

<p style="text-align: center;">Standards 9-12</p> <p>The standards identified below are from the core Social Studies which cover all four grades of high school and thus, the alignment of <u>NEWSWEEK</u> products is applicable to all high school grades.</p>	<p style="text-align: center;">Strategies using the NEWSWEEK Education Program</p>
<p>§113.32. U.S. History – (c) knowledge and skills</p>	
<p>(5) History. The student understands significant individuals, events, and issues of the 1920s.</p>	<ul style="list-style-type: none"> Use “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online) and “Turning Points in History” in History Curriculum Guide Sampler (online) to choose a NEWSWEEK story about a major political, social or economic event that is being referred to as a turning point in history.
<p>(6) History. The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek for understanding the impact of national and international decisions. Use “Turning Points in History” in History Curriculum Guide Sampler (online) to choose a NEWSWEEK story about a major political, social or economic event that is being referred to as a turning point in history.
<p>(7) History. The student understands the impact of the American civil rights movement.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek for understanding the impact of the American civil rights movement. Use “Turning Points” and “Political History” in History Curriculum Guide Sampler (online) to choose a NEWSWEEK article about a political issue, such as civil rights.
<p>(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek for activities that ask students to acquire information and apply critical-thinking skills. Use different activities in “History,” “Economics,” and “Cross-Curriculum” samplers (online) to have students apply critical thinking skills to organize and use information from different sources.
<p>(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek for activities that ask students to acquire information and apply critical-thinking skills. Use different activities in “History,” “Economics,” and “Cross-Curriculum” samplers (online) to apply students’ problem-solving and decision-making skills.
<p>§113.33. World History – (c) – Knowledge and Skills</p>	
<p>(2) History. The student understands how the</p>	<ul style="list-style-type: none"> Use “History: Connecting the Present to the Past” in

<p>present relates to the past.</p>	<p>Cross-Curriculum Sampler (online) and “Turning Points in History” in History Curriculum Guide Sampler (online) and to choose a NEWSWEEK story to understand how the events in the present relate to the past.</p>
<p>(9) History. The student understands the impact of totalitarianism in the 20th century.</p>	<ul style="list-style-type: none"> • Use “Turning Points in History” in History Curriculum Guide Sampler (online) to choose a NEWSWEEK story about a major political, social or economic event that is being referred to as a turning point in history.
<p>(10) History. The student understands the influence of significant individuals of the 20th century.</p>	<ul style="list-style-type: none"> • Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek to help students understand the importance of significant individuals. • Use “Turning Points in History” in History Curriculum Guide Sampler (online) to choose a NEWSWEEK story about a major political, social or economic event that is being referred to as a turning point in history.
<p>(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<ul style="list-style-type: none"> • Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek for activities that ask students to acquire information and apply critical-thinking skills. • Use different activities in “History,” “Economics,” and “Cross-Curriculum” samplers (online) to have students apply critical thinking skills to organize and use information from different sources.
<p>(27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<ul style="list-style-type: none"> • Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek for activities that ask students to acquire information and apply critical-thinking skills. • Use different activities in “History,” “Economics,” and “Cross-Curriculum” samplers (online) to apply students’ problem-solving and decision-making skills.
<p>§113.35. U.S. Government – (c) – Knowledge and Skills</p>	
<p>(3) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present.</p>	<ul style="list-style-type: none"> • Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek to help students understand various aspects of the U.S. political system. • Use “Political Campaigning” and “Political History” in History Curriculum Guide Sampler (online) to understand the how electioneering methods from the past compare with those of the present. • Use “Functions of the Media in a Free Society” in Government Curriculum Guide Sampler (online) to understand how the media plays various roles in the U.S. political system.

<p>(6) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and different activities from NEWSWEEK ThisWeek to explore how different levels of government affect the free enterprise system. Use Economic Functions of Government” in Economics Curriculum Guide Sampler (online) to understand the roles played by government in the U.S. free enterprise system.
<p>(12) Government. The student understands the role of political parties in the U.S. system of government.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and different activities from NEWSWEEK ThisWeek to explore how political parties play a role in the U.S government. Use “Political Campaigning” and “Political History” in History Curriculum Guide Sampler (online) to understand the role of political parties in elections.
<p>(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and different activities from NEWSWEEK ThisWeek to explore the rights guaranteed by the U.S. Constitution. Use “The Supreme Court” in Government Curriculum Guide Sampler (online) to analyze some First Amendment rights and the role of the Supreme Court in protecting those rights.
<p>(16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and different activities from NEWSWEEK ThisWeek to understand the importance of citizen participation. Use “How the Government Affects You” in Government Curriculum Guide Sampler (online) to understand various methods of participation in the political process.
<p>(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and different activities from NEWSWEEK ThisWeek to understand the importance of expressing different points of view. Use “The Supreme Court” in Government Curriculum Guide Sampler (online) to understand the importance of free expression and the limitations on that expression.
<p>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek for activities that ask students to acquire information and apply critical-thinking skills. Use different activities in “History,” “Economics,” and “Cross-Curriculum” samplers (online) to have students apply critical thinking skills to organize and use information from different sources.
<p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<ul style="list-style-type: none"> Using NEWSWEEK Magazine and “Exploring History” in Making the Most of NEWSWEEK in the Classroom (online), and different activities from NEWSWEEK ThisWeek for activities that ask students to acquire information and apply critical-thinking skills. Use different activities in “History,” “Economics,” and “Cross-Curriculum” samplers (online) to apply students’

	problem-solving and decision-making skills.
§113.36. Psychology – (c) – Knowledge and Skills	
(10) Culture. The student understands behavioral, social, and cognitive perspectives of human learning.	<ul style="list-style-type: none">• Use “Psychology: Advertising in Cross-Curriculum Sampler (online) to understand the different elements of human learning in modern advertising.