

A Correlation of

**Foundations Series:
American Government
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To the

**Arizona
Social Studies Standards
Grades 9-12**



INTRODUCTION

This document demonstrates how ***Foundations Series: American Government*** © 2010 meets the objectives of the Arizona Social Studies Standards for Grades 9-12, published in 2005. Correlation page references are to the Student and Teacher's Editions.

Foundations Series: American Government has the same core content as ***Magruder's American Government*** with curriculum designed for students reading near a sixth-grade level.

Hailed as a stellar educational resource since 1917, the program is updated annually so students can explore the most current, most authoritative American government content. It's clear, appealing narrative and engaging technology are enhanced with Essential Questions, numerous primary sources, and interactive online activities.

- **Essential Questions:** Guided by Grant Wiggins, co-author of *Understanding by Design*®, each unit and chapter introduces students to Essential Questions of American government and guides them through an exploration across topics using the Essential Questions journal.
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- **Personalized instruction:** With the Teacher's Resource Library CD-ROM and Online Teacher Center, teachers can choose from among the many leveled, editable, teaching worksheets and assessment resources that have been specially written to meet the needs of students reading below grade level.
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This document demonstrates the high degree of success students will achieve using ***Foundations Series: American Government***.

**Foundations Series: American Government © 2010
to the
Arizona Social Studies Standards, Grades 9-12**

Table of Contents

1: American History	4
2: World History	13
3: Civics/Government.....	22
4: Geography	28
5: Economics	31

**Foundations Series: American Government © 2010
to the
Arizona Social Studies Standards, Grades 9-12**

Arizona Social Studies Standards, Grades 9-12	Foundations Series: American Government © 2010
1: American History	
1.1: Research Skills for History	
1.1.PO 1: Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.	SE/TE: Infographics, Charts, Graphs, and Tables, 6, 7, 11, 24, 30, 32, 34, 37, 43, 51, 52, 56, 57, 62, 64, 69, 79, 82, 83, 105, 107, 109, 110, 112, 116, 129, 131, 133, 136, 140, 145, 146, 147, 167, 170, 173, 175, 183, 190, 194, 196, 198, 207, 209, 212, 214, 222, 233, 234, 239, 241, 243, 254, 255, 257, 260, 267, 268, 285, . 286, 290, 291, 292, 295, 296, 297, 305, 323, 326, 334, 349, 353, 356, 357, 367, 369, 372, 412, 413, 417, 422, 424, 425, 447, 452, 455, 457, 473, 460, 470, 475, 482, 486, 495, 513, 514, 524, 526, 530, 536, 538, 553, 558, 562, 563, 579, 581, 585, 586, 587, 594, 622, 625, 395; Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636
1.1.PO 2: Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).	SE/TE: For related material see: Timelines, 27, 30, 64–65, 90, 110, 129, 140–141, 168, 216, 271, 300, 345, 374–375, 383, 430, 449, 536–537, 590, 647
1.1.PO 3: Formulate questions that can be answered by historical study and research.	SE/TE: Research Writing, S6–S8; Apply What You’ve Learned (Essential Questions Exploration and Project), 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657
1.1.PO 4: Construct graphs, tables, timelines, charts, and narratives to interpret historical data.	SE/TE: Narrative essay, S1–S2; Expository writing, S3–S5; Research writing, S6–S8; Persuasive essay, S9–S10; Assessment writing, S11–S12; Quick Write, 8, 43, 57, 84, 112, 162, 185, 209, 239, 270, 288, 317, 344, 382, 392, 420, 457, 476, 497, 538, 555, 589, 612, 618, 653; Apply What You’ve Learned (Essential Questions Exploration and Project), 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657
1.1.PO 5: Evaluate primary and secondary sources for:	
1.1.PO 5.a: authors' main points	SE/TE: Analyze Sources, S14; Compare Viewpoints, S15; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Historical Documents (Analyzing), 668, 669, 670, 671, 672, 673, 674–677, 678, 679, 680, 681, 682, 683, 684

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1.1.PO 5.b: purpose and perspective	SE/TE: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Historical Documents (Analyzing), 668, 669, 670, 671, 672, 673, 674–677, 678, 679, 680, 681, 682, 683, 684
1.1.PO 5.c: facts vs. opinions	SE/TE: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
1.1.PO 5.d: different points of view on the same historical event (e.g., Geography Concept 6 - geographical perspective can be different from economic perspective)	SE/TE: Compare Viewpoints, S15; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; The Federalist Papers, 680, 681
1.1.PO 5.e: credibility and validity	SE/TE: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
1.1.PO 6: Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.	SE/TE: Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; "Citizenship 101," 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
1.1.PO 7: Compare present events with past events:	
1.1.PO 7.a: cause and effect	SE/TE: Analyze cause and effect, S16; Determine cause and effect, 121, 215, 277, 555, 563
1.1.PO 7.b: change over time	SE/TE: Track the Issue, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Timelines, 30, 64–65, 110, 129, 140–141, 374–375, 536–537
1.1.PO 7.c: different points of view	SE/TE: Compare Viewpoints, S15; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; The Federalist Papers, 680, 681

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1.2: Early Civilizations	
1.2.PO 1: Describe Prehistoric Cultures of the North American continent:	SE/TE: For related material see: Native Americans, 523
1.2.PO 1.a: Paleo-Indians, including Clovis, Folsom, and Plano	SE/TE: For related material see: Native Americans, 523
1.2.PO 1.b: Moundbuilders, including Adena, Hopewell, and Mississippian	SE/TE: For related material see: Native Americans, 523
1.2.PO 1.c: Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)	SE/TE: For related material see: Native Americans, 523
1.3: Exploration and Colonization	
1.3.PO 1: Review the reciprocal impact resulting from early European contact with indigenous peoples:	
1.3.PO 1.a: religious (e.g., conversion attempts)	SE/TE: Deer, Ada E. (Menominee Restoration Act), 270
1.3.PO 1.b: economic (e.g., land disputes, trade)	SE/TE: New England Confederation and Native Americans, 28; Alaska and statehood, 87; Sioux Indian delegation to Washington, 207; Native Americans, 523; Native American tribal governments and map, 636
1.3.PO 1.c: social (e.g., spread of disease, partnerships)	SE/TE: Native Americans, 523
1.3.PO 1.d: food (e.g., corn)	SE/TE: For related material see: Native Americans, 523
1.3.PO 1.e: government (e.g. Iroquois Confederacy, matriarchal leadership, democratic influence)	SE/TE: New England Confederation and Native Americans, 28; Alaska and statehood, 87; Sioux Indian delegation to Washington, 207; Native Americans, 523; Native American tribal governments and map, 636
1.3.PO 2: Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).	SE/TE: Our Political Beginnings, 22–26
1.3.PO 3: Compare the characteristics of the New England, Middle, and Southern colonies:	
1.3.PO 3.a: Colonial governments geographic influences, resources, and economic systems	SE/TE: What were the 13 colonies?, 25–26; How did the colonies unite?, 28–29
1.3.PO 3.b: religious beliefs and social patterns	SE/TE: For related material see: Basic concepts of government (right to worship), 22; Foundations of American Rights, 24
1.3.PO 4: Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop).	SE/TE: For related material see: Benjamin Franklin, 28, 29; also see: Thomas Jefferson, 30; Who were the Framers?, 36, 37; James Madison, 39; What was the fight for ratification?, 41–42; The Federalist, 45; The Federalist Papers, 680, 681
1.4: Revolution and New Nation	
1.4.PO 1: Assess the economic, political, and social reasons for the American Revolution:	
1.4.PO 1.a: British attempts to tax and regulate colonial trade as a result of the French and Indian War	SE/TE: For related material see: Britain's colonial policies, 28–29

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Arizona Social Studies Standards, Grades 9-12**

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1.4.PO 1.b: colonists' reaction to British policy ideas expressed in the Declaration of Independence	SE/TE: Declaration of Independence, 30, 31, 674–677
1.4.PO 2: Analyze the effects of European involvement in the American Revolution on the outcome of the war.	SE/TE: For related material see: Other countries support the war, 30
1.4.PO 3: Describe the significance of major events in the Revolutionary War:	
1.4.PO 3.a: Lexington and Concord	SE/TE: Lexington and Concord, 29
1.4.PO 3.b: Bunker Hill	SE/TE: For related material see: Revolutionary War, 29, 30
1.4.PO 3.c: Saratoga	SE/TE: For related material see: Revolutionary War, 29, 30
1.4.PO 3.d: writing and ratification of the Declaration of Independence	SE/TE: Declaration of Independence, 30, 31, 674–677
1.4.PO 3.e: Yorktown	SE/TE: Yorktown, 31
1.4.PO 4: Analyze how the new national government was created:	
1.4.PO 4.a: Albany Plan of Union influenced by the Iroquois Confederation	SE/TE: Albany Plan of Union, 28, 30
1.4.PO 4.b: Articles of Confederation	SE/TE: Articles of Confederation, 30, 33–34, 674
1.4.PO 4.c: Constitutional Convention	SE/TE: Constitutional Convention, 34, 35, 36–40
1.4.PO 4.d: struggles over ratification of the Constitution	SE/TE: Ratifying the Constitution, 41–43
1.4.PO 4.e: creation of the Bill of Rights	SE/TE: Bill of Rights, U.S., C16–C18, 24, 42, 62, 63, 64, 468, 470–471
1.4.PO 5: Examine the significance of the following in the formation of a new nation:	
1.4.PO 5.a: presidency of George Washington	SE/TE: For related material see: George Washington elected, 43; Washington and Federalists, 108
1.4.PO 5.b: economic policies of Alexander Hamilton	SE/TE: First Bank of the United States, 264
1.4.PO 5.c: creation of political parties under Thomas Jefferson and Alexander Hamilton	SE/TE: Two-Party System, 108–109
1.4.PO 5.d: the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison.	SE/TE: Marbury v. Madison, 55, 58–59; McCulloch v. Maryland, 264–265; The Supreme Court, 454–455
1.4.PO 6: Examine the experiences and perspectives of the following groups in the new nation:	
1.4.PO 6.a: property owners	SE/TE: For related material see: Expansion of Voting Rights in the U.S., 131
1.4.PO 6.b: African Americans	SE/TE: For related material see: How would slaves be counted?, 38; Slavery, 523, C19; also see: Thirteenth Amendment, 64, 498–499
1.4.PO 6.c: women	SE/TE: Suffrage, C20, C21, C23–C24, 65, 128, 129, 130, 131, 149

**Foundations Series: American Government © 2010
to the
Arizona Social Studies Standards, Grades 9-12**

Arizona Social Studies Standards, Grades 9-12	Foundations Series: American Government © 2010
1.4.PO 6.d: Native Americans	SE/TE: For related material see: Alaska and statehood, 87; Native Americans, 523
1.4.PO 6.e: indentured servants	SE/TE: For related material see: Expansion of Voting Rights in the U.S., 131
1.5: Westward Expansion	
1.5.PO 1: Trace the growth of the American nation during the period of western expansion:	
1.5.PO 1.a: Northwest Territory	SE/TE: Northwest Ordinance (1787), 86, 88
1.5.PO 1.b: Louisiana Territory	SE/TE: Louisiana Purchase, 69; Territorial Expansion of the U.S., 87
1.5.PO 1.c: Florida	SE/TE: Territorial Expansion of the U.S., 87
1.5.PO 1.d: Texas	SE/TE: Territorial Expansion of the U.S., 87
1.5.PO 1.e: Oregon Country	SE/TE: Territorial Expansion of the U.S., 87
1.5.PO 1.f: Mexican Cession	SE/TE: Territorial Expansion of the U.S., 87
1.5.PO 1.g: Gadsden Purchase	SE/TE: Territorial Expansion of the U.S., 87
1.5.PO 1.h: Alaska	SE/TE: Territorial Expansion of the U.S., 87
1.5.PO 2: Analyze how the following events affected the political transformation of the developing nation:	
1.5.PO 2.a: Jefferson's Presidency	SE/TE: For related material see: Jefferson, Thomas, as President, 98, 368
1.5.PO 2.b: War of 1812	SE/TE: For related material see: Territorial Expansion of the U.S., 87
1.5.PO 2.c: Jackson's Presidency	SE/TE: Jackson, Andrew, 109, 110, 157, 265
1.5.PO 3: Identify how economic incentives and geography influenced early American explorations:	
1.5.PO 3.a: explorers (e.g., Lewis and Clark, Pike, Fremont)	SE/TE: For related material see: Louisiana Purchase, 69; Territorial Expansion of the U.S., 87
1.5.PO 3.b: fur traders	SE/TE: For related material see: Territorial Expansion of the U.S., 87
1.5.PO 3.c: miners	SE/TE: For related material see: Territorial Expansion of the U.S., 87
1.5.PO 3.d: missionaries (e.g., Father Kino, Circuit Riders)	SE/TE: For related material see: Territorial Expansion of the U.S., 87
1.5.PO 4: Describe the impact of European-American expansion on native peoples.	SE/TE: For related material see: Alaska and statehood, 87; Sioux Indian delegation to Washington, 207; Native Americans, 523; Native American tribal governments and map, 636
1.5.PO 5: Describe the impact of the following aspects of the Industrial Revolution on the United States:	
1.5.PO 5.a: transportation improvements (e.g., railroads, canals, steamboats)	SE/TE: For related material see: Transportation of good, 592; Factories and inventions, 639
1.5.PO 5.b: factory system manufacturing	SE/TE: For related material see: Factories and inventions, 639
1.5.PO 5.c: urbanization	SE/TE: For related material see: Cities and Metropolitan Areas, 639
1.5.PO 5.d: inventions (e.g. telegraph, cotton gin, interchangeable parts)	SE/TE: For related material see: Factories and inventions, 639

**Foundations Series: American Government © 2010
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1.6: Civil War and Reconstruction	
1.6.PO 1: Explain the economic, social, and political causes of the Civil War:	
1.6.PO 1.a: economic and social differences between the North, South, and West	SE/TE: For related material see: Maps: Slavery in the United States, 1790, 38, Territorial Expansion of the U.S., 87; Civil War, 498
1.6.PO 1.b: balance of power in the Senate (e.g., Missouri and 1850 Compromises)	SE/TE: For related material see: Civil War, 498
1.6.PO 1.c: extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act)	SE/TE: For related material see: Maps: Slavery in the United States, 1790, 38, Territorial Expansion of the U.S., 87; Civil War, 498
1.6.PO 1.d: role of abolitionists (e.g., Frederick Douglass and John Brown)	SE/TE: For related material see: Antislavery Movement, 498; Anti-Slavery Almanac, 499
1.6.PO 1.e: debate over popular sovereignty/states rights.	SE/TE: For related material see: Civil War, 498
1.6.PO 1.f: Presidential election of 1860	SE/TE: For related material see: Civil War, 498; Lincoln and the Emancipation Proclamation, 682
1.6.PO 2: Analyze aspects of the Civil War:	
1.6.PO 2.a: changes in technology	SE/TE: For related material see: Civil War, 498
1.6.PO 2.b: importance of resources	SE/TE: For related material see: Civil War, 498
1.6.PO 2.c: turning points	SE/TE: For related material see: Civil War, 498
1.6.PO 2.d: military and civilian leaders	SE/TE: For related material see: Civil War, 498
1.6.PO 2.e: effect of the Emancipation Proclamation	SE/TE: For related material see: Lincoln and the Emancipation Proclamation, 682; also see: Thirteenth Amendment, 498–499
1.6.PO 2.f: effect on the civilian populations	SE/TE: For related material see: Civil War, 498; Lincoln and the Emancipation Proclamation, 682
1.6.PO 3: Analyze immediate and long term effects of Reconstruction in post Civil War America:	
1.6.PO 3.a: various plans for reconstruction of the South	SE/TE: For related material see: Thirteenth Amendment, 498–499
1.6.PO 3.b: Lincoln's assassination	SE/TE: For related material see: Lincoln's assassination, 274
1.6.PO 3.c: Johnson's impeachment	SE/TE: Johnson's impeachment, 274
1.6.PO 3.d: Thirteenth, Fourteenth and Fifteenth Amendments	SE/TE: Thirteenth Amendment, 498–499; Fourteenth Amendment, 64, 137, 268, 470–471, 472, 494–497, 500, 506, 536, 537, 540, 580, C19–C20; Fifteenth Amendment, 129–130, 131, 136, 138–139, 140–142, C20
1.6.PO 3.e: resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, and Compromise of 1877)	SE/TE: Suffrage and Civil Rights, 129, 138, 140; Supreme court and Reconstruction era civil rights laws, 499; Jim Crow laws, 528
1.7: Emergence of the Modern United States	
1.7.PO 1: Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century:	
1.7.PO 1.a: mass production	SE/TE: For related material see: Factories and inventions, 639
1.7.PO 1.b: monopolies and trusts (e.g., Robber Barons, Taft-Hartley Act)	SE/TE: Monopolies and trusts, 581

**Foundations Series: American Government © 2010
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1.7.PO 1.c: economic philosophies (e.g., laissez faire, Social Darwinism, free silver)	SE/TE: Laissez-faire theory, 582
1.7.PO 1.d: labor movement (e.g., Bisbee Deportation)	SE/TE: For related material see: Labor and labor unions, 212
1.7.PO 1.e: trade	SE/TE: For related material see: Commerce Power, 253–254
1.7.PO 2: Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:	
1.7.PO 2.a: Civil Rights issues (e.g., Womens' Suffrage Movement, Dawes Act, Indian schools, lynching, Plessey v. Ferguson)	SE/TE: Suffrage and Civil Rights, 138, 140; Civil rights, 468–469; Voting rights and women, 129; Alaska and statehood, 87; Sioux Indian delegation to Washington, 207; Native Americans, 523; Jim Crow laws, 528; Declaration of Sentiments and Resolutions, 489, 679; Native American tribal governments and map, 636
1.7.PO 2.b: changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)	SE/TE: Immigrants, 522, 524, 540–542
1.7.PO 2.c: urbanization and social reform (e.g., health care, housing, food, nutrition, child labor laws)	SE/TE: For related material see: Cities and Metropolitan Areas, 639
1.7.PO 2.d: mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)	SE/TE: For related material see: The Mass Media, 193–199
1.7.PO 2.e: consumerism (e.g., advertising, standard of living, consumer credit)	SE/TE: For related material see: Capitalism, 578–583
1.7.PO 2.f: Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)	SE/TE: For related material see: Prohibition, 65, C21, C22–C23; 1920 and voting, 129
1.7.PO 3: Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:	
1.7.PO 3.a: Indian Wars (e.g., Little Bighorn, Wounded Knee)	SE/TE: For related material see: Sioux Indian delegation to Washington, 207; Native Americans, 523; Native American tribal governments and map, 636
1.7.PO 3.b: Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)	SE/TE: Foreign policy before World War I, 422–423
1.7.PO 3.c: Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor)	SE/TE: For related material see: Progressive Party, 111, 114, 115, 123; also see: Eighteenth Amendment, 61, 63, 64, 65, C21; Nineteenth Amendment, 63, 64, 129, 130, 131, 531, C21; Sixteenth Amendment, 64, C20; Seventeenth Amendment, 64, C21
1.7.PO 3.d: Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting)	SE/TE: Roosevelt, Theodore, 111, 123, 316, 378, 422, 665; Roosevelt Corollary, 424
1.7.PO 3.e: corruption (e.g., Tammany Hall, spoils system)	SE/TE: For related material see: Spoils system, 110, 378

**Foundations Series: American Government © 2010
to the
Arizona Social Studies Standards, Grades 9-12**

Arizona Social Studies Standards, Grades 9-12	Foundations Series: American Government © 2010
1.7.PO 3.f: World War I (e.g., League of Nations, Isolationism)	SE/TE: World War I, 423
1.7.PO 3.g: Red Scare/Socialism	SE/TE: For related material see: Cold War, 425–426
1.7.PO 3.h: Populism	SE/TE: For related material see: Progressive Party, 111, 114, 115, 123
1.7.PO 4: Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.	SE/TE: For related material see: Direct democracy, 9, 10, 637; Initiatives and referendums, 611–612; Recall process, 614–615
1.8: Great Depression and World War II	
1.8.PO 1: Describe causes and consequences of the Great Depression:	
1.8.PO 1.a: economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash)	SE/TE: For related material see: Great Depression, 88, 111, 185
1.8.PO 1.b: Dust Bowl (e.g., environmental damage, internal migration)	SE/TE: For related material see: Great Depression, 88, 111, 185, 401
1.8.PO 1.c: effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines)	SE/TE: For related material see: Great Depression, 88, 111, 185
1.8.PO 1.d: changes in expectations of government (e.g., New Deal programs)	SE/TE: For related material see: Great Depression, 111, 185
1.8.PO 2: Describe the impact of American involvement in World War II:	
1.8.PO 2.a: movement away from isolationism	SE/TE: Foreign policy change between the world wars, 423–424
1.8.PO 2.b: economic recovery from the Great Depression	SE/TE: For related material see: Great Depression, 88, 111, 185
1.8.PO 2.c: homefront transformations in the roles of women and minorities	SE/TE: For related material see: Diversity and Discrimination, 522–526
1.8.PO 2.d: Japanese, German, and Italian internments and POW camps	SE/TE: Japanese American internment camps, 470, 524
1.8.PO 2.e: war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal)	SE/TE: For related material see: World War II, 379, 424–425, 431
1.8.PO 2.f: turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki	SE/TE: For related material see: World War II, 379, 424–425, 431
1.9: Postwar United States	
1.9.PO 1: Analyze aspects of America's post World War II foreign policy:	
1.9.PO 1.a: international activism (e.g., Marshall Plan, United Nations, NATO)	SE/TE: New principles emerge after World War II, 424–425; Foreign Aid and Alliances, 431–434
1.9.PO 1.b: Cold War (e.g., domino theory, containment, Korea, Vietnam)	SE/TE: Cold War, 425–427
1.9.PO 1.c: Arms Race (e.g., Cuban Missile Crisis, SALT)	SE/TE: Cuban Missile Crisis, 426; SALT, 427
1.9.PO 1.d: United States as a superpower (e.g., political intervention and humanitarian efforts)	SE/TE: What dangers remain in the world?, 427–429; America's Role in the World, 430; Foreign Aid and Alliances, 431–434

**Foundations Series: American Government © 2010
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Arizona Social Studies Standards, Grades 9-12	Foundations Series: American Government © 2010
1.9.PO 2: Describe aspects of American post-World War II domestic policy:	
1.9.PO 2.a: McCarthyism	SE/TE: For related material see: Cold War, 425–426
1.9.PO 2.b: Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments)	SE/TE: Civil Rights Movement, 185, 520–521, 534–535; What is segregation by race?, 528–529; De Jure Segregation, 530; also see: Civil Rights Acts, 139, 268, 302, 523, 525, 534, 535, 536
1.9.PO 2.c: Supreme Court Decisions (e.g., the Warren and Burger Courts)	SE/TE: Focus on the Supreme Court (Landmark Decisions), United States v. Nixon, 350–351; 510–511, 532–533
1.9.PO 2.d: Executive Power (e.g., War Powers Act, Watergate)	SE/TE: Watergate scandal, 111, 171, 185, 274, 292, 344, 350–351; War Powers Act, 343
1.9.PO 2.e: social reforms Great Society and War on Poverty	SE/TE: For related material see: Johnson, Lyndon B., civil rights legislation and, 140, 151
1.9.PO 2.f: Space Race and technological developments	SE/TE: National Aeronautics and Space Administration (NASA) & space exploration, 378; also see: Cold War, 425–427
1.9.PO 3: Describe aspects of post World War II American society:	
1.9.PO 3.a: postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill)	SE/TE: For related material see: Cities and Metropolitan Areas, 639
1.9.PO 3.b: popular culture (e.g., conformity v. counter-culture, mass-media)	SE/TE: For related material see: The Mass Media, 193–199
1.9.PO 3.c: protest movements (e.g. anti-war, women's rights, civil rights, farm workers, César Chavez)	SE/TE: Civil Rights Movement, 185, 520–521, 534–535; Diversity and Discrimination, 522–526
1.9.PO 3.d: assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)	SE/TE: For related material see: King, Martin Luther, Jr., assassination of, 86
1.9.PO 3.e: shift to increased immigration from Latin America and Asia	SE/TE: For related material see: Diversity and Discrimination: Asian Americans, 524
1.10: Contemporary United States	
1.10.PO 1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/TE: Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; "Citizenship 101," 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
1.10.PO 2: Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/TE: Track the Issue, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; also see: Timelines, 30, 64–65, 110, 129, 140–141, 374–375, 536–537
1.10.PO 3: Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.	SE/TE: What dangers remain in the world?, 427–429; America's Role in the World, 430; Foreign Aid and Alliances, 431–434; Diversity and Discrimination, 522–526

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2: World History	
2.1: Research Skills for History	
2.1.PO 1: Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.	SE/TE: For related material see: Infographics, Charts, Graphs, and Tables, 6, 7, 11, 24, 30, 32, 34, 37, 43, 51, 52, 56, 57, 62, 64, 69, 79, 82, 83, 105, 107, 109, 110, 112, 116, 129, 131, 133, 136, 140, 145, 146, 147, 167, 170, 173, 175, 183, 190, 194, 196, 198, 207, 209, 212, 214, 222, 233, 234, 239, 241, 243, 254, 255, 257, 260, 267, 268, 285, . 286, 290, 291, 292, 295, 296, 297, 305, 323, 326, 334, 349, 353, 356, 357, 367, 369, 372, 412, 413, 417, 422, 424, 425, 447, 452, 455, 457, 473, 460, 470, 475, 482, 486, 495, 513, 514, 524, 526, 530, 536, 538, 553, 558, 562, 563, 579, 581, 585, 586, 587, 594, 622, 625, 395; Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636
2.1.PO 2: Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).	SE/TE: For related material see: For related material see: Timelines, 27, 30, 64–65, 90, 110, 129, 140–141, 168, 216, 271, 300, 345, 374–375, 383, 430, 449, 536–537, 590, 647
2.1.PO 3: Formulate questions that can be answered by historical study and research.	SE/TE: For related material see: Research Writing, S6–S8; Apply What You’ve Learned (Essential Questions Exploration and Project), 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657
2.1.PO 4: Construct graphs, tables, timelines, charts, and narratives to interpret historical data.	SE/TE: For related material see: Narrative essay, S1–S2; Expository writing, S3–S5; Research writing, S6–S8; Persuasive essay, S9–S10; Assessment writing, S11–S12; Quick Write, 8, 43, 57, 84, 112, 162, 185, 209, 239, 270, 288, 317, 344, 382, 392, 420, 457, 476, 497, 538, 555, 589, 612, 618, 653; Apply What You’ve Learned (Essential Questions Exploration and Project), 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657
2.1.PO 5: Evaluate primary and secondary sources for:	
2.1.PO 5.a: authors' main points	SE/TE: For related material see: Analyze Sources, S14; Compare Viewpoints, S15; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Historical Documents (Analyzing), 668, 669, 670, 671, 672, 673, 674–677, 678, 679, 680, 681, 682, 683, 684

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2.1.PO 5.b: purpose and perspective	SE/TE: For related material see: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Historical Documents (Analyzing), 668, 669, 670, 671, 672, 673, 674–677, 678, 679, 680, 681, 682, 683, 684
2.1.PO 5.c: facts vs. opinions	SE/TE: For related material see: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 8, 29, 52, 63, 84, 106, 119, 147, 157, 174, 184, 208, 269, 298, 327, 347, 382, 391, 409, 459, 487, 513, 561, 585, 605, 650; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
2.1.PO 5.d: different points of view on the same historical event (e.g., Geography Concept 6 - geographical perspective can be different from economic perspective)	SE/TE: For related material see: Compare Viewpoints, S15; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; The Federalist Papers, 680, 681
2.1.PO 5.e: credibility and validity	SE/TE: For related material see: Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Document-Based Assessment, 17, 45, 73, 95, 123, 151, 177, 201, 225, 247, 279, 307, 337, 359, 385, 403, 437, 463, 489, 517, 545, 573, 597, 629, 655; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
2.1.PO 6: Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.	SE/TE: For related material see: Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; "Citizenship 101," 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647
2.1.PO 7: Compare present events with past events:	
2.1.PO 7.a: cause and effect	SE/TE: For related material see: Analyze cause and effect, S16; Determine cause and effect, 121, 215, 277, 555, 563
2.1.PO 7.b: change over time	SE/TE: For related material see: Track the Issue, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Timelines, 30, 64–65, 110, 129, 140–141, 374–375, 536–537

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2.1.PO 7.c: different points of view	SE/TE: For related material see: Compare Viewpoints, S15; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; The Federalist Papers, 680, 681
2.2: Early Civilizations	
2.2.PO 1: Describe the development of early prehistoric people, their agriculture, and settlements.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.2.PO 2: Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.2.PO 3: Analyze the enduring Greek and Roman contributions and their impact on later civilization:	
2.2.PO 3.a: development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire)	SE/TE: For related material see: Our Political Beginnings, 22; Ancient foundations of government in the United States, 552; Roots of the Sovereign State, 553
2.2.PO 3.b: scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.2.PO 4: Analyze the enduring Chinese contributions and their impact on other civilizations:	
2.2.PO 4.a: development of concepts of government and citizenship (e.g., Confucianism, empire)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.2.PO 4.b: scientific, mathematical, and technical advances (e.g., roads, aqueducts)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.2.PO 4.c: cultural advancements in art, architecture, literature, theater, and philosophy	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.3: World in Transition	
2.3.PO 1: Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.3.PO 2: Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.3.PO 3: Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.

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2.3.PO 4: Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries:	
2.3.PO 4.a: Crusades	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.3.PO 4.b: commerce and the Silk Road	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.3.PO 4.c: impact on culture	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.3.PO 4.d: plague	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.4: Renaissance and Reformation	
2.4.PO 1: Analyze the results of Renaissance thoughts and theories:	
2.4.PO 1.a: rediscovery of Greek and Roman ideas	SE/TE: For related material see: Our Political Beginnings, 22; Ancient foundations of government in the United States, 552; Enlightenment, 557
2.4.PO 1.b: humanism and its emphasis on individual potential and achievements	SE/TE: For related material see: Enlightenment, 557
2.4.PO 1.c: scientific approach to the natural world	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.4.PO 1.d: Middle Eastern contributions (e.g., mathematics, science)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.4.PO 1.e: innovations in the arts and sciences.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.4.PO 2: Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.	SE/TE: For related material see: Enlightenment, 557
2.5: Encounters and Exchange	
2.5.PO 1: Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration:	
2.5.PO 1.a: reasons for European exploration	SE/TE: What are colonialism and mercantilism?, 555

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2.5.PO 1.b: impact of expansion and colonization on Europe	SE/TE: What are colonialism and mercantilism?, 555
2.5.PO 1.c: impact of expansion and colonization on Africa, the Americas, and Asia	SE/TE: What are colonialism and mercantilism?, 555
2.5.PO 1.d: role of disease in conquest	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.5.PO 1.e: role of trade	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.5.PO 1.f: navigational technology	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.5.PO 1.g: impact and ramifications of slavery and international slave trade	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.5.PO 1.h: contrasting motivations and methods for colonization	SE/TE: For related material see: What are colonialism and mercantilism?, 555
2.6: Age of Revolution	
2.6.PO 1: Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations:	
2.6.PO 1.a: absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II)	SE/TE: How did governments gain legitimacy?, 554; How did Great Britain and France establish popular sovereignty?, 558
2.6.PO 1.b: the Magna Carta, the English Bill of Rights, and parliamentary government	SE/TE: Magna Carta, 22, 23, 24, 558, 567, 669; Bill of Rights, English, 23–24, 558, 567, 671
2.6.PO 1.c: the ideas of John Locke	SE/TE: Locke, John, 17, 30, 557, 672
2.6.PO 2: Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.6.PO 3: Explain how Enlightenment ideas influenced political thought and social change:	
2.6.PO 3.a: Deism	SE/TE: For related material see: Enlightenment, 557
2.6.PO 3.b: role of women	SE/TE: For related material see: Enlightenment, 557
2.6.PO 3.c: political thought	SE/TE: For related material see: Enlightenment, 557
2.6.PO 3.d: social change	SE/TE: For related material see: Enlightenment, 557
2.6.PO 4: Analyze the developments of the French Revolution and rule of Napoleon:	
2.6.PO 4.a: Reign of Terror	SE/TE: For related material see: French Revolution, 558, 559

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2.6.PO 4.b: rise of Napoleon	SE/TE: For related material see: French Revolution, 558, 559
2.6.PO 4.c: spread of nationalism in Europe	SE/TE: For related material see: French Revolution, 558, 559
2.6.PO 4.d: defeat of Napoleon and Congress of Vienna	SE/TE: For related material see: French Revolution, 558, 559
2.6.PO 5: Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).	SE/TE: Latin American independence, 559–561
2.6.PO 6: Analyze the social, political, and economic development and impact of the Industrial Revolution:	
2.6.PO 6.a: origins in England's textile and mining industries	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.6.PO 6.b: urban growth and the social impact of industrialization	SE/TE: For related material see: Cities and Metropolitan Areas, 639
2.6.PO 6.c: unequal spread of industrialization to other countries	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.6.PO 6.d: political and economic theories (nationalism, anarchism, capitalism, socialism)	SE/TE: For related material see: Enlightenment, 557; Communism, 562, 563; Laissez-faire theory, 582; Socialism and Communism, 584–589
2.7: Age of Imperialism	
2.7.PO 1: Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.7.PO 2: Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.7.PO 3: Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.7.PO 4: Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.7.PO 5: Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.

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2.7.PO 6: Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8: World at War	
2.8.PO 1: Examine the causes of World War I:	
2.8.PO 1.a: rise of nationalism in Europe	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 1.b: unification of Germany and Otto Von Bismarck's leadership	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 1.c: rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 2: Analyze the impact of the changing nature of warfare in World War I:	
2.8.PO 2.a: trench warfare	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 2.b: mechanization of war - machine gun, gasoline, submarine, tanks, chemical	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 2.c: American involvement	SE/TE: For related material see: United States World War I, 423
2.8.PO 3: Explain the end of World War I and its aftermath:	
2.8.PO 3.a: Russian Revolution	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 3.b: Treaty of Versailles	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 3.c: end of empires (e.g. Austro-Hungarian, Ottoman, Russian)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 3.d: continuation of colonial systems (e.g., French Indochina, India, Philippines)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 4: Examine the period between World War I and World War II:	

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2.8.PO 4.a: rise of fascism and dictatorships	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 4.b: postwar economic problems	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 4.c: new alliances	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 4.d: growth of the Japanese empire	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 4.e: challenges to the world order	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 5: Analyze aspects of World War II:	
2.8.PO 5.a: political ideologies (e.g., Totalitarianism, Democracy)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 5.b: military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 5.c: treatment of civilian populations	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 5.d: Holocaust	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 6: Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.8.PO 7: Analyze the political, economic and cultural impact of the Cold War:	
2.8.PO 7.a: superpowers - Soviet Union, United States, China	SE/TE: For related material see: The Cold War, 425–426
2.8.PO 7.b: division of Europe	SE/TE: For related material see: The Cold War, 425–426
2.8.PO 7.c: developing world	SE/TE: For related material see: The Cold War, 425–426

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2.8.PO 7.d: Korean and Vietnam Wars	SE/TE: For related material see: Vietnam War, 260, 343, 357, 426–427, 479, 561; Korea, 343, 433
2.8.PO 8: Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).	SE/TE: Independence movements, 559–561
2.9: Contemporary World	
2.9.PO 1: Explain the fall of the Soviet Union and its impact on the world.	SE/TE: Fall of the Soviet Union, 427, 564
2.9.PO 2: Explain the roots of terrorism:	
2.9.PO 2.a: background and motives	SE/TE: Terrorism, 408, 418, 419, 420, 427, 428, 501
2.9.PO 2.b: religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)	SE/TE: Terrorism, 408, 418, 419
2.9.PO 2.c: background of modern Middle East conflicts (e.g., Israeli - Palestinian conflict, Persian Gulf conflicts, Afghanistan)	SE/TE: Terrorism, 418, 419, 427–428
2.9.PO 2.d: economic and political inequities and cultural insensitivities	SE/TE: For related material see: Terrorism, 418, 419, 427–428
2.9.PO 3: Describe the development of political and economic interdependence during the second half of the twentieth century:	
2.9.PO 3.a: economics, global wage inequalities	SE/TE: For related material see: Globalization and Free Trade, 590; The United States in a Global Economy, 591–595
2.9.PO 3.b: technology	SE/TE: For related material see: Globalization and Free Trade, 590; The United States in a Global Economy, 591–595
2.9.PO 3.c: multinational corporations	SE/TE: For related material see: Globalization and Free Trade, 590; The United States in a Global Economy, 591–595
2.9.PO 3.d: growth of international governmental organizations (e.g., World Trade Organization)	SE/TE: North Atlantic Treaty Organization (NATO), 428, 432, 437; United Nations, 429, 432, 433–434; World Trade Organization & North American Free Trade Agreement (NAFTA), 590, 594
2.9.PO 3.e: growth of non-governmental organizations (e.g., Red Cross, Red Crescent)	Pearson's <i>Foundations of Government</i> provides in-depth instruction in American Government and Civics. Please see <i>Prentice Hall World History</i> for complete coverage of this standard.
2.9.PO 4: Examine environmental issues from a global perspective (e.g. pollution, population pressures, global warming, scarcity of resources).	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
2.9.PO 5: Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/TE: Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; "Citizenship 101," 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Issues of Our Time, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647

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3: Civics/Government	
3.1: Foundations of Government	
3.1.PO 1: Examine the foundations of democratic representative government:	
3.1.PO 1.a: Greek direct democracy	SE/TE: Greece, 22, 552, 553; also see; direct democracy, 9, 10, 637
3.1.PO 1.b: Roman republic	SE/TE: Rome, 22, 552, 553, 573
3.1.PO 2: Trace the English roots of American democracy:	
3.1.PO 2.a: Magna Carta	SE/TE: Magna Carta, 22, 23, 24, 558, 567, 669
3.1.PO 2.b: English Bill of Rights	SE/TE: Bill of Rights, English, 23–24, 558, 567, 671
3.1.PO 2.c: Representative government - Parliament, colonial assemblies, town meetings	SE/TE: Our Political Beginnings, 22–26
3.1.PO 3: Describe the philosophical roots of American Democracy:	
3.1.PO 3.a: moral and ethical ideals from Judeo-Christian tradition	SE/TE: For related material see: What theories have tried to explain the origin of the state?, 6, 7; Roots of the Sovereign
3.1.PO 3.b: John Locke and social contract	SE/TE: Social contract, 6, 7; Political Ideas of John Locke, 17, 557
3.1.PO 3.c: Charles de Montesquieu and separation of powers	SE/TE: Montesquieu, Baron de, 557
3.1.PO 4: Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.	SE/TE: Declaration of Independence, 30–31, 36, 468
3.2: Structure of Government	
3.2.PO 1: Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution.	SE/TE: Articles of Confederation, 30, 33–34, 674
3.2.PO 2: Analyze the creation of United States Constitution:	
3.2.PO 2.a: representative government as developed by the Great Compromise and the Three-Fifths Compromise	SE/TE: Great Compromise and the Three-Fifths Compromise, 38
3.2.PO 2.b: Federalism	SE/TE: Federalism, 56, 62–63, 78–84, 88, 470–471
3.2.PO 2.c: Separation of Powers/Checks and Balances	SE/TE: Separation of powers, 32, 40, 52–53, 52, 605; Checks and balances, 32, 40, 53–55, 53, 54, 208, 605, 676
3.2.PO 2.d: Judicial Review	SE/TE: Judicial Review, 55, 57, 58–59, 70, 454–455
3.2.PO 2.e: Amendment Process	SE/TE: Formal Amendment, 60–66
3.2.PO 3: Examine the United States federal system of government:	
3.2.PO 3.a: powers of the national government	SE/TE: Federalism: Powers Divided, 78–84; The National Government and the 50 States, 85–89; Powers of Congress, 250–281; The Presidency in Action, 312–339; The Federal Court System, 442–465

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3.2.PO 3.b: powers of the state governments	SE/TE: The National Government and the 50 States, 85–89; Governing the States, 602–631
3.2.PO 3.c: powers of the people	SE/TE: Political Parties, 100–125; Voters and Voter Behavior, 126–153; The Electoral Process, 154–179; Civil Liberties: First Amendment Freedoms, 466–491
3.2.PO 4: Describe the steps leading to the adoption of the Constitution:	
3.2.PO 4.a: Federalist and Anti-Federalist positions (e.g., The Federalist Papers)	SE/TE: The Federalist Papers, 41, 45, 548, 675, 676, 677
3.2.PO 4.b: Bill of Rights	SE/TE: Bill of Rights, U.S., 24, 62, 63, 468, 470–471
3.2.PO 4.c: ratification	SE/TE: Ratifying the Constitution, 41–43
3.2.PO 5: Analyze the structure, powers, and roles of the legislative branch of the United States government:	
3.2.PO 5.a: specific powers delegated in Article I of the Constitution	SE/TE: Constitution, C2–C8; Expressed Powers, 79; Article I, 80, 244, 253, 266, 267, 269
3.2.PO 5.b: role of competing factions and development of political parties	SE/TE: Political Parties, 100–101, 102–107, 108–112, 113–116, 118–121
3.2.PO 5.c: lawmaking process	SE/TE: Laws, bills become, 294–299, 301–305, 355, 611
3.2.PO 5.d: different roles of Senate and House	SE/TE: The National Legislature, 232–234; The House of Representatives, 236–239; The Senate, 240–241
3.2.PO 5.e: election process and types of representation	SE/TE: The Members of Congress, 242–245
3.2.PO 5.f: influence of staff, lobbyists, special interest groups and political action committees (PACs)	SE/TE: Interest groups, 204–205, 206–209, 210–215, 217–223
3.2.PO 6: Analyze the structure, powers, and roles of the executive branch of the United States government:	
3.2.PO 6.a: specific powers delegated in Article II of the Constitution	SE/TE: Article II, C8–C11, 79, 91, 274, 342, 345, 346
3.2.PO 6.b: roles and duties of the president	SE/TE: Executive Branch (Constitution), C8–C11; The President’s Job Description, 314–317; The Growth of Presidential Power, 342–344; Expanding Presidential Powers, 345; The Executive Powers, 346–349; Diplomatic and Military Powers, 352–354; Legislative and Judicial Powers, 355–357
3.2.PO 6.c: development and function of the executive branch, including the cabinet and federal bureaucracy	SE/TE: Executive Office of the President, 368–372; The Cabinet Departments, 373–376
3.2.PO 6.d: election of the president through the nomination process, national conventions, and electoral college	SE/TE: Presidential Selection: The Framers’ Plan, 322–324; Presidential Nominations, 325–330; The Presidential Election, 331–335

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3.2.PO 7: Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions:	
3.2.PO 7.a: specific powers delegated by the Constitution in Article III	SE/TE: Article III, 79, 444–445, 454, C11–C12
3.2.PO 7.b: judicial review developed in <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , and <i>Gibbons v. Ogden</i>	SE/TE: <i>Marbury v. Madison</i> , 58–59; <i>Gibbons v. Ogden</i> , 253; <i>McCulloch v. Maryland</i> , 264–265; also see: Judicial Review, 55, 57, 58–59, 70, 454–455
3.2.PO 7.c: dual court system of state and federal courts	SE/TE: The National Judiciary, 444–448; The Inferior Courts, 450–453; The Supreme Court, 454–457; The Special Courts, 458–461; In the Courtroom (state courts), 619–622; State Courts and Their Judges, 624–627
3.2.PO 8: Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution:	
3.2.PO 8.a: direct democracy by initiative, referendum, and recall processes	SE/TE: For related material see: Initiatives and referendums, 611–612; Recall process, 614–615; also see: Direct democracy, 9, 10, 637
3.2.PO 8.b: election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries	SE/TE: For related material see: Primary elections, 120, 159–161, 326–327, 613; Voter registration, 134; Gerrymandering, 138, 139, 238
3.2.PO 8.c: the structure and processes of Arizona's legislature	SE/TE: For related material see: State Legislatures, 608–612
3.2.PO 8.d: the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction	SE/TE: For related material see: The Governor and the State Administration, 613–618
3.2.PO 8.e: appointment and continuing election of judges.	SE/TE: For related material see: State Courts and Their Judges, 624–627
3.2.PO 9: Analyze the forms, structure, powers and roles of local government:	
3.2.PO 9.a: county government, boards of supervisors, sheriffs, county attorneys, and others	SE/TE: Counties, Towns, and Townships, 634–638
3.2.PO 9.b: mayor, council, city manager, and other city officials	SE/TE: What are forms of city government?, 640–641
3.2.PO 9.c: issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation)	SE/TE: For related material see: Cities and Metropolitan Areas, 639–643
3.2.PO 9.d: special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)	SE/TE: Special districts, 638, 642; Providing Vital Services, 644–646
3.2.PO 10: Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).	SE/TE: Tribal government, 636

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3.2.PO 11: Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).	SE/TE: Territories, U.S., 263; Territorial courts, 460; Federal district court, 506
3.3: Functions of Government	
3.3.PO 1: Analyze the functions of government as defined in the Preamble to the Constitution.	SE/TE: Preamble, C2, 7, 50, 51
3.3.PO 2: Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.	
3.3.PO 2.a: Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws)	SE/TE: Writ of habeas corpus & bill of attainder, 505; ex post facto law, 506
3.3.PO 2.b: Fourth, Fifth, Sixth, Seventh and Eighth Amendments	SE/TE: Fourth Amendment, 62, 63, 470, 498, 500–501, 503, 504, C17; Fifth Amendment, 62, 263, 470, 494–497, 506, 508, 510–511, 527, 580, C17; Sixth Amendment, 62, 470, 507, C17; Seventh Amendment, 62, 470, C17; Eighth Amendment, 62, 470, 512–515, C18
3.3.PO 2.c: protection provided by the Fourteenth Amendment	SE/TE: Fourteenth Amendment, 64, 137, 268, 470–471, 472, 494–497, 500, 506, 527–528, 536, 537, 540, 580, C19–C20
3.3.PO 3: Examine various sources of government funding:	
3.3.PO 3.a: federal - income tax, duties, excise taxes, corporate tax	SE/TE: Power to tax, 254; Direct taxes, 390; Federal taxes, 391–392
3.3.PO 3.b: state - income tax, sales tax	SE/TE: State government and, 647, 648–651, 652
3.3.PO 3.c: local - property tax, sales tax	SE/TE: Local government and taxes, 648–651, 652
3.3.PO 4: Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication.	SE/TE: Regulatory commissions, 380, 381
3.3.PO 5: Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection).	SE/TE: Education, 8, 268, 344, 383, 537–538; Environmental Protection Agency (EPA), 90; Health care and insurance, 184, 221, 585; Environmental Quality, Council on, 371; Social Security, 391, 396; also see: Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; Document-Based Assessment, 95, 201, 463; Issues of Our Times, 168, 647; Fiscal and Monetary Policy, 400–401

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3.4: Rights, Responsibilities, and Roles of Citizenship	
3.4.PO 1: Analyze basic individual rights and freedoms guaranteed by Amendments and laws:	
3.4.PO 1.a: freedom of religion, speech, press, assembly, and petition in the First Amendment	SE/TE: First Amendment Freedoms, 466–467; Unalienable Rights, 468–471; Freedom of Religion, 472–476; Freedom of Speech and Press, 477–482; Freedom of Assembly and Petition, 484–487
3.4.PO 1.b: right to bear arms in the Second Amendment	SE/TE: Second Amendment, 55, 62, 470, 499–500, 503, C16
3.4.PO 1.c: Ninth Amendment and guarantee of people's unspecified rights	SE/TE: Ninth Amendment, 62, 471, C18
3.4.PO 1.d: civil rights in the Thirteenth and Fourteenth Amendments	SE/TE: Thirteenth Amendment, 64, 498–499; Fourteenth Amendment, 137, 268, 470–471, 472, 494–497, 500, 506, 536, 537, 540, 580, C19–C20
3.4.PO 1.e: voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965	SE/TE: Fifteenth Amendment, 64, 129–130, 131, 136, 138–139, 140–142, C20; Twenty-third Amendment, 65, 73, 129, C23; Twenty-fourth Amendment, 65, 129, 130, 137, C23–C24; Twenty-sixth Amendment, 65, 129, 130, 131, 133, 167, C25; Voting Rights Acts, 129, 131, 132, 136, 140–142, 151, 303, 523
3.4.PO 1.f: conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights)	SE/TE: Freedom and Security of the Person, 498–503; Balancing security and liberty, 504
3.4.PO 1.g: right to work laws	SE/TE: Taft–Hartley Act (1947), 168
3.4.PO 2: Define citizenship according to the Fourteenth Amendment.	SE/TE: Fourteenth Amendment, 137, 268, 470–471, 472, 494–497, 500, 506, 536, 537, 540, 580, C19–C20
3.4.PO 3: Examine the basic political, social responsibilities of citizenship:	
3.4.PO 3.a: connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism	SE/TE: Responsibilities of citizenship, 15; Bill of Rights, U.S., 24, 62, 63, 468, 470–471; Voters and Voter Behavior, 126–127; The Right to Vote, 128–131; Voter Qualifications, 132–137; Civil Liberties: First Amendment Freedoms, 466–491; Civil Liberties: Protecting Individual Rights, 492–519; Civil Liberties: Equal Justice Under Law, 520–549; also see: "Citizenship 101," 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623
3.4.PO 3.b: obligations of upholding the Constitution	SE/TE: Citizenship, C19–C20; Responsibilities of citizenship, 15; Naturalization, 263; American Citizenship, 540–543
3.4.PO 3.c: obeying the law, serving on juries, paying taxes, voting, and military service	SE/TE: Responsibilities of citizenship, 15; Taxes and taxation, 137, 254, 255, 390, 391–392, 586, 647, 648–651, 652; Serving on a Jury, 623

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3.4.PO 3.d: analyzing public issues, policy making, and evaluating candidates	SE/TE: Education, 8, 268, 344, 383, 537–538; Environmental Protection Agency (EPA), 90; Mass Media and Public Opinion, 180–181; The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191; Conducting a Poll, 192; The Mass Media, 193–199; Interest groups, 204–205, 206–209, 210–215, 217–223; Health care and insurance, 184, 221, 585; Environmental Quality, Council on, 371; Social Security, 391, 396; also see: Government in Your Life, 8, 42, 55, 88, 189, 223, 258, 344, 381; Document-Based Assessment, 95, 201, 463; Issues of Our Times, 168, 647; Fiscal and Monetary Policy, 400–401
3.4.PO 4: Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.	SE/TE: Skills Handbook: Critical Thinking, S14–S29; “Citizenship 101,” 13, 67, 117, 143, 192, 235, 318, 399, 483, 539, 556, 623; Issues of Our Time: Connect to Your World, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Apply What You’ve Learned (Essential Questions Exploration and Project), 19, 47, 75, 97, 125, 153, 179, 203, 227, 249, 281, 309, 339, 361, 387, 405, 439, 465, 491, 519, 547, 575, 599, 631, 657
3.4.PO 5: Describe the role and influence of political parties, interest groups, and mass media:	
3.4.PO 5.a: political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism)	SE/TE: Political Parties, 100–101, 102–107, 108–112, 113–116, 118–121
3.4.PO 5.b: influence of interest groups, lobbyists, and PAC’s on elections, the political process and policy making	SE/TE: Interest groups, 204–205, 206–209, 210–215, 217–223; Lobbyists, 216
3.4.PO 5.c: influence of the mass media on elections, the political process and policy making	SE/TE: Mass Media and Public Opinion, 180–181; The Formation of Public Opinion, 182–185; Measuring Public Opinion, 186–191; Conducting a Poll, 192; The Mass Media, 193–199
3.5: Government Systems of the World	
3.5.PO 1: Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).	SE/TE: Principles of Government, 2–3; Government and the State, 4–8; Forms of Government, 9–12; Comparative Political Systems, 550–551; Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571
3.5.PO 2: Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.	SE/TE: Foreign Policy and National Defense, 406–407; Foreign Affairs and Diplomacy, 408–413; National Security, 414–420; American Foreign Policy Overview, 421–429; America’s Role in the World, 430; Foreign Aid and Alliances, 431–435

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3.5.PO 3: Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).	SE/TE: North Atlantic Treaty Organization (NATO), 428, 432, 437; United Nations, 429, 432, 433–434; World Trade Organization & North American Free Trade Agreement (NAFTA), 590, 594
4: Geography	
4.1: The World in Spatial Terms	
4.1.PO 1: Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	SE/TE: For related material see: Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636
4.1.PO 2: Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).	SE/TE: Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636
4.1.PO 3: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.	SE/TE: Maps, 25, 38, 87, 130, 237, 287, 324, 334, 432, 451, 542, 560, 592, 636; also see: Track the Issue, 27, 90, 168, 216, 271, 300, 345, 383, 430, 449, 504, 590, 647; Timelines, 30, 64–65, 110, 129, 140–141, 374–375, 536–537
4.1.PO 4: Use an atlas to access information.	SE/TE: For related material see: Databank: Political Maps, 664–665, 666–667
4.2: Places and Regions	
4.2.PO 1: Identify the characteristics that define a region:	
4.2.PO 1.a: physical processes such as climate, terrain, and resources	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.2.PO 1.b: human processes such as religion, political organization, economy, and demographics	SE/TE: For related material see: Regional security alliances, 432–434
4.2.PO 2: Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.	SE/TE: For related material see: Comparative Economic Systems: What is socialism like today?, 586; What are some international economic organizations, 594; What is the future of the world economy, 595
4.2.PO 3: Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.2.PO 4: Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.	SE/TE: Comparative Political Systems, 550–551; Origins of the Modern State, 552–555; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571; Comparative Economic Systems, 576–577; Capitalism, 578–583; Socialism and Communism, 584–589; The United States in the Global Economy, 591–595

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4.2.PO 5: Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371; Cities and Metropolitan Areas, 639
4.2.PO 6: Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).	SE/TE: For related material see: Our Political Beginnings, 22–26; The Coming of Independence, 28–32; The Critical Period, 33–35; Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571; Socialism and Communism, 584–589
4.2.PO 7: Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region.	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.3: Physical Systems	
4.3.PO 1: Analyze how weather and climate (e.g., the effect of heat transfer, Earth's rotation, and severe weather systems) influence the natural character of a place.	SE/TE: For related material see: Image of Hurricane Katrina, 602–603
4.3.PO 2: Analyze different points of view on the use of renewable and non-renewable resources in Arizona.	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.3.PO 3: Analyze how earth's internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical water and carbon cycles, erosion, deposition) influence the character of places.	SE/TE: For related material see: Image of Hurricane Katrina, 602–603
4.3.PO 4: Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.	SE/TE: For related material see: Image of Hurricane Katrina, 602–603
4.4: Human Systems	
4.4.PO 1: Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).	SE/TE: Population, 5, 6, 522–523, 524, 525, 639, 600, 660–661
4.4.PO 2: Analyze push/pull factors that contribute to human migration.	SE/TE: Immigrants, 522, 524, 540–542
4.4.PO 3: Analyze the effects of migration on places of origin and destination, including border areas.	SE/TE: For related material see: Immigrants, 522, 524, 540–542
4.4.PO 4: Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to "cultural imperialism", trade, outsourcing).	SE/TE: United States in a Global Economy, 591–595

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4.4.PO 5: Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).	SE/TE: Cities and Metropolitan Areas, 639–643
4.4.PO 6: Analyze factors (e.g., social, biotic, abiotic) that affect human populations.	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.4.PO 7: Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.4.PO 8: Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.	SE/TE: For related material see: Immigrants, 522, 524, 540–542
4.5: Environment and Society	
4.5.PO 1: Analyze how the Earth's natural systems (e.g., Gulf Stream permitting habitation of northern Europe, earthquakes, tsunamis, periodic droughts, river civilizations) affect humans.	SE/TE: For related material see: Image of Hurricane Katrina, 602–603
4.5.PO 2: Analyze how natural hazards impact humans (e.g., differences in disaster preparation between developed and developing nations, why people continue to build in disaster-prone places).	SE/TE: For related material see: Image of Hurricane Katrina, 602–603
4.5.PO 3: Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).	SE/TE: For related material see: Image of Hurricane Katrina, 602–603
4.5.PO 4: Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management) on the environment.	SE/TE: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.5.PO 5: Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals).	SE/TE: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.5.PO 6: Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century).	SE/TE: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371
4.5.PO 7: Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.	SE/TE: For related material see: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Environmental Quality, Council on, 371

**Foundations Series: American Government © 2010
to the
Arizona Social Studies Standards, Grades 9-12**

Arizona Social Studies Standards, Grades 9-12	Foundations Series: American Government © 2010
4.6: Geographic Applications	
4.6.PO 1: Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.	SE/TE: Reapportionment, 237–238; City planning, 640; Zoning laws, 641
4.6.PO 2: Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.	SE/TE: For related material see: Ideas and Revolutions, 557–563; Transitions to Democracy, 564–566; Case Studies in Democracy, 567–571
4.6.PO 3: Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).	SE/TE: For related material see: New England Confederation and Native Americans, 28; Alaska and statehood, 87; Sioux Indian delegation to Washington, 207; Cuban Missile Crisis, 426; Native Americans, 523; Native American tribal governments and map, 636
5: Economics	
5.1: Foundations of Economics	
5.1.PO 1: Analyze the implications of scarcity:	
5.1.PO 1.a: limited resources and unlimited human wants influence choice at individual, national, and international levels	SE/TE: International trade, 39, 592–595; Law of Supply and Demand, 581; also see: Trade routes, 554
5.1.PO 1.b: factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology)	SE/TE: Factors of production, 578, 579
5.1.PO 1.c: marginal analysis by producers, consumers, savers, and investors	SE/TE: For related material see: Factors of production, 578, 579; How are prices set in a free market?, 581
5.1.PO 2: Analyze production possibilities curves to describe opportunity costs and trade-offs.	SE/TE: For related material see: Factors of production, 578, 579; How are prices set in a free market?, 581
5.1.PO 3: Describe the characteristics of the mixed-market economy of the United States:	
5.1.PO 3.a: property rights	SE/TE: Private property, 485, 486; Private ownership, 580
5.1.PO 3.b: profit motive	SE/TE: Profit, 580; How are prices set in a free market?, 581
5.1.PO 3.c: consumer sovereignty	SE/TE: Consumers want, 581
5.1.PO 3.d: competition	SE/TE: Competition, 580
5.1.PO 3.e: role of the government	SE/TE: Role of the government, 591–592; also see: Fiscal and Monetary Policy, 400–401
5.1.PO 3.f: rational self-interest	SE/TE: For related material see: Adam Smith, 582
5.1.PO 3.g: invisible hand	SE/TE: For related material see: Consumers want, 581; Adam Smith, 582; Connect to Your World, 590

**Foundations Series: American Government © 2010
to the
Arizona Social Studies Standards, Grades 9-12**

Arizona Social Studies Standards, Grades 9-12	Foundations Series: American Government © 2010
5.1.PO 4: Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).	SE/TE: How are prices set in a free market?, 581; Government in Your Life: Identity Theft, 583
5.1.PO 5: Interpret economic information using charts, tables, graphs, equations and diagrams.	SE/TE: Infographics, Charts, Graphs, and Tables, 170, 173, 212, 255, 257, 395, 579, 581, 585, 586, 587, 594
5.2: Microeconomics	
5.2.PO 1: Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:	
5.2.PO 1.a: why voluntary exchange occurs only when all participating parties expect to gain from the exchange	SE/TE: For related material see: Trade, 211, 253–254, 371, 554, 593, 594
5.2.PO 1.b: role and interdependence of households, firms, and government in the circular flow model of economic activity	SE/TE: For related material see: Capitalism, 578–583
5.2.PO 1.c: role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure	SE/TE: Entrepreneurs, 579
5.2.PO 1.d: financial institutions and securities markets	SE/TE: For related material see: Role of the government in domestic economy, 591–592
5.2.PO 1.e: importance of rule of law in a market economy for enforcement of contracts	SE/TE: For related material see: Private property, 485, 486; Private ownership, 580
5.2.PO 2: Describe how markets function:	
5.2.PO 2.a: laws of supply and demand	SE/TE: Law of Supply and Demand, 581
5.2.PO 2.b: how a market price is determined	SE/TE: How are prices set in a free market?, 581
5.2.PO 2.c: graphs that demonstrate changes in supply and demand	SE/TE: For related material see: How are prices set in a free market?, 581
5.2.PO 2.d: how price ceilings and floors cause shortages or surpluses	SE/TE: For related material see: How are prices set in a free market?, 581
5.2.PO 2.e: comparison of monopolistic and competitive behaviors	SE/TE: Competition, 580; Monopoly, 581
5.2.PO 2.f: theory of production and the role of cost	SE/TE: For related material see: Factors of production, 578, 579
5.2.PO 3: Describe how government policies influence the economy:	
5.2.PO 3.a: need to compare costs and benefits of government policies before taking action	SE/TE: What is the cost of Free Healthcare, 585; What are the results of socialism and communism?, 589; Role of the government in the domestic economy, 591–592; also see: Fiscal and Monetary Policy, 400–401
5.2.PO 3.b: use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods and services	SE/TE: Environmental Protection Agency (EPA), 90; Environment, 90, 184, 213; Where do our taxes go?, 255; Environmental Quality, Council on, 371; How are federal funds spent?, 396; National Healthcare, 585; Providing Vital Services, 644–646

**Foundations Series: American Government © 2010
to the
Arizona Social Studies Standards, Grades 9-12**

Arizona Social Studies Standards, Grades 9-12	Foundations Series: American Government © 2010
5.2.PO 3.c: effects of progressive, proportional, and regressive taxes on different income groups	SE/TE: What are the current federal taxes?, 391
5.2.PO 3.d: role of self-interest in decisions of voters, elected officials, and public employees	SE/TE: What is the behavior of voters?, 146; What are the sociological factors for voters?, 147; What is the budget process in Congress?, 398; How should government meet the needs of its people?, 600; State Government Revenue and Spending, 647
5.3: Macroeconomics	
5.3.PO 1: Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.	SE/TE: For related material see: Inflation, 400 & gross domestic product (GDP), 400; How should government meet the needs of its people?, 600
5.3.PO 2: Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments).	SE/TE: Inflation & deflation, 400
5.3.PO 3: Describe the economic and non-economic consequences of unemployment.	SE/TE: For related material see: Unemployment insurance, 391
5.3.PO 4: Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.	SE/TE: Fiscal and Monetary Policy, 400–401
5.3.PO 5: Describe the functions of the Federal Reserve System (e.g., banking regulation and supervision, financial services, monetary policy) and their influences on the economy.	SE/TE: Federal Reserve Act (1913), 265; Federal Reserve System, 380, 392, 591, 592; Federal Reserve Board, 401
5.3.PO 6: Explain the effects of monetary policy on unemployment, inflation, and economic growth.	SE/TE: For related material see: Fiscal and Monetary Policy, 400–401; also see: Unemployment insurance, 391
5.3.PO 7: Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.	SE/TE: Education’s influence on public opinion, 183–184; Labor groups (issues they work on), 211; Congress and education, 268; No Child Left Behind Act, 344; Factors of production, 578, 579; What are state and local services?, 644, 646; State and Local Spending, 645; State Government Revenue and Spending, 647
5.4: Global Economics	
5.4.PO 1: Analyze the similarities and differences among economic systems:	SE/TE: Comparative Economic Systems, 576–577; Capitalism, 578–583; Socialism and Communism, 584–589
5.4.PO 1.a: characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services	SE/TE: Comparative Economic Systems, 576–577; Capitalism, 578–583; Socialism and Communism, 584–589
5.4.PO 1.b: benefits and costs of market and command economies	SE/TE: What is the cost of Free Healthcare, 585; What are the results of socialism and communism?, 589; Role of the government in the domestic economy, 591–592; also see: Fiscal and Monetary Policy, 400–401

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Arizona Social Studies Standards, Grades 9-12**

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5.4.PO 1.c: characteristics of the mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation	SE/TE: Capitalism, 578–583
5.4.PO 1.d: role of private property in conserving scarce resources and providing incentives in a market economy	SE/TE: Private property, 485, 486; Private ownership, 580
5.4.PO 2: Describe the effects of international trade on the United States and other nations:	
5.4.PO 2.a: how people and nations gain through trade	SE/TE: International trade, 39, 592–595; Commerce Power, 253–254; also see: Trade routes, 554
5.4.PO 2.b: how the law of comparative advantage leads to specialization and trade	SE/TE: For related material see: International trade, 39, 592–595; Commerce Power, 253–254; also see: Trade routes, 554
5.4.PO 2.c: effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living	SE/TE: Tariffs, 254, 392, 593; Quotas, 535, 537, 541, 593; General Agreement on Tariffs and Trade; (GATT) & North American Free Trade Agreement (NAFTA), 590, 594
5.4.PO 2.d: how exchange rates work and how they affect international trade	SE/TE: For related material see: Currency, 256, 401
5.4.PO 2.e: how the concepts of balance of trade and balance of payments are used to measure international trade	SE/TE: For related material see: International trade, 39, 592–595
5.4.PO 2.f: factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries.	SE/TE: For related material see: International trade, 39, 592–595
5.4.PO 2.g: economic connections among different regions, including changing alignments in world trade partners	SE/TE: NAFTA & international economic organizations, 594
5.4.PO 2.h: identify the effects of trade agreements (e.g., North American Free Trade Agreement)	SE/TE: General Agreement on Tariffs and Trade; (GATT) & North American Free Trade Agreement (NAFTA), 590, 594
5.5: Personal Finance	
5.5.PO 1: Explain how education, career choices, and family obligations affect future income.	SE/TE: For related material see: Labor groups (issues they work on), 211; Congress and education, 268; No Child Left Behind Act, 344; What are state and local services?, 644, 646; State and Local Spending, 645; State Government Revenue and Spending, 647
5.5.PO 2: Analyze how advertising influences consumer choices.	SE/TE: For related material see: Mass Media, 184–185, 193–198; Political Campaigns and Propaganda, 335
5.5.PO 3: Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.	SE/TE: For related material see: Labor groups (issues they work on), 211; What is personal bankruptcy?, 257; Identity Theft, 583
5.5.PO 4: Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.	SE/TE: For related material see: Identity Theft, 583

**Foundations Series: American Government © 2010
to the
Arizona Social Studies Standards, Grades 9-12**

Arizona Social Studies Standards, Grades 9-12	Foundations Series: American Government © 2010
5.5.PO 5: Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.	SE/TE: For related material see: Securities and Exchange Commission (SEC), 380, 591
5.5.PO 6: Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households.	SE/TE: For related material see: Securities and Exchange Commission (SEC), 380, 591