

Prentice Hall: Magruder's American Government ©2002

Correlated to:

**Colorado Model Content Standards for Civics
(Grades 9-12)**

COLORADO MODEL CONTENT STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
1.1 Students know and understand what government is and what purpose it serves.	
<ul style="list-style-type: none"> explaining how purposes of government impact the individual and society; 	SE/TE: 4-7, 8-10, 472-473, 473-475, 537-544, 546-553, 555-558, 564-568, 569-574, 595-599, 608-612, 613-618, 659-661
<ul style="list-style-type: none"> analyzing how different forms of government execute the purposes of government; and 	SE/TE: 5, 12-16
<ul style="list-style-type: none"> analyzing and knowing how different forms of government impact the individual (<i>for example, personal freedom and political liberty</i>). 	SE/TE: 18-22, 537-544, 546-553, 555-558, 564-568, 569-574, 595-599, 608-612, 613-618, 659-661
1.2 Students know the essential characteristics of limited* and unlimited government*.	
<ul style="list-style-type: none"> comparing and contrasting limited* and unlimited government* (<i>for example, constitutional republic*, authoritarian*, and totalitarian government*</i>); 	SE/TE: 4, 5, 12-16
<ul style="list-style-type: none"> comparing how constitutions* promote the principles* of a political system and provide the basis for government; and 	SE/TE: 28-29, 64-70, 72-77
<ul style="list-style-type: none"> describing how constitutions* and the rule of law* may limit government 	SE/TE: 53, 64-70, 88-89, 259, 290, 351, 503, 533-534, 537-588, 601-618
1.3 Students understand the principles* of the United States constitutional government*.	
<ul style="list-style-type: none"> analyzing the political thought that influenced the development of the United States Constitution (<i>for example, social contract* theory, the major ideas of republicanism*, natural rights* philosophy</i>); 	SE/TE: 7-8, 13, 40-43, 97-98
<ul style="list-style-type: none"> evaluating the Federalist and Anti-Federalist positions in the context of contemporary United States society; 	SE/TE: 9, 56, 58, 67, 69, 263, 468, 506, 783-792
<ul style="list-style-type: none"> explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change; and 	SE/TE: 64-70, 72-82

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<ul style="list-style-type: none"> explaining the conditions which are necessary for the United States constitutional government* to operate effectively (<i>for example, the acceptance of or commitment to common constitutional principles*</i>). 	SE/TE: 1, 10, 18-22, 64-70, 113, 259, 351, 503
1.4 Students know the distinctive characteristics of the political culture* of the United States.	
<ul style="list-style-type: none"> analyzing how amendments, laws, and landmark decisions have helped fulfill the promise of the Constitution; 	SE/TE: 72-77, 79-83, 148-150, 532-553, 555-561, 564-574, 576-591, 601-618
<ul style="list-style-type: none"> analyzing the relationship between the Constitution and the political culture* in which it exists; 	SE/TE: 148-150, 594-599, 601-606, 608, 615-619
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about the importance of adhering to constitutional principles* in managing conflicts over diverse viewpoints (<i>for example, taxation, civil rights, and balance of power</i>); and 	SE/TE: 1, 39, 53, 55, 66-69, 259, 292, 296, 309-314, 317, 347, 351, 392, 397, 405-408, 411, 446-453, 508-511, 516-520, 589, 621
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on the effectiveness of the Constitution and Bill of Rights in protecting the rights of all citizens. 	SE/TE: 23, 59, 83, 109, 143, 173, 203, 231, 255, 285, 315, 347, 385, 409, 441, 463, 499, 527, 536, 553, 559, 561, 568, 574, 583, 589, 619, 653, 677, 713, 745
1.5 Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.	
<ul style="list-style-type: none"> developing and defending positions* on issues in which traditional principles* of representative government are in conflict, using historical and contemporary examples (<i>for example, conflicts between liberty* and equality, between individual rights* and the common good*</i>); 	SE/TE: 52, 533-534, 568, 589
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about historical and contemporary efforts to act according to constitutional principles (<i>for example, abolition movement, desegregation of schools, civil rights movements</i>); and developing, evaluating, and defending positions* on contemporary issues on the balance between individual rights* and the common good*. 	SE/TE: 553, 554, 559, 561, 574, 583, 594-599, 601-612, 618

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2.1 Students know the organization and functions of local, state, and national governments.	
<ul style="list-style-type: none"> analyzing how the organization of the local, state, and national governments influences the formulation and implementation of policy (<i>for example, weak versus strong mayoral system, unicameral* versus bicameral legislature*, legislative approval of presidential appointments</i>); 	SE/TE: 14-15, 67, 262-265, 267-273, 275-278, 279-284, 313-314, 320-346, 354-363, 365-384, 390-397, 399-403, 405-408, 414-435, 437-440
<ul style="list-style-type: none"> explaining why states have their own constitutions* and the relationship of state constitutions to the federal constitution (<i>for example, the "roots" of colonial assemblies, strong state governments</i>); 	SE/TE: 99-101, 684-688
<ul style="list-style-type: none"> evaluating the tension between citizens' desire for government services and benefits, and the costs associated with providing those; and 	SE/TE: 446-452, 733-737, 739-744, 746, 747
<ul style="list-style-type: none"> describing major provisions of the Colorado Constitution. 	SE/TE: 378, 688, 693, 696, 700, 712, 714, 715, 741, 744
2.2 Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution.	
<ul style="list-style-type: none"> analyzing how the design of the United States Constitution balances and checks to prevent the abuse of power* (<i>for example, Marbury v. Madison, Supreme Court packing under New Deal, Watergate</i>); and 	SE/TE: 39, 53, 69-70, 81, 88-109, 259, 310-314, 331-333, 351, 396-397, 405, 407, 503, 506-522, 681, 802, 806
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on historical and contemporary conflicts over the respective roles, balance of power*, and responsibility between local, state, and federal government. 	SE/TE 67-69, 95-96, 103, 104, 109, 111, 274, 309, 396-397, 407, 527, 684-688, 713, 719, 721, 733-737, 739-740, 745
2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.	
<ul style="list-style-type: none"> explaining the significance of historical and contemporary events to illustrate the central place of the rule of law* (<i>for example, United States Supreme Court cases such as United States v. Nixon, Mapp v. Ohio, Gideon v. Wainwright</i>); 	SE/TE: 64-66, 512-515, 536, 557, 573, 581, 584, 801, 802, 806

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<ul style="list-style-type: none"> analyzing, using historical and contemporary examples, the meaning and significance of the idea of equal protection* of laws for all persons (<i>for example, Brown v. Board of Education, University of California v. Bakke</i>); 	SE/TE: 601-612
<ul style="list-style-type: none"> explaining how the state and federal courts' power* of judicial review reflects the United States constitutional government* (<i>for example, Marbury v. Madison</i>); and 	SE/TE: 69-70, 81, 518-520, 702-705, 710-711, 811
<ul style="list-style-type: none"> developing, evaluating and defending positions* on current issues regarding judicial protection of individual rights* (<i>for example, explaining the basic concept of due process* protections, including presumption of innocence, speedy and public trials, right to counsel, trial by jury, right of appeal</i>). 	SE/TE: 536, 553, 554, 559, 561, 568, 574, 583, 589
2.4 Students know how public policy* is developed at the local, state, and national levels.	
<ul style="list-style-type: none"> evaluating the contemporary roles of voters, political parties*, associations, and groups in local, state, and national politics* (<i>for example, political action committees, interest groups*, think tanks, unions, professional organizations</i>); 	SE/TE: 4, 12-13, 116-124, 132-136, 140-142, 152-158, 164-172, 178-186, 190-195, 196-203, 236-254, 461, 697-700, 718-723, 725-726, 729-737, 740-744
<ul style="list-style-type: none"> analyzing a current public policy* issue at local, state, or national levels and evaluating the alternative positions (<i>for example, welfare reform</i>); 	SE/TE: 59, 71, 83, 109, 143, 173, 203, 231, 255, 274, 285, 315, 347, 385, 409, 441, 463, 499, 527, 553, 554, 559, 561, 568, 574, 583, 589, 619, 653, 677, 713, 745
<ul style="list-style-type: none"> explaining why conflicts within traditional principles* of representative government may make agreement on issues of public policy* difficult (<i>for example, affirmative action, gun control, environmental protection, capital punishment, growth, welfare reform</i>); and 	SE/TE: 4, 12-13, 18-20, 168-172, 196-202, 208-213, 223-230, 236-254, 441
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about the role of media and public opinion in United States politics* (<i>for example, ways that government and media influence public opinion and the behavior of public officials</i>). 	SE/TE: 202, 208, 211-212, 215-221, 223-231, 249-254, 391-392

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3.1 Students know how and why governments and nongovernmental agencies around the world interact politically.	
<ul style="list-style-type: none"> identifying and analyzing the effectiveness of solutions used to resolve an international problem or concern by governmental and nongovernmental agencies (<i>for example, United Nations attempts to resolve political conflicts, attempts to deal with world-wide refugee problems, terrorism, attempts to protect the world's environment</i>). 	SE/TE: 9, 10, 301-302, 422, 468-480, 481-489, 491-498, 843
3.2 Students understand how the United States government develops foreign policy*.	
<ul style="list-style-type: none"> analyzing how and why domestic politics* may impose constraints or obligations on the ways in which the United States acts in the world, giving current political examples (<i>for example, understanding treaties and their relationship to the Constitution</i>); and 	SE/TE: 9, 10, 301-302, 422, 468-480, 481-489, 491-498, 641-643
<ul style="list-style-type: none"> identifying and analyzing issues concerning the national interests of the United States. 	SE/TE: 9, 10, 422, 468-469, 472-473, 476, 477-480, 484-485, 489, 491-498
3.3 Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics* and society of the United States.	
<ul style="list-style-type: none"> evaluating the impact of significant international developments on the United States and other nations (<i>for example, impact of land mines</i>); 	SE/TE: 477, 481-490, 641-643
<ul style="list-style-type: none"> describing the impact abroad of the principles* of the Declaration of Independence and the United States Constitution; 	SE/TE: 9-10, 469, 476
<ul style="list-style-type: none"> giving examples of how foreign policy decisions made by foreign countries affect the United States; 	SE/TE 9-10, 468-469, 472, 478-479, 480, 482-490, 640-643
<ul style="list-style-type: none"> giving examples of diplomatic strategies used by the United States government when interacting on significant international issues (<i>for example, humanitarian and development aid, economic sanctions</i>); 	SE/TE: 468-469, 476, 482-489, 491-498

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<ul style="list-style-type: none"> evaluating current international issues in which the foreign policy* of the United States has played a significant role (<i>for example, world trade negotiations - GATT agreements</i>); and 	SE/TE: 468-469, 478-479, 492-498
<ul style="list-style-type: none"> identifying opportunities for citizens of the United States to participate in the resolution of international problems and concerns (<i>for example, citizens pressure to release the remains of POWs from Vietnam</i>). 	SE/TE: 552-554
4.1 Students know what citizenship is.	
<ul style="list-style-type: none"> explaining the rights and obligations of United States citizens; 	SE/TE: 18-20, 446-453, 532-574, 576-591, 601-606, 704-706
<ul style="list-style-type: none"> comparing and analyzing the rights and responsibilities of citizens and non-citizens in the United States; and 	SE/TE: 18-20, 446-453, 532-574, 576-591, 601-606, 613-618
<ul style="list-style-type: none"> evaluating the usefulness of the following characteristics of an effective citizen to participate effectively in public life (<i>for example, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings</i>). 	SE/TE: 10, 147, 158, 164-168, 172, 174-175
4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.	
<ul style="list-style-type: none"> evaluating whether and when their obligations as citizens require that their personal desires and interests be balanced with the public good; 	SE/TE: 20, 533-534, 542-544, 546-558, 560-561, 564-591
<ul style="list-style-type: none"> evaluating what to do when individual beliefs or constitutional principles* are in conflict; and 	SE/TE: 20, 533-534, 542-544, 546-558, 560-561, 564-591
<ul style="list-style-type: none"> identifying and evaluating how the characteristics of an effective citizen promote the preservation of the republic. 	SE/TE: 10, 12-13, 147, 148, 164-168, 172, 174-175
4.3 Students know how citizens can exercise their rights.	
<ul style="list-style-type: none"> identifying the scope and limits of rights (<i>for example, all rights have limits</i>); 	SE/TE: 20, 533-534

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<ul style="list-style-type: none"> explaining considerations and criteria commonly used in determining what limits should be placed on specific rights (<i>for example, clear and present danger, national security, public safety</i>); 	SE/TE: 20, 533-534, 546-558, 564-591
<ul style="list-style-type: none"> evaluating different positions on contemporary issues that involve rights of citizens (<i>for example, restricted membership in organizations, sexual harassment, school prayer, refusal of medical care</i>); and 	SE/TE: 23, 59, 83, 109, 143, 173, 203, 231, 255, 285, 315, 347, 385, 409, 441, 463, 499, 527, 559, 589, 619, 653, 677, 713, 745
<ul style="list-style-type: none"> describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens. 	SE/TE: 148-150, 239, 242-247, 592-599, 608-612
4.4 Students know how citizens can participate in civic life*.	
<ul style="list-style-type: none"> evaluating the effectiveness of various forms of political participation (<i>for example, voting, attending political and governmental meetings, contacting public officials</i>); 	SE/TE: 147, 158, 164-172, 180-186, 195, 215-217, 237-240, 250-254, 554
<ul style="list-style-type: none"> describing various ways one can exercise leadership and participate in public affairs (<i>for example, campaigning</i>); 	SE/TE: 115, 137-142, 250-251, 368-375
<ul style="list-style-type: none"> demonstrating understanding of strategies for monitoring and influencing current public policy* (<i>for example, writing to a public official, writing letters to the editor, working with advocacy groups, working on a political campaign or using technology to monitor and influence legislation</i>); and 	SE/TE 3, 27, 63, 115, 147, 175, 177, 195, 205, 235, 261, 289, 293, 319, 389, 413, 553, 554, 657
<ul style="list-style-type: none"> describing the role of civil disobedience*. 	SE/TE: 602