

**Kentucky High School Program of Studies – Social Studies
Correlations to Wright Group/ McGraw-Hill’s *American Civics and Government***

Standards	<i>American Civics and Government</i> Student and Annotated Teacher Editions
<p>Big Idea: Government and Civics Academic Expectations 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student CD: SE in PDF format with audio files, Spanish activities, Chapter interactive reinforcement activities, Voter’s handbook, Presentation Builder TE CD: ATE in PDF format, Reinforcement backlines, Chapter puzzles, Unit and book assessments</p>
<p>High School Enduring Knowledge – Understandings <i>Students will understand that</i> people form governments to establish order, provide security and accomplish common goals. Governments in the world vary in terms of their sources of power, purposes and effectiveness.</p>	<p>Ch 1, pgs 4-12 Ch 2, pgs 16-18 Ch 23, pgs 420-426 Ch 24, pgs 444-448 Transparency 15 Black lines 3-5, 8, 12, 155, 158-159, 162, 166-167</p>
<p>the Government of the United States, established by the Constitution, embodies the purposes, values and principles (e.g., liberty, justice, individual human dignity, the rules of law) of American representative democracy.</p>	<p>Ch 1, pg 12 Ch 3, pgs 38, 40-42, 48 Ch 11, pg 213 Ch 12, pgs 226-227 Ch 16, pgs 292-303 Ch 17, pgs 315-317 Ch 23, pg 418 <i>Participate in Government</i>, pgs 36, 81, 99, 115, 214 Black lines 5, 17-19, 80-82, 110</p>
<p>the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. The provisions of the U.S. Constitution have allowed our government to change over time to meet the changing needs of our society.</p>	<p>Ch 3, pgs 39-57, 62-63, 66-78 Ch 4, pgs 85-89, 94-96 Ch 5, pgs 101-114 Ch 6, pgs 116-134 Ch 7, pgs 137-148 Ch 8, pgs 152-166 Ch 9, pgs 169-181 Ch 10, pgs 204-213 Ch 21, pgs 379-397 Transparencies 1-10 Black lines 16-19, 22-26, 30-33, 39-40, 43-47, 53-54, 57-59, 61, 64-66, 68, 127, 143-146</p>

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all citizens of the United States have certain rights and responsibilities as members of a democratic society.	Ch 1, pg 5 Ch 2, pgs 19, 22-26 Ch 3, pgs 62, 66-68, 70-72, 75, 78 Ch 4, pg 87 Ch 6, pg 121 Ch 13, pgs 232, 234-236, 238-241, 246 Ch 14 , pgs 257-260, 262-268 Ch 15, pgs 273, 283-284 Ch 16, pgs 292-293, 297-299, 301-303 Ch 17, pg 319 Ch 19, pgs 345-346 <i>Primary Source</i> , pg 6 <i>Participate in Government</i> , pgs 36, 81, 99, 182, 214, 254, 269, 285, 304, 339, 360, 376, 398, 414, 453 Black lines 1, 3, 12, 85-90, 92, 96-97, 102, 106-107, 110-111, 113, 117-118, 128-129, 131-132, 148
individual rights in a democracy may, at times, be in conflict with others' individual rights, as well as with the responsibility of government to protect the "common good."	Ch 4, pgs 88-89 Unit 5, pg 232 Ch 13, pgs 241-243 Ch 14, pgs 259-263 Ch 17, pg 310 Ch 19, pg 359 Black lines 26, 86-87, 89-90, 92, 96, 128, 131
the United States does not exist in isolation; its democratic form of government has played and continues to play a considerable role in our interconnected world.	Ch 3, pg 79 Ch 20, pgs 371-375 Ch 23, pgs 428, 433 Transparencies 12, 15, 17 Black lines 15, 134-139, 159, 162
the level of individual civic engagement in a democracy can impact the government's effectiveness.	Ch 14, pg 259 Ch 16, pgs 292-294, 303 Ch 17, pg 308 <i>Participate in Government</i> , pgs 81, 115, 135, 230, 304, 434 Black lines 1, 92, 106-107, 110-111, 113, 118

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the development and ongoing functions of a political system (e.g., elections, political parties, campaigns, political identity and culture, the role of the media) is necessary for a democratic form of government to be effective.	Ch 15, pgs 272-284 Ch 16, pgs 287-296, 301-303 Ch 17, pgs 314-322 <i>Primary Source</i> , pg 284 <i>Participate in Government</i> , pg 285, 304, 323 <i>Skill Builder</i> , pgs 305, 324 Black lines 99-103, 106-110, 113-115, 117-118
High School Skills and Concepts <i>Students will</i>	
demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government: <ul style="list-style-type: none"> • examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution) 	Ch 4, pgs 88-89 Ch 17, pg 310 Ch 19, pg 359 Ch 23, pgs 417-433 Black lines 15, 26, 156, 158-159
<ul style="list-style-type: none"> • compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals 	Ch 23, pgs 417-433 Transparency 17 Black lines 156, 158-159
<ul style="list-style-type: none"> • evaluate the relationship between and among the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) and the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties) 	Ch 17, pgs 306-322 Ch 18, pgs 331-338 Ch 19, pgs 341-359 Ch 21, pgs 390-394 Transparency 11 <i>Participate in Government</i> , pgs 323, 360 <i>Skill Builder</i> , pg 324 Black lines 113-117, 121, 124, 127-132, 143-145
<ul style="list-style-type: none"> • examine conflicts within and among different governments and analyze their impacts on historical or current events 	Ch 2, pgs 31-35, 37 Ch 3, pgs 38-42 Ch 20, pgs 364-366 Ch 23, pgs 420-421, 424-433 <i>Historical Documents</i> , pg 460 Transparency 1 Black lines 12, 15, 18-19, 135-139, 155, 157, 159

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<p>examine issues related to the intent of the Constitution of the United States and its amendments:</p> <ul style="list-style-type: none"> explain the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and how effective these principles are in protecting individual rights and promoting the "common good" 	<p>Ch 2, pgs 16, 33 Ch 3, pgs 40-42 Ch 4, pgs 83, 94-98 Ch 5, pgs 105-107, 114 Ch 6, pgs 130-134 Ch 9, pgs 172-173, 176 Ch 12, pgs 224-225 Ch 21, pg 381 Transparencies 1, 3-4 Black lines 9, 12, 17-19, 23-26, 33, 36, 38, 40, 57-59, 61, 64, 71, 78, 81-82, 143, 145</p>
<ul style="list-style-type: none"> analyze how powers of government are distributed and shared among levels and branches, and how this distribution of powers works to protect the "common good" (e.g., Congress legislates on behalf of the people, the President represents the people as a nation, the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution) 	<p>Ch 3, pgs 39-57 Ch 5, pgs 101-114 Ch 6, pgs 116-134 Ch 7, pgs 137-148 Ch 8, pgs 152-166 Ch 9, pgs 169-181 Ch 10, pgs 204-213 Transparencies 1, 3-5, 7-10 Black lines 17-19, 30-33, 36, 38-41, 43-47, 53-54, 57-59, 61, 64-66, 68, 127</p>
<p>investigate the rights of individuals (e.g., Freedom of Information Act, free speech, civic responsibilities in solving global issues) to explain how those rights can sometimes be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure), the rights of others (e.g., slander, libel), and civic responsibilities (e.g., personal belief/responsibility versus civic responsibility)</p>	<p>Ch 4, pgs 88-89 Unit 5, pg 232 Ch 13, pgs 243, 249-250 Ch 17, pg 310 Ch 19, pg 347, 349, 359 Black lines 25, 90, 116</p>
<p>evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces)</p>	<p>Ch 4, pg 86 Ch 7, pg 141 Ch 12, pg 228 Ch 13, pg 248 Ch 14, pgs 256, 259 Ch 16, pgs 297, 300-303 Ch 17, pgs 314-322 <i>Participate in Government</i>, pgs 36, 99, 182, 214, 254, 339, 376, 398, 414 <i>Skill Builder</i>, pgs 305, 324 Black lines 1, 92, 106, 108, 110-111, 113-115, 117-118, 141, 148</p>

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analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems	<i>Research Resources</i> , i.e. Ch 4, pg 99 (ATE); Ch 5, pg 115 (ATE) <i>Lesson Extensions</i> , i.e. Ch 4, pgs 86 (ATE), 88 (SE); Ch 5, pg 115 (ATE) <i>Putting it all Together</i> , i.e. Ch 6, pg 129 <i>Recommended Reading</i> , i.e. Ch 4, pg 100 (ATE); Ch 5, pg 116 (ATE) <i>Skill Builder</i> , pgs 377, 415 <i>Participate in Government</i> , i.e. pgs 99, 115, 434
Big Idea: Cultures and Societies Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.	
High School Enduring Knowledge – Understandings <i>Students will understand that</i>	
culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society.	Ch 1, pgs 5-6 Black line 5
social institutions (e.g., government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures.	Ch 1, pgs 4-6 Ch 3, pg 49 Ch 4, pg 85 Ch 12, pg 227 Ch 14, pg 256-257 (ATE- <i>Picturing Government</i>), 259, 264-266 Ch 16, pgs 297-298, 300 <i>Participate in Government</i> , pg 376 Transparency 10 Black lines 1,4-5, 78, 85, 99, 106

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interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.	Ch 1, pgs 10-12 Ch 3, pg 66 Ch 4, pg 84 Ch 13, pgs 233-240 Ch 14, pgs 256-266 Ch 15, pgs 274-275 Ch 16, pgs 298-300 Ch 19, pgs 355-356 Ch 23, pgs 418-433 <i>Skill Builder</i> , pgs 100, 377, 415 <i>Participate in Government</i> , pgs 230, 434 <i>People in the News</i> , pg 86 Transparency 2 Black lines 92, 106
culture affects how people in a society behave in relation to groups and their environment.	Ch 17, pg 316 <i>Civics Today</i> , pgs 80, 134, 163, 209, 337
a variety of factors promote cultural diversity in a society, a nation, and the world.	<i>People in the News</i> , pgs 86, 296, 433 <i>Biography</i> , pg 444 Black lines 29, 106, 134
an appreciation of the diverse nature of cultures is essential in our global society.	<i>People in the News</i> , pgs 296, 433 <i>Biography</i> , pg 444 Black lines 29, 106, 134
High School Skills and Concepts <i>Students will</i>	
demonstrate an understanding of the nature of culture: <ul style="list-style-type: none"> • analyze cultural elements of diverse groups in the United States (Reconstruction to present) 	Ch 3, pgs 70-72, 74 Ch 4, pg 88 Ch 12, pgs 227-228 Ch 14, pgs 259-262, 264-265 Ch 16, pgs 297-300 <i>People in the News</i> , pgs 86, 296 <i>Biography</i> , pgs 389, 412, 444 Transparencies 2, 10 Black lines 29, 78, 85, 92, 106, 134
<ul style="list-style-type: none"> • describe how belief systems, knowledge, technology, and behavior patterns define cultures 	Ch 17, pgs 320-322 Ch 20, pg 366 Ch 23, pg 427 Ch 24, pgs 440, 449-450

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<ul style="list-style-type: none"> analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements 	Ch 3, pgs 49, 70-72, 74-75 Ch 4, pgs 85, 88 Ch 12, pgs 218-219, 227-228 Ch 13, pg 234 Ch 14, pgs 256-262, 264-266 Ch 16, pgs 297-300 <i>Participate in Government</i> , pg 269 Transparencies 2-3, 10 Black lines 78, 85, 99, 106, 1. 78. 85. 92
describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)	Ch 3, pgs 44, 53, 74-75, 80 Ch 4, pgs 85, 88 Ch 10, pg 194 Ch 12, pgs 218-219, 227-228 Ch 13, pg 234 Ch 14, pgs 258-262, 264 Ch 16, pgs 297-300 Ch 17, pg 310 Ch 23, pgs 418-427 <i>Participate in Government</i> , pg 269 Transparencies 2-3, 10 Black lines 78. 85. 92
explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)	Ch 13, pgs 233, 235-240, 246-248 Ch 14, pgs 258-260, 264-266 Ch 16, pgs 298-300 Ch 19, pgs 355-356 Ch 23, pgs 418-433 <i>Participate in Government</i> , pgs 230, <i>Lesson Extension</i> , i.e. pg 429 (ATE) <i>Skill builder</i> , pgs 100, 377, 415 Transparency 2 Black lines 92, 106
describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)	Ch 20. pgs 371-375 Ch 23. pgs 428, 430-433 Ch 24. pgs 450-452 <i>Putting it Together</i> , i.e. pg 433 (ATE) <i>Skill builder</i> , pgs 100, 377, 415 Transparencies 12, 15, 17 Black line 162

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compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)	<i>People in the News</i> , pgs 86, 296, 433 <i>Biography</i> , pgs 389, 412, 444 Black lines 29, 106, 134