

***Prentice Hall Magruder's American Government © 2003***

Correlated to:

**Alaska State Content Standards for Government & Citizenship  
(Grades 9-12)**

<b>ALASKA STATE CONTENT STANDARDS FOR GOVERNMENT &amp; CITIZENSHIP</b>	<b>PAGE(S) WHERE TAUGHT</b> (If submission is not a book, cite appropriate location(s))
<p><b>GOVERNMENT AND CITIZENSHIP</b> A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.</p>	
<p>A student who meets the content standard should:</p>	
<p>1. understand the necessity and purpose of government</p>	<p>SE/TE: Text: 4-5, 8-11. Interpreting Political Cartoons: 8. Voices on Government: 9. Close Up on Primary Sources: 11. TE: Activity: 8, 9. Background Note: 9.</p>
<p>2. understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty</p>	<p>SE/TE: Text: 18-22. Section Preview: 18. Section Assessment: 22. Interpreting Political Cartoons: 20. Government Online: 22. Section Assessment: 22. TE: Quick Lesson Plan: 18. Reading Strategy: 19. Background Note: 19, 20. Customize for English Language Learners: 21. Activity: 21.</p>
<p>3. understand how nations organize their governments; and</p>	<p>SE/TE: Text: 12-16. Section Preview: 12. Interpreting Tables: 15. Interpreting Diagrams: 16. Section Assessment: 16. TE: Quick Lesson Plan: 12. Reading Strategy: 13. Background Note: 13, 15. Customize for More Advanced Students: 14. Make it Relevant: 14. Activity: 15.</p>
<p>4. compare and contrast how different societies have governed themselves over time and in different places.</p>	<p>SE/TE: Text: 626-652. Section Preview: 626, 634, 639, 645, 650. Section Assessment: 632, 638, 643, 649, 652. Close Up on Primary Sources: 644. Close Up on the Supreme Court: 653. Interpreting Maps: 630, 638, 642, 647, 651. Voices on Government: 648. Interpreting Political Cartoons: 649. TE: Quick Lesson Plans: 626, 634, 639, 645, 650. Activities: 628, 636, 637, 648, 652. Background Notes: 628, 629, 639, 636, 642, 646, 647. Constitutional Principles: 624, 641. Customize for English Language Learners: 642. Customize for Less Proficient Readers: 630. Customize for More Advanced Students: 648. Make it Relevant: 624, 631, 647. Reading Strategies: 627, 635, 640, 646, 651.</p>

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<b>B. A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.</b>	
A student who meets the content standard should:	
1. understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights	SE/TE: Text: 38, 40-43, 56, 76, 535-536, 783-792. TE: Activity: 38, 42, 76. Constitutional Principles: 38. Customize for More Advanced Readers: 41. Customize for English Language Learners: 41. Customize for Less Proficient Readers: 41. Background Note: 535.
2. recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion	SE/TE: Text: 12-13, 18-22. Section Preview: 18. Section Assessment: 22. Interpreting Political Cartoons: 20. Critical Thinking: 21. Close Up Student Poll: 22. TE: Quick Lesson Plan: 18. Organizing Information: 19. Reading Strategy: 19. Background Note: 19, 20. Customize for English Language Learners: 21. Activity: 21.
3. understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights	SE/TE: Text: 62-82. Section Preview: 64, 72, 79. Section Assessment: 70, 77, 82. Interpreting Tables: 65, 76. Critical Thinking: 82. Voices on Government: 81. Interpreting Political Cartoons: 67. Interpreting Diagrams: 68, 73. TE: Quick Lesson Plan: 64, 72, 79. Activities: 67-69, 75, 76. Background Notes: 65, 66, 69, 73, 80. Close Up on Primary Sources: 78. Close Up on the Supreme Court: 83. Constitutional Principles: 62, 69, 81. Customize for English Language Learners: 75. Customize for Less Proficient Students: 81. Customize for More Advanced Students: 68. Make it Relevant: 62, 67, 74. Organizing Information: 65, 80.
4. know how power is shared in the United States’ constitutional government at the federal, state, and local levels	SE/TE: Text: 88-105. Section Preview: 89, 97, 105. Section Assessment: 95, 103, 108. Close Up on Primary Sources: 96. Close Up on the Supreme Court: 109. Voices on Government: 91. Interpreting Tables: 93, 98, 108. Interpreting Charts: 94. Interpreting Political Cartoons: 99. Interpreting Maps: 100. TE: Quick Lesson Plan: 89, 97, 105. Activities: 90, 91, 93, 94, 99, 100, 106. Background Notes: 89, 92, 94, 98, 107. Constitutional Principles: 86, 91, 102. Customize for English Language Learners: 102. Customize for Less Proficient Readers: 102.

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<p align="right">(Continued)</p> <p>4. know how power is shared in the United States’ constitutional government at the federal, state, and local levels</p>	<p align="right">(Continued)</p> <p>TE: Customize for More Advanced Students: 93. Make it Relevant: 86, 101. Reading Strategies: 89, 98, 106.</p>
<p>5. understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy</p>	<p>SE/TE: Text: 116-142. Section Preview: 116, 119, 126, 132, 137, 208, 215, 223, 236, 242, 249. Section Assessment: 118, 124, 131, 135, 142, 213, 221, 230, 240, 247, 254. Close Up on Primary Sources: 136, 214, 248. Close Up on the Supreme Court: 143, 231, 255. Voices on Government: 120, 229, 246. Interpreting Political Cartoons: 121, 127, 141, 209, 218, 221, 240. Interpreting Tables: 124, 135, 226, 227. Interpreting Timelines: 128-129. Interpreting Charts: 133, 219. Interpreting Graphs: 134, 142, 212, 225, 244, 251. Government Online: 138. Interpreting Diagrams: 140.</p> <p>TE: Quick Lesson Plans: 116, 119, 126, 132, 137, 208, 215, 223, 236, 242, 249. Activities: 117, 122, 128, 129, 134, 211, 212, 217, 219, 225, 227, 238, 239, 243, 245, 250, 253. Background Notes: 123, 129, 130, 134, 138, 210, 211, 218, 220, 224, 229, 244, 251-253. Constitutional Principles: 114, 129, 206, 227, 234, 245. Customize for English Language Learners: 123, 226, 238. Customize for Less Proficient Readers: 141, 228, 253. Customize for More Advanced Students: 121, 220, 251. Make it Relevant: 114, 140, 141, 206, 217, 226, 234, 244, 246. Reading Strategies: 117, 120, 127, 133, 138, 209, 216, 224, 237, 243, 250.</p>
<p>6. recognize the significance of diversity in the American political system</p>	<p>SE/TE: Text: 594-599. Section Preview: 594. Section Assessment: 599. Interpreting Charts: 595. Critical Thinking: 597. Interpreting Graphs: 598.</p> <p>TE: Quick Lesson Plan: 594. Reading Strategy: 595. Background Note: 595, 597, 598. Activity: 596. Customize for More Advanced Students: 597. Customize for English Language Learners: 598.</p>
<p>7. distinguish between constitution-based ideals and the reality of American political and social life</p>	<p>SE/TE: Text: 601-606. Section Preview: 606. Section Assessment: 606. Close Up on Primary Sources: 607. Voices on Government: 602. The Living Constitution.</p>

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(Continued) 7. distinguish between constitution-based ideals and the reality of American political and social life	(Continued) TE: Quick Lesson Plan: 601. Reading Strategy: 602. Background Note: 603. Activity: 603, 605.
8. understand the place of law in the American political system; and	SE/TE: Text: 66.
9. recognize the role of dissent in the American political system.	SE/TE: Text: 546-558. Section Preview: 546, 555. Section Assessment: 553, 558. Interpreting Political Cartoons: 548, 558. Voices on Government: 549. Skills for Life: 554. TE: Quick Lesson Plan: 546, 555. Reading Strategy: 547, 556. Background Note: 548, 550, 551, 552. Activity: 549, 551, 557. Constitutional Principles: 549. Customize for English Language Learners: 556. Make it Relevant: 557.
<b>C. A student should understand the character of government of the state.</b>	
A student who meets the content standard should:	
1. understand the various forms of the state’s local governments and the agencies and commissions that influence students’ lives and property	SE/TE: Text: 684-712, 718-744. Section Preview: 684, 689, 694, 702, 707, 718, 725, 733, 739. Section Assessment: 688, 693, 701, 706, 717, 724, 732, 737, 744. Close Up on Primary Sources: 701, 724. Close Up on the Supreme Court: 713, 745. Interpreting Political Cartoons: 686, 704, 709, 732, 742. Interpreting Charts: 687. Voices on Government: 696, 735. Interpreting Maps: 697. Interpreting Graphs: 708, 734, 741. Interpreting Tables: 710, 720. Interpreting Diagrams: 719, 727-729. Government Online: 743. TE: Quick Lesson Plans: 684, 689, 694, 702, 707, 718, 725, 733, 739. Activities: 687, 692, 697, 698, 704, 709, 710, 720, 728, 735, 741-743. Background Notes: 685, 686, 691, 692, 696, 704, 709, 722, 729, 730, 731, 735, 742, 743. Constitutional Principles: 682, 711, 716, 721, 741, . Customize for English Language Learners: 698, 721, 736. Customize for Less Proficient Readers: 711, 741. Customize for More Advanced Students: 696, 729. Make it Relevant: 682, 699, 716, 727, 731. Reading Strategies: 685, 690, 695, 703, 708, 719, 726, 734, 740.

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2. accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes	The foundation for this standard can be found throughout this Prentice Hall textbook.
3. understand the Constitution of Alaska and sec. 4 of the Alaska Statehood Act, which is known as the Statehood Compact	The foundation for this standard can be found throughout this Prentice Hall textbook.
4. understand the importance of the historical and current roles of Alaska Native communities	The foundation for this standard can be found on: SE/TE: 100 and 613-614.
5. understand the Alaska Native Claims Settlement Act and its impact on the state	The foundation for this standard can be found on: SE/TE: 100 and 613-614.
6. understand the importance of the multicultural nature of the state	The foundation for this standard can be found on: SE/TE: 594, 596-597.
7. understand the obligations that land and resource ownership place on the residents and government of the state; and	The foundation for this standard can be found on: SE/TE: 100 and 613-614.
8. identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships.	The foundation for this standard can be found on SE/TE: 100 and 613-614.
<b>D. A student should understand the role of the United States in international affairs.</b>	
A student who meets the content standard should:	
1. analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries	SE/TE: Text: 468-498. Section Preview: 468, 477, 481, 491. Section Assessment: 475, 480, 489, 498. Voices on Government: 468. Interpreting Charts: 472. Interpreting Graphs: 473, 485, 497. Interpreting Maps: 487, 492. Government Online: 493. Interpreting Political Cartoons: 474, 483. Close Up on Primary Sources: 476. TE: Quick Lesson Plan: 468, 477, 481, 491. Activities: 469, 470, 472, 478, 483, 485, 488, 496. Background Notes: 471-474, 479, 484, 487, 493, 495. Constitutional Principles: 466, 472, 485. Customize for English Language Learners: 487. Customize for Less Proficient Readers: 479. Customize for More Advanced.

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<b>ALASKA STATE CONTENT STANDARDS FOR GOVERNMENT &amp; CITIZENSHIP</b>	<b>PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))</b>
2. evaluate circumstances in which the United States has politically influenced other nations and how other nations have influenced the politics and society of the United States	SE/TE: Text: 481-498. Section Preview: 481, 491. Section Assessment: 489, 498. Interpreting Graphs: 485, 497. Interpreting Maps: 487, 492. Government Online: 493. Interpreting Political Cartoons: 483. TE: Quick Lesson Plan: 481, 491. Activities: 483, 485, 488, 496. Background Notes: 484, 487, 493, 495. Constitutional Principles: 485. Customize for English Language Learners: 487. Customize for More Advanced Students: 494. Make it Relevant: 497. Reading Strategies: 482, 492.
3. understand how national politics and international affairs are interrelated with the politics and interests of the state	SE/TE: Text: 481-489. Section Preview: 481. Section Assessment: 489. Interpreting Graphs: 485. Interpreting Maps: 487, 492. Interpreting Political Cartoons: 483. TE: Quick Lesson Plan: 481. Activities: 483, 485, 488. Background Notes: 484, 487. Constitutional Principles: 485. Customize for English Language Learners: 487. Reading Strategies: 482.
4. understand the purpose and function of international government and non-governmental organizations in the world today; and	SE/TE: Text: 491-498. Section Preview: 491. Section Assessment: 498. Interpreting Graphs: 497. Interpreting Maps: 492. Government Online: 493. TE: Quick Lesson Plan: 491. Activities: 496. Background Notes: 493, 495. Customize for More Advanced Students: 494. Make it Relevant: 497. Reading Strategies: 492.
5. analyze the causes, consequences, and possible solutions to current international issues.	The foundation for this standard can be found in Chapter 17 of this textbook.
<b>E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</b>	
A student who meets the content standard should:	
1. know the important characteristics of citizenship	SE/TE: Text: 613-618. Section Preview: 613. Interpreting Charts: 614, 615. Interpreting Graphs: 616. Interpreting Political Cartoons: 618. Section Assessment: 618. TE: Quick Lesson Plan: 613. Reading Strategy: 614. Activity: 615, 616. Make it Relevant: 615. Background Note: 616, 617. Customize for Less Proficient Readers: 617

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2. recognize that it is important for citizens to fulfill their public responsibilities	SE/TE: You Can Make a Difference: 3, 27, 63, 87, 115, 147, 177, 207, 235, 261, 289, 319, 353, 389, 413, 445, 467, 505, 531, 563, 593, 625, 657, 683, 717. Skills for Life: 195, 222, 293, 436, 453, 554, 706, 738.
3. exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting	SE/TE: Text: 116-124, 132-135, 148-151, 208-213, 236-240. Section Preview: 116, 119, 132, 148, 208, 236. Section Assessment: 118, 124, 135, 151, 213, 240. Skills for Life: 195. Voices on Government: 120. Interpreting Political Cartoons: 121, 209, 240. Critical Thinking: 123, 149, 237. Interpreting Tables: 124, 135. Interpreting Charts: 133. Interpreting Graphs: 212. TE: Quick Lesson Plan: 116, 119, 132, 148, 208, 236. Activities: 117, 122, 149, 211, 212, 238, 239. Background Notes: 123, 210, 211. Constitutional Principles: 114, 146, 206. Customize for English Language Learners: 123, 238. Customize for More Advanced Students: 121. Make it Relevant: 114, 146, 206. Organizing Information: 120, 149, 237.
4. establish, explain, and apply criteria useful in evaluating rules and laws	SE/TE: Skills for Life: 17, 55, 71, 104, 125, 151, 195, 222, 241, 266, 293, 341, 376, 398, 436, 453, 490, 523, 554, 600, 633, 665, 706, 738. Voices on Government: 9, 35, 81, 91, 120, 171, 189, 229, 246, 281, 291, 339, 355, 402, 431, 455, 470, 519, 549, 572, 602, 648, 662, 696, 735. You Can Make a Difference: 3, 27, 63, 87, 115, 147, 177, 207, 235, 261, 289, 319, 353, 389, 413, 445, 467, 505, 531, 563, 593, 625, 657, 683, 717.
5. establish, explain, and apply criteria useful in selecting political leaders	SE/TE: Skills for Life: 17, 55, 71, 104, 125, 151, 195, 222, 241, 266, 293, 341, 376, 398, 436, 453, 490, 523, 554, 600, 633, 665, 706, 738. Voices on Government: 9, 35, 81, 91, 120, 171, 189, 229, 246, 281, 291, 339, 355, 402, 431, 455, 470, 519, 549, 572, 602, 648, 662, 696, 735. You Can Make a Difference: 3, 27, 63, 87, 115, 147, 177, 207, 235, 261, 289, 319, 353, 389, 413, 445, 467, 505, 531, 563, 593, 625, 657, 683, 717.
6. recognize the value of community service; and	SE/TE: You Can Make a Difference: 3, 27, 63, 87, 115, 147, 177, 207, 235, 261, 289, 319, 353, 389, 413, 445, 467, 505, 531, 563, 593, 625, 657, 683, 717.

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7. implement ways of solving problems and resolving conflict.	The foundation for this standard can be found throughout this Prentice Hall textbook.
<b>F. A student should understand the economies of the United States and the state and their relationships to the global economy.</b>	
A student who meets the content standard should:	
1. understand how the government and the economy interrelate through regulations, incentives, and taxation	SE/TE: Text: 446-452. Section Preview: 446, 454, 458. Section Assessment: 452, 456, 462. Interpreting Political Cartoons: 446, 462. Interpreting Tables: 448, 460. Interpreting Diagrams: 449, 461. Skills for Life: 453. Voices on Government: 455. Close Up on Primary Sources: 457. Interpreting Graphs: 456. Close Up on the Supreme Court: 463. TE: Quick Lesson Plans: 446, 454, 458. Activities: 448, 449, 451, 459, 460. Background Notes: 449, 450, 455, 459, 461. Constitutional Principles: 444, 449. Customize for English Language Learners: 448. Customize for Less Proficient Readers: 450. Customize for More Advanced Students: 447. Make it Relevant: 444, 455. Reading Strategies: 447, 455, 459.
2. be aware that economic systems determine how resources are used to produce and distribute goods and services	SE/TE: Text: 658-659. Interpreting Diagrams: 459. TE: Reading Strategies: 459.
3. compare alternative economic systems	SE/TE: Text: 656-676. Section Preview: 658, 666, 672. Section Assessment: 664, 670, 676. Interpreting Diagrams: 659. Interpreting Political Cartoons: 661. Voices on Government: 662. Interpreting Graphs: 669, 670. Close Up on Primary Sources: 671. Critical Thinking: 663, 667, 673-675. TE: Quick Lesson Plans: 658, 666, 672. Activities: 674, 663, 675, 660. Assessment: 664, 670, 676, 678-679. Background Notes: 675, 674, 661, 662. Bellringer: 658, 666, 672. Customize for English Language Learners: 673. Customize for Less Proficient Readers: 669. Customize for More Advanced Students: 675. Make it Relevant: 663, 660, 656. Organizing Information: 659. Skills for Life: 665.
4. understand the role of price in resource allocation	SE/TE: Text: 659



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5. understand the basic concepts of supply and demand, the market system, and profit	SE/TE: Text: 660-661, 664. Interpreting Political Cartoons: 661. TE: Constitutional Principles: 661.
6. understand the role of economic institutions in the United States, including the Federal Reserve Board, trade unions, banks, investors, and the stock market	SE/TE: Text: 432, 445, 454. Interpreting Tables: 432. TE: Customize for English Language Learners: 432.
7. understand the role of self-interest, incentives, property rights, competition, and corporate responsibility in the market economy	SE/TE: Text: 659-662. Interpreting Diagrams: 659. Interpreting Political Cartoons: 661. TE: Reading Strategy: 659. Activity: 660. Make it Relevant: 660. Background Note: 661, 662. Constitutional Resources: 661.
8. understand the indicators of an economy’s performance, including gross domestic product, inflation, and the unemployment rate	The foundation and extension of this standard can be found in the Prentice Hall textbook <u>Civics and Economics</u> .
9. understand those features of the economy of the state that make it unique, including the importance of natural resources, government ownership and management of resources, Alaska Native regional corporations, the Alaska Permanent Fund Corporation, the Alaska Housing Finance Corporation, and the Alaska Industrial Development and Export Authority; and	The foundation for this standard can be found in chapters 23 and 24 of this textbook.
10. understand how international trade works.	SE/TE: Graphs, Charts, Diagrams: 659, 665, 669, 670. Government Online: 493.
<b>G. A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</b>	
A student who meets the content standard should:	
1. apply economic principles to actual world situations	SE/TE: Skills for Life: 665. Close Up on Primary Sources: 671. Interpreting Graphs: 670. TE: Activities: 660, 674. Make it Relevant: 660. Constitutional Principles: 661.
2. understand that choices are made because resources are scarce	SE/TE: Text: 661.
3. identify and compare the costs and benefits when making choices	SE/TE: Text: 660-661. TE: Background Note: 661.

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4. make informed choices on economic issues	SE/TE: Text: 656-676. Section Preview: 658, 666, 672. Section Assessment: 664, 670, 676. Interpreting Diagrams: 659. Interpreting Political Cartoons: 661. Voices on Government: 662. Interpreting Graphs: 669, 670. Close Up on Primary Sources: 671. Critical Thinking: 663, 667, 673-675. TE: Quick Lesson Plans: 658, 666, 672. Activities: 674, 663, 675, 660. Assessment: 664, 670, 676, 678-679. Background Notes: 675, 674, 661, 662. Bellringer: 658, 666, 672. Customize for English Language Learners: 673. Customize for Less Proficient Readers: 669. Customize for More Advanced Students: 675. Make it Relevant: 663, 660, 656. Organizing Information: 659. Skills for Life: 665.
5. understand how jobs are created and their role in the economy	SE/TE: Text: 659
6. understand that wages and productivity depend on investment in physical and human capital; and	SE/TE: Text: 658-661. Interpreting Diagrams: 659. Interpreting Political Cartoons: 661. TE: Make it Relevant: 660. Activity: 660. Background Note: 661, 662. Constitutional Principles: 661.
7. understand that economic choices influence public and private institutional decisions.	The foundation for this standard can be found in chapters 23 and 24 of this textbook.