peoples of the nation and world, including language, religion, and political beliefs; | 332, 333, 335, 452, 456, 457, 468, 470, 475, 521–523, 741, 742 | 114, 333, 335, 456, 457, 475, 708, 741, 745 |
| 8. The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate spatial relations, resources, and population density and distribution, and changes in these phenomena over time. | 10, 18, 40, 52, 110, 135, 230, 233, 234, 247, 292, 305, 312, 359, 362, 373, 405, 406, 509, 548, 618, 709 | 18, 34, 40, 52, 110, 135, 142, 230, 234, 236, 247, 258, 292, 302, 305, 358, 405, 473, 509, 548, 586, 618, 691, 694, 709, 710, 711, 715, 738, 747, 756 |
| 4. INDIVIDUAL DEVELOPMENT AND IDENTITY | | |
| 1. The theme of individual development and identity helps us know about different theories explaining individual development and identity; | 214–222, 224–227, 251, 311, 326, 336, 425, 459, 476, 496, 501, 524, 548, 549, 573, 575, 601, 602, 614 | 22, 28, 37, 51, 56, 68, 138, 214–221, 251, 262, 264, 271, 326, 334, 437, 476, 520, 521, 523, 524, 527, 547–549, 551, 562, 574, 576, 577, 637, 652 |
| 2. Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as: identity, development, personality, motivation, perception, and group membership; | 109, 144, 151, 155, 214–222, 224–227, 251, 288–291, 293–295, 307, 310, 311, 326, 336, 354, 356, 362, 425, 446, 459, 476, 491, 494, 496, 498, 524, 536, 538, 539, 548, 549, 551, 573, 575, 577, 601, 602, 614, 727 | 15, 16, 22, 28, 37, 42, 51, 56, 58, 67, 68, 73, 105, 138, 144, 145, 148, 159, 190, 198, 210, 214–221, 224, 238, 251, 262, 264, 267, 271, 287–289, 291, 294, 298, 307, 308, 316–318, 321, 323, 326, 332, 334, 336, 337, 340, 351, 355, 361, 364, 356, 373, 389, 392, 396, 406, 414, 425, 430, 432, 437, 446, 458, 467–469, 476, 491, 507, 520, 521, 523, 524, 527, 529, 538, 539, 546–551, 561, 562, 573, 574, 576, 577, 592, 606, 622, 624, 637, 645, 647, 652, 691, 705 |
| 3. Factors, both genetic and environmental, that contribute to individual development and identity; | 155, 425, 459, 469, 548, 573, 575 | 37, 68, 138, 214, 217, 548, 573–577, 637 |
| 4. That complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity; | 20, 160, 214–222, 224–227, 251, 264, 425, 446, 459, 475, 573, 575, 715 | 15, 16, 28, 42, 68, 73, 99, 148, 160, 161, 163, 186, 210, 214–221, 251, 262, 271, 274, 281, 287–289, 291, 294, 298, 355, 364, 365, 370, 389, 392, 396, 400, 406, 418, 420, 425, 430, 432, 437, 446, 467–469, 521, 523, 548, 577, 622, 637, 715, 730 |
| 5. The variety of factors that contribute to and harm the mental health of individuals; | 191, 444, 458, 749 | 105, 191, 329, 400, 447, 460, 591, 675, 730 |
| 6. That each individual has personal connections to time and place. | 58, 109, 138, 153, 217, 224, 264, 267, 293, 294, 326, 356, 364, 715 | 15, 37, 56, 138, 153, 217, 264, 266, 267, 271, 281, 294, 298, 321, 326, 334, 387, 418, 523, 715 |
| 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS | | |
| 1. This theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions; | 20, 44, 45, 150, 156, 157, 162–167, 198, 199, 206, 207, 211, 212, 214–220, 230, 231, 237, 241, 242, 303, 317–322, 325, 326, 336, 354, 395, 423–425, 510, 516, 524, 527–536, 549, 570, 571, 576, 579–581, 587, 591–598, 601, 602 | 33, 72, 130, 135, 217, 230–232, 236, 239, 241, 423–425, 451, 510, 524, 527–533, 569, 570, 580–582, 587, 591–598 |

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|--|---|---|
| 2. Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, operation, conflict, assimilation, race, ethnicity, and gender; | 20, 45, 78, 79, 130, 131, 152, 190, 191–196, 198, 199, 206, 207, 209, 211, 212, 235, 291, 303, 304, 317, 325, 326, 362, 388, 390–392, 394–396, 423–426, 438, 439, 443, 445, 447, 449, 468–472, 489, 493, 508–510, 519, 524, 570, 571, 580, 593, 641, 642, 644, 671–673, 679, 686, 687, 709, 752, 757, 759 | 10, 55, 109, 111, 130, 131, 137, 139, 169, 192, 209, 232, 235, 304, 353, 423–425, 439, 445, 447, 451, 469–472, 499, 508–510, 512, 519, 520, 524, 537, 540, 542, 569, 570, 587, 589, 593, 608, 644, 671, 672, 687, 722 |
| 3. The influence of individuals, groups, and institutions on people and events in historical and contemporary settings; | 16, 25–27, 38, 44–46, 48, 52–61, 63, 64, 78, 79, 89, 95, 108–110, 119, 126, 136, 138, 143–146, 148–151, 154–159, 162–167, 175, 178, 192, 208, 209, 211, 212, 214–220, 223, 230, 231, 237, 239, 242, 243, 274, 282, 283, 292, 294–296, 303–305, 317–323, 325–331, 333, 334, 338–341, 343, 346–348, 352–360, 364, 365, 367, 370, 371, 376, 387, 388, 393, 395, 400, 403, 415, 417, 419–421, 424, 434, 436, 438, 439, 467, 468, 470–472, 479, 494, 495, 500, 503, 504, 508–512, 516–519, 521–523, 525, 527–536, 538, 539, 543, 544, 548–550, 556–558, 561, 568, 570, 571, 576, 584, 586–598, 601, 602, 617, 620, 624, 639–641, 643, 672, 673, 686, 687, 706, 707, 722, 723, 725, –728, 730, 733, 736, 737, 741, 742, 744, 745, 747 | 10, 17, 26, 37, 39, 55, 59, 60, 61, 76, 107, 109, 111, 114, 116, 117, 119, 120, 137, 139, 144, 147, 154–158, 161–163, 176, 183, 184, 192, 199, 203, 209, 211, 214–221, 225, 230–232, 234, 236, 238, 239, 241, 242, 257, 261, 263, 265, 267, 268, 273, 280, 283, 296, 304, 305, 319, 321–323, 325, 327, 328–334, 337–341, 343, 344, 349, 352–359, 367, 371, 376, 392, 399, 404, 415, 418, 420, 421, 429, 432, 439, 461, 466, 470–472, 475, 476, 486, 494, 500, 507–521, 523, 525, 527–533, 538, 539, 541, 542, 556–558, 561, 569, 570, 584–598, 624, 640–642, 645, 649, 653, 673–675, 679, 680, 684–687, 694, 706, 707, 722, 723, 725–730, 736, 737, 741, 742, 744, 745, 747, 759, 760 |
| 4. How the various forms of groups and institutions change over time; | 25–27, 37, 76, 77, 134–136, 140, 143, 146, 147, 152, 156, 157, 159, 161, 162, 168, 174, 176, 177, 178, 185–187, 192–195, 230, 231, 234, 235, 243, 253, 254, 298, 299, 311, 314, 315, 318–322, 325, 326, 333, 340, 341, 343, 347, 352, 429, 460, 516, 558, 566, 677, 678, 686, 687, 703, 711, 742 | 26, 77, 85, 87, 89, 94, 135, 136, 139, 160, 173, 177, 184, 230–232, 258, 265, 276, 281, 313–315, 322, 327, 332, 334, 341, 344, 439, 466, 498, 514–516, 541, 542, 558, 589, 675, 679, 686, 687 |
| 5. The impact of tensions and examples of operation between individuals, groups, and institutions, with their different belief systems; | 26, 27, 37, 44, 45, 108, 109, 143, 144, 146, 147, 157, 190–192, 194–196, 241, 280, 296, 319, 324, 335, 340, 343, 344, 354–356, 360, 363, 365, 376, 390–392, 399, 401, 404, 415–417, 419, 420, 423–425, 427–431, 447, 451, 452, 455, 457, 459, 467, 468, 470, 482, 483, 508–512, 516, 534–536, 608, 611, 613, 616, 617, 620, 638, 639, 641, 642, 644–646, 651, 657, 660, 662, 663, 665, 666, 673, 679, 681, 682, 686, 687, 698, 699, 725, 726, 729, 733, 741, 742, 744, 745, 748 | 20, 55, 60, 76, 83, 99, 100, 101, 109, 111, 116, 118, 120, 137, 146, 149, 157, 184, 189–192, 206, 209, 215, 219, 236, 241, 242, 249, 280, 323–325, 330, 335, 390–392, 401, 403, 404, 416, 417, 419–421, 423–425, 427, 429, 447–452, 454–457, 465, 466, 474–476, 482, 483, 485, 489, 508, 509, 511, 512, 514, 521, 541, 584, 589, 594, 597, 612, 617, 638, 641, 644, 648, 649, 651, 663, 675, 681, 682, 686, 687, 699, 730, 741, 744, 745 |
| 6. How the beliefs of dominant groups tend to become norms in a society; | 156, 512, 541, 544 | 156, 541, 544 |
| 7. How in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups; | 20, 21, 29, 83, 94, 97, 109, 111, 115, 119, 135, 136, 174, 177, 182, 246, 339, 374, 392–394, 396, 410, 417, 422, 429, 430, 433, 436, 442, 459, 462, 466–470, 541–543, 551, 559, 561, 567 | 81, 84, 88, 133, 174, 433, 443, 450, 455, 460–462, 466–470, 541–543, 559, 561, 563, 589 |
| 8. How groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues. | 8, 17, 241, 279, 370, 372–375, 379, 395, 417, 419, 421, 422, 429, 430, 433, 436, 444, 445, 460, 466, 467, 468, 479, 516–518, 521–525, 543, 544, 561, 562, 568, 585, 589, 675, 676, 736, 737, 741, 742, 744, 745, 747, 749 | 108, 109, 171, 197, 241, 242, 245, 246, 273, 342, 374, 417, 419, 420, 424, 433, 444, 451, 455, 466–469, 500, 543, 561, 562, 585, 589, 696, 736, 737, 741, 744, 745, 747 |
| 6. POWER, AUTHORITY, AND GOVERNANCE | | |
| 1. The need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified; | 7, 15, 19, 38, 71, 97, 324, 388, 408, 435, 438, 439, 445, 543, 544 | 4, 18, 35, 36, 46, 229, 324, 388, 400 |
| 2. Fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism); | 19–21, 30, 31, 48, 68–71, 73–80, 83, 90–94, 96–98, 103–106, 108, 110, 112–122, 124–126, 133, 135, 136, 153, 172–175, 178–184, 186, 187, 189, 190, 192–196, 206, 210, 213, 226, 227, 232, 235, 239, 246, 251, 261, 263–265, 268, 269, 272–277, 279–285, 297, 306, 309, 316–318, 323, 331, 335, 348, 352, 357, 366, 370, 374, 387–389, 394–396, 398, 401, 403, 404, 406–410, 414, 415, 424, 428, 429, 432, 434–436, 438–444, 447–451, 453–455, 461, 463, 464, 470, 471, 473, 474, 478–480, 485, 497, 526, 543, 615, 628, 629, 640, 641, 643, 663, 682, 695–698, 701, 703, 721–725, 729, 731–734 | 18, 19, 21, 59, 69–80, 82, 84–87, 90–95, 99, 100–106, 108, 112, 113, 115, 118–122, 129, 132, 133, 134, 136, 140, 147, 153, 169, 170, 172–175, 177, 178, 180, 182, 183, 186, 189–193, 213, 223, 229, 233, 235, 239, 251, 262, 263, 269, 270, 272, 274, 277, 283, 296, 306, 309, 318, 335, 357, 358, 363, 366, 388, 389, 401, 403, 405, 415, 429, 431, 432, 438–447, 449–454, 457, 460, 461, 463, 464, 469, 471, 473, 474, 481, 484–486, 497, 513, 526, 537, 540, 557, 569, 573, 584, 613, 615, 617, 619, 627, 629, 641, 663, 682, 699, 701, 711, 721, 722, 724, 726 |
| 3. Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); | 48, 66, 67, 83, 88, 94, 97, 98, 387, 389, 395, 397, 398, 400, 401, 430, 431, 434, 435, 438, 439, 461, 462, 465, 466, 475, 478–480, 484, 485, 497, 502–504, 599, 615, 628, 639, 695, 696, 701 | 12, 66, 67, 68, 84, 86, 87, 91, 103, 308, 397, 398, 401, 411, 412, 438, 439, 446, 460, 462, 484, 497, 565, 574, 599, 619, 701 |
| 4. The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those of the United States, and compare these with the political system of the United States; | 12–18, 21, 27, 30–32, 69, 70, 144, 415, 441, 449, 451, 456, 487, 513–515, 562, 586, 687, 730, 738–743, 751–754, 762–764 | 12, 13, 16, 17, 34, 40, 49, 70, 80, 82, 103, 144, 263, 422, 441, 449, 453, 456, 481, 513, 516, 562, 575, 586, 687, 730, 738–741, 743, 751, 753–755 |

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|--|---|---|
| 5. Mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society; | 7–9, 14, 26, 49, 52, 104–106, 108, 109, 111, 114–117, 119, 121, 124, 125, 133, 150–152, 166, 173–188, 193, 195, 200–213, 224, 226–228, 232, 234, 237, 240–243, 245, 247–250, 252, 253, 262, 265–270, 272, 274–286, 301, 314–316, 334, 338, 341, 344, 346, 348, 353–359, 363–366, 368–371, 374, 375, 378, 379, 390–392, 395, 402–410, 414–418, 421, 435, 444, 482–484, 486–490, 498, 502, 503, 542, 645–650, 652, 656–662, 665, 666, 675, 676, 680, 684–688, 690–694, 702, 703, 708, 709, 712–714, 716, 718, 719, 727–734, 752 | 73, 74, 78, 85, 91, 93, 107, 111, 112, 114, 117–119, 122, 133, 134, 143–152, 154–158, 161–163, 170, 171, 173–177, 179, 181–186, 188–191, 200–206, 208–213, 222, 224, 232, 233, 235–240, 243, 245–248, 250, 264–269, 271, 272, 274–283, 292, 295, 296, 313, 316, 318, 320–322, 325–329, 333, 334, 337, 338, 349, 352–354, 358, 359, 366, 368–371, 376, 383, 386, 402–406, 414, 416–418, 421, 422, 425, 466, 470, 476, 482–484, 487, 488, 490, 572, 616, 617, 619, 620, 640, 641, 643, 648, 652, 653, 655–662, 670, 672, 676, 677, 680, 683–688, 690–696, 698, 713, 721, 722, 724, 727, 730, 752, 759 |
| 6. Ideas, theories, and modes of inquiry drawn from political science. | 6, 7, 9, 11–13, 15, 16, 31, 38, 39, 49, 59, 72, 104–106, 110, 123, 130, 242, 520–523, 525, 577–583, 585 | 5, 7, 9–14, 18, 19, 28, 29, 33, 42, 44, 48, 68, 83, 92, 105, 106, 109, 111, 115, 123, 130, 131, 133, 135, 139, 142, 146, 150, 156, 161, 162, 176, 180, 184, 212, 215, 217, 218, 220, 231, 233, 234, 236, 239, 240, 246, 263, 267, 269, 278, 279, 298, 299, 305, 317, 319, 322, 328, 330, 338, 339, 345, 362, 365, 369, 374, 399, 405, 407, 419, 429, 442, 455, 474, 477, 485, 495, 512, 515, 517, 518, 520, 521, 523–525, 527, 550–552, 554, 562, 577–582, 583, 585, 613, 624, 643, 688, 692 |
| 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION | | |
| 1. Scarcity and the uneven distribution of resources result in economic decisions, and foster consequences that may support operation or conflict; | 8, 22, 660, 665, 74 | |
| 2. The causes and effects of inflation; | 637, 653–655 | 556, 653, 683, 687 |
| 3. That regulations and laws (for example, on property rights and contract enforcement) affect incentives for people to produce and exchange goods and services; | 22–26, 30, 31, 250, 254, 344, 345, 372, 670, 671, 675, 678, 679, 702 | 25, 250, 328, 344, 345, 372, 645, 657, 670–672, 676, 677, 679, 752 |
| 4. Entrepreneurial decisions are influenced by factors such as supply and demand, government regulatory policy, and the economic climate; | 250, 344, 372 | 114, 250, 328, 330, 344, 657, 752 |
| 5. The roles of institutions that are designed to support and regulate the economy (e.g., the Federal Reserve, and the World Bank); | 176, 281, 282, 285, 321, 326, 330, 653–655, 665, 673, 734, 760, 763 | 186, 322, 635, 640, 653, 654, 760 |
| 6. How factors such as changes in the market, levels of competition, and the rate of employment, cause changes in prices of goods and services; | 655, 672, 678, 679, 759 | 639, 672, 673, 677–679 |
| 7. How interest rates rise and fall in order to maintain a balance between loans and amounts saved; | 654, 655, 665 | |
| 8. How markets fail, and the government response to these failures; | 25, 184, 196, 281, 286, 293, 342, 348, 657, 674, 678, 683, 684, 692 | 640, 678, 683, 684 |
| 9. Various measures of national economic health (e.g., GNP, GDP, and the unemployment rate). | 34, 209, 652, 653 | 651, 652 |
| 8. SCIENCE, TECHNOLOGY, AND SOCIETY | | |
| 1. Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks; | 139, 140, 149, 294, 623–626, 631, 632, 682, 689 | 19, 29, 74, 75, 92, 555, 594, 611, 624–626, 682, 689, 742 |
| 2. Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present; | 5, 75, 139, 140, 149, 163, 165, 204, 294, 322, 330, 420, 450, 452, 476, 477, 554, 555, 565, 610, 612, 625–627, 631, 632, 689 | 14, 27, 44, 84, 163, 164, 222, 325, 328, 329, 331, 340, 393, 450, 507, 554, 555, 594, 611, 625, 626, 689, 742, 753 |
| 3. That the world is media saturated and technologically dependent; | 139, 140, 149, 450, 554, 555, 607, 608, 610, 613, 614, 622–624, 626, 627, 629, 631 | 44, 438, 451, 555, 603, 604, 607–609, 613, 614, 622–624, 626, 629, 689 |
| 4. Consequences of science and technology for individuals and societies; | 5, 75, 139, 140, 149, 163, 165, 168, 203, 204, 236, 273, 294, 296, 329, 330, 452, 476, 477, 501, 511, 536, 554, 555, 558, 565, 573, 574, 578, 579, 583, 594, 595, 604, 606–614, 616–623, 625, 627–629, 631, 658, 682, 689 | 19, 27, 44, 91, 133, 146, 148, 163, 164, 169, 178, 181, 204, 215, 217, 220, 222, 240, 241, 273, 302, 325, 327, 329, 331, 341, 343, 351, 356, 373, 388, 389, 405, 450, 464, 507, 512, 513, 523, 528, 554, 555, 573, 578, 579, 587, 594, 595, 603–614, 616–623, 625–629, 674, 682, 721, 728, 742 |
| 5. Decisions regarding the uses and consequences of science and technology are often complex because of the need to choose between or reconcile different viewpoints; | 4, 5, 236, 314, 450, 476, 477, 608, 613, 616–621, 625, 627, 629, 632, 682 | 14, 44, 74, 84, 148, 179, 314, 315, 340, 450, 573, 606, 608, 618, 620, 621, 629, 682, 742 |
| 6. Prediction, modeling, and planning are used to focus advances in science and technology for positive ends; | 236, 565 | 329 |
| 7. Findings in science and advances in technology sometimes create ethical issues that test our standards and values; | 236, 476, 477, 553, 554, 608, 612, 614, 621, 627, 682 | 93, 179, 450, 528, 553, 554, 621, 626, 682 |
| 8. The importance of the cultural contexts in which media are created and received; | 19, 140, 149, 222, 294, 511, 529, 555, 578, 595, 608, 610, 612, 614, 618, 619, 626 | 14, 24, 44, 74, 133, 150, 159, 169, 178, 181, 203, 204, 215, 220, 222, 223, 241, 292, 327, 328, 339, 343, 356, 368, 388, 389, 392, 417, 438, 451, 464, 489, 523, 528, 530, 555, 573, 578, 587, 594, 595, 609, 612, 618, 623, 626, 648, 721, 728, 742, 751, 753 |
| 9. Science, technology, and their consequences are unevenly available across the globe; | 756 | 14 |
| 10. Science and technology have contributed to making the world increasingly interdependent; | 623, 627, 756 | 370, 623, 742 |

Correlation of *United States Government: Our Democracy* to the Revised NCSS Thematic Strands

| Theme and Learning Expectation | Student Edition | Teacher Edition |
|--|--|---|
| 11. That achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences; | 273, 452, 476, 477, 610, 611, 618, 622, 623, 625 | 44, 179, 273, 327, 388, 448, 450, 476, 576, 611, 618, 622, 623, 627 |
| 12. Developments in science and technology may help to address global issues. | 273, 689 | 273, 328, 689, 742 |
| 9. GLOBAL CONNECTIONS | | |
| 1. Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals; | 706, 707, 709, 714–716, 718, 719, 760–764 | 706, 707, 709, 710, 712, 714, 718 |
| 2. The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws); | 275, 276, 285, 286, 295, 322, 326, 646, 671, 714–716, 718–720, 722, 724, 725, 728, 729, 732–734, 746, 749, 750, 756, 757, 760, 762–764 | 275, 708, 709, 711, 712, 714–716, 718, 720, 724, 746, 747, 749, 750, 756–760 |
| 3. Conflict and operation among the peoples of the earth influence the division and control of the earth’s surface; | 51, 710–713, 734, 745, 746 | 711–713, 729, 745, 746 |
| 4. The actions of people, communities, and nations have both short– and long–term effects on the biosphere and its ability to sustain life; | 375, 376, 589, 669, 680, 746, 749 | 710, 722, 746, 749 |
| 5. The causes and consequences of various types of global connections; | 8, 178, 275, 276, 295, 326, 341, 670, 671, 680, 706–720, 723–726, 732–734, 743, 746–748, 756, 757, 759, 760, 762–764 | 52, 178, 275, 276, 470, 670, 705–714, 716–718, 720, 723, 725, 726, 731, 746–749, 756, 757, 759, 761 |
| 6. Technological advances can both improve and detract from the quality of life; | 742, 743, 748, 749 | 725 |
| 7. Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues. | 709, 712–719, 730, 736, 737, 744–749, 757–759, 762–764 | 266, 470, 710, 712, 713, 715–718, 721, 724, 726, 729, 736, 737, 741, 744–749, 758, 761 |
| 10. CIVIC IDEALS AND PRACTICES | | |
| 1. The theme of civic ideals and practices helps us recognize where gaps between ideals and practices exist, and prepares us to work for social justice; | 14, 15, 19, 32, 43, 45, 88, 89, 122, 155, 177, 239, 246, 368, 370, 374, 395, 412, 413, 422, 433, 460, 466, 467, 469, 480, 499, 542–544, 561, 562, 565, 566, 568, 589, 629, 668, 676, 706, 707, 715, 736, 737 | 83, 107, 136, 197, 238, 245, 368, 369, 392, 412, 413, 433, 466–469, 541, 544, 561, 565, 589, 629, 667–669, 688, 706, 707, 715, 736, 737 |
| 2. Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law; | 14, 15, 17–19, 21, 29, 32, 44, 45, 59, 60, 63, 66, 67, 71, 83–86, 94, 95, 97, 155, 242, 244, 324, 384, 385, 388, 408, 412, 413, 422, 435, 440–443, 445, 458–462, 464–466, 478, 480, 485–487, 490, 492–496, 502–504, 541–544, 562, 622, 624, 695, 696, 703, 704, 736, 737 | 18, 36, 37, 74, 81, 83–88, 197, 229, 244, 245, 324, 363, 384, 385, 388, 392–394, 396, 400, 411–413, 440, 442–444, 452, 457–459, 461, 465, 468, 471, 477, 490, 492–494, 496, 537, 541, 543, 544, 546, 695, 696, 736, 737 |
| 3. Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action; | 17–19, 21, 83–85, 238, 384, 385, 392, 394, 396, 412, 413, 458, 460, 461, 463, 485, 486, 490–496, 502–504, 538, 539, 543, 551, 560–567, 570, 571, 624, 695, 696, 702, 704 | 17, 18, 45, 85, 88, 197, 202, 238, 245, 307, 343, 363, 384, 385, 392–400, 412, 413, 458–461, 463, 481, 485, 491–494, 496, 500, 537–539, 544, 546, 551, 560, 562–565, 570, 571, 605, 667, 695, 696 |
| 4. Scholarly interpretations of key documents that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Declaration of Sentiments in Seneca Falls, New York, the Gettysburg Address, the Letter from Birmingham Jail; and international Documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children; | 13, 14, 21, 32, 35, 37, 39, 40, 46–48, 50, 60, 63, 64, 66–76, 79–81, 83–86, 89, 91–98, 100, 104–106, 108, 119, 121, 124, 132, 133, 134, 136, 137, 141, 142, 145, 172–176, 179–181, 190, 191, 203, 206, 208–210, 234, 241, 260, 261, 266–268, 271, 277, 278, 280, 283, 286, 290, 298, 300–303, 306, 310, 311, 318, 325, 347, 353–357, 361, 380, 389, 392, 394, 395, 398, 404, 416, 424, 428, 429, 431, 434, 435, 438, 439, 441, 448, 450, 451, 453–456, 458–460, 463–465, 472, 473, 475, 479, 480, 484, 485, 487, 492–496, 499–502, 503, 530, 543, 546, 547, 585, 599, 615, 641, 646, 656, 657, 660, 672, 696, 721, 722, 724, 752 | 45, 48, 59, 68–71, 75, 78, 80, 81, 83, 85–87, 91, 92, 94, 100, 106, 108, 109, 114, 115, 123, 137, 141, 142, 148, 172–175, 179, 180, 208, 244, 260, 261, 263, 268, 272, 275, 277, 278, 283, 290, 296, 300, 303, 306, 316, 318, 324, 328, 335, 361, 377, 388, 392, 394, 401, 404, 405, 415, 416, 430, 438, 440, 441, 444, 445, 453, 454, 458–460, 464, 466, 472, 474, 475, 481, 484, 485, 488–490, 493–496, 557, 559, 569, 572, 599, 612, 615, 616, 627, 645, 646, 648, 656, 662, 724 |
| 5. The origins, functions, evolution, and outcomes of major institutions and practices designed to sustain and more fully realize democratic ideals; | 11, 14, 17, 18, 36–41, 47, 49, 50, 54–60, 62, 63, 72–74, 387, 389, 409, 410, 451, 501, 541, 542, 572 | 3–6, 9, 11, 13, 33, 36–39, 41, 47, 102, 103, 106, 132, 134, 137, 169, 178, 242, 290, 302, 386–388, 403, 423, 430, 510, 541, 542 |
| 6. That seeking multiple perspectives is required in order effectively to grasp the complexity of issues involving civic ideals and practices; | 29, 35, 38, 39, 50, 55–64, 66, 67, 74, 76, 79–81, 83, 87, 88, 90, 97, 100, 101, 104, 111–113, 116–121, 123, 125, 126, 130, 131, 136, 138, 141–143, 153, 159, 174, 177, 179, 181, 182, 188, 198, 199, 205, 210–213, 226–228, 230, 231, 241, 244, 246, 249, 251, 258–260, 269, 270, 272, 274, 277, 283, 286, 296, 305–307, 309, 314, 315, 324, 340, 344, 350, 351, 360, 366, 377, 384, 385, 389, 401, 404, 412, 413, 417, 427, 433, 438, 439, 447, 454, 455, 462, 470–472, 474–476, 478, 480, 482, 483, 487, 491, 497, 499, 504, 508, 509, 519, 521, 524–526, 530, 531, 545, 549, 551, 555, 556, 558, 559, 567, 568, 570, 571, 599, 604, 605, 663, 666, 668, 669, 682, 691–693, 697– 699, 701, 703, 704, 706, 707, 720, 750, 759 | 29, 35, 37, 38, 45, 47, 49, 51, 57, 59, 61, 65, 80, 83, 86, 90, 94, 101, 104, 110, 113, 120, 121, 123, 137, 141, 153, 164, 174, 179, 182, 188, 201, 204, 211, 213, 215, 218, 230, 231, 241, 244, 248, 251, 258, 259, 264, 270, 273, 277, 283, 296, 307, 309, 314, 315, 318, 319, 324, 330, 338, 344, 350, 351, 363, 364, 366, 370, 372, 375, 377, 384, 385, 387, 401, 412, 413, 427, 433, 438–441, 443, 444, 447, 451, 454–457, 461–463, 465, 469, 471, 472, 474–476, 482, 483, 488, 489, 491, 497, 499, 508, 509, 512, 514, 519, 520, 526, 531, 539, 540, 545, 559, 570, 571, 573, 599, 604–606, 642–644, 646–648, 654, 657, 661, 663, 668, 669, 679, 682, 684, 685, 691, 693, 696–701, 706–708, 717, 720, 744, 750, 759 |
| 7. The importance of becoming informed as the basis for thoughtful and positive contributions through civic action. | 17, 87, 109, 122, 124, 146, 150, 155, 158, 164, 185, 191, 204, 234, 238, 239, 241, 242, 248, 254, 304, 360, 368, 395, 511, 543, 544, 549, 550, 552, 553, 563, 564, 566, 567, 570, 571, 605, 668, 669, 695, 696, 736, 737 | 17, 20, 103, 156, 158, 164, 185, 191, 197, 199, 202, 209, 211, 216, 234, 238, 240, 241, 245, 248, 304, 305, 307, 340, 368, 369, 445, 511, 550, 552, 561, 563–565, 570, 571, 590, 660, 668, 669, 674, 680, 688, 691, 728, 736, 737 |