

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<b>Colorado Model Content Standards</b>	
<b>CIVICS</b>	
<b>1. Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.</b>	
<b>2. Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.</b>	
<b>3. Students know the political relationship of the United States and its citizens to other nations and to world affairs.</b>	
<b>4. Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life* at all levels - local, state and national.</b>	
<b>STANDARD 1: Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.</b>	
<b>RATIONALE</b>	
<i>Citizens need to understand different ideas about civic life*, politics*, and government so that they can make informed judgments, decisions and actions about the role of government. Understanding allows individuals to analyze the advantages and disadvantages of the United States system, to evaluate issues related to its design and purposes, and to offer suggestions for change and improvement. The United States written constitution* sets forth the principles* upon which our government is based. The successful implementation of the constitutional system of the United States is dependent upon its citizens holding civic values* and principles* in common that constitute the political culture* of the United States and the founders' original intent. Citizens must understand the fundamental ideas of constitutional government*, its history, and contemporary relevance to develop a reasoned commitment to constitutionalism and rule of law*. Citizens can use these understandings as criteria to evaluate the performance of government officials and to gauge their own effectiveness as citizens.</i>	
<b>1.1 Students know and understand what government is and what purpose it serves.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>• explaining how purposes of government impact the individual and society;</li> </ul>	<b>SE/TE:</b> 4-11, 25-26
<ul style="list-style-type: none"> <li>• analyzing how different forms of government execute the purposes of government; and</li> </ul>	<b>SE/TE:</b> 12-18, 20-24, 25-26, 659-660, 666-672, 673-675
<ul style="list-style-type: none"> <li>• analyzing and knowing how different forms of government impact the individual (<i>for example, personal freedom and political liberty</i>).</li> </ul>	<b>SE/TE:</b> 12-18, 20-24, 25-26, 578-582, 583-590, 592-599, 600-601, 602-606, 607-609, 646-651, 659-660, 673-675
<b>1.2 Students know the essential characteristics of limited* and unlimited government*.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>• comparing and contrasting limited* and unlimited government* (<i>for example, constitutional republic*, authoritarian*, and totalitarian government*</i>);</li> </ul>	<b>SE/TE:</b> 12-18, 25-26, 659-660, 666-672, 673-675
<ul style="list-style-type: none"> <li>• comparing how constitutions* promote the principles* of a political system and provide the basis for government; and</li> </ul>	<b>SE/TE:</b> 68-75, 78-83, 85-88, 89-91, 666-672, 674

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<ul style="list-style-type: none"> <li>describing how constitutions* and the rule of law* may limit government.</li> </ul>	<b>SE/TE:</b> 9, 30, 31, 69-70, 708-713
<b>1.3 Students understand the principles* of the United States constitutional government*.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 8-11, 26, 52-58, 653-654
<ul style="list-style-type: none"> <li>evaluating the Federalist and Anti-Federalist positions in the context of contemporary United States society;</li> </ul>	<b>SE/TE:</b> 59-62, 63-64
<ul style="list-style-type: none"> <li>explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change; and</li> </ul>	<b>SE/TE:</b> 68-75, 78-83, 85-88, 89-91
<ul style="list-style-type: none"> <li>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>).</li> </ul>	<b>SE/TE:</b> 59-62, 63-64
<b>1.4 Students know the distinctive characteristics of the political culture* of the United States.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>analyzing how amendments, laws, and landmark decisions have helped fulfill the promise of the Constitution;</li> </ul>	<b>SE/TE:</b> 76-77, 310-311, 410-411, 546-550, 551-558, 559-567, 569-572, 573-575, 578-582, 583-590, 592-599, 600-601, 602-606, 607-609, 618-623, 624-625, 626-630, 639-641
<ul style="list-style-type: none"> <li>analyzing the relationship between the Constitution and the political culture* in which it exists;</li> </ul>	<b>SE/TE:</b> 35, 110, 253, 317, 350, 404, 450, 527, 591, 760
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>SE/TE:</b> 35, 110, 253, 272, 317, 350, 404, 450, 527, 568, 591, 760
<ul style="list-style-type: none"> <li>developing, evaluating, and defending positions* on the effectiveness of the Constitution and Bill of Rights in protecting the rights of all citizens.</li> </ul>	<b>SE/TE:</b> 574, 591, 601, 608, 625, 640, 641

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<b>1.5 Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 575, 591, 601, 609
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>SE/TE:</b> 612-617, 618-623, 624-625, 626-630, 639-641
<ul style="list-style-type: none"> <li>developing, evaluating, and defending positions* on contemporary issues on the balance between individual rights* and the common good*.</li> </ul>	<b>SE/TE:</b> 575, 591, 601, 609
<b>STANDARD 2: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.</b>	
<b>RATIONALE</b>	
<p><i>Preservation of the United States constitutional system requires the participation of an attentive and knowledgeable citizenry. An understanding of political process and the Constitution enhances responsible participation. Law pervades United States society; it is the mechanism through which policy is expressed and debated, disputes resolved, and government limited.</i></p> <p><i>When citizens participate by evaluating, monitoring, and influencing policy at the local, state, and national levels, our system will thrive and continue.</i></p>	
<b>2.1 Students know the organization and functions of local, state, and national governments.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 406-408, 717-719, 722-726, 737-739, 744-748, 750-755
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 103-109, 110, 115-116, 709-713, 737-738

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<ul style="list-style-type: none"> <li>evaluating the tension between citizens' desire for government services and benefits, and the costs associated with providing those; and</li> </ul>	<b>SE/TE:</b> 756-759, 760, 761-766, 767-768
<ul style="list-style-type: none"> <li>describing major provisions of the Colorado Constitution.</li> </ul>	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> 709-713
<b>2.2 Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>SE/TE:</b> 71, 72-73, 75, 76-77, 89-90, 319-322, 324, 417-420, 421-423
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>SE/TE:</b> 75, 77, 90, 116-117, 324, 420, 422, 423
<b>2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 410-411, 546, 588, 597-598, 807, 809
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 618-623, 624-625, 626-630, 639-640
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>SE/TE:</b> 71, 73-75, 76-77, 89

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<ul style="list-style-type: none"> <li>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>).</li> </ul>	<b>SE/TE:</b> 578-582, 592-599, 600-601, 607-608
<b>2.4 Students know how public policy* is developed at the local, state, and national levels.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 242-246, 247-252, 254-260, 261-263
<ul style="list-style-type: none"> <li>analyzing a current public policy* issue at local, state, or national levels and evaluating the alternative positions (<i>for example, welfare reform</i>);</li> </ul>	<b>SE/TE:</b> 110, 200, 253, 591, 692, 760
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>SE/TE:</b> 110, 200, 253, 591, 692, 760
<ul style="list-style-type: none"> <li>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>).</li> </ul>	<b>SE/TE:</b> 214-219, 220-226, 227, 228-236, 237-239

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<b>STANDARD 3: Students know the political relationship of the United States and its citizens to other nations and to world affairs.</b>	
<b>RATIONALE</b>	
<i>The United States is part of an interconnected world, where the actions of one nation* can affect the well-being of other nations. To make judgments about the role of the United States in the world today, citizens need to be able to determine what course their foreign policy* should take. An understanding of the role of the United States in the world arena and the processes by which foreign policy* is made and implemented provides the necessary foundation for making judgments about the direction of United States foreign policy*. To take part in analyzing and evaluating proposals for dealing with international issues, citizens need to be aware of worldwide developments and their effects.</i>	
<b>3.1 Students know how and why governments and nongovernmental agencies around the world interact politically.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>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>).</li> </ul>	<b>SE/TE:</b> 482-483, 487, 493-494, 495-503, 504, 505-512, 513-515
<b>3.2 Students understand how the United States government develops foreign policy*.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>SE/TE:</b> 482-483, 484, 492-494
<ul style="list-style-type: none"> <li>identifying and analyzing issues concerning the national interests of the United States.</li> </ul>	<b>SE/TE:</b> 495-503, 504, 505-512, 513-515
<b>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.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>evaluating the impact of significant international developments on the United States and other nations (<i>for example, impact of land mines</i>);</li> </ul>	<b>SE/TE:</b> 495-503, 504, 505-512, 513-515

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<ul style="list-style-type: none"> <li>describing the impact abroad of the principles* of the Declaration of Independence and the United States Constitution;</li> </ul>	<b>SE/TE:</b> 36-42, 666-672, 673-675
<ul style="list-style-type: none"> <li>giving examples of how foreign policy decisions made by foreign countries affect the United States;</li> </ul>	<b>SE/TE:</b> 497-503, 505-512, 513-515
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 505-512, 513-515
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>SE/TE:</b> 692, 696-700, 702
<ul style="list-style-type: none"> <li>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>).</li> </ul>	<b>SE/TE:</b> 247, 250-252, 253, 254-260, 261-262
<b>STANDARD 4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life* at all levels - local, state, and national.</b>	
<b>RATIONALE</b>	
<p><i>In order to function effectively as citizens, it is essential that students understand the nature of citizenship and the roles that citizens must play. Citizenship in the United States brings with it rights and responsibilities both at the personal and public levels, including the responsibility to be informed regarding matters of public policy*. Citizens who know about and exercise rights and responsibilities ensure that the constitutional republic* of the United States is preserved. Informed voting is commonly perceived as the major way in which citizens can participate in government. Students should understand the many other ways that they can participate in civic life* on an ongoing basis. Understanding and commitment to exercising the roles and skills related to citizenship, students can help influence and shape public policy* and contribute to the maintenance of our way of life.</i></p>	
<b>4.1 Students know what citizenship is.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>explaining the rights and obligations of United States citizens;</li> </ul>	<b>SE/TE:</b> 169, 632-638, 731
<ul style="list-style-type: none"> <li>comparing and analyzing the rights and responsibilities of citizens and non-citizens in the United States; and</li> </ul>	<b>SE/TE:</b> 156, 548, 632-638,

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<ul style="list-style-type: none"> <li>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>).</li> </ul>	<p><i>Opportunities to address this question appear on the following pages:</i>  <b>SE/TE:</b> 156, 548, 632-638, 639-640</p>
<b>4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>evaluating whether and when their obligations as citizens require that their personal desires and interests be balanced with the public good;</li> </ul>	<p><i>Opportunities to address this question appear on the following pages:</i>  <b>SE/TE:</b> 169, 591, 632-638, 731</p>
<ul style="list-style-type: none"> <li>evaluating what to do when individual beliefs or constitutional principles* are in conflict; and</li> </ul>	<b>SE/TE:</b> 575, 591, 601, 609
<ul style="list-style-type: none"> <li>identifying and evaluating how the characteristics of an effective citizen promote the preservation of the republic.</li> </ul>	<p><i>Opportunities to address this question appear on the following pages:</i>  <b>SE/TE:</b> 169, 591, 632-638, 731</p>
<b>4.3 Students know how citizens can exercise their rights.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>identifying the scope and limits of rights (<i>for example, all rights have limits</i>);</li> </ul>	<b>SE/TE:</b> 575, 591, 601, 609
<ul style="list-style-type: none"> <li>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>);</li> </ul>	<b>SE/TE:</b> 575, 591, 601, 609
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>SE/TE:</b> 575, 591, 601, 609
<ul style="list-style-type: none"> <li>describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens.</li> </ul>	<b>SE/TE:</b> 140, 251-252, 612-617, 626-630, 641

**Magruder's American Government © 2010**  
**Correlated to:**  
**Colorado Model Content Standards for Civics**  
**(Grades 9-12)**

<b>COLORADO MODEL CONTENT STANDARDS FOR CIVICS, GRADES 9-12</b>	<b>MAGRUDER'S AMERICAN GOVERNMENT © 2010</b>
<b>4.4 Students know how citizens can participate in civic life*.</b>	
<b>Grades 9-12</b>	
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> <li>• evaluating the effectiveness of various forms of political participation (<i>for example, voting, attending political and governmental meetings, contacting public officials</i>);</li> </ul>	<b>SE/TE: 19, 169, 568</b>
<ul style="list-style-type: none"> <li>• describing various ways one can exercise leadership and participate in public affairs (<i>for example, campaigning</i>);</li> </ul>	<b>SE/TE: 19, 141, 369</b>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>SE/TE: 252, 272, 369, 631</b>
<ul style="list-style-type: none"> <li>• describing the role of civil disobedience*.</li> </ul>	<b>SE/TE: 569-570, 572, 573</b>