

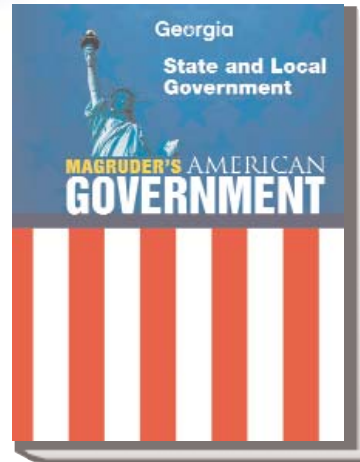
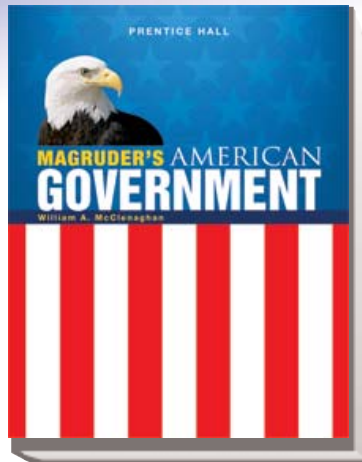
# Prentice Hall

Grades 9-12

*Magruder's 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

TEACH & LEARN • ASSESS & INFORM • DEVELOP & LEAD

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** American Government/Civics

**State-Funded Course:** 45.05700

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*The Georgia Performance Standards for grades K-12 Fine Arts, K-12 Social Studies, K-12 Health and Physical Education, and Grades 9-12 Advanced Mathematical Decision Making Courses may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (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.	<b>SE:</b> 31-32, 34, 63, 64 <b>GA Workbook:</b> 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.	<b>SE:</b> 7-9, 55, 653 <b>TE:</b> 655 <b>GA Workbook:</b> 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.	<b>SE:</b> 8-9, 11
SSCG2.b	Evaluate the Declaration of Independence as a persuasive argument.	<b>SE:</b> 40-41, 44-47
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.	<b>SE:</b> 59-62, 63-64

SSCG3.b	Analyze the purpose of government stated in the Preamble of the United States Constitution.	<b>SE:</b> C2, 9, 26
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.	<b>SE:</b> 20-25, 25-26
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.	<b>SE:</b> 273-280, 281-284, 285-290, 291-293, 296-303, 304-309, 312-316, 317, 318-324, 325-327, 400-403, 404, 405-409, 412-416, 417-420, 421-423, 426-430, 431-434, 435-440, 441-449, 451-453
SSCG4.b	Analyze the relationship between the three branches in a system of checks and balances and separation of powers.	<b>SE:</b> 71-73, 75, 76-77, 89-90
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.	<b>SE:</b> 74-75, 89-90, 94-102, 103-109, 115-117 <b>GA Workbook:</b> 1
SSCG5.b	Define the difference between enumerated and implied powers.	<b>SE:</b> 96-97, 115-117
SSCG5.c	Describe the extent to which power is shared.	<b>SE:</b> 74, 99-100, 115-117
SSCG5.d	Identify powers denied to state and national governments.	<b>SE:</b> 74, 98-99, 115-117 <b>GA Workbook:</b> 1
SSCG5.e	Analyze the ongoing debate that focuses on the balance of power between state and national governments.	<b>SE:</b> 100-102, 103-109, 110, 115-117
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."	<b>SE:</b> 100-102, 115
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.	<b>SE:</b> 80, 546-550, 551-558, 559-567, 569-572, 573-575
SSCG6.b	Analyze due process law expressed in the 5th and 14th Amendments.	<b>SE:</b> 578-582, 607-608

SSCG6.c	Explain selective incorporation of the Bill of Rights.	<b>Opportunities to address this standard appear on the following pages:</b> <b>SE:</b> 547-550, 578-582
SSCG6.d	Explain how government seeks to maintain the balance between individual liberties and the public interest.	<b>SE:</b> 559-597, 569-572, 574-575, 609
SSCG6.e	Explain every citizen's right to be treated equally under the law.	<b>SE:</b> 618-623, 624, 626-630, 639-641
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, bei	<b>SE:</b> 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731
SSCG8	The student will demonstrate knowledge of local, state, and national elections.	<b>GA Workbook:</b> 1, 22, 23
SSCG8.a	Describe the organization, role, and constituencies of political parties.	<b>SE:</b> 122-129, 130-136, 137-140, 142-146, 147-149
SSCG8.b	Describe the nomination and election process.	<b>SE:</b> 184-192, 193-199, 200, 201-208, 209-211, 374-376, 377-385
SSCG8.c	Examine campaign funding and spending.	<b>SE:</b> 200, 201-208, 209-210
SSCG8.d	Analyze the influence of media coverage, campaign advertising, and public opinion polls.	<b>SE:</b> 214-219, 220-226, 227, 228-236, 237-239
SSCG8.e	Identify how amendments extend the right to vote.	<b>SE:</b> C20, C21, C23-C24, 80, 152-155, 164
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.	<b>SE:</b> 273-280, 281-284, 291-292 <b>GA Workbook:</b> 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.	<b>SE:</b> 343-349, 351-356, 357-358
SSCG10.b	Explain the function of various leadership positions within the legislature.	<b>SE:</b> 332-337, 358
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.	<b>SE:</b> 242-246, 247-252, 253, 254-260, 261-263

SSCG11.b	Describe the laws and rules that govern lobbyists.	<b>SE:</b> 246, 253
SSCG11.c	Explain the function of special interest groups.	<b>SE:</b> 242-246, 247-252, 253, 254-260, 261-263
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	<b>SE:</b> 364-368, 395-396
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.	<b>SE:</b> 366, 368, 395-396
SSCG13.b	Describe unwritten qualifications common to past presidents.	<b>SE:</b> 366
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.	<b>SE:</b> 319-322, 325-326
SSCG14.b	Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.	<b>SE:</b> 321
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.	<b>SE:</b> 441-449, 451-452
SSCG15.b	Explain the functions of the Cabinet.	<b>SE:</b> 435-440, 451-452
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.	<b>SE:</b> 520-526, 528-531, 532-537, 538-540, 541-543
SSCG16.b	Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.	<b>SE:</b> 76-77, 532-534, 541-542
SSCG16.c	Describe how the Supreme Court decides cases.	<b>SE:</b> 535-537, 541-542

SSCG16.d	Compare the philosophies of judicial activism and judicial restraint.	<b>SE:</b> 524-525, 527
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.	<b>SE:</b> 714-719, 720-726, 727-729, 732-736, 737-739 <b>GA Workbook:</b> 5, 9, 14, 17
SSCG17.b	Examine the structure of local governments with emphasis on county, city, and town.	<b>SE:</b> 742-748, 749-755, 767-768 <b>GA Workbook:</b> 32, 36
SSCG17.c	Identify current state and local officials.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 714-719, 720-726, 727-729, 732-736, 737-739 <b>GA Workbook:</b> 25
SSCG17.d	Analyze the relationship among state and local governments.	<b>SE:</b> 761-766, 767-768 <b>GA Workbook:</b> 5, 32, 36
SSCG17.e	Evaluate direct democracy by the initiative, referendum, and recall processes.	<b>SE:</b> 718-719, 721-722, 737-739 <b>TE:</b> 717 <b>GA Workbook:</b> 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.	<b>SE:</b> 714-719, 720-726, 727-729, 732-736, 737-739 <b>GA Workbook:</b> 42
SSCG18.b	Examine sources of revenue received by each level of government.	<b>SE:</b> 761-766, 767-768 <b>GA Workbook:</b> 39
SSCG18.c	Analyze the services provided by state and local government.	<b>SE:</b> 756-759, 767-768 <b>GA Workbook:</b> 42
SSCG19	The student will compare and contrast governments that are unitary, confederal, and federal; unitary, oligarchic and democratic; and presidential and parliamentary.	<b>SE:</b> 12-18, 25-26, 654-660, 666-672, 673-675
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).	<b>SE:</b> 482-487, 488-494, 495-503, 504, 505-512, 513-515
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> <b>SE:</b> 592-599, 602-606, 607-608, 728-730 <b>GA Workbook:</b> 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> <b>SE:</b> 592-599, 602-606, 607-608, 728-730 <b>GA Workbook:</b> 28
SSCG21.c	Categorize different types of crimes.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 592-599, 602-606, 607-608, 728-730 <b>GA Workbook:</b> 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> <b>SE:</b> 592-599, 602-606, 607-608, 728-730 <b>GA Workbook:</b> 28
SSCG22	The student will demonstrate knowledge of the criminal justice process.	
SSCG22.a	Analyze the steps in the criminal justice process.	<b>SE:</b> 594-595 <b>GA Workbook:</b> 28
SSCG22.b	Explain an individual's due process rights.	<b>SE:</b> 578-582, 607-608 <b>GA Workbook:</b> 28
SSCG22.c	Describe the steps in a criminal trial or civil suit.	<b>SE:</b> 594-595 <b>GA Workbook:</b> 28
SSCG22.d	Examine the different types of sentences a convicted person can receive.	<b>SE:</b> 602-606, 607-608 <b>GA Workbook:</b> 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.	<b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701
SSCGRC1.a.2	Read both informational and fictional texts in a variety of genres and modes of discourse.	<b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701
SSCGRC1.a.3	Read technical texts related to various subject areas.	<b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701
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> <b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701

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> <b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701
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> <b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701
SSCGRC1.b.4	Evaluate the merit of texts in every subject discipline.	<i>Opportunities to address this standard appear on the following pages:</i> <b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701
SSCGRC1.b.5	Examine author's purpose in writing.	<i>Opportunities to address this standard appear on the following pages:</i> <b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701
SSCGRC1.b.6	Recognize the features of disciplinary texts.	<i>Opportunities to address this standard appear on the following pages:</i> <b>TE:</b> 25, 63, 89, 115, 147, 179, 209, 237, 261, 291, 325, 357, 395, 421, 451, 477, 513, 541, 573, 607, 639, 673, 701
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> <b>SE:</b> 11, 18, 24, 34, 42, 47, 51, 58, 129, 136, 140, 146, 271, 280, 284, 290, 368, 373, 376, 385, 394, 526, 531, 537, 540, 651, 660, 665, 672, 684, 691, 700, 713, 719, 726, 736
SSCGRC1.c.2	Use content vocabulary in writing and speaking.	<i>This standard is addressed throughout the text, representative citations include the following:</i> <b>SE:</b> 11, 18, 24, 34, 42, 47, 51, 58, 129, 136, 140, 146, 271, 280, 284, 290, 368, 373, 376, 385, 394, 526, 531, 537, 540, 651, 660, 665, 672, 684, 691, 700, 713, 719, 726, 736
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> <b>SE:</b> 11, 18, 24, 34, 42, 47, 51, 58, 129, 136, 140, 146, 271, 280, 284, 290, 368, 373, 376, 385, 394, 526, 531, 537, 540, 651, 660, 665, 672, 684, 691, 700, 713, 719, 726, 736
SSCGRC1.d	Establishing context	
SSCGRC1.d.1	Explore life experiences related to subject area content.	<b>TE:</b> 2, 28, 66, 92, 120, 150, 182, 212, 240, 266, 294, 328, 362, 398, 424, 454, 480, 518, 544, 576, 610, 644, 676, 706, 740, 771



SSCGRC1.d.2	Discuss in both writing and speaking how certain words are subject area related.	<p><i>This standard is addressed throughout the text, representative citations include the following:</i></p> <p><b>SE:</b> 11, 18, 24, 34, 42, 47, 51, 58, 129, 136, 140, 146, 271, 280, 284, 290, 368, 373, 376, 385, 394, 526, 531, 537, 540, 651, 660, 665, 672, 684, 691, 700, 713, 719, 726, 736</p>
SSCGRC1.d.3	Determine strategies for finding content and contextual meaning for unknown words.	<p><i>This standard is addressed throughout the text, representative citations include the following:</i></p> <p><b>SE:</b> 11, 18, 24, 34, 42, 47, 51, 58, 129, 136, 140, 146, 271, 280, 284, 290, 368, 373, 376, 385, 394, 526, 531, 537, 540, 651, 660, 665, 672, 684, 691, 700, 713, 719, 726, 736</p>