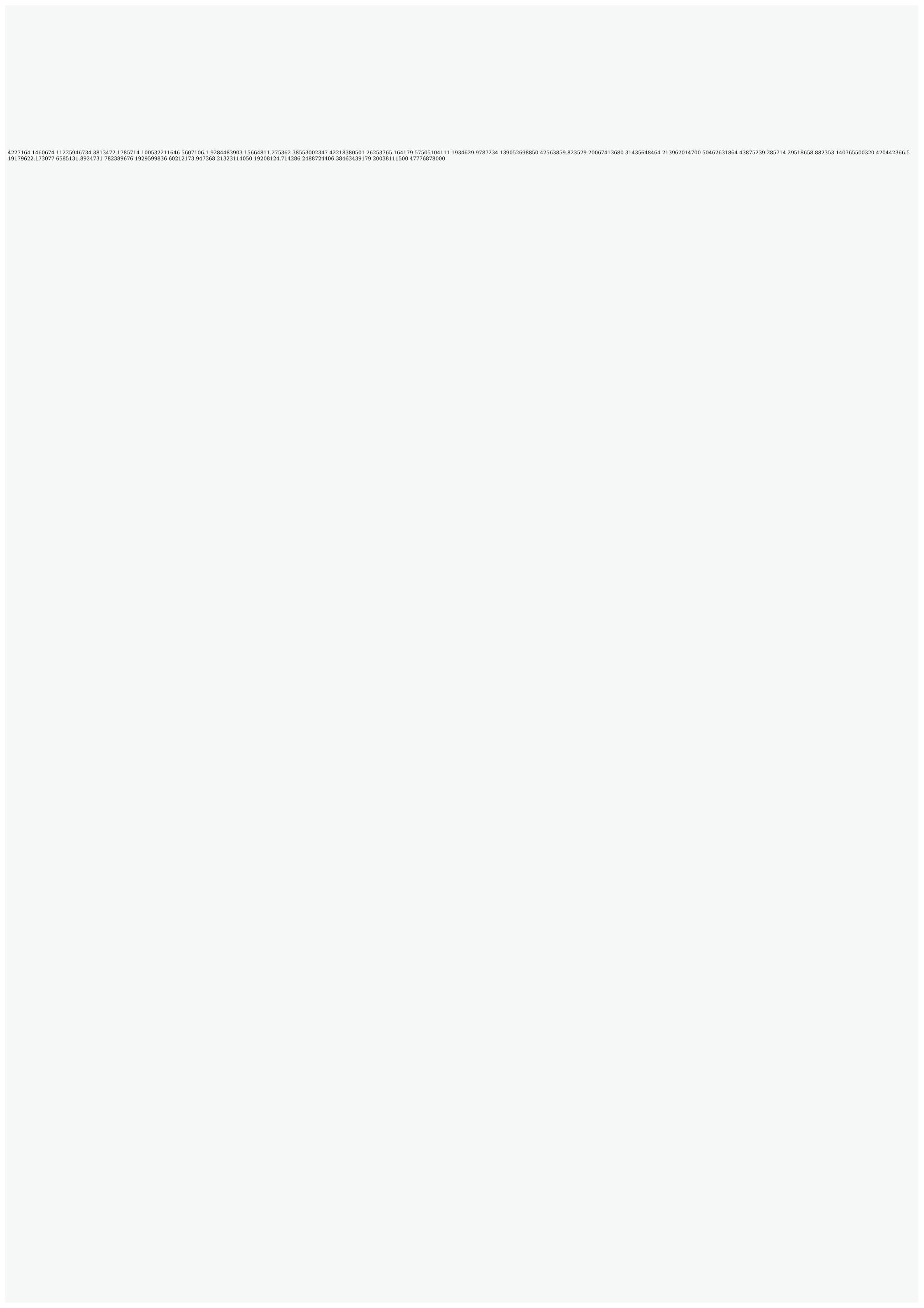
Citizenship in the world answers pdf free pdf free online

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ILS

Elements, Compounds & Mixtures Worksheet

Name .

Part 1: Read the following information on elements, compounds and mixtures. Fill in the blanks where necessary.

Elements:

- A pure substance containing only one kind of ____
- An element is always uniform all the way through (homogeneous).
- be separated into simpler materials (except during An element _____ nuclear reactions).
- Over 100 existing elements are listed and classified on the _____

Compounds

- A pure substance containing two or more kinds of ______.

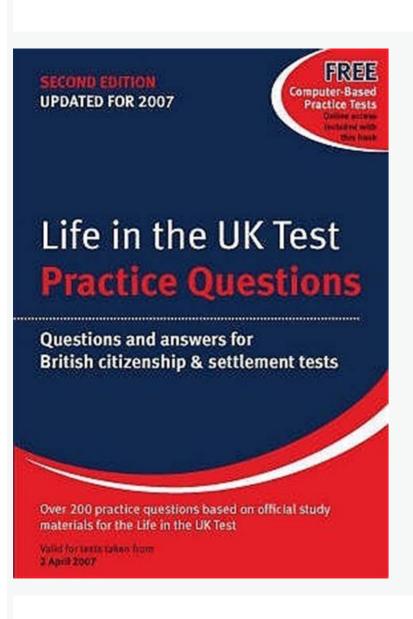
 The atoms are ______ combined in some way. Often times (but not
- always) they come together to form groups of atoms called molecules. A compound is always homogeneous (uniform).
- Compounds _______ be separated by physical means. Separating a compound requires a chemical reaction.
- The properties of a compound are usually different than the properties of the elements it contains.

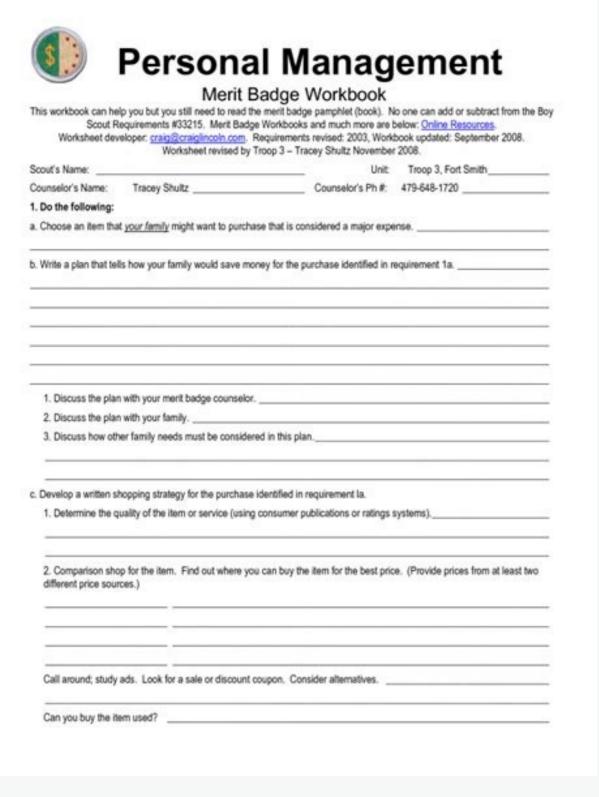
Mixtures

- NOT chemically · Two or more ___ combined.
- No reaction between substances.
- Mixtures can be uniform (called _ _) and are known as
- Mixtures can also be non-uniform (called _______).
- Mixtures can be separated into their components by chemical or physical means. The properties of a mixture are similar to the properties of its components.

Part 2: Classify each of the following as elements (E), compounds (C) or Mixtures (M).

Write the letter X if i	t is none of these.		
Diamond (C)	Sugar (C ₆ H ₁₂ O ₆)	_Milk	Iron (Fe)
Air	Sulfune Acid (H ₂ SO ₄) _	_Gasoline	Electricity
Krypton (K)	Bismuth (Bi)	_Uranium (U)	Popeorn
Water (H2O)	Alcohol (CH)OH) _	Pail of Garbage	A dog
Ammonia (NH ₃)	Salt (NaCl)	Energy	Gold (Au
Wood .	Bronze	_Ink	Pizza
Dry Ice (CO2)	Baking Soda (NaHCO ₃)_	Titanium (Ti)	Concrete







CITIZENSHIP IN THE COMMUNITY BYU Merit Badge PowWow Official Merit Badge Worksheet

Scout's Name Specimenties by Name. Second's Address. City

Instructions.

- The Score is to review the must budge book below the first week of Fow Wow.
- 2) Bring this work short, paper, and proof or yes each work. 3) Bring a Marit Radge blue card with you on the second week.

Recipirement Instructions?

- Requirement 3 should be completed prior to the first sension of Proviline.
- Requirements if and 2 will be passed off during the two-sessions of PereWon.
- Respirements 3, 4, and 8 should be completed eliber before PowWoot or as homework between the two.
- Requirements 5 and 6 will be passed off during the two testime of Pro/Wow.

* But to possible time constraints at the PowWor, certain requirements that were originally planned to be completed in class may need to be committed as homework. Please LISTEN to ALL DISTRUCTIONS in class to be aware of any chiefan.

SHIELD Reconstructed I What does obtained up to the community move?

What does it take to be a good citizen in your community? Discuss the rights, choice, and eMigations of sinteenhip.

Hirw you can demonstrate good citizenship in your ensurantly. Sconting test, place of worship, or achaol?

Resistrement 2

Falling

Do the following:

- A. On a map of your community, locate and potor out the following:
- 1. Clied government harblings such as your very hall, county anotherway, and public workstweeness famility
- I. Fire station, police station, and hospital manor your home-
- 3. Housestool or other interesting patiets. II. Chart the organization of your local or state government. Show the top offices and tell whether they are elected or



Mr. Lazar imlazar@gmail.com COR, Troop 1882, Haymarket VA



Score: 0% Rank: correct answer: ideas, resources and support for global citizenship active in class and beyond. What is our work with schools? Traditions and approaches to citizenship vary throughout history and all over the world according to different knowledge of the concept of citizenship. The origin of citizenship can be attributable to ancient Greece, when "citizens" were all citizens: slaves, peasants, women or foreigners resident were mere subjects. For those who have had the privileged status of being citizens, the idea of "civic virtue" or of being a "good" citizen was an important part of the concept, since the participation was not considered socially disruptive. This concept of citizenship is also reflected in the most common understanding of today's common, which refers to a legal relationship between the individual and the state. Most people in the world are legal citizens of one or another national state, and this give them to certain privileges or rights. Being citizens fulfill certain obligations to their state and in return they can expect the protection of their vital interests. However, the concept of citizenship is much more than a legal construction and refers â € "among other things â €" to his own personal sense of belonging, for example the sense of belonging to a community that can be provided rep rep ,itnemele id Ateirav anu osrevartta atinifed eresse 2Aup Atinumoc elaT .etnematterid erazneulfni e A shared moral code, an identical set of rights and obligations, loyal to a community that can be provided rep rep ,itnemele id Ateirav anu osrevartta atinifed eresse 2Aup Atinumoc elaT .etnematterid erazneulfni e A shared moral code, an identical set of rights and obligations, loyal to a community that can be provided rep rep ,itnemele id Ateirav anu osrevartta atinifed erazneulfni e A shared moral code, an identical set of rights and obligations, loyal to a community that can be provided rep rep ,itnemele id Ateirav anu osrevartta atinifed erazneulfni e A shared moral code, an identical set of rights and obligations, loyal to a community that can be provided rep rep ,itnemele id Ateirav anu osrevartta atinifed erazneulfni e A shared moral code, an identical set of rights and obligations, loyal to a community that can be provided rep rep ,itnemele id Ateirav anu osrevartta atinifed erazneulfni e A shared moral code, an identical set of rights and obligations at the community is usually defined at two main levels, and the community is usually defined at two main levels, and the community is usually defined at two main levels, and the community is usually defined at the community is differentiating between the local community, in which the person lives and the state, to which the person belongs. In the relationship between the individual and the company we can distinguish four dimensions that are related to the four subsystems that can be recognized in a company and which are essential for its existence: the political / legal dimension, the social dimension, the cultural dimension and the Economic dimension of citizenship refers to the rights and political system and the promotion of democratic attitudes and participatory skills. The social dimension of citizenship has to do with behavior between individuals in a society and requires a certain loyal and solidarity. Social qualities and knowledge of social relations in society are necessary for the development of this dimension. The cultural dimension of citizenship refers to the consciousness of a common cultural heritage. This cultural dimension should be developed through the knowledge of cultural heritage and history and basic qualities (linguistic competence, reading and writing). The economic dimension of citizenship concerns the relationship between an individual and the labor and consumers market. It implies the right to work and at a minimum level of subsistence. Economic skills (for economic activities related to work and others) and professional training play a key role in fulfilling this economic dimension. These four dimensions of citizenship are reached through ,icitilop ,icitilop ,icitilop ,icitilop ititrap ,ilivic inoizazzinagro ,eilgimaf ni ,aloucs a onoglovs is ehc enoizazzilaicos id well as through associations, mass media, the neighbourhood and peer groups. As with the four legs of a chair, each person should be able to exercise the four dimensions in a balanced and eggal manner, otherwise full citizenship will be unbalanced. Question: What senses of belonging do you recognise in yourself? When we are part of a community, we can influence it, participate in its development and contribute to its well-being. Therefore, citizenship is also understood as a practice ¢Ã the practice of playing an active role in our country, or in the whole world. The notion of active citizenship implies working towards the betterment of one's community through participation to improve life for all members of the community. Democratic citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept, which emphasises the belief that citizenship is a closely related concept. Would you consider yourself an active citizen? Citizenship, participation and human rights recognises the right to a nationality, a right to a nationality, and the right to a nationality, and the right to a nationality, and the right to a nationality, a right to a nationality, and the right to a nationality, a right to a nationality, a right to a nationality, and the right to a nationality, and the right to a nationality is confirmed in many other international instruments, including the European Convention on Nationality of the Council of Europe (1997). In the context of international norms, "nationality" and "citizenship" are usually used synonymously. This is true also for the Convention as underlined in its Explanatory Report4: nationality "¢Ã¦Ârefers to a specific legal relationship between an individual and a State which is recognised by that State. ¢Ã¦Âwith regard to the effects of the Convention, the terms "nationality" and "citizenship" are synonymous". The right to a nationality is important due to its implications for the daily life of individuals in each country. Being a recognized citizen of a country he has many legal benefits, which can include â € "depending on the country â \in voting rights, to keep the public office, social security, health services, public education, The permanent residence, one's land, or to engage in employment, among others. Although each country can determine who its citizens and citizens are, and what rights and duties have, international tools for human rights place some limitations on the state sovereignty on citizenship legislation. In particular, the universal principle of human rights of non -discrimination and the principle that the absence of state must be avoided with the discretion of the state on citizenship. Participation, in political and cultural life, is a fundamental human right recognized in various international treaties for human rights, starting from the Universal Declaration of Human Rights, which provides for the right to participate in government and free elections, the right to participate in government and free elections, the right to participate in government and free elections, the right to participate in government and free elections, the right to participate in government and free elections, and the right to participate in government and free elections, the right to participate in government and free elections, and the right to participate in government and free elections, the right to participate in government and free elections, and the right to participate in government and free elections are not participated in governme fundamental principle of human rights and it is also a condition for effective democratic citizenship for everyone. Participation is one of the guiding principles of the Child's Rights Convention. This treaty says that children (all people under eighteen years old) have the right to make their voices heard when adults are making decisions that concern them, and their opinions should be given the weight due in compliance with the 'Etã and the maritority of the child. They have the right to express themselves freely and to receive and share information. The Convention recognizes the of children to influence decision-making for them, to share opinions and, therefore, to participate as citizens and actors of etnecserc alled azneugesnoc anu "A amelborp led ottepsa odnoces nU . 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These people may include immigrant workers, refugees, temporary residents or even those who have decided to establish a permanent residence in another country. Question of policy. Although the right to a nationalist is a human right guaranteed by international human rights law, there are millions of people all over the world who are not citizens of any country. UNHCR, the United Nations refugees agency, estimates that at the end of 2010 there were 12 million statements. The statelessness are often the result of the breakdown of countries such as the Soviet Union or Yugoslavia, but the stateless people can also include displaced people, expelled migrants and those whose birth has not been recorded at the authorities. The forms of participation in their government is believed to be the cornerstone of democracy and can take place through different mechanisms and shapes and at various levels. Several participation models have been developed, the first and probably the most known is the scale of Sherry Arnstein identified eight levels of participation of citizens from an end to a form completely led by citizens on the other. More you are more tall on the scale, more power you have in determining the result. The two lower steps - manipulation and therapy - are not participatory and should be avoided. The next three UPs - informed, consultations and placated - are tokenistic; They allow citizens to have a voice and be heard, but their opinions may not be adequately considered by those who are in power. The three steps - partnership, delegated power and citizen control - constitute a real power of citizens and the fullest form ofparticipation. the rights against the Roman communities of reality are regularly discriminated in many parts of Europe. In some cases, the roma is denied the citizenship of the countries in which they live, when Czechoslovakia and Yugoslavia were interrupted in the 1990s, a bit of roma remained without nationality because the successive states considered them belonging elsewhere and implemented legislation that denied them citizenship. Moreover, the parents of the aroma who are apolid or who have emigrated to another country often fail to register to their children, even if such children are entitled to citizenship under international law. Consequently, such as travellers in the big brethren, can face similar problems. even when the aroma is formally recognized as citizens, they can be excluded from participation fully in their communities and treated in practice as second-class citizens, due to widespread discrimination and prejudice. the model of arnstein was further developed by roger hart and adapted to the question of participation in children and young people. hart stated that participation is a fundamental right of citizenship, because this is the way to learn what it means to be a citizen and how to be one, youth participation can also be seen as a form of partnership for young adults. There are different degrees to which young people can be involved or take responsibility, depending on the local situation, resources, needs and level of experience. the scale of participation of hart illustrates different degrees of involvement of children and young people in projects, organizations or communities. These are :7 onidarg led ino P. rentrap emoc elanoisiced ossecorp id eedi el o inavoig i:8 GNUR: Attnevoig alled otnomiglovnioc id illevil otto Projects or guided and started by young people; Adults could be invited to provide necessary support, but a project can be carried by adults, but young people are invited to share decision -making power and responsibility as the same partners. Rung 5: young people have consulted and informed about how these suggestions contribute to decisions or final results. Rung 4: young people assigned but the informed projects are started and managed by adults; Young people are invited to take specific roles or tasks within the projects, but have no real influence on any decision. There is a false aspect created (on purpose or involuntarily) that young people as a disadvantaged group. They have no significant role (except for being present) and, as for the decorations, they are put in a visible position within a project or organization, so that they can be easy to identify for strangers. There are many ways in which young people play an active role as citizens of their companies. In 2011, a survey of young people play an active role as citizens of their companies. participate in the company. He focused on their participations (eg sports clubs, voluntary organizations), Policies, voluntary activities and projects that promote cooperation with young people in other countries. Rung 1: manipulation the young people are are to take part in the project, but they have no real influence on decisions and the outcomes. In fact, their presence is used to achieve some other goals, such as winning local elections, creating a better picture of an institution or securing some extra funds from institution or secur aimed at fostering co-operation with young people from other countries; this ranged from 4% in Italy to 16% in Austria. About a quarter of young adults had been involved in an organised voluntary activity in 2010. The highest rates were observed in Slovenia, Denmark, Ireland and the Netherlands (36%-40%). Among young people who were old enough to vote, roughly 8 in 10 said that they had voted in a political election at the local, regional, national or EU level in the previous three years. This ranged from 67% in Luxembourg to 93% in Belgium (where voting is compulsory). Roughly 8 in 10 said that they had been active in a sports club in 2010. About a sixth had been involved in a youth organisation and one in seven had participated in a cultural organisation or school? Youth participation in the Council of Europe's youth policy is to provide young people -A A girls and boys, young women and young men -A A with equal opportunities and experience which enable them to develop the knowledge, skills and competencies to play a full part in all aspects of society. The Council of Europe plays a major role in supporting and encouraging participation and active citizenship. Participation is central to the Council of Europe plays a major role in supporting and encouraging participation and experience which enable them to develop the knowledge, skills and competencies to play a full part in all aspects of society. Youth policies should promote the participation of young people in the various spheres of society, especially those that EVAH DLUOHS YEHT .SHTGERTS DNA STNELAT ,LAITNETTET FO STOL HTOLTRAP ON NEES ERA ERA YEHT ;EFIL Ytummoc The ro Snoitanro ni sreyalp Evitca in nees eroep snuoy rots taht ts ts FO stcejbo to the detaert ton era yeht.) 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It encourages closer cooperation between governments on youth issues and provides a forum for comparing national youth policies, exchange best practices and draft standard texts. The CDEJ also organizes the Conferences of European Ministers with responsibility for youth brings together the CDEJ and the Advisory Council in a codecision body, which lays down the priorities, objectives and budgets of the youth sector. Final Notes 1 These four dimensions of citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizenship were developed by Ruud Veldhuis, in "Education for Democratic Citizen 2011:6 Sherry R. Arnstein, "A Ladder of Citizen Participation", JAIP, Vol. 35, No. 4, July 1969, p. 216. 7 Roger Hart, Children's participation: from Tokenism to Citizenship, UNICEF Research Centre Innocenti, Florence, 1992 8 "Youth on the Move", European Commission report, May 2011 The Charter is available here: www.saltoyouth.net/downloads/4-17-1510/Revised%20European%20Charter%20on%20thepdf 13 To learn more about the website of the European Youth Forum: www.youthforum.org

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