

VENDOR: Pearson Education, Inc. publishing as Pearson Prentice Hall INSTRUCTIONAL MATERIALS: Magruder's American Government
 SUBJECT: Civics/Government COPYRIGHT DATE(S): 2003
 SE ISBN: 0130370487 TE ISBN: 0130370622

**SOCIAL STUDIES
 CONTENT STANDARDS AND OBJECTIVES
 CIVICS/GOVERNMENT**

Civics/Government education is essential for active participation by informed citizens. This course emphasizes a study of government and individual rights and responsibilities. Examination of rules and laws and the need for authority is crucial to maintaining a safe society for diverse individuals and groups. Civics/Government understanding increases as students develop the skills to make informed decisions, to resolve conflicts peacefully, to articulate and defend positions and to engage in the civic and political life of their communities.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	I = In-depth A = Adequate M = Minimal N = Nonexistent	(IMR Committee) RESPONSES I A M N
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All materials at this grade level (1) be research based and theory driven; (2) incorporate basic, accurate information that is developmentally appropriate; (3) use interactive activities that actively engage students; (4) provide students with opportunities to model and practice relevant skills; (5) develop higher order thinking opportunities; and (6) be based on national standards. The instructional materials should provide students with opportunities to:

A. CIVICS/GOVERNMENT

SE: 38, 40-43, 56, 783-792. TE: Activity: 38, 42. Constitutional Principles: 38. Customize for More Advanced Readers: 41. Customize for English Language Learners: 41. Customize for Less Proficient Readers: 41.	1. use documents such as the Declaration of Independence, the Federalist and the Anti-Federalist papers, and the Constitution to explain the primary purposes of government and the United States system.	_____
SE: 76, 535-535. TE: Activity: 76. Background Note: 535	2. Explain the basic values and principles embodied in the Constitution and the Bill of Rights.	_____
SE: 18-22. Section Preview: 18. Interpreting Political Cartoons: 20. Assessment: 22. Government Online: 22.	3. describe the characteristics of government and civil society that relate to civic participation.	_____

(Continued)

TE: Quick Lesson Plan: 18.
 Reading Strategy: 19.
 Background Note: 19, 20.
 Customize for English
 Language Learners: 21.
 Activity: 21.

SE: 65.
TE: Background Note: 65, 66

SE: 66

SE: 533-534, 543, 547-548,
 552-553, 556-557.
 Political Cartoons: 548.
 Voices on Government:
 549

TE: Reading Strategy: 533,
 556. Activity: 534.
 Background Note: 534, 542,
 548.

SE: 532-583, 601-612. Section
 Preview: 532, 537, 546,
 555, 564, 569, 576, 601,
 608. Section Assessment:
 536, 544, 553, 558, 568,
 574, 583, 606, 612.
 Critical Thinking: 535.
 Interpreting Tables: 536.
 Close Up On Primary
 Sources: 545, 607. Voices
 on Government: 549, 572,
 602. Interpreting Charts:
 578, 595. Interpreting
 Political Cartoons: 548,
 558, 566, 579, 581.
 Interpreting Diagrams:
 565. Close Up On the
 Supreme Court: 559.
 Government Online: 567.
 Interpreting Graphs: 609

(Continued)

3. describe the characteristics of government and
 civil society that relate to civic participation.

4. explain the consent of the governed in the
 formation of a democratic society and the role it
 plays in a dynamic society. _____

5. explain rule of law and its application in a
 democratic society. _____

6. compare and contrast the tension between
 individual liberty and society's need for order
 and safety. _____

7. identify examples of how individual rights are
 protected, the need for civic virtue, and how the
 government promotes the common good. _____

(Continued)

TE: Quick Lesson Plan: 532, 537, 546, 555, 564, 569, 576, 601, 608. Reading Strategy: 533, 538, 547, 556, 565, 570, 577, 595, 602, 609. Customize for More Advanced Students: 539, 587. Activity: 534, 540, 543, 549, 551, 557, 565, 566, 567, 571, 573, 577.. Customize for English Language Learners: 556, 579. Customize for Less Proficient Readers: 535, 578. Constitutional Principles: 530, 535, 549, 562, 571, 579, 603. Background Note: 534, 541, 542, 548, 550-552, 567, 572, 573, 580, 603, 610.

SE: 116-118, 148-151, 236-241, 249-254. Section Preview: 116, 148, 236, 249. Section Assessment: 118, 151, 241, 254. Interpreting Political Cartoons: 240. Interpreting Graphs: 251. Critical Thinking: 253.

TE: Quick Lesson Plan: 116, 148, 236, 249. Reading Strategy: 149, 236, 250. Activity: 149, 250. Customize for English Language Learners: 238. Customize for More Advanced Students: 251. Customize for Less Proficient Readers: 253. Background Note: 251-253. Activity: 238, 239, 252, 253

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7. identify examples of how individual rights are protected, the need for civic virtue, and how the government promotes the common good.

8. explain the ways people express their views, monitor, and influence governmental actions. _____

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SE: 12-13, 28-32, 34-39. Section Preview: 28, 34. Section Assessment: 32, 39. Voices on Government: 35. Critical Thinking: 37. Interpreting Tables: 39. Interpreting Charts: 29. Interpreting Maps: 31. Close Up on Primary Sources: 33.

9. compare and contrast direct and representative democracy, the evolution of democracy in the American experience. _____

TE: Quick Lesson Plan: 28, 34. Background Note: 29, 31, 36, 37. Constitutional Principles: 26, 38. Customize for English Language Learners: 30. Customize for Less Proficient Readers: 31. Reading Strategies: 29, 35. Activity: 36, 38

The basis for this standard can be found in Chapter 22 of this textbook.

10. analyze the problems developing nations have in attaining democracy.

SE: 116-142, 178-202. Section Preview: 116, 119, 126, 132, 137, 178, 188, 196. Section Assessment: 118, 124, 131, 135, 142, 186, 194, 202. Voices on Government: 120, 189. Interpreting Political Cartoons: 121, 127, 141, 182, 185, 201, 202. Interpreting Timelines: 128-129. Interpreting Maps: 183. Critical Thinking: 123, 130, 194. Interpreting Charts: 133, 179. Interpreting Graphs: 134, 142, 184, 199. Interpreting Tables: 124, 135, 197.

11. explain the election process, political parties, and the duties of elected officials and their relationship to citizens. _____

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(Continued)

SE: Close Up on Primary Sources: 136, 187. Government Online: 138. Interpreting Diagrams: 140, 180, 191, 193.
TE: Quick Lesson Plan: 116, 119, 126, 132, 137, 178, 188, 196. Activities: 117, 122, 128, 129, 134, 139, 180, 181, 185, 190, 193, 200, 201. Background Note: 123, 129, 130, 134, 138, 180, 183, 192, 193, 199, 201. Constitutional Principles: 114, 129, 176, 183, 199. Customize for English Language Learners: 123, 182. Customize for Less Proficient Readers: 141, 192. Customize for More Advanced Students: 121, 198. Reading Strategies: 117, 120, 127, 133, 138, 178, 189, 197

(Continued)

11. explain the election process, political parties, and the duties of elected officials and their relationship to citizens.

SE: 88-108. Section Preview: 88, 97, 103. Section Review: 95, 103, 108. Voices On Government: 91. Interpreting Tables: 93, 98, 108. Interpreting Charts: 94. Close Up on Primary Sources: 96. Interpreting Political Cartoons: 99. Critical Thinking: 101. Close Up on the Supreme Court: 109.

12. define federalism and explain how power is separated and shared in the United States at all levels of government. _____

TE: Quick Lesson Plan: 88, 97, 103. Activities: 90, 91, 93, 94, 99, 100, 106. Background Notes: 89, 92, 94, 98, 107. Constitutional Principles: 86, 91, 102

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TE: Customize for English Language Learners: 102.
 Customize for Less Proficient Readers: 102.
 Customize for More Advanced Students: 93.
 Reading Strategies: 89, 98, 106

SE: 66-69. Interpreting Diagrams: 68. Critical Thinking: 69. Interpreting Political Cartoons: 67.
TE: Make it Relevant: 67.
 Activity: 67, 68.
 Customize for More Advanced Students: 68.
 Background Note: 69

SE: 468-498. Section Preview: 468, 477, 481, 491.
 Section Assessment: 475, 480, 489, 498. Voices on Government: 468.
 Interpreting Charts: 472.
 Interpreting Graphs: 473, 485, 497. Interpreting Maps: 487, 492.
 Government Online: 493.
 Interpreting Political Cartoons: 474, 483. Close Up on Primary Sources: 476.

TE: Quick Lesson Plan: 468, 477, 481, 491. Activities: 469, 470, 472, 478, 483, 485, 488, 496.
 Background Notes: 471-474, 479, 484, 487, 493, 495. Constitutional Principles: 466, 472, 485.
 Customize for English Language Learners: 487.

(Continued)

12. define federalism and explain how power is separated and shared in the United States at all levels of government.

13. define the separation of powers, enumerate the assigned powers of each of the three branches of government and explain the system of checks and balances provided by the Constitution. _____

14. identify and describe foreign policy of the United States, the objectives for national security and their importance to individual citizens. _____

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TE: Customize for Less Proficient Readers: 479. Customize for More Advanced Students: 494. Make it Relevant: 466, 473, 497. Reading Strategies: 469, 478, 482, 492.

14. identify and describe foreign policy of the United States, the objectives for national security and their importance to individual citizens.

SE: 594-599. Section Preview: 594. Section Assessment: 599. Interpreting Charts: 595. Critical Thinking: 597. Interpreting Graphs: 598.

15. explain the role diversity has played in historical and contemporary America.

TE: Quick Lesson Plan: 594. Reading Strategy: 595. Background Note: 595, 597, 598. Activity: 596. Customize for More Advanced Students: 597. Customize for English Language Learners: 598.

SE: 613-618. Section Preview: 613. Interpreting Charts: 614, 615. Interpreting Graphs: 616. Interpreting Political Cartoons: 618. Section Assessment: 618.

16. explain citizenship and the process of becoming a citizen.

TE: Quick Lesson Plan: 613. Reading Strategy: 614. Activity: 615, 616. Make it Relevant: 615. Background Note: 616, 617. Customize for Less Proficient Readers: 617

SE: Skills for Life: 195, 222, 293, 436, 453, 554, 706, 738.

17. explain the rights and responsibilities of United States citizenship and how they differ from citizenship under authorization and totalitarian regimes.

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SE: Close Up on the Supreme Court: 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. 18. evaluate and defend positions on issues facing contemporary American society. _____

SE: Government Online: 22. 19. describe and evaluate the ways in which technology affects civic life. _____

F. SKILLS

FOUNDATION CRITERIA

TE: Customize for English Language Learners: 21, 30, 41, 45, 75, 102, 123, 169, 182, 226, 238, 277, 303, 332, 380, 401, 432, 448, 487, 510, 556, 579, 598, 642, 673, 698, 721, 736. Customize for More Advanced Students: 14, 41, 53, 68, 93, 121, 167, 198, 220, 251, 270, 299, 323, 336, 357, 402, 421, 447, 494, 525, 539, 587, 597, 648, 675, 696, 729. Customize for Less Proficient Readers: 31, 41, 81, 102, 141, 156, 192, 228, 253, 280, 296, 345, 356, 391, 417, 450, 479, 519, 535, 578, 617, 630, 669, 711, 741. 1. be successful based on individual needs and abilities. _____

TE: Activities-Learning Styles: 15, 20, 36, 49, 69, 75, 91, 94, 134, 149, 171, 180, 193, 201, 212, 217, 243, 250, 263, 277, 296, 313, 321, 325, 331, 339, 343, 345, 362, 383, 402, 415, 427, 433, 448, 459. 2. use multiple intelligence strategies. _____

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| <p>TE: 469, 485, 496, 510, 513, 540, 551, 565, 567, 571, 577, 596, 616, 628, 648, 651, 660, 692, 709, 735, 743.</p> | <p>2. use multiple intelligence strategies.</p> | |
| <p>SE: Section Assessment: 10, 16, 22, 32, 39, 47, 54, 58, 70, 77, 82, 95, 103, 108, 118, 124, 131, 135, 142, 150, 157, 163, 172, 186, 194, 202, 213, 221, 230, 240, 247, 254, 265, 273, 278, 284, 292, 300, 304, 308, 314, 327, 333, 340, 346, 358, 363, 367, 375, 384, 392, 397, 403, 408, 418, 422, 429, 435, 440, 452, 456, 462, 475, 480, 489, 498, 511, 515, 522, 526, 536, 544, 553, 558, 568, 574, 583, 588, 599, 606, 612, 618, 632, 638, 643, 649, 652, 664, 670, 676, 688, 693, 700, 705, 712, 723, 732, 737, 744.</p> | <p>3. respond to expanded questioning strategies.</p> | <p>_____</p> |
| <p>TE: Reading Strategies: 5, 13, 19, 29, 35, 45, 49, 57, 65, 73, 80, 89, 98, 106, 117, 120, 127, 133, 138, 149, 153, 160, 165, 179, 189, 197, 209, 216, 224, 237, 243, 250, 263, 268, 276, 280, 291, 295, 302, 306, 311, 321, 330, 335, 343, 355, 360, 366, 369, 378, 391, 394, 400, 406, 415, 420, 425, 431, 438, 447, 455, 459, 469, 478, 482, 492, 508, 513, 518, 525, 533, 538, 547, 556, 565, 570, 577, 595, 602, 609, 614, 627, 635, 640, 646</p> | <p>4. integrate reading strategies/techniques using Civics/Government content.</p> | <p>_____</p> |

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| TE: | 651, 659, 667, 673, 685,
690, 695, 703, 708, 719,
726, 734, 740. | 4. integrate reading strategies/techniques using
Civics/Government content. | |
| SE: | Critical Thinking Skills:
25, 61, 85, 111, 145, 175,
205, 233, 257, 287, 317,
349, 387, 411, 443, 465,
501, 529, 561, 591, 621,
655, 679, 715, 747. | 5. practice reflective thinking. | _____ |
| | The foundation for this standard
can be found throughout this
Prentice Hall textbook. | 6. integrate Civics/Government material/content
across the curriculum. | _____ |
| SE: | Make it Relevant: 2, 5, 14,
26, 30, 5262, 67, 74, 86,
101, 114, 140, 141, 146,
154, 170, 176, 184, 193,
206, 217, 226, 234, 244,
246, 260, 281, 288, 297,
302, 318, 323, 337, 352,
356, 372, 388, 395, 400,
412, 426, 432, 447, 455,
459, 466, 473, 497, 508,
513, 518, 530, 541, 557,
562, 567, 578, 592, 615,
624, 631, 647, 656, 660,
663, 682, 699, 716, 727,
731. | 7. apply contextual learning concepts. | _____ |
| | The foundation for this standard
can be found throughout this
Prentice Hall textbook. | 8. develop discriminating memory. | _____ |
| | The foundation for this standard
can be found throughout this
Prentice Hall textbook. | 9. understand and manage change and continuity. | _____ |
| SE: | 28-54. Section Preview:
28, 34, 44, 48, 56. Section
Assessment: 32, 39, 47,
54, 58. Interpreting: 28-
54. | 10. develop historical empathy. | _____ |

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- SE:** Section Preview: 28, 34, 44, 48, 56. Section Assessment: 32, 39, 47, 54, 58. Interpreting: 28-54. Section Preview: 28, 34, 44, 48, 56. Section Assessment: 32, 39, 47, 54, 58. Interpreting Charts: 29. Interpreting Maps: 31, 57. Close Up on Primary Sources: 33. Interpreting Tables: 39, 45, 49, 52, 57. Voices on Government: 9, 35, 81, 91, 120, 171, 189, 229, 246, 281, 291, 339, 355, 402, 431, 455, 470, 519, 549, 572, 602, 648, 662, 696, 735. The Living Constitution: 74, 160, 306, 360, 604, 640, 690.
- TE:** Quick Lesson Plan: 28, 34, 44, 48, 56. Background Note: 29, 31, 36, 37, 50, 51, 53, 65, 66, 69, 73, 80, 89, 92, 94, 98, 107, 123, 129, 130, 134, 138, 154, 156, 161, 162, 167, 180, 183, 192, 193, 199, 201, 210, 211, 218, 220, 224, 251-253, 244, 269, 271, 272, 276, 282, 283, 291, 298, 299, 303, 311, 322, 325, 335, 383, 396, 427, 461, 479, 542, 551, 580, 617, 530, 661, 685, 743. Make it: 640, 690. Quick Lesson Plan: 28, 34, 44, 48, 56. Background Note: 29, 31, 36, 37, 50, 51, 53, 65, 66, 69, 73, 80, 89, 92, 94, 98, 107, 123, 129, 130, 134, 138, 154, 156, 161, 162

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TE: 167, 180, 183, 192, 193, 199, 201, 210, 211, 218, 220, 224, 251-253, 244, 269, 271, 272, 276, 282, 283, 291, 298, 299, 303, 311, 322, 325, 335, 383, 396, 427, 461, 479, 542, 551, 580, 617, 530, 661, 685, 743. Make it Relevant: 26, 30, 52.. Customize for English Language Learners: 30, 41, 45. . Customize for Less Proficient Readers: 31, 41. Customize for More Advanced Studies: 41, 53.

10. develop historical empathy.

The basis for this standard can be found throughout this textbook.

11. analyze the complexity of Civics/Government.

TE: Activities: 69.

12. engage as active learners.

SE: Skills for Life: 71, 575.

13. practice workplace process skills.

SE: 594.

14. understand cultural diversity.

TE: Quick Lesson Plan: 594. Background Note: 595.

BASIC SKILLS IN CIVICS/GOVERNMENT

SE: Section Preview: 4, 12, 18, 28, 34, 40, 44, 48, 56, 64, 72, 79, 88, 97, 105, 116, 119, 126, 132, 137, 148, 152, 159, 164, 178, 188, 196, 208, 215, 223, 236, 242, 249, 262, 267, 275, 279, 290, 294, 301, 305, 310, 320, 329, 334, 342, 354, 359, 365, 368, 377, 390, 393, 399, 405, 414, 419, 424, 430, 437

1. locate, access, analyze, organize, sequence, synthesize, and evaluate information and make reasoned judgments.

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SE: 446, 454, 458, 468, 477, 481, 491, 506, 512, 517, 524, 532, 537, 546, 555, 564, 569, 576, 585, 594, 601, 608, 613, 626, 634, 639, 645, 650, 658, 666, 672, 684, 689, 694, 702, 707, 718, 725, 733, 739.

SE: Graphs, Charts, Diagrams: 6, 16, 29, 68, 73, 94, 101, 133, 134, 140, 142, 151, 155, 162, 168, 179, 180, 184, 191, 193, 199, 209, 212, 219, 225, 241, 244, 251, 276, 280, 295, 296, 299, 300, 303, 308, 322, 324, 325, 335, 344, 345, 359, 366, 391, 395, 417, 420, 425, 439, 449, 456, 461, 472, 473, 485, 490, 497, 507, 508, 509, 514, 518, 520, 523, 541, 565, 578, 587, 588, 595, 598, 609, 614, 615, 616, 659, 665, 669, 670, 687, 708, 719, 727, 728, 729, 734, 741. Timelines: 128, 269, 378, 398. Tables: 15, 39, 45, 49, 52, 55, 57, 65, 76, 93, 98, 108, 124, 125, 135, 165, 167, 197, 226, 224, 264, 272, 293, 302, 312, 330, 331, 332, 357, 362, 381, 406, 426, 432, 448, 460, 510, 536, 600, 710, 720. Skills for Life: 398, 600, 665

1. locate, access, analyze, organize, sequence, synthesize, and evaluate information and make reasoned judgments.

2. analyze and interpret information and draw conclusions from charts, graphs, timelines, and tables. _____

SE: Skills for Life: 17, 55, 104, 125, 151, 241, 341, 376, 490, 523, 633.

TE: Activities

3. participate in discussion, defense of positions, and debate. _____

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SE: Chapter Assessment: 24-25, 60-61, 84-85, 110-111, 144-145, 174-175, 204-205, 232-233, 256-257, 286-287, 316-317, 348-349, 386-387, 410-411, 442-443, 464-465, 500-501, 528-529, 560-561, 590-591, 620-621, 654-655, 678-679, 714-715, 746-747.

4. integrate writing (e.g., creative, self-expression, journaling), reflection and metacognition. _____

TE: Activities: 36, 193, 343, 469, 567, 616.

SE: Close Up on Primary Sources: 11, 33, 78, 96, 136, 158, 187, 214, 248, 274, 309, 328, 364, 404, 423, 457, 476, 516, 545, 584, 607, 644, 671, 701, 724. Voices on Government: 9, 35, 81, 91, 120, 171, 189, 229, 246, 281, 291, 339, 355, 402, 431, 455, 470, 519, 549, 572, 602, 648, 662, 696, 735.

5. read a variety of sources for Civics/Government understanding and perspective _____

SE: Close Up on Primary Sources: 11, 33, 78, 96, 136, 158, 187, 214, 248, 274, 309, 328, 364, 404, 423, 457, 476, 516, 545, 584, 607, 644, 671, 701, 724. Voices on Government: 9, 35, 81, 91, 120, 171, 189, 229, 246, 281, 291, 339, 355, 402, 431, 455, 470, 519, 549, 572, 602, 648, 662, 696, 735

6. read a variety of print sources for critical understanding. _____

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SE: Section Preview: 4, 12, 18, 28, 34, 40, 44, 48, 56, 64, 72, 79, 88, 97, 105, 116, 119, 126, 132, 137, 148, 152, 159, 164, 178, 188, 196, 208, 215, 223, 236, 242, 249, 262, 267, 275, 279, 290, 294, 301, 305, 310, 320, 329, 334, 342, 354, 359, 365, 368, 377, 390, 393, 399, 405, 414, 419, 424, 430, 437, 446, 454, 458, 468, 477, 481, 491, 506, 512, 517, 524, 532, 537, 546, 555, 564, 569, 576, 585, 594, 601, 608, 613, 626, 634, 639, 645, 650, 658, 666, 672, 684, 689, 694, 702, 707, 718, 725, 733, 739.

7. learn and use vocabulary, terms and terminology essential for understanding Civics/Government. _____

SE: Government Online: 374.
TE: Video Connections: 2A, 26A, 62A, 86A, 114A, 146A, 176A, 206A, 234A, 260A, 318A, 352A, 388A, 412A, 444A, 466A, 504A, 530A, 562A, 592A, 624A, 656A, 682A, 716A.

8. listen to information to gain knowledge and follow directions. _____

SKILLS IN CITIZENSHIP

SE: You Can Make a Difference: 3, 27, 63, 87, 115, 147, 177, 207, 235, 261, 289, 319, 353, 389, 413, 445, 467, 505, 531, 563, 593, 625, 657, 683, 717. Skills for Life: 195, 222, 293, 436, 453, 554, 706, 738.

1. participate in activities of school, community and nation. _____

The foundation for this standard can be found in this textbook.

2. resolve conflicts peacefully. _____

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SE: You Can Make a Difference: 3, 27, 63, 87, 115, 147, 177, 207, 235, 261, 289, 319, 353, 389, 413, 445, 467, 505, 531, 563, 593, 625, 657, 683, 717. 3. participate in volunteer projects. _____

SE: Close Up on the Supreme Court: 23, 59,83, 109, 143, 173, 203, 234, 255, 285, 315, 347, 385, 409, 441, 463, 499, 527, 559, 589, 619, 653, 677, 713, 745. You Can Make a Difference: 3, 27,63, 87, 115, 147, 177, 207, 235, 261, 289, 319, 353, 389, 413, 445, 467,505, 531, 563, 593,625, 657, 683, 717. 4. evaluate, take and defend positions. _____

SE: Skills for Life: 195, 222, 293, 436, 453, 554, 706, 738. 5. interact with, monitor and influence government at all levels. _____

SKILLS IN CIVICS/GOVERNMENT

SE: Political Cartoons: 8, 20, 25, 56, 61, 67, 85, 99, 111, 121, 127, 141, 145, 153, 154, 156, 165, 166, 175, 182, 185, 201, 202, 205, 209,218, 221, 233, 240, 251, 257, 278, 283, 287, 282, 305, 317, 322, 338, 349, 362, 372, 383, 387, 397, 407, 411, 429, 438, 443, 446, 462, 465, 474, 483, 501, 515, 529, 548, 558, 561, 566, 576, 579, 581, 585, 591, 618, 621, 649, 655, 661, 679, 685, 704, 709, 715, 732, 742, 747. 1. interpret political cartoons. _____

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SE: Close Up on Primary Sources: 11, 33, 78, 96, 136, 158, 187, 214, 248, 274, 309, 328, 364, 404, 423, 457, 476, 516, 545, 584, 607, 644, 671, 701, 724. 2. analyze current and historical documents. _____

SE: 28-54. Section Preview: 28, 34, 44, 48, 56. Section Assessment: 32, 39, 47, 54, 58. Interpreting Charts: 29. Interpreting Maps: 31, 57. Close Up on Primary Sources: 33. Interpreting Tables: 39, 45, 49, 52, 57. Voices on Government: 9, 35, 81, 91, 120, 171, 189, 229, 246, 281, 291, 339, 355, 402, 431, 455, 470, 519, 549, 572, 602, 648, 662, 696, 735. The Living Constitution: 74, 160, 306, 360, 604, 640, 690. 3. apply Civics/Government concepts to current and historical settings.

TE: Quick Lesson Plan: 28, 34, 44, 48, 56. Background Note: 29, 31, 36, 37, 50, 51, 53, 65, 66, 69, 73, 80, 89, 92, 94, 98, 107, 123, 129, 130, 134, 138, 154, 156, 161, 162, 167, 180, 183, 192, 193, 199, 201, 210, 211, 218, 220, 224, 251-253, 244, 269, 271, 272, 276, 282, 283, 291, 298, 299, 303, 311, 322, 325, 335, 383, 396, 427, 461, 479, 542, 551, 580, 617, 530, 661, 685, 743. Make it Relevant: 26, 30, 52.. Customize for English Language Learners: 30, 41, 45.

(Continued)

(Continued)

TE: Customize for Less
 Proficient Readers: 31, 41.
 Customize for More
 Advanced Studies: 41, 53.

3. apply Civics/Government concepts to current and historical settings.

SKILLS IN HISTORY

SE: Skills for Life: 17, 55, 104, 125, 151, 241, 341, 376, 490, 523, 633.

1. analyze, gather and interpret information.

SE: Skills for Life: 241, 341.

2. use inquiry to detect bias and emotional appeal in information concerning Civics/Government.

SE: Skills for Life: 17, 55, 104, 125, 151, 241, 341, 376, 490, 523, 533, 266, 398, 600, 665.

3. recognize valid interpretations and factual accuracy in Civics/Government data.

G. ASSESSMENT

The foundation for this standard can be found throughout this Prentice Hall textbook.

1. practice in a format commensurate with West Virginia Assessment programs.
 • Norm referenced
 • State writing assessment
 • NAEP
 • Informal assessment
 • Criterion referenced

The foundation for this standard can be found throughout this Prentice Hall textbook.

2. practice using project format, portfolios and/or performance based measures.

The foundation for this standard can be found throughout this Prentice Hall textbook.

3. practice for standardized assessments, open-ended questioning, checkpoint benchmarks, miscue analysis, and rubrics.

The foundation for this standard can be found throughout this Prentice Hall textbook.

4. use a variety of assessment techniques.
 • True/false
 • Selected response
 • Short answer
 • Extended response
 • Essay

H. TECHNOLOGY

- | | | |
|---|---|--|
| <p>SE: Government Online: 22, 138, 277, 333, 374, 493, 567, 637, 743. Skills for Life: 71, 575. Take it to the Net</p> | <p>1. use a variety of technological tools.</p> <p>a. Conduct online research.</p> <p>b. Create, publish and present projects related to content areas.</p> <p>c. Integrate advanced technology skills, word processor, database, and spreadsheets.</p> <p>d. Select and use appropriate technology tools to collect, analyze and display data relevant to class assignments.</p> <p>e. Use multi-media (VCRs, CDs, LDs, DVDs, cassette tapes with audio versions of the text).</p> <p>f. Use teacher planning tools.</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>SE: Government Online: 22, 138, 277, 333, 374, 493, 567, 637, 743. Skills for Life: 71, 575.</p> | <p>2. practice ethical behavior in using computer-based technology.</p> | <p>_____</p> |
| <p>SE: Government Online: 22, 138, 277, 333, 374, 493, 567, 637, 743. Skills for Life: 71, 575.</p> | <p>3. adhere to Fair Use and Multimedia Copyright guidelines, citing sources in papers, projects, and multi-media presentation.</p> | <p>_____</p> |
| <p>SE: Government Online: 22, 138, 277, 333, 374, 493, 567, 637, 743. Skills for Life: 71, 575.</p> | <p>4. analyze websites with information related to the content.</p> | <p>_____</p> |
| <p>SE: Government Online: 22, 138, 277, 333, 374, 493, 567, 637, 743. Skills for Life: 71, 575.</p> | <p>5. use expert systems, intelligent agents and simulations in real world problems.</p> | <p>_____</p> |
| <p>SE: Government Online: 22, 138, 277, 333, 374, 493, 567, 637, 743. Skills for Life: 71, 575.</p> | <p>6. run materials at computer level capacity.</p> | <p>_____</p> |

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7. access juried websites, materials and lesson plans. _____
- SE:** Government Online: 22, 138, 277, 333, 374, 493, 567, 637, 743. Skills for Life: 71, 575.
8. use materials in standard formats that are easily accessed by teachers, parents and students from school and home. _____