

**A Correlation of**  
**Magruder's American Government**  
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To the  
**Arizona**  
**Social Studies Standards**  
**Grades 9-12**



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INTRODUCTION

This document demonstrates how *Magruder's 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.

Hailed as a stellar educational resource since 1917, *Magruder's American Government* 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. Various personalized instruction opportunities motivate students of all abilities.

- **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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*Magruder's American Government* is the most trusted and authoritative program in the nation. This document demonstrates the high degree of success students will realize using this program.

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|--|---|
| <b>1: American History</b>   |   |
| 1.1: Research Skills for History   |   |
| 1.1.PO 1: Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.   | <b>SE/TE:</b> Infographics, Charts, Graphs, and Tables, 6, 8, 13, 15, 16, 23, 25, 32, 38, 42, 53, 55, 60, 70, 74, 80, 82, 89, 115, 126, 134, 139, 144, 145, 147, 153, 157, 160, 166, 179, 189, 197, 202, 209, 215, 229, 237, 251, 261, 286, 291, 293, 297, 301, 314, 325, 335, 347, 357, 375, 379, 391, 395, 414, 419, 421, 443, 451, 453, 465, 468, 477, 486, 491, 496, 506, 510, 513, 523, 536, 541, 556, 573, 607, 614, 621, 628, 639, 649, 656, 668, 673, 679, 688, 696, 700, 704, 737, 744, 750, 767, 770; Maps, 33, 50, 56, 105, 154, 191, 270, 274, 335, 376, 388, 391, 499, 506, 529, 636, 656, 664, 668, 670, 694, 698, 723, 746 |
| 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). | <b>SE/TE:</b> For related material see: Timelines, 38–39, 80–81, 134–135, 166–167, 414–415, 436–437, 504, 628–629, 734, 754   |
| 1.1.PO 3: Formulate questions that can be answered by historical study and research.   | <b>SE/TE:</b> Research Writing, S6–S8; Apply What You've Learned, 26, 64, 90, 116, 148, 180, 210, 238, 262, 292, 326, 358, 396, 422, 452, 478, 514, 542, 574, 608, 640, 674, 702, 738, 768  |
| 1.1.PO 4: Construct graphs, tables, timelines, charts, and narratives to interpret historical data.  | <b>SE/TE:</b> Narrative essay, S1–S2; Expository writing, S3–S5; Research writing, S6–S8; Persuasive essay, S9–S10; Assessment writing, S11–S12; Apply What You've Learned, 26, 64, 90, 116, 148, 180, 210, 238, 262, 292, 326, 358, 396, 422, 452, 478, 514, 542, 574, 608, 640, 674, 702, 738, 768  |
| 1.1.PO 5: Evaluate primary and secondary sources for:  |   |
| 1.1.PO 5.a: authors' main points   | <b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Document-Based Assessment, 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; Historical Documents (Analyzing), 780, 781, 782, 783, 784, 786, 790, 794, 796, 800, 801, 803, 804   |

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|---|---|
| 1.1.PO 5.b: purpose and perspective   | <b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 9, 11, 22, 26, 37, 38, 61, 64, 70, 83, 90, 101, 116, 129, 131, 133, 143, 148, 149, 172, 176, 180, 181, 185, 207, 210, 218, 222, 234, 238, 239, 243, 260, 262, 263, 264, 278, 284, 289, 292, 300, 316, 324, 327, 336, 348, 358, 359, 360, 372, 380, 393, 396, 397, 402, 408, 422, 427, 448, 452, 475, 478, 483, 497, 514, 516, 533, 539, 542, 574, 575, 580, 603, 608, 609, 616, 638, 640, 642, 650, 658, 674, 687, 702, 703, 722, 735, 738, 739, 768, 769; Document-Based Assessment, 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; Historical Documents (Analyzing), 780, 781, 782, 783, 784, 786, 790, 794, 796, 800, 801, 803, 804 |
| 1.1.PO 5.c: facts vs. opinions  | <b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 9, 11, 22, 26, 37, 38, 61, 64, 70, 83, 90, 101, 116, 129, 131, 133, 143, 148, 149, 172, 176, 180, 181, 185, 207, 210, 218, 222, 234, 238, 239, 243, 260, 262, 263, 264, 278, 284, 289, 292, 300, 316, 324, 327, 336, 348, 358, 359, 360, 372, 380, 393, 396, 397, 402, 408, 422, 427, 448, 452, 475, 478, 483, 497, 514, 516, 533, 539, 542, 574, 575, 580, 603, 608, 609, 616, 638, 640, 642, 650, 658, 674, 687, 702, 703, 722, 735, 738, 739, 768, 769; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760   |
| 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) | <b>SE/TE:</b> Compare Viewpoints, S15; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; The Federalist Papers, 791–800   |
| 1.1.PO 5.e: credibility and validity  | <b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Document-Based Assessment, 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760   |

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|--|---|
| 1.1.PO 6: Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.            | <b>SE/TE:</b> Supreme Court at a Glance, 390, 562, 588, 597, 619; "Citizenship 101," 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760 |
| 1.1.PO 7: Compare present events with past events:   |   |
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| 1.1.PO 7.b: change over time   | <b>SE/TE:</b> Track the Issue, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; Timelines, 38–39, 80–81, 134–135, 166–167, 414–415, 436–437, 504, 628–629, 734, 754  |
| 1.1.PO 7.c: different points of view   | <b>SE/TE:</b> Compare Viewpoints, S15; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; The Federalist Papers, 791–800   |
| 1.2: Early Civilizations   |   |
| 1.2.PO 1: Describe Prehistoric Cultures of the North American continent:   | <b>SE/TE:</b> For related material see: Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 1.2.PO 1.a: Paleo-Indians, including Clovis, Folsom, and Plano   | <b>SE/TE:</b> For related material see: Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 1.2.PO 1.b: Moundbuilders, including Adena, Hopewell, and Mississippian  | <b>SE/TE:</b> For related material see: Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 1.2.PO 1.c: Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)   | <b>SE/TE:</b> For related material see: Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 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)  | <b>SE/TE:</b> For related material see: Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 1.3.PO 1.b: economic (e.g., land disputes, trade)  | <b>SE/TE:</b> For related material see: Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 1.3.PO 1.c: social (e.g., spread of disease, partnerships)   | <b>SE/TE:</b> Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 1.3.PO 1.d: food (e.g., corn)  | <b>SE/TE:</b> For related material see: Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 1.3.PO 1.e: government (e.g. Iroquois Confederacy, matriarchal leadership, democratic influence)   | <b>SE/TE:</b> For related material see: Native Americans, 32, 168, 557, 613–614, 619, 745–746   |
| 1.3.PO 2: Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life). | <b>SE/TE:</b> Our Political Beginnings, 30–34   |

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|---|---|
| 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   | <b>SE/TE:</b> The Thirteen Colonies, 32–34  |
| 1.3.PO 3.b: religious beliefs and social patterns   | <b>SE/TE:</b> For related material see: The Thirteen Colonies, 32–34  |
| 1.3.PO 4: Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop). | <b>SE/TE:</b> For related material see: The Thirteen Colonies, 32–34  |
| 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                                | <b>SE/TE:</b> Britain's colonial policies, 36–37  |
| 1.4.PO 1.b: colonists' reaction to British policy ideas expressed in the Declaration of Independence                                    | <b>SE/TE:</b> The Coming of Independence, 34–39; The Declaration of Independence, 8, 34, 38, 40–43, 65, 532 |
| 1.4.PO 2: Analyze the effects of European involvement in the American Revolution on the outcome of the war.                             | <b>SE/TE:</b> For related material see: Revolutionary War, 28–29, 39  |
| 1.4.PO 3: Describe the significance of major events in the Revolutionary War:   |   |
| 1.4.PO 3.a: Lexington and Concord   | <b>SE/TE:</b> Lexington and Concord, 28–29, 39  |
| 1.4.PO 3.b: Bunker Hill   | <b>SE/TE:</b> For related material see: Revolutionary War, 28–29, 39  |
| 1.4.PO 3.c: Saratoga  | <b>SE/TE:</b> For related material see: Revolutionary War, 28–29, 39  |
| 1.4.PO 3.d: writing and ratification of the Declaration of Independence   | <b>SE/TE:</b> The Declaration of Independence, 8, 34, 38, 40–43, 65, 532                                    |
| 1.4.PO 3.e: Yorktown  | <b>SE/TE:</b> For related material see: Revolutionary War, 28–29, 39  |
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| 1.4.PO 4.c: Constitutional Convention   | <b>SE/TE:</b> Constitutional Convention, 52–58  |
| 1.4.PO 4.d: struggles over ratification of the Constitution   | <b>SE/TE:</b> Ratifying the Constitution, 59–62   |
| 1.4.PO 4.e: creation of the Bill of Rights  | <b>SE/TE:</b> Bill of Rights, U.S., C17–C18, 60, 80, 81, 82, 546–549  |
| 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   | <b>SE/TE:</b> For related material see: George Washington elected, 127, 135                                 |
| 1.4.PO 5.b: economic policies of Alexander Hamilton   | <b>SE/TE:</b> First Bank of the United States, 310–311  |
| 1.4.PO 5.c: creation of political parties under Thomas Jefferson and Alexander Hamilton   | <b>SE/TE:</b> Two-Party System, 125–126   |

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| 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. | <b>SE/TE:</b> Marbury v. Madison, 76–77; McCulloch v. Maryland, 310–311                                      |
| 1.4.PO 6: Examine the experiences and perspectives of the following groups in the new nation:  |  |
| 1.4.PO 6.a: property owners  | <b>SE/TE:</b> For related material see: The History of Voting Rights, 152–154                                |
| 1.4.PO 6.b: African Americans  | <b>SE/TE:</b> For related material see: The History of Voting Rights, 152–154                                |
| 1.4.PO 6.c: women  | <b>SE/TE:</b> Suffrage, 80, 140, 152, 153, 616–617, 616  |
| 1.4.PO 6.d: Native Americans   | <b>SE/TE:</b> For related material see: The History of Voting Rights, 152–154                                |
| 1.4.PO 6.e: indentured servants  | <b>SE/TE:</b> For related material see: The History of Voting Rights, 152–154                                |
| 1.5: Westward Expansion  |  |
| 1.5.PO 1: Trace the growth of the American nation during the period of western expansion:  |  |
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| 1.5.PO 1.b: Louisiana Territory  | <b>SE/TE:</b> Louisiana Purchase, 87, 106, 496   |
| 1.5.PO 1.c: Florida  | <b>SE/TE:</b> Territorial Expansion of the U.S., 106   |
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| 1.5.PO 1.e: Oregon Country   | <b>SE/TE:</b> Territorial Expansion of the U.S., 106   |
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| 1.5.PO 2: Analyze how the following events affected the political transformation of the developing nation:   |  |
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| 1.5.PO 2.b: War of 1812  | <b>SE/TE:</b> For related material see: Territorial Expansion of the U.S., 106                               |
| 1.5.PO 2.c: Jackson's Presidency   | <b>SE/TE:</b> Jackson, Andrew, 72, 186, 200, 311, 418, 443–444, 774  |
| 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)   | <b>SE/TE:</b> For related material see: Louisiana Purchase, 87, 106, 496                                     |
| 1.5.PO 3.b: fur traders  | <b>SE/TE:</b> For related material see: Territorial Expansion of the U.S., 106                               |
| 1.5.PO 3.c: miners   | <b>SE/TE:</b> For related material see: Territorial Expansion of the U.S., 106                               |
| 1.5.PO 3.d: missionaries (e.g., Father Kino, Circuit Riders)   | <b>SE/TE:</b> For related material see: Territorial Expansion of the U.S., 106                               |
| 1.5.PO 4: Describe the impact of European-American expansion on native peoples.  | <b>SE/TE:</b> For related material see: The Thirteen Colonies, 32–34; Territorial Expansion of the U.S., 106 |



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| 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)                              | <b>SE/TE:</b> For related material see: Industrial Era, 436   |
| 1.5.PO 5.b: factory system manufacturing   | <b>SE/TE:</b> For related material see: Industrial Era, 436   |
| 1.5.PO 5.c: urbanization   | <b>SE/TE:</b> For related material see: Cities and Metropolitan Areas, 749–755  |
| 1.5.PO 5.d: inventions (e.g. telegraph, cotton gin, interchangeable parts)                                 | <b>SE/TE:</b> For related material see: Industrial Era, 436   |
| 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                             | <b>SE/TE:</b> For related material see: Slavery, 132, 583–585, 613, 815   |
| 1.6.PO 1.b: balance of power in the Senate (e.g., Missouri and 1850 Compromises)                           | <b>SE/TE:</b> For related material see: Civil War, 103–104, 132, 195, 445, 592, 760                                     |
| 1.6.PO 1.c: extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) | <b>SE/TE:</b> For related material see: Slavery, 132, 583–585, 613, 815   |
| 1.6.PO 1.d: role of abolitionists (e.g., Frederick Douglass and John Brown)                                | <b>SE/TE:</b> For related material see: Slavery, 132, 583–585, 613, 815   |
| 1.6.PO 1.e: debate over popular sovereignty/states rights.   | <b>SE/TE:</b> For related material see: Civil War, 103–104, 132, 195, 445, 592, 760                                     |
| 1.6.PO 1.f: Presidential election of 1860  | <b>SE/TE:</b> Election, 132   |
| 1.6.PO 2: Analyze aspects of the Civil War:  |   |
| 1.6.PO 2.a: changes in technology  | <b>SE/TE:</b> For related material see: Civil War, 103–104, 132, 195, 445, 592, 760                                     |
| 1.6.PO 2.b: importance of resources  | <b>SE/TE:</b> For related material see: Civil War, 103–104, 132, 195, 445, 592, 760                                     |
| 1.6.PO 2.c: turning points   | <b>SE/TE:</b> For related material see: Civil War, 103–104, 132, 195, 445, 592, 760                                     |
| 1.6.PO 2.d: military and civilian leaders  | <b>SE/TE:</b> For related material see: Civil War, 103–104, 132, 195, 445, 592, 760                                     |
| 1.6.PO 2.e: effect of the Emancipation Proclamation  | <b>SE/TE:</b> Emancipation Proclamation, 800–801  |
| 1.6.PO 2.f: effect on the civilian populations   | <b>SE/TE:</b> For related material see: Civil War, 103–104, 132, 195, 445, 592, 760; Emancipation Proclamation, 800–801 |
| 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  | <b>SE/TE:</b> For related material see: Thirteenth Amendment, 56, 80, 83, 103, 547, 583–585, 607, 613, 632              |
| 1.6.PO 3.b: Lincoln's assassination  | <b>SE/TE:</b> Lincoln's assassination, 319  |
| 1.6.PO 3.c: Johnson's impeachment  | <b>SE/TE:</b> Johnson's impeachment, 320  |

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| 1.6.PO 3.d: Thirteenth, Fourteenth and Fifteenth Amendments  | <b>SE/TE:</b> Thirteenth Amendment, 56, 80, 83, 103, 547, 583–585, 607, 613, 632; Fourteenth Amendment, 80, 83, 103, 156, 157, 161, 163, 189, 390, 547, 549, 557–559, 569, 578, 598, 603, 604, 607, 622, 628, 630, 632, 633, 684, 715, 716, 753, 761, 807, 808, 809, 810, 811, C20–C21; Fifteenth Amendment, 80, 83, 103, 153, 155, 161, 164–165, 166, 278, C21 |
| 1.6.PO 3.e: resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, and Compromise of 1877)                                   | <b>SE/TE:</b> Jim Crow laws, 619, 620   |
| 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  | <b>SE/TE:</b> For related material see: Factors of Production, 678–679  |
| 1.7.PO 1.b: monopolies and trusts (e.g., Robber Barons, Taft-Hartley Act)  | <b>SE/TE:</b> Monopolies and trusts, 681–682  |
| 1.7.PO 1.c: economic philosophies (e.g., laissez faire, Social Darwinism, free silver)   | <b>SE/TE:</b> Laissez-faire theory, 680–681, 682  |
| 1.7.PO 1.d: labor movement (e.g., Bisbee Deportation)  | <b>SE/TE:</b> For related material see: Labor and labor unions, 248–250, 464, 679, 688  |
| 1.7.PO 1.e: trade  | <b>SE/TE:</b> Trade, 488, 697–700   |
| 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)              | <b>SE/TE:</b> Civil Rights: Equal Justice Under Law, 610–611; Diversity and Discrimination in American Society, 612–617; Equality Before the Law, 618–625; Federal Civil Rights Laws, 626–629   |
| 1.7.PO 2.b: changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)          | <b>SE/TE:</b> Immigrants, 97, 137, 406, 612, 616, 635, 636, 637   |
| 1.7.PO 2.c: urbanization and social reform (e.g., health care, housing, food, nutrition, child labor laws)                               | <b>SE/TE:</b> For related material see: Cities and Metropolitan Areas, 749–755  |
| 1.7.PO 2.d: mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)  | <b>SE/TE:</b> For related material see: The Mass Media, 228–236   |
| 1.7.PO 2.e: consumerism (e.g., advertising, standard of living, consumer credit)   | <b>SE/TE:</b> For related material see: Capitalism, 678–684   |
| 1.7.PO 2.f: Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)  | <b>SE/TE:</b> For related material see: Prohibition, 65, 80, 81, 83; Suffrage, 80, 140, 616–617   |
| 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)   | <b>SE/TE:</b> For related material see: Native Americans, 285, 613–614, 619; Native American tribal governments, 745–746  |

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| 1.7.PO 3.b: Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)                          | <b>SE/TE:</b> Foreign Policy Through World War I, 495–498   |
| 1.7.PO 3.c: Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor)                                | <b>SE/TE:</b> For related material see: Progressive Party, 133, 138, 139, 140; also see: Eighteenth Amendment, 80, 82, 83, C21; Nineteenth Amendment, 80, 153, 154, 155, C21; Sixteenth Amendment, 80, 96, 300, 458, C20; Seventeenth Amendment, 80, 282–283, C21 |
| 1.7.PO 3.d: Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting)                             | <b>SE/TE:</b> Roosevelt, Theodore, 110, 133, 138, 139, 140, 366, 401, 403, 414, 444, 775; Roosevelt Corollary, 497  |
| 1.7.PO 3.e: corruption (e.g., Tammany Hall, spoils system)   | <b>SE/TE:</b> For related material see: Spoils system, 110, 378   |
| 1.7.PO 3.f: World War I (e.g., League of Nations, Isolationism)  | <b>SE/TE:</b> World War I, 413, 445, 448  |
| 1.7.PO 3.g: Red Scare/Socialism  | <b>SE/TE:</b> For related material see: Cold War, 498–499, 501–502, 593, 658  |
| 1.7.PO 3.h: Populism   | <b>SE/TE:</b> For related material see: Progressive Party, 133, 138, 139, 140   |
| 1.7.PO 4: Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.                      | <b>SE/TE:</b> For related material see: Direct democracy, 13–14, 739, 746–747; Initiatives and referendums, 718, 719, 739; Recall process, 721–722  |
| 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) | <b>SE/TE:</b> For related material see: Great Depression, 133, 135, 219, 301, 463–464, 474–475, 693, 694  |
| 1.8.PO 1.b: Dust Bowl (e.g., environmental damage, internal migration)   | <b>SE/TE:</b> For related material see: Great Depression, 133, 135, 219, 301, 463–464, 474–475, 693, 694  |
| 1.8.PO 1.c: effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines)   | <b>SE/TE:</b> For related material see: Great Depression, 133, 135, 219, 301, 463–464, 474–475, 693, 694  |
| 1.8.PO 1.d: changes in expectations of government (e.g., New Deal programs)  | <b>SE/TE:</b> For related material see: Great Depression, 133, 135, 219, 301, 463–464, 474–475, 693, 694  |
| 1.8.PO 2: Describe the impact of American involvement in World War II:   |   |
| 1.8.PO 2.a: movement away from isolationism  | <b>SE/TE:</b> Foreign policy change between the world wars, 482, 495–496, 498   |
| 1.8.PO 2.b: economic recovery from the Great Depression  | <b>SE/TE:</b> For related material see: New Deal, 107, 464  |
| 1.8.PO 2.c: homefront transformations in the roles of women and minorities   | <b>SE/TE:</b> For related material see: Diversity and Discrimination in American Society, 612–617   |
| 1.8.PO 2.d: Japanese, German, and Italian internments and POW camps  | <b>SE/TE:</b> Japanese American internment camps, 546, 548  |

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| 1.8.PO 2.e: war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal) | <b>SE/TE:</b> For related material see: World War II, 445, 482, 498, 724  |
| 1.8.PO 2.f: turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki   | <b>SE/TE:</b> For related material see: World War II, 445, 482, 498, 724  |
| 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)   | <b>SE/TE:</b> World at War, 498; Two New Preferences, 498   |
| 1.9.PO 1.b: Cold War (e.g., domino theory, containment, Korea, Vietnam)  | <b>SE/TE:</b> Cold War, 498–499, 501–502, 593, 658  |
| 1.9.PO 1.c: Arms Race (e.g., Cuban Missile Crisis, SALT)   | <b>SE/TE:</b> Cuban Missile Crisis, 500; SALT, 501  |
| 1.9.PO 1.d: United States as a superpower (e.g., political intervention and humanitarian efforts)                            | <b>SE/TE:</b> Resisting Soviet Aggression, 498–500; American Policies Succeed, 501; Today's Dangerous World, 502–503  |
| 1.9.PO 2: Describe aspects of American post-World War II domestic policy:  |   |
| 1.9.PO 2.a: McCarthyism  | <b>SE/TE:</b> For related material see: Cold War, 498–499, 501–502, 593, 658  |
| 1.9.PO 2.b: Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments)             | <b>SE/TE:</b> Diversity and Discrimination in American Society, 612–617; Equality Before the Law, 618–625; Federal Civil Rights Laws, 626–629                     |
| 1.9.PO 2.c: Supreme Court Decisions (e.g., the Warren and Burger Courts)   | <b>SE/TE:</b> Focus on the Supreme Court (Landmark Decisions), United States v. Nixon, 410–411; Miranda v. Arizona, 600–601; Brown v. Board of Education, 624–625 |
| 1.9.PO 2.d: Executive Power (e.g., War Powers Act, Watergate)  | <b>SE/TE:</b> Watergate scandal, 134, 203, 205, 321–322, 341, 366, 410–411, 420; War Powers Act, 306, 416   |
| 1.9.PO 2.e: social reforms Great Society and War on Poverty  | <b>SE/TE:</b> For related material see: Johnson, Lyndon B., civil rights legislation and, 166, 181  |
| 1.9.PO 2.f: Space Race and technological developments  | <b>SE/TE:</b> National Aeronautics and Space Administration (NASA) & space exploration, 441, 442, 443; also see: Cold War, 498–499, 501–502, 593, 658             |
| 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)   | <b>SE/TE:</b> For related material see: Cities and Metropolitan Areas, 749–755  |
| 1.9.PO 3.b: popular culture (e.g., conformity v. counter-culture, mass-media)  | <b>SE/TE:</b> For related material see: The Mass Media, 228–236   |
| 1.9.PO 3.c: protest movements (e.g. anti-war, women's rights, civil rights, farm workers, César Chavez)                      | <b>SE/TE:</b> Equality Before the Law, 618–625; Diversity and Discrimination in American Society, 612–617   |
| 1.9.PO 3.d: assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)                    | <b>SE/TE:</b> For related material see: King, Martin Luther, Jr., assassination of, 104   |

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| 1.9.PO 3.e: shift to increased immigration from Latin America and Asia  | <b>SE/TE:</b> For related material see: Diversity and Discrimination: Hispanic Americans, 614; Asian Americans, 615–616   |
| 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).   | <b>SE/TE:</b> “Citizenship 101,” 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760   |
| 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).  | <b>SE/TE:</b> Track the Issue, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; also see: Timelines, 38–39, 80–81, 134–135, 166–167, 414–415, 436–437, 504, 628–629, 734, 754  |
| 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. | <b>SE/TE:</b> Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760  |
| <b>2: World History</b>   |   |
| 2.1: Research Skills for History  |   |
| 2.1.PO 1: Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.  | <b>SE/TE:</b> Infographics, Charts, Graphs, and Tables, 6, 8, 13, 15, 16, 23, 25, 32, 38, 42, 53, 55, 60, 70, 74, 80, 82, 89, 115, 126, 134, 139, 144, 145, 147, 153, 157, 160, 166, 179, 189, 197, 202, 209, 215, 229, 237, 251, 261, 286, 291, 293, 297, 301, 314, 325, 335, 347, 357, 375, 379, 391, 395, 414, 419, 421, 443, 451, 453, 465, 468, 477, 486, 491, 496, 506, 510, 513, 523, 536, 541, 556, 573, 607, 614, 621, 628, 639, 649, 656, 668, 673, 679, 688, 696, 700, 704, 737, 744, 750, 767, 770; Maps, 33, 50, 56, 105, 154, 191, 270, 274, 335, 376, 388, 391, 499, 506, 529, 636, 656, 664, 668, 670, 694, 698, 723, 746 |
| 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).  | <b>SE/TE:</b> For related material see: Timelines, 38–39, 80–81, 134–135, 166–167, 414–415, 436–437, 504, 628–629, 734, 754   |
| 2.1.PO 3: Formulate questions that can be answered by historical study and research.  | <b>SE/TE:</b> Research Writing, S6–S8; Apply What You’ve Learned, 26, 64, 90, 116, 148, 180, 210, 238, 262, 292, 326, 358, 396, 422, 452, 478, 514, 542, 574, 608, 640, 674, 702, 738, 768  |

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| 2.1.PO 4: Construct graphs, tables, timelines, charts, and narratives to interpret historical data. | <b>SE/TE:</b> Narrative essay, S1–S2; Expository writing, S3–S5; Research writing, S6–S8; Persuasive essay, S9–S10; Assessment writing, S11–S12; Apply What You’ve Learned, 26, 64, 90, 116, 148, 180, 210, 238, 262, 292, 326, 358, 396, 422, 452, 478, 514, 542, 574, 608, 640, 674, 702, 738, 768  |
| 2.1.PO 5: Evaluate primary and secondary sources for:   |   |
| 2.1.PO 5.a: authors' main points  | <b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Document-Based Assessment, 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; Historical Documents (Analyzing), 780, 781, 782, 783, 784, 786, 790, 794, 796, 800, 801, 803, 804   |
| 2.1.PO 5.b: purpose and perspective   | <b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 9, 11, 22, 26, 37, 38, 61, 64, 70, 83, 90, 101, 116, 129, 131, 133, 143, 148, 149, 172, 176, 180, 181, 185, 207, 210, 218, 222, 234, 238, 239, 243, 260, 262, 263, 264, 278, 284, 289, 292, 300, 316, 324, 327, 336, 348, 358, 359, 360, 372, 380, 393, 396, 397, 402, 408, 422, 427, 448, 452, 475, 478, 483, 497, 514, 516, 533, 539, 542, 574, 575, 580, 603, 608, 609, 616, 638, 640, 642, 650, 658, 674, 687, 702, 703, 722, 735, 738, 739, 768, 769; Document-Based Assessment, 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; Historical Documents (Analyzing), 780, 781, 782, 783, 784, 786, 790, 794, 796, 800, 801, 803, 804 |
| 2.1.PO 5.c: facts vs. opinions  | <b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Political Cartoons, 9, 11, 22, 26, 37, 38, 61, 64, 70, 83, 90, 101, 116, 129, 131, 133, 143, 148, 149, 172, 176, 180, 181, 185, 207, 210, 218, 222, 234, 238, 239, 243, 260, 262, 263, 264, 278, 284, 289, 292, 300, 316, 324, 327, 336, 348, 358, 359, 360, 372, 380, 393, 396, 397, 402, 408, 422, 427, 448, 452, 475, 478, 483, 497, 514, 516, 533, 539, 542, 574, 575, 580, 603, 608, 609, 616, 638, 640, 642, 650, 658, 674, 687, 702, 703, 722, 735, 738, 739, 768, 769; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760   |

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| 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) | <b>SE/TE:</b> Compare Viewpoints, S15; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; The Federalist Papers, 791–800   |
| 2.1.PO 5.e: credibility and validity  | <b>SE/TE:</b> Analyze Sources, S14; Compare Viewpoints, S15; Analyze Political Cartoons, S22; Analyze Images (consider context), S28; Document-Based Assessment, 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760 |
| 2.1.PO 6: Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.                                   | <b>SE/TE:</b> Supreme Court at a Glance, 390, 562, 588, 597, 619; "Citizenship 101," 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760   |
| 2.1.PO 7: Compare present events with past events:  |   |
| 2.1.PO 7.a: cause and effect  | <b>SE/TE:</b> For related material see: Analyze cause and effect, S16, 410, 678, 740, 749   |
| 2.1.PO 7.b: change over time  | <b>SE/TE:</b> For related material see: Track the Issue, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; Timelines, 38–39, 80–81, 134–135, 153, 166–167, 414–415, 436–437, 628–629, 734, 754, S29   |
| 2.1.PO 7.c: different points of view  | <b>SE/TE:</b> For related material see: Compare Viewpoints, S15; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760; The Federalist Papers, 791–800   |
| 2.2: Early Civilizations  |   |
| 2.2.PO 1: Describe the development of early prehistoric people, their agriculture, and settlements.   | Prentice Hall's <i>Magruder's American 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.  | Prentice Hall's <i>Magruder's American 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)                      | <b>SE/TE:</b> For related material see: Greece and Rome, 5, 27, 30; Enlightenment and American Government, 55   |

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| 2.2.PO 3.b: scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy) | Prentice Hall's <i>Magruder's American 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)  | Prentice Hall's <i>Magruder's American 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)   | Prentice Hall's <i>Magruder's American 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   | Prentice Hall's <i>Magruder's American 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).         | Prentice Hall's <i>Magruder's American 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.  | Prentice Hall's <i>Magruder's American 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.   | Prentice Hall's <i>Magruder's American 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: Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries:   |  |
| 2.3.PO 4.a: Crusades  | Prentice Hall's <i>Magruder's American 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  | Prentice Hall's <i>Magruder's American 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.c: impact on culture   | Prentice Hall's <i>Magruder's American 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  | Prentice Hall's <i>Magruder's American 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  | <b>SE/TE:</b> For related material see: Greece and Rome, 5, 27, 30; Enlightenment and American Government, 55  |
| 2.4.PO 1.b: humanism and its emphasis on individual potential and achievements  | <b>SE/TE:</b> For related material see: Enlightenment and American Government, 55  |
| 2.4.PO 1.c: scientific approach to the natural world  | Prentice Hall's <i>Magruder's American 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)   | Prentice Hall's <i>Magruder's American 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.   | Prentice Hall's <i>Magruder's American 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. | <b>SE/TE:</b> For related material see: Enlightenment and American Government, 55  |
| 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  | <b>SE/TE:</b> Colonialism and Mercantilism, 651  |
| 2.5.PO 1.b: impact of expansion and colonization on Europe  | <b>SE/TE:</b> Colonialism and Mercantilism, 651  |
| 2.5.PO 1.c: impact of expansion and colonization on Africa, the Americas, and Asia  | <b>SE/TE:</b> Colonialism and Mercantilism, 651  |
| 2.5.PO 1.d: role of disease in conquest   | Prentice Hall's <i>Magruder's American 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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| 2.5.PO 1.e: role of trade   | Prentice Hall's <i>Magruder's American 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   | Prentice Hall's <i>Magruder's American 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   | <b>SE/TE:</b> For related material see: Slavery, 56, 65, 81, 80, 83, 132, 583–585, 618, 815  |
| 2.5.PO 1.h: contrasting motivations and methods for colonization  | <b>SE/TE:</b> For related material see: Colonialism and Mercantilism, 651  |
| 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)   | <b>SE/TE:</b> For related material see: monarchy, 15, 646, 660, 651, 653, 654  |
| 2.6.PO 1.b: the Magna Carta, the English Bill of Rights, and parliamentary government   | <b>SE/TE:</b> Magna Carta, 31, 32, 580 654, 666, 781; English Bill of Rights, 31–32, 654, 666, 783   |
| 2.6.PO 1.c: the ideas of John Locke   | <b>SE/TE:</b> Locke, John, 8, 9, 33, 38, 55, 653, 784  |
| 2.6.PO 2: Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world.  | Prentice Hall's <i>Magruder's American 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   | <b>SE/TE:</b> For related material see: Enlightenment and American Government, 55  |
| 2.6.PO 3.b: role of women   | <b>SE/TE:</b> For related material see: Enlightenment and American Government, 55  |
| 2.6.PO 3.c: political thought   | <b>SE/TE:</b> For related material see: Enlightenment and American Government, 55  |
| 2.6.PO 3.d: social change   | <b>SE/TE:</b> For related material see: Enlightenment and American Government, 55  |
| 2.6.PO 4: Analyze the developments of the French Revolution and rule of Napoleon:   |  |
| 2.6.PO 4.a: Reign of Terror   | <b>SE/TE:</b> For related material see: French Revolution, 654, 655, 660   |
| 2.6.PO 4.b: rise of Napoleon  | <b>SE/TE:</b> For related material see: French Revolution, 654, 655, 660   |
| 2.6.PO 4.c: spread of nationalism in Europe   | <b>SE/TE:</b> For related material see: French Revolution, 654, 655, 660   |
| 2.6.PO 4.d: defeat of Napoleon and Congress of Vienna   | <b>SE/TE:</b> For related material see: French Revolution, 654, 655, 660   |
| 2.6.PO 5: Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).   | <b>SE/TE:</b> Latin American independence, 655–658   |

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| 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  | Prentice Hall's <i>Magruder's American 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   | <b>SE/TE:</b> For related material see: Cities and Metropolitan Areas, 749–755   |
| 2.6.PO 6.c: unequal spread of industrialization to other countries  | Prentice Hall's <i>Magruder's American 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)   | <b>SE/TE:</b> For related material see: Enlightenment, 55, 653–654; Laissez-faire theory, 680–681, 682; Socialism and Communism, 685–691   |
| 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.   | Prentice Hall's <i>Magruder's American 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).   | Prentice Hall's <i>Magruder's American 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).   | Prentice Hall's <i>Magruder's American 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). | Prentice Hall's <i>Magruder's American 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.  | Prentice Hall's <i>Magruder's American 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 6: Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.   | Prentice Hall's <i>Magruder's American 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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| 2.8: World at War  |  |
| 2.8.PO 1: Examine the causes of World War I:   |  |
| 2.8.PO 1.a: rise of nationalism in Europe  | Prentice Hall's <i>Magruder's American 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  | Prentice Hall's <i>Magruder's American 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 | Prentice Hall's <i>Magruder's American 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   | Prentice Hall's <i>Magruder's American 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                                   | Prentice Hall's <i>Magruder's American 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   | <b>SE/TE:</b> For related material see: United States World War I, 413, 445, 448   |
| 2.8.PO 3: Explain the end of World War I and its aftermath:  |  |
| 2.8.PO 3.a: Russian Revolution   | <b>SE/TE:</b> For related material see: United States World War I, 413, 445, 448   |
| 2.8.PO 3.b: Treaty of Versailles   | <b>SE/TE:</b> Treaty of Versailles, 413  |
| 2.8.PO 3.c: end of empires (e.g. Austro-Hungarian, Ottoman, Russian)   | Prentice Hall's <i>Magruder's American 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)                              | Prentice Hall's <i>Magruder's American 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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| 2.8.PO 4: Examine the period between World War I and World War II:   |  |
| 2.8.PO 4.a: rise of fascism and dictatorships  | <b>SE/TE:</b> Fascism, 14, 659–660, 675  |
| 2.8.PO 4.b: postwar economic problems  | Prentice Hall's <i>Magruder's American 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  | <b>SE/TE:</b> For related material see: Isolationism, 482  |
| 2.8.PO 4.d: growth of the Japanese empire  | Prentice Hall's <i>Magruder's American 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  | <b>SE/TE:</b> For related material see: Fascism, 14, 659–660, 675  |
| 2.8.PO 5: Analyze aspects of World War II:   |  |
| 2.8.PO 5.a: political ideologies (e.g., Totalitarianism, Democracy)  | <b>SE/TE:</b> For related material see: Fascism, 14, 659–660, 675; Communism, 659–660, 689–691   |
| 2.8.PO 5.b: military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)   | <b>SE/TE:</b> For related material see: World War II, 445, 482, 498, 724   |
| 2.8.PO 5.c: treatment of civilian populations  | <b>SE/TE:</b> For related material see: Japanese Americans, 252, 546, 548, 616   |
| 2.8.PO 5.d: Holocaust  | <b>SE/TE:</b> For related material see: Genocide, 507, 665   |
| 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). | <b>SE/TE:</b> Genocide, 507, 665   |
| 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   | <b>SE/TE:</b> For related material see: The Cold War, 498–499, 501–502, 593, 658   |
| 2.8.PO 7.b: division of Europe   | <b>SE/TE:</b> For related material see: The Cold War, 498–499, 501–502, 593, 658   |
| 2.8.PO 7.c: developing world   | <b>SE/TE:</b> For related material see: The Cold War, 498–499, 501–502, 593, 658   |
| 2.8.PO 7.d: Korean and Vietnam Wars  | <b>SE/TE:</b> For related material see: Vietnam War, 306, 317, 414, 416, 420, 445, 500–501, 724; Korea, 402, 414, 416, 500, 724  |
| 2.8.PO 8: Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).   | <b>SE/TE:</b> Ideas and Revolutions, 653–660; Transitions to Democracy, 661–665  |
| 2.9: Contemporary World  |  |
| 2.9.PO 1: Explain the fall of the Soviet Union and its impact on the world.  | <b>SE/TE:</b> Collapse of the Soviet Union, 490, 498–499, 506, 662–663   |

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| 2.9.PO 2: Explain the roots of terrorism:   |   |
| 2.9.PO 2.a: background and motives  | <b>SE/TE:</b> Terrorism, 275, 317, 402, 404, 490, 492, 493, 499, 503, 548, 591, 665   |
| 2.9.PO 2.b: religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)   | <b>SE/TE:</b> Terrorism, 275, 317, 402, 404, 490, 492, 493, 499, 503, 548, 591, 665   |
| 2.9.PO 2.c: background of modern Middle East conflicts (e.g., Israeli - Palestinian conflict, Persian Gulf conflicts, Afghanistan)  | <b>SE/TE:</b> Terrorism, 275, 317, 402, 404, 490, 492, 493, 499, 503, 548, 591, 665   |
| 2.9.PO 2.d: economic and political inequities and cultural insensitivities  | <b>SE/TE:</b> For related material see: Terrorism, 275, 317, 402, 404, 490, 492, 493, 499, 503, 548, 591, 665   |
| 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   | <b>SE/TE:</b> For related material see: Globalization and Free Trade, 692; The United States in a Global Economy, 693–700   |
| 2.9.PO 3.b: technology  | <b>SE/TE:</b> For related material see: Globalization and Free Trade, 692; The United States in a Global Economy, 693–700   |
| 2.9.PO 3.c: multinational corporations  | <b>SE/TE:</b> For related material see: Globalization and Free Trade, 692; The United States in a Global Economy, 693–700   |
| 2.9.PO 3.d: growth of international governmental organizations (e.g., World Trade Organization)   | <b>SE/TE:</b> North Atlantic Treaty Organization (NATO), 416, 486, 506–507; United Nations, 498, 507–512, 806; World Trade Organization & North American Free Trade Agreement (NAFTA), 323, 672, 692, 695, 697, 700 |
| 2.9.PO 3.e: growth of non-governmental organizations (e.g., Red Cross, Red Crescent)  | <b>SE/TE:</b> Red Cross, 512  |
| 2.9.PO 4: Examine environmental issues from a global perspective (e.g. pollution, population pressures, global warming, scarcity of resources).   | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453  |
| 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). | <b>SE/TE:</b> "Citizenship 101," 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760                                       |
| <b>3: Civics/Government</b>   |   |
| 3.1: Foundations of Government  |   |
| 3.1.PO 1: Examine the foundations of democratic representative government:  |   |
| 3.1.PO 1.a: Greek direct democracy  | <b>SE/TE:</b> Greece, 5, 27, 646–647  |
| 3.1.PO 1.b: Roman republic  | <b>SE/TE:</b> Roman Republic, 647–648, 649  |
| 3.1.PO 2: Trace the English roots of American democracy:  |   |
| 3.1.PO 2.a: Magna Carta   | <b>SE/TE:</b> Magna Carta, 31, 32, 580, 654, 666, 781   |

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| 3.1.PO 2.b: English Bill of Rights  | <b>SE/TE:</b> English Bill of Rights, 31–32, 654, 666, 783  |
| 3.1.PO 2.c: Representative government - Parliament, colonial assemblies, town meetings  | <b>SE/TE:</b> The Thirteen Colonies, 32–34; The Coming of Independence, 36–42   |
| 3.1.PO 3: Describe the philosophical roots of American Democracy:   |   |
| 3.1.PO 3.a: moral and ethical ideals from Judeo-Christian tradition   | <b>SE/TE:</b> For related material see: Our Political Beginnings, 30–34   |
| 3.1.PO 3.b: John Locke and social contract  | <b>SE/TE:</b> Locke, John, 8, 9, 33, 38, 55, 653, 784   |
| 3.1.PO 3.c: Charles de Montesquieu and separation of powers   | <b>SE/TE:</b> Montesquieu, Baron de, 40, 55, 653  |
| 3.1.PO 4: Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.             | <b>SE/TE:</b> Declaration of Independence, 9, 36, 39, 40–41, 43–47, 53; also see: Jefferson and, 400; Declaration of Independence and individual rights, 546–547; Locke and, 653              |
| 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. | <b>SE/TE:</b> The Critical Period, 48–51; Articles of Confederation, 59, 94, 786–790  |
| 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  | <b>SE/TE:</b> Compromises, 55–58  |
| 3.2.PO 2.b: Federalism  | <b>SE/TE:</b> Federalism, 71, 74–75, 80, 94–96, 101–102, 143, 269, 378, 522, 548–550  |
| 3.2.PO 2.c: Separation of Powers/Checks and Balances  | <b>SE/TE:</b> Checks and Balances, 57, 71, 72–73, 245, 417, 794–796; Separation of Powers, 57, 70–72, 523, 653, 815   |
| 3.2.PO 2.d: Judicial Review   | <b>SE/TE:</b> Judicial Review, 71, 73–74, 76–77, 87, 532, 534, 549, 563, 710  |
| 3.2.PO 2.e: Amendment Process   | <b>SE/TE:</b> Formal Amendment, 78–83   |
| 3.2.PO 3: Examine the United States federal system of government:   |   |
| 3.2.PO 3.a: powers of the national government   | <b>SE/TE:</b> Powers of the Federal Government, 96–97; Powers Denied to the Federal Government, 98  |
| 3.2.PO 3.b: powers of the state governments   | <b>SE/TE:</b> Powers Denied to the Federal Government, 98; The States, 99; The Exclusive and the Concurrent Powers, 99–100  |
| 3.2.PO 3.c: powers of the people  | <b>SE/TE:</b> Basic Concepts of Democracy, 20–24; Supreme Power of the Land, 101–102  |
| 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)  | <b>SE/TE:</b> Ratifying the Constitution, 56–58; The Constitution, 62–63; <i>The Federalist</i> No. 10, 791–794; <i>The Federalist</i> No. 51, 794–796; <i>The Federalist</i> No. 78, 797–800 |
| 3.2.PO 4.b: Bill of Rights  | <b>SE/TE:</b> Bill of Rights, C16–C17, 60, 80, 81, 82, 546–547, 548–550   |

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| 3.2.PO 4.c: ratification  | <b>SE/TE:</b> Ratifying the Constitution, 56–58   |
| 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  | <b>SE/TE:</b> Congress, 266–293; Powers of Congress, 294–327; Congress in Action, 328–359   |
| 3.2.PO 5.b: role of competing factions and development of political parties                                       | <b>SE/TE:</b> Political Parties, 120–121; Parties and What They Do, 122–129; The Two-Party System in American History, 130–136; The Minor Parties, 137–140; Party Organizations, 142–146; Chapter Assessment, 147–149                                   |
| 3.2.PO 5.c: lawmaking process   | <b>SE/TE:</b> Making Law: The House, 343–349; Making Law: The Senate, 351–356   |
| 3.2.PO 5.d: different roles of Senate and House   | <b>SE/TE:</b> The House of Representatives, 273–280; The Senate, 281–284; Powers of Congress, 294–327; Making Law: The House, 343–349; Making Law: The Senate, 351–356  |
| 3.2.PO 5.e: election process and types of representation  | <b>SE/TE:</b> The National Legislature, 268–271; The House of Representatives, 273–280; The Senate, 281–284   |
| 3.2.PO 5.f: influence of staff, lobbyists, special interest groups and political action committees (PACs)         | <b>SE/TE:</b> Powers of Congress, 294–327; Congress in Action, 328–359; Interest Groups, 240–241; The Nature of Interest Groups, 242–246; Types of Interest Groups, 247–253; Interest Groups at Work, 254–260; Chapter Assessment, 261–263              |
| 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   | <b>SE/TE:</b> The Presidency, 362–397; The Presidency in Action, 398–423; Government at Work: The Bureaucracy, 424–453  |
| 3.2.PO 6.b: roles and duties of the president   | <b>SE/TE:</b> The President's Job Description, 364–368; The Growth of Presidential Power, 400–403; The Executive Powers, 405–409; Diplomatic and Military Powers, 412–416; Legislative and Judicial Powers, 417–420                                     |
| 3.2.PO 6.c: development and function of the executive branch, including the cabinet and federal bureaucracy       | <b>SE/TE:</b> The Presidency in Action, 398–423; Government at Work: The Bureaucracy, 424–453   |
| 3.2.PO 6.d: election of the president through the nomination process, national conventions, and electoral college | <b>SE/TE:</b> Presidential Selection: The Framers' Plan, 374–376; Presidential Nominations, 377–385; The Presidential Election, 386–394; The Nominating Process, 184–192; Elections, 193–199; Electoral College, 80, 83, 87, 186, 318–319, 387–389, 394 |



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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   | <b>SE/TE:</b> The Federal Court System: The National Judiciary, 520–526; The Inferior Courts, 528–531; The Supreme Court, 532–537; The Special Courts, 538–540  |
| 3.2.PO 7.b: judicial review developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden   | <b>SE/TE:</b> Judicial Review, 71, 73–74, 76–77, 87, 532, 534, 549, 563, 710; Marbury v. Madison, 76–77, 96–97, 101–102, 117, 310, 311, 533–534; McCulloch v. Maryland, 101–102, 310–311, 314, 315, 458, 527, 761, 809; Gibbons v. Ogden, 297–298, 315, 807 |
| 3.2.PO 7.c: dual court system of state and federal courts  | <b>SE/TE:</b> The National Judiciary, 520–526; The Inferior Courts, 528–531; The Supreme Court, 532–537; The Courts and Their Judges, 732–736   |
| 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   | <b>SE/TE:</b> Initiative and referendum processes, 718, 719, 739; Recall petition, 721–722  |
| 3.2.PO 8.b: election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries   | <b>SE/TE:</b> For related material see: Primaries, 186, 187–192, 378–381; Voter Registration, 159–161, 164, 208; Gerrymandering, 165, 276–278, 715; Congressional Districting, 528, 715–716   |
| 3.2.PO 8.c: the structure and processes of Arizona's legislature   | <b>SE/TE:</b> For related material see: State Legislatures, 714–719   |
| 3.2.PO 8.d: the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction   | <b>SE/TE:</b> For related material see: The Governor and State Administration, 720–726  |
| 3.2.PO 8.e: appointment and continuing election of judges.   | <b>SE/TE:</b> For related material see: State Courts and Their Judges, 732–736  |
| 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   | <b>SE/TE:</b> Counties, Towns, and Townships, 742–748; Cities and Metropolitan Areas, 749–755   |
| 3.2.PO 9.b: mayor, council, city manager, and other city officials   | <b>SE/TE:</b> Forms of City Government, 750–753   |
| 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)             | <b>SE/TE:</b> Cities and Metropolitan Areas, 749–755; Providing Vital Services, 756–759   |
| 3.2.PO 9.d: special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)  | <b>SE/TE:</b> Special Districts, 748  |
| 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). | <b>SE/TE:</b> Tribal Governments, 745–746   |

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| 3.2.PO 11: Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).                                      | <b>SE/TE:</b> Territories, 97, 308–309   |
| 3.3: Functions of Government  |  |
| 3.3.PO 1: Analyze the functions of government as defined in the Preamble to the Constitution.   | <b>SE/TE:</b> The Purpose of Government, 9–11  |
| 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)                               | <b>SE/TE:</b> Rights of the Accused, 592–599; Landmark Decisions, 600–601  |
| 3.3.PO 2.b: Fourth, Fifth, Sixth, Seventh and Eighth Amendments   | <b>SE/TE:</b> Fourth Amendment, C17, 82, 83, 549, 585–587, 589, 591, 607, 616–619, 811, 182, 815; Fifth Amendment, C17, 82, 309, 420, 548–549, 578, 594, 595, 618, 808, 811; Sixth Amendment, C18, 82, 549, 596–598, 809, 811, 812; Seventh Amendment, C18, 82, 549; Eighth Amendment, C18, 82, 549, 602–603, 607, 809 |
| 3.3.PO 2.c: protection provided by the Fourteenth Amendment   | <b>SE/TE:</b> Fourteenth Amendment, C20–C21, 80, 83, 103, 155, 157, 161, 163, 189, 390, 547, 549–550, 557–559, 569, 578, 598, 603, 604, 607, 622, 628, 630, 632, 633, 684, 715–716, 753, 781, 807–814  |
| 3.3.PO 3: Examine various sources of government funding:  |  |
| 3.3.PO 3.a: federal - income tax, duties, excise taxes, corporate tax   | <b>SE/TE:</b> Taxes, 456–462   |
| 3.3.PO 3.b: state - income tax, sales tax   | <b>SE/TE:</b> State Taxes, 760, 761–764  |
| 3.3.PO 3.c: local - property tax, sales tax   | <b>SE/TE:</b> Local Taxes, 761–764   |
| 3.3.PO 4: Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication.           | <b>SE/TE:</b> Independent regulatory commissions, 409, 457, 446–448, 531, 563–565  |
| 3.3.PO 5: Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection). | <b>SE/TE:</b> Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692; Social Security, 460–461, 469   |
| 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   | <b>SE/TE:</b> Civil Liberties: First Amendment Freedoms, 544–545; The Unalienable Rights, 546–550; Freedom of Religion, 551–558; Freedom of Speech and Press, 559–568; Freedom of Assembly and Petition, 569–572   |
| 3.4.PO 1.b: right to bear arms in the Second Amendment  | <b>SE/TE:</b> Second Amendment, C17, 82, 549, 585, 607, 808  |
| 3.4.PO 1.c: Ninth Amendment and guarantee of people's unspecified rights  | <b>SE/TE:</b> Ninth Amendment, C18, 82, 550, 813   |

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| 3.4.PO 1.d: civil rights in the Thirteenth and Fourteenth Amendments   | <b>SE/TE:</b> Thirteenth Amendment, C19, 56, 80, 83, 103, 547, 583–585, 607, 613, 632; Fourteenth Amendment, C20–C21, 80, 83, 103, 155, 157, 161, 163, 189, 390, 547, 549–550, 557–559, 569, 578, 598, 603, 604, 607, 622, 628, 630, 632, 633, 684, 715–716, 753, 781, 807–814   |
| 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 | <b>SE/TE:</b> Fifteenth Amendment, C21, 80, 83, 103, 153, 155, 161, 164–165, 166, 278; Nineteenth Amendment, C21, 80, 153, 154, 156; Twenty Third Amendment, C23, 81, 91, 154; Twenty Fourth Amendment, C21, 81, 155, 163, 300; Twenty Sixth Amendment, C24, 81, 83, 153, 154, 155, 158–159; Voting Rights of Native Americans, 168; Voting Rights Acts, 153, 154, 157, 162, 166–167, 168, 197, 356, 528, 626, 812 |
| 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)                          | <b>SE/TE:</b> Civil Rights: Protecting Individual Rights, 576–609; Civil Rights: Equal Justice Under Law, 610–641; also see: Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692, 760  |
| 3.4.PO 1.g: right to work laws   | <b>SE/TE:</b> For related material see: Taft-Hartley Act, 200  |
| 3.4.PO 2: Define citizenship according to the Fourteenth Amendment.  | <b>SE/TE:</b> American Citizenship, 632–634  |
| 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  | <b>SE/TE:</b> Volunteering, 19; George Washington's Farewell Speech, 87, 149, 367  |
| 3.4.PO 3.b: obligations of upholding the Constitution  | <b>SE/TE:</b> For related material see: Duties and Responsibility of Citizenship, 23, 156, 169   |
| 3.4.PO 3.c: obeying the law, serving on juries, paying taxes, voting, and military service   | <b>SE/TE:</b> American Citizenship, 632–638; "Citizenship 101," 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731   |
| 3.4.PO 3.d: analyzing public issues, policy making, and evaluating candidates  | <b>SE/TE:</b> Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692; Landmark Decisions of the Supreme Court, xvii, 76–77, 310–311, 410–411, 600–601, 624–625; Supreme Court-at-a-Glance, 390, 562, 588, 597, 619  |
| 3.4.PO 4: Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.  | <b>SE/TE:</b> "Citizenship 101," 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731; Issues of Our Time, 35, 110, 200, 253, 317, 350, 404, 450, 504, 527, 591, 692   |

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| 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)  | <b>SE/TE:</b> Political Parties, 120–121; Parties and What They Do, 122–129; The Two-Party System in American History, 130–136; The Minor Parties, 137–140; Party Organizations, 142–146; Chapter Assessment, 147–149  |
| 3.4.PO 5.b: influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making  | <b>SE/TE:</b> Interest Groups, 240–241; The Nature of Interest Groups, 242–246; Types of Interest Groups, 247–253; Interest Groups at Work, 254–260; Chapter Assessment, 261–263   |
| 3.4.PO 5.c: influence of the mass media on elections, the political process and policy making   | <b>SE/TE:</b> Mass Media and Public Opinion, 212–213; The Formation of Public Opinion, 214–219; Measuring Public Opinion, 220–227; The Mass Media, 228–236; Chapter Assessment, 237–239  |
| 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). | <b>SE/TE:</b> Forms of Government, 12–18; Basic Concepts of Democracy, 20–24; Comparative Political Systems, 644–675   |
| 3.5.PO 2: Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.   | <b>SE/TE:</b> Foreign Policy and National Defense, 480–481, 482–487, 488–494, 495–503, 504, 505–512, 513, 514–515; Foreign Trade, 56, 696–697, 698   |
| 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).                                | <b>SE/TE:</b> United Nations, 498, 500, 507–511; United Nations Educational, Scientific, and Cultural Organization (UNESCO), 510; North Atlantic Treaty Organization (NATO), 416, 486, 506–507; European Union, 17, 35, 698, 700; International Monetary Fund, 510, 511, 697–698 |
| <b>4: Geography</b>   |  |
| 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).  | <b>SE/TE:</b> For related material see: Maps, 33, 50, 56, 105, 154, 191, 270, 274, 335, 376, 388, 391, 499, 506, 529, 636, 656, 664, 668, 670, 694, 698, 723, 746, 776–777, 778–779, 776–777, 778–779  |
| 4.1.PO 2: Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).   | <b>SE/TE:</b> Maps, 33, 50, 56, 105, 154, 191, 270, 274, 335, 376, 388, 391, 499, 506, 529, 636, 656, 664, 668, 670, 694, 698, 723, 746  |
| 4.1.PO 3: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.  | <b>SE/TE:</b> Maps, 33, 50, 56, 105, 154, 191, 270, 274, 335, 376, 388, 391, 499, 506, 529, 636, 656, 664, 668, 670, 694, 698, 723, 746, 776–777, 778–779; also see: Issues Of Our Time, 692   |
| 4.1.PO 4: Use an atlas to access information.   | <b>SE/TE:</b> For related material see: Databank: Political Maps, 776–777, 778–779   |

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| 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   | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912   |
| 4.2.PO 1.b: human processes such as religion, political organization, economy, and demographics  | <b>SE/TE:</b> For related material see: Regional security alliances, 506; regional government, 669–670, 672   |
| 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.   | <b>SE/TE:</b> For related material see: Comparative Political Systems, 644–675; Comparative Economic Systems, 676–702   |
| 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.             | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912   |
| 4.2.PO 4: Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.  | <b>SE/TE:</b> Comparative Political Systems, 644–675; Comparative Economic Systems, 676–702   |
| 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). | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912   |
| 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).  | <b>SE/TE:</b> For related material see: Our Political Beginnings, 30–34; The Coming of Independence, 36–42; The Critical Period, 48–51; Ideas and Revolutions, 653–660; Transitions to Democracy, 661–665; Case Studies in Democracy, 666–672; Socialism and Communism, 685–691 |
| 4.2.PO 7: Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region.  | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912   |
| 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.  | <b>SE/TE:</b> For related material see: Image of Hurricane Katrina, 706–707   |
| 4.3.PO 2: Analyze different points of view on the use of renewable and non-renewable resources in Arizona.   | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912   |

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| 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. | <b>SE/TE:</b> For related material see: Image of Hurricane Katrina, 706–707   |
| 4.3.PO 4: Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.   | <b>SE/TE:</b> For related material see: Image of Hurricane Katrina, 706–707   |
| <b>4.4: Human Systems</b>   |   |
| 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).  | <b>SE/TE:</b> Population, 6, 7, 8–9, 78, 91, 269–270, 276–278, 635, 749, 754  |
| 4.4.PO 2: Analyze push/pull factors that contribute to human migration.   | <b>SE/TE:</b> Immigrants, 97, 137, 406, 612, 616, 635, 636, 637   |
| 4.4.PO 3: Analyze the effects of migration on places of origin and destination, including border areas.   | <b>SE/TE:</b> For related material see: Immigrants, 97, 137, 406, 612, 616, 635, 636, 637   |
| 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).  | <b>SE/TE:</b> The U.S. in a Global Economy, 693–699   |
| 4.4.PO 5: Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).  | <b>SE/TE:</b> Cities and Metropolitan Areas, 749–755  |
| 4.4.PO 6: Analyze factors (e.g., social, biotic, abiotic) that affect human populations.  | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912 |
| 4.4.PO 7: Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.  | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912 |
| 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.                      | <b>SE/TE:</b> For related material see: Immigrants, 97, 137, 406, 612, 616, 635, 636, 637   |
| <b>4.5: Environment and Society</b>   |   |
| 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.                                      | <b>SE/TE:</b> For related material see: Image of Hurricane Katrina, 706–707   |
| 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).                                  | <b>SE/TE:</b> For related material see: Image of Hurricane Katrina, 706–707   |

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| 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).   | <b>SE/TE:</b> For related material see: Image of Hurricane Katrina, 706–707   |
| 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.             | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912                   |
| 4.5.PO 5: Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals).   | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912                   |
| 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).  | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912                   |
| 4.5.PO 7: Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.   | <b>SE/TE:</b> For related material see: Environmental Protection Agency (EPA), 110, 430, 438, 442, 453; Environmental Protection, 110, 251, 912                   |
| <b>4.6: Geographic Applications</b>  |   |
| 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.                         | <b>SE/TE:</b> Reapportionment, 274–275, 276, 277; City planning, 753; Zoning laws, 24, 753  |
| 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. | <b>SE/TE:</b> For related material see: Ideas and Revolutions, 653–660; Transitions to Democracy, 661–665; Case Studies in Democracy, 666–672                     |
| 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).                        | <b>SE/TE:</b> For related material see: The Thirteen Colonies, 32–34; Alaska and statehood, 106–107; Cuban Missile Crisis, 500; Transitions to Democracy, 661–665 |
| <b>5: Economics</b>  |   |
| <b>5.1: Foundations of Economics</b>   |   |
| <b>5.1.PO 1: Analyze the implications of scarcity:</b>   |   |
| 5.1.PO 1.a: limited resources and unlimited human wants influence choice at individual, national, and international levels   | <b>SE/TE:</b> Trade, 488, 697–700; Supply and Demand, 681   |
| 5.1.PO 1.b: factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology)  | <b>SE/TE:</b> Factors of production, 678, 679   |
| 5.1.PO 1.c: marginal analysis by producers, consumers, savers, and investors   | <b>SE/TE:</b> For related material see: Capitalism, 678–684   |

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| 5.1.PO 2: Analyze production possibilities curves to describe opportunity costs and trade-offs.  | <b>SE/TE:</b> For related material see: Capitalism, 678–684                                     |
| 5.1.PO 3: Describe the characteristics of the mixed-market economy of the United States:   |   |
| 5.1.PO 3.a: property rights  | <b>SE/TE:</b> For related material see: Private property, 32, 309, 571–572                      |
| 5.1.PO 3.b: profit motive  | <b>SE/TE:</b> Profit, 681   |
| 5.1.PO 3.c: consumer sovereignty   | <b>SE/TE:</b> Competition, 681  |
| 5.1.PO 3.d: competition  | <b>SE/TE:</b> Competition, 681  |
| 5.1.PO 3.e: role of the government   | <b>SE/TE:</b> Fiscal and Monetary Policy, 473–476   |
| 5.1.PO 3.f: rational self-interest   | <b>SE/TE:</b> For related material see: Adam Smith, 653, 680, 682, 762                          |
| 5.1.PO 3.g: invisible hand   | <b>SE/TE:</b> For related material see: Capitalism, 678–684                                     |
| 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). | <b>SE/TE:</b> For related material see: Capitalism, 678–684                                     |
| 5.1.PO 5: Interpret economic information using charts, tables, graphs, equations and diagrams.   | <b>SE/TE:</b> Infographics, Charts, Graphs, and Tables, 459, 461, 464, 465, 468, 683, 694       |
| 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   | <b>SE/TE:</b> For related material see: Trade, 488, 697–700                                     |
| 5.2.PO 1.b: role and interdependence of households, firms, and government in the circular flow model of economic activity  | <b>SE/TE:</b> For related material see: Capitalism, 678–684                                     |
| 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  | <b>SE/TE:</b> Entrepreneurs, 679  |
| 5.2.PO 1.d: financial institutions and securities markets  | <b>SE/TE:</b> For related material see: Securities and Exchange Commission (SEC), 446, 447, 694 |
| 5.2.PO 1.e: importance of rule of law in a market economy for enforcement of contracts   | <b>SE/TE:</b> For related material see: Private property, 32, 309, 571–572                      |
| 5.2.PO 2: Describe how markets function:   |   |
| 5.2.PO 2.a: laws of supply and demand  | <b>SE/TE:</b> Law of Supply and Demand, 681   |
| 5.2.PO 2.b: how a market price is determined   | <b>SE/TE:</b> Prices, 683   |
| 5.2.PO 2.c: graphs that demonstrate changes in supply and demand   | <b>SE/TE:</b> For related material see: Law of Supply and Demand, 681; Prices, 683              |
| 5.2.PO 2.d: how price ceilings and floors cause shortages or surpluses   | <b>SE/TE:</b> For related material see: Law of Supply and Demand, 681; Prices, 683              |
| 5.2.PO 2.e: comparison of monopolistic and competitive behaviors   | <b>SE/TE:</b> Monopolies, 681–682   |
| 5.2.PO 2.f: theory of production and the role of cost  | <b>SE/TE:</b> For related material see: Factors of Production, 678–679                          |



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| 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  | <b>SE/TE:</b> Financing Government, 454–479; Financing State and Local Government, 761–766; also see: Fiscal and Monetary Policy, 473–476 |
| 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 | <b>SE/TE:</b> Financing Government, 454–479; Financing State and Local Government, 761–766  |
| 5.2.PO 3.c: effects of progressive, proportional, and regressive taxes on different income groups   | <b>SE/TE:</b> Taxes and Other Revenues, 456–462   |
| 5.2.PO 3.d: role of self-interest in decisions of voters, elected officials, and public employees   | <b>SE/TE:</b> Voter Behavior, 170–178; Elections, 193–199; Financing State and Local Government, 761–766                                  |
| 5.3: Macroeconomics   |   |
| 5.3.PO 1: Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.  | <b>SE/TE:</b> For related material see: Inflation & deflation, 474, 475; Capitalism, 678–684  |
| 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).   | <b>SE/TE:</b> Inflation & deflation, 474, 475   |
| 5.3.PO 3: Describe the economic and non-economic consequences of unemployment.  | <b>SE/TE:</b> For related material see: Unemployment Compensation, 460–461, 474   |
| 5.3.PO 4: Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.  | <b>SE/TE:</b> Fiscal and Monetary Policy, 473–476   |
| 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.   | <b>SE/TE:</b> Federal Reserve Act (1913), 311; Federal Reserve System, 447, 462, 693–695; Federal Reserve Board, 475–476                  |
| 5.3.PO 6: Explain the effects of monetary policy on unemployment, inflation, and economic growth.   | <b>SE/TE:</b> For related material see: Fiscal and Monetary Policy, 473–476; Unemployment Compensation, 460–461, 474                      |
| 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.   | <b>SE/TE:</b> For related material see: Factors of Production, 678–679  |
| 5.4: Global Economics   |   |
| 5.4.PO 1: Analyze the similarities and differences among economic systems:  | <b>SE/TE:</b> Comparative Economic Systems, 676–677; Capitalism, 678–684; Socialism and Communism, 685–691                                |
| 5.4.PO 1.a: characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services  | <b>SE/TE:</b> Comparative Economic Systems, 676–677; Capitalism, 678–684; Socialism and Communism, 685–691                                |
| 5.4.PO 1.b: benefits and costs of market and command economies  | <b>SE/TE:</b> Socialism and Communism, 685–691  |

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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 | <b>SE/TE:</b> Capitalism, 678–684  |
| 5.4.PO 1.d: role of private property in conserving scarce resources and providing incentives in a market economy  | <b>SE/TE:</b> Private property, 32, 309, 571–572   |
| 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   | <b>SE/TE:</b> For related material see: International Trade, 488, 697–700; Commerce Power, 315–316   |
| 5.4.PO 2.b: how the law of comparative advantage leads to specialization and trade  | <b>SE/TE:</b> For related material see: International Trade, 488, 697–700; Commerce Power, 315–316   |
| 5.4.PO 2.c: effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living  | <b>SE/TE:</b> Tariffs, 299, 457, 696; World Trade Organization & North American Free Trade Agreement (NAFTA), 323, 672, 692, 695, 697, 700 |
| 5.4.PO 2.d: how exchange rates work and how they affect international trade   | <b>SE/TE:</b> For related material see: Currency, 457  |
| 5.4.PO 2.e: how the concepts of balance of trade and balance of payments are used to measure international trade  | <b>SE/TE:</b> For related material see: Trade, 488, 697–700  |
| 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.                                | <b>SE/TE:</b> For related material see: Trade, 488, 697–700  |
| 5.4.PO 2.g: economic connections among different regions, including changing alignments in world trade partners   | <b>SE/TE:</b> North American Free Trade Agreement (NAFTA), 323, 672, 692, 695, 697, 700  |
| 5.4.PO 2.h: identify the effects of trade agreements (e.g., North American Free Trade Agreement)  | <b>SE/TE:</b> World Trade Organization & North American Free Trade Agreement (NAFTA), 323, 672, 692, 695, 697, 700                         |
| 5.5: Personal Finance   |  |
| 5.5.PO 1: Explain how education, career choices, and family obligations affect future income.   | <b>SE/TE:</b> For related material see: Education, 314, 315, 555, 576–757  |
| 5.5.PO 2: Analyze how advertising influences consumer choices.  | <b>SE/TE:</b> Advertising, 236, 567  |
| 5.5.PO 3: Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.  | <b>SE/TE:</b> For related material see: Fiscal and Monetary Policy, 473–476  |
| 5.5.PO 4: Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.   | <b>SE/TE:</b> For related material see: Right of Privacy, 581–582, 588–589   |
| 5.5.PO 5: Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.   | <b>SE/TE:</b> For related material see: Securities and Exchange Commission (SEC), 446, 447, 694  |

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| 5.5.PO 6: Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households. | <b>SE/TE:</b> For related material see: Securities and Exchange Commission (SEC), 446, 447, 694 |