

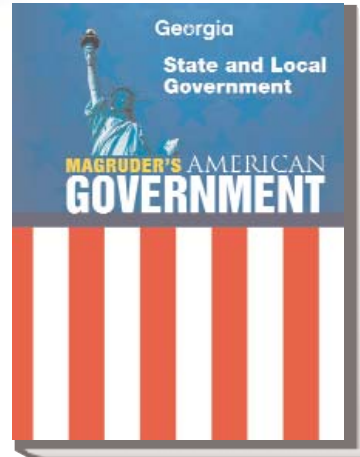
Prentice Hall

Grades 9-12

Foundations Series: American Government, © 2010

with

Georgia State and Local Government Edition © 2012



C O R R E L A T E D T O

Georgia Performance Standards, American Government/Civics
Grades 9-12

PEARSON

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FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

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<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SSCG1	The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.	
SSCG1.a	Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.	SE: 23-24, 26, 44, 46 GA Workbook: 45
SSCG1.b	Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government.	SE: 17, 557 GA Workbook: 48, 51
SSCG2	The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.	
SSCG2.a	Compare and contrast the Declaration of Independence and the Social Contract Theory.	SE: 6-7, 31
SSCG2.b	Evaluate the Declaration of Independence as a persuasive argument.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 31
SSCG3	The student will demonstrate knowledge of the United States Constitution.	
SSCG3.a	Explain the main ideas in debate over ratification; include those in The Federalist.	SE: 41-43, 44-45, 47

SSCG3.b	Analyze the purpose of government stated in the Preamble of the United States Constitution.	SE: C2, 7
SSCG3.c	Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.	SE: 50-57, 58-59
SSCG4	The student will demonstrate knowledge of the organization and powers of the national government.	
SSCG4.a	Describe the structure and powers of the legislative, executive, and judicial branches.	SE: C2-C12, 232-234, 236-239, 240-241, 242-245, 246-249, 252-258, 259-265, 266-271, 272-277, 278-281, 314-317, 319-321, 342-344, 345, 346-351, 352-354, 355-357, 358-361, 444-448, 450-453, 454-457, 458-461, 462-465
SSCG4.b	Analyze the relationship between the three branches in a system of checks and balances and separation of powers.	SE: 52-53, 252-258, 272-277, 346-351, 355-357, 454-455, 462, 465
SSCG5	The student will demonstrate knowledge of the federal system of government described in the United States Constitution.	
SSCG5.a	Explain the relationship of state governments to the national government.	SE: 56, 78-84, 85-89, 94-96 GA Workbook: 1
SSCG5.b	Define the difference between enumerated and implied powers.	SE: 56, 79-80, 84, 94, 96
SSCG5.c	Describe the extent to which power is shared.	SE: 56, 82-83, 84, 94, 96
SSCG5.d	Identify powers denied to state and national governments.	SE: 56, 81-83, 84, 94, 96 GA Workbook: 1
SSCG5.e	Analyze the ongoing debate that focuses on the balance of power between state and national governments.	SE: 85-89, 95
SSCG5.f	Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the "supreme law of the land."	SE: 83, 94, 96
SSCG6	The student will demonstrate knowledge of civil liberties and civil rights.	
SSCG6.a	Examine the Bill of Rights with emphasis on First Amendment freedoms.	SE: 62, 468-471, 472-476, 477-482, 484-487, 488-491
SSCG6.b	Analyze due process law expressed in the 5th and 14th Amendments.	SE: 494-497

SSCG6.c	Explain selective incorporation of the Bill of Rights.	Opportunities to address this standard appear on the following pages: SE: 470-471, 494-497
SSCG6.d	Explain how government seeks to maintain the balance between individual liberties and the public interest.	SE: 478-482, 491
SSCG6.e	Explain every citizen's right to be treated equally under the law.	SE: 494-497
SSCG7	The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty	SE: 13, 15, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623
SSCG8	The student will demonstrate knowledge of local, state, and national elections.	GA Workbook: 1, 22, 23
SSCG8.a	Describe the organization, role, and constituencies of political parties.	SE: 102-107, 108-112, 113-116, 118-121, 122-125
SSCG8.b	Describe the nomination and election process.	SE: 156-162, 163-167, 169-175, 176-179, 322-324, 325-329
SSCG8.c	Examine campaign funding and spending.	SE: 168, 179-175, 176, 178
SSCG8.d	Analyze the influence of media coverage, campaign advertising, and public opinion polls.	SE: 182-185, 186-191, 192, 193-199, 200-203
SSCG8.e	Identify how amendments extend the right to vote.	SE: C20, C21, C23-C24, 128-131, 138-142, 150, 152
SSCG9	The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.	SE: 236-239, 240-241 GA Workbook: 1
SSCG10	The student will describe the legislative process including the roles played by committees and leadership.	
SSCG10.a	Explain the steps in the legislative process.	SE: 294-299, 301-305, 306, 308-309
SSCG10.b	Explain the function of various leadership positions within the legislature.	SE: 285-288, 306, 308
SSCG11	The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.	
SSCG11.a	Explain the function of lobbyists.	SE: 206-209, 210-215, 216, 217-223, 224-227

SSCG11.b	Describe the laws and rules that govern lobbyists.	SE: 211, 216, 219
SSCG11.c	Explain the function of special interest groups.	SE: 206-209, 210-215, 217-223, 224-227
SSCG12	The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party	SE: 314-317, 336, 338
SSCG13	The student will describe the qualifications for becoming President of the United States.	
SSCG13.a	Explain the written qualifications for President of the United States.	SE: 316, 336, 338
SSCG13.b	Describe unwritten qualifications common to past presidents.	SE: 316
SSCG14	The student will explain the impeachment process and its usage for elected officials.	
SSCG14.a	Explain the impeachment process as defined in the U.S. Constitution.	SE: 274-276
SSCG14.b	Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.	SE: 275, 348
SSCG15	The student will explain the functions of the departments and agencies of the federal bureaucracy.	
SSCG15.a	Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.	SE: 364-367, 377-382, 384-387
SSCG15.b	Explain the functions of the Cabinet.	SE: 373-376, 384, 386
SSCG16	The student will demonstrate knowledge of the operation of the federal judiciary.	
SSCG16.a	Explain the jurisdiction of the federal courts and the state courts.	SE: 444-446, 448, 450-453, 455-456, 458-461, 462, 464-465
SSCG16.b	Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.	SE: 58-59, 454-455, 462, 465
SSCG16.c	Describe how the Supreme Court decides cases.	SE: 454-457, 462-465

SSCG16.d	Compare the philosophies of judicial activism and judicial restraint.	SE: 447, 449
SSCG17	The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.	
SSCG17.a	Examine the legislative, executive, and judicial branches.	SE: 608-612, 613-618, 619-622, 624-627, 628-631 GA Workbook: 5, 9, 14, 17
SSCG17.b	Examine the structure of local governments with emphasis on county, city, and town.	SE: 634-638, 639-643, 644-646, 654-657 GA Workbook: 32, 36
SSCG17.c	Identify current state and local officials.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 608-612, 613-618, 619-622, 624-627, 628-631, 634-638, 639-643, 644-646, 654-657 GA Workbook: 25
SSCG17.d	Analyze the relationship among state and local governments.	SE: 648-653, 654, 657 GA Workbook: 5, 32, 36
SSCG17.e	Evaluate direct democracy by the initiative, referendum, and recall processes.	SE: 606, 611-612, 614, 622, 630 GA Workbook: 22
SSCG18	The student will demonstrate knowledge of the powers of Georgia's state and local governments.	
SSCG18.a	Examine the powers of state and local government.	SE: 608-612, 613-618, 619-622, 624-627, 628-631 GA Workbook: 42
SSCG18.b	Examine sources of revenue received by each level of government.	SE: 648-653, 654, 657 GA Workbook: 39
SSCG18.c	Analyze the services provided by state and local government.	SE: 644-646 GA Workbook: 42
SSCG19	The student will compare and contrast governments that are unitary, confederal, and federal; unitary, oligarchic and democratic; and presidential and parliamentary.	SE: 9-12, 16, 18
SSCG20	The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).	SE: 408-413, 414-420, 421-429, 430, 431-435, 436-439
SSCG21	The student will describe the causes and effects of criminal activity.	

SSCG21.a	Examine the nature and causes of crimes.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 505-509, 512-515, 516, 518-519, 620-621 GA Workbook: 28
SSCG21.b	Explain the effects criminal acts have on their intended victims.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 505-509, 512-515, 516, 518-519, 620-621 GA Workbook: 28
SSCG21.c	Categorize different types of crimes.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 505-509, 512-515, 516, 518-519, 620-621 GA Workbook: 28
SSCG21.d	Explain the different types of defenses used by perpetrators of crime.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 505-509, 512-515, 516, 518-519, 620-621 GA Workbook: 28
SSCG22	The student will demonstrate knowledge of the criminal justice process.	
SSCG22.a	Analyze the steps in the criminal justice process.	SE: 505-509, 512-515, 516, 518-519, 620-621 GA Workbook: 28
SSCG22.b	Explain an individual's due process rights.	SE: 494-497, 516, 518 GA Workbook: 28
SSCG22.c	Describe the steps in a criminal trial or civil suit.	SE: 505-509, 512-515, 516, 518-519, 620-621 GA Workbook: 28
SSCG22.d	Examine the different types of sentences a convicted person can receive.	SE: 512-515, 516, 518 GA Workbook: 28
SSCGRC1	Reading Across the Curriculum Students will enhance reading in all curriculum areas by:	
SSCGRC1.a	Reading in All Curriculum Areas	
SSCGRC1.a.1	Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.	TE: 1, 99, 229, 311, 441, 549, 601
SSCGRC1.a.2	Read both informational and fictional texts in a variety of genres and modes of discourse.	TE: 1, 99, 229, 311, 441, 549, 601
SSCGRC1.a.3	Read technical texts related to various subject areas.	TE: 1, 99, 229, 311, 441, 549, 601
SSCGRC1.b	Discussing books	
SSCGRC1.b.1	Discuss messages and themes from books in all subject areas.	<i>Opportunities to address this standard appear on the following pages:</i> TE: 1, 99, 229, 311, 441, 549, 601

SSCGRC1.b.2	Respond to a variety of texts in multiple modes of discourse.	<i>Opportunities to address this standard appear on the following pages:</i> TE: 1, 99, 229, 311, 441, 549, 601
SSCGRC1.b.3	Relate messages and themes from one subject area to messages and themes in another area.	<i>Opportunities to address this standard appear on the following pages:</i> TE: 1, 99, 229, 311, 441, 549, 601
SSCGRC1.b.4	Evaluate the merit of texts in every subject discipline.	<i>Opportunities to address this standard appear on the following pages:</i> TE: 1, 99, 229, 311, 441, 549, 601
SSCGRC1.b.5	Examine author's purpose in writing.	<i>Opportunities to address this standard appear on the following pages:</i> TE: 1, 99, 229, 311, 441, 549, 601
SSCGRC1.b.6	Recognize the features of disciplinary texts.	<i>Opportunities to address this standard appear on the following pages:</i> TE: 1, 99, 229, 311, 441, 549, 601
SSCGRC1.c	Building vocabulary knowledge	
SSCGRC1.c.1	Demonstrate an understanding of contextual vocabulary in various subjects.	<i>This standard is addressed throughout the text, representative citations include the following:</i> SE: 8, 12, 15, 26, 32, 35, 40, 43, 107, 112, 116, 121, 131, 137, 142, 134, 239, 241, 245, 347, 321, 324, 330, 335, 448, 453, 457, 461, 471, 476, 487, 555, 563, 566, 571, 607, 612, 618, 622, 627
SSCGRC1.c.2	Use content vocabulary in writing and speaking.	<i>This standard is addressed throughout the text, representative citations include the following:</i> SE: 8, 12, 15, 26, 32, 35, 40, 43, 107, 112, 116, 121, 131, 137, 142, 134, 239, 241, 245, 347, 321, 324, 330, 335, 448, 453, 457, 461, 471, 476, 487, 555, 563, 566, 571, 607, 612, 618, 622, 627
SSCGRC1.c.3	Explore understanding of new words found in subject area texts.	<i>This standard is addressed throughout the text, representative citations include the following:</i> SE: 8, 12, 15, 26, 32, 35, 40, 43, 107, 112, 116, 121, 131, 137, 142, 134, 239, 241, 245, 347, 321, 324, 330, 335, 448, 453, 457, 461, 471, 476, 487, 555, 563, 566, 571, 607, 612, 618, 622, 627
SSCGRC1.d	Establishing context	
SSCGRC1.d.1	Explore life experiences related to subject area content.	TE: 2, 20, 48, 76, 100, 126, 154, 180, 204, 230, 250, 282, 312, 340, 362, 388, 406, 442, 466, 492, 520, 550, 576, 602, 632
SSCGRC1.d.2	Discuss in both writing and speaking how certain words are subject area related.	<i>This standard is addressed throughout the text, representative citations include the following:</i> SE: 8, 12, 15, 26, 32, 35, 40, 43, 107, 112, 116, 121, 131, 137, 142, 134, 239, 241, 245, 347, 321, 324, 330, 335, 448, 453, 457, 461, 471, 476, 487, 555, 563, 566, 571, 607, 612, 618, 622, 627

SSCGRC1.d.3	Determine strategies for finding content and contextual meaning for unknown words.	<i>This standard is addressed throughout the text, representative citations include the following:</i> SE: 8, 12, 15, 26, 32, 35, 40, 43, 107, 112, 116, 121, 131, 137, 142, 134, 239, 241, 245, 347, 321, 324, 330, 335, 448, 453, 457, 461, 471, 476, 487, 555, 563, 566, 571, 607, 612, 618, 622, 627
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