

Grades 9-12

Prentice Hall

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

Idaho State Content Standards for Grades 9-12,
American Government

PEARSON

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Title of Material: Magruder's American Government ©2010

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Publisher: Prentice Hall/Pearson Education

ISBN #: 0-13-373603-2 (SE); 0-13-373173-1 (TE)

Reviewer: Leonard Van de Graaff

Correlation to Standards: 100%

Social Studies/ American Government --possible 24 (Objectives)
(Number of Yes checks divided by 24 = percentage)

Recommend Approval ____ yes ____ no

Highly Recommend ____ Recommend ____

Recommend w/ Reservations ____

Core ____

Intervention ____

Resource Only ____

Idaho Content Standards for Social Studies

Grade 9-12
American Government



Compatibility with the Idaho Content Standards: Grade 9-12 – American Government

Standard 1: History

Students in American Government build an understanding of the cultural and social development of the United States

Goal	Objective - The student will:	YES	NO
Goal 1.1: Build an understanding of the cultural and social development of the United States.	9-12.G.1.1.1 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791). <u>(503.01e)</u>	SE/TE: Declaration of Independence, 9, 36, 39, 40-41, 43-47, 53; Articles of Confederation, 9, 17, 40, 48-51, 786-790; The Constitution, 66-91; Bill of Rights (U.S.), 60, 80, 81, 82, 546-550; Constitution of the United States, C1-C23; State Constitutions, 708-713	
	9-12.G.1.1.2 Analyze important events responsible for bringing about political changes in the United States.	SE/TE: Landmark Decisions of the Supreme Court, 76-77, 310-311, 410-411, 600-601, 624-625; Supreme Court-at-a-Glance, 390, 562, 588, 597, 619; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; American Revolution, 36-42; Election of 1800, 375-376; Foreign Policy, 495-503; Document-Based Assessment, 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515,	

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		543, 575, 609, 641, 675, 703, 739, 769; also see: Civil Liberties, 544-575, 576-609; Civil Rights, 610-639	
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Standard 2: Geography

Students in American Government explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal	Objective - The student will:	YES	NO
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting.	SE/TE: Congressional Districting, 275-278, 715-716; Environmental Protection, 110, 251, 512; Electoral College Politics, 235; also see: Maps, 33, 50, 56, 105, 154, 270, 274, 335, 376, 388, 391, 499, 506, 529, 636, 694, 698, 723, 746	

Standard 3: Economics

Students in American Government identify different influences on economic systems.

Goal	Objective - The student will:	YES	NO
Goal 3.2: Identify different influences on economic systems.	9-12.G.3.2.1 Analyze the economic impact of government policy.	SE/TE: Financing Government, 454-455; Taxes and Other Revenue, 456-462; Borrowing and Public Debt, 463-466; Spending and the Budget, 467-471; Fiscal and	

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		Monetary Policy, 473-476; Quick Study and Assessment, 477-479; U.S. Global Economy, 693-700; State Taxation and Spending, 760; Financing State and Local Government, 761-766	
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Standard 4: Civics and Government

Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal	Objective - The student will:	YES	NO
Goal 4.1: Build an understanding of the foundational principles of the American political system.	9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England. (503.01a, c)	SE/TE: Our Political Beginnings, 30-34; also see: Magna Carta, 580 654, 666, 781; Natural Rights, 653-654; English Bill of Rights, 654-655, 666, 783; Common Law, 727-728; Mayflower Compact, 782	
	9-12.G.4.1.2 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution and Amendments. (503.01b)	SE/TE: Declaration of Independence, 9, 36, 39, 40-41, 43-47, 53; Articles of Confederation, 9, 17, 40, 48-51, 786-790; The Constitution, 66-91; Constitution Study Guide: United States Constitution, C1-	

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		<p>C16; Amendments, C17-C24; also see: Amendments 56, 79-83, 86, 88, 91, 95, 96, 99, 103, 153- 155, 157, 158-159, 161, 163, 164-165-165, 166, 189, 230, 242, 270, 271, 278, 282-283, 300, 309, 318, 319, 367, 370, 371, 373, 375, 376, 389, 390, 397, 420, 458, 547, 548-549, 549-550, 550, 553, 557-559, 569, 578, 583-585, 585, 586, 587, 589, 591, 594, 595, 596-598, 598, 602, 603, 604, 607, 613, 618, 622, 628, 630, 632, 633, 684, 715-716, 753, 761, 807, 808, 809, 810, 811, 812, 813, 814, 815</p>	
<p>Goal 4.1: Build an understanding of the foundational principles of the American political system.</p>	<p>9-12.G.4.1.3 Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (503.01c)</p>	<p>SE/TE: Basic concepts of Democracy, 20-24; The Constitution: Basic Principles, 68-77; also see: Limited government, 9, 31, 41, 42, 57, 94, 232, 296, 547-548, 583, 680, 709, 710; Checks and balances, 57, 417, 794-796; Separation of powers, 57, 523, 653, 815; Popular</p>	

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		sovereignty, 80; Federalism, 80, 94-96, 101-102, 143, 269, 378, 522, 548-550	
<p>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</p>	<p>9-12.G.4.2.1 Identify the three branches of federal government, their powers, and responsibilities. (504.01a)</p>	<p>SE/TE: The Constitution: Basic Principles, 68-77; United States Constitution, C1-C16; Congress, 266-293; Powers of Congress, 294-327- Congress in Action, 328-358; The Presidency, 362-397; The Presidency in Action, 398-423; The Federal Court System, 518-543</p>	
	<p>9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (504.01b)</p>	<p>SE/TE: Federalism, 92-93; Federalism: Powers Divided, 94-102; The National States and the 50 States, 103-109; The Environment and States' Rights, 110; Interstate Relations, 111-114; Quick Study Guide and Assessment, 115-117; also see: Governing the States, 706-739; Local Government and Finance, 740-769</p>	
	<p>9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has</p>	<p>SE/TE: Native Americans: Tribal</p>	

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	with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing. (504.01d)	Governments, 745-746; Population, 613-614	
Goal	Objective - The student will:	YES	NO
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	9-12.G.4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government. (504.01e)	SE/TE: Political Parties, 120-121, 122-129, 130-136, 137-140, 142-146; Working on a Political Campaign, 141; Voter Behavior, 170-178; Casting Your Vote, 169; The Formation of Public Opinion, 214-219; Measuring Public Opinion, 220-226; Interest Groups, 242-246, 247-252, 254-260	
	9-12.G.4.2.5 Explain the electoral process at each level of government. (506.01c)	SE/TE: Electoral Process, 182-183; The Nominating Process, 184-192; Elections, 193-199; Money and Elections, 201-208; Quick Study Guide and Assessment, 209-211; also see: Elections, 715; Elections in Idaho, 191, 388, 391; Congressional Elections, 275-278; Electoral College, 80, 83, 87, 318-319	

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	<p>9-12.G.4.2.6 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.</p>	<p>SE/TE: Forms of Government, 12-18; Basic Concepts of Democracy, 20-25; Monarchy, 646, 650, 651, 653-654; Parliamentary Government, 70, 666-670; Unitary Government, 742, 749; Dictatorship, 129, 185, 547, 659-660, 661</p>	
<p>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</p>	<p>9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights. (506.01d)</p>	<p>SE/TE: Citizenship: birth and naturalization, 632-635, 638; Rights and Responsibilities and of Citizenship, 23-24, 156, 169, 546-550, 551-557, 558-567, 569-572</p>	
	<p>9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.</p>	<p>SE/TE: For related material see: Native Americans, 613-614; American Citizenship, 632-635; also see: Tribal Governments, 745-746</p>	
	<p>9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level. (506.01b)</p>	<p>SE/TE: "Citizenship 101", 19, 84, 141, 169, 227, 272, 369, 427, 568, 631, 652, 731; American Citizenship, 632-638; Interest Groups, 242-246, 254-260</p>	

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	<p>9-12.G.4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, including <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>. (490.01b)</p>	<p>SE/TE: <i>Miranda v. Arizona</i>, 77, 598, 599, 600-601; <i>Gideon v. Wainwright</i>, 597-598, 809; also see: Civil Liberties: First Amendment Freedoms, 544-575; Civil Liberties: Protecting Individual Rights, 576-609; <i>Brown vs. Board of Education</i>, 624-625</p>	
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Goal	Objective - The student will:	YES	NO
<p>Goal 4.4: Build an understanding of the evolution of democracy.</p>	<p>9-12.G.4.4.1 Analyze the struggles for the extension of civil rights. (490.01c)</p>	<p>SE/TE: Civil Rights: Equal Justice Under Law, 610-611; Diversity and Discrimination in American Society, 612-617; Equality Before the Law, 618-625; Federal Civil Rights Laws, 626-631; American Citizenship, 632-638; Chapter Assessment, 639-643</p>	
	<p>9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present. (490.01d)</p>	<p>SE/TE: The National States and the 50 States, 103-109; The Environment and States' Rights, 110</p>	
	<p>9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government. (490.01e)</p>	<p>SE/TE: Separation of Powers, 70-71; Checks and Balances, 72-73; What Is Judicial Review? 76-77; Document-Based Assessment, 117; John Marshall, 62, 76-77, 96-97, 101-102, 117, 298, 310, 311, 533-534; Earl Warren, 598, 600, 624-625; Franklin Roosevelt, 404, 409, 431; also see: Powers of Congress, 294-327; The Growth of</p>	

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	Presidential Power, 400-404; Landmark Decisions: United States v. Nixon, 410; The National Judiciary, 520-527		
9-12.G.4.4.4	Discuss how the interpretation and application of the United States Constitution has evolved.	SE/TE: The Federal Court System, 518-519; The National Judiciary, 520-527; The Inferior Courts, 528-531; The Supreme Court, 532-537; Landmark Decisions of the Supreme Court, 76-77, 310-311, 410-411, 600-601, 624-625; Supreme Court-at-a-Glance, 390, 562, 588, 597, 619; also see: Supreme Court Cases, 21, 22, 76-77, 80, 82-83, 87, 96, 101-102, 104, 107, 112, 113-114, 114, 155, 157, 161, 162, 163, 165, 166, 167, 168, 207, 250, 276, 278, 280, 297-298, 299, 303, 304, 308, 310-311, 314, 315, 316, 356, 390, 402, 408-409, 410-411, 413, 419, 420, 458, 527, 533-534, 539, 547, 548, 550, 552, 553, 554-555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565-567, 569, 570-571, 572, 579,	

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		581-582, 585, 586-587, 588, 589, 593, 595, 596, 599, 600-601, 602, 603, 604-605, 619-620, 624, 628, 706, 715-716, 716, 753, 761, 809, 811, 812	
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Standard 5: Global Perspectives

Students in American Government build an understanding of multiple perspectives and global interdependence.

Goal	Objective - The student will:	YES	NO
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian. (505.01c)	SE/TE: Foreign Policy and National Defense, 480-515; also see: North American Free Trade Agreement (NAFTA), 323, 672, 692, 695, 697, 700	
	9-12.G.5.1.2 Describe the characteristics of United States foreign policy and how it has been created and implemented over time. (505.01a)	SE/TE: Foreign Policy and National Defense, 480-481; Foreign Affairs and Diplomacy, 482-487; National Security, 488-494; American Foreign Policy Overview, 495-504; Foreign Aid and Alliances, 505-512; Quick Study Guide and Assessment, 513-515; Foreign trade, 56, 696-697, 698	
	9-12.G.5.1.3 Identify and evaluate the role of the United States in international organizations and agreements, such as the United Nations, NAFTA, and humanitarian organizations.	SE/TE: North American Free Trade Agreement (NAFTA), 323, 672,	

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	(505.01b)	692, 695, 697, 700; North Atlantic Treaty Organization (NATO), 416, 506-507; United Nations, 498, 500, 507-512; United Nations Educational, Scientific, and Cultural Organization (UNESCO), 510	
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