



United States GOVERNMENT

Democracy In Action

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STANDARDS	PAGE REFERENCES
Civics	
Students know and are able to do everything required in earlier grades and:	
Content Standard 1.0: Rules and Law: Students know why society needs rules, laws, and governments.	
<p>1.12.1 Explain the concept of the rule of law in the establishment of the U.S. Constitution.</p>	<p>Student Edition: 35-40, 42-47, 48-52, 53-58, 63-67, 68-75, 76-81, 83-90, 423-428</p> <p>Teacher Wraparound Edition: C 67; CLA 36; ICA 427; MLS 425; T 424</p>
<p>1.12.2 Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.</p>	<p>Student Edition: 5-11, 20, 35-40, 42-47, 48-52, 53-58 <i>Checking for Understanding</i> 11 #4, 40 #4 <i>Concepts in Action</i> 47</p> <p>Teacher Wraparound Edition: CLA 6, 43, 49; MLS 20, 55</p>
<ul style="list-style-type: none"> • 1.12.3 • Describe the historic influences on early U.S. documents, such as: <ul style="list-style-type: none"> •• Greek law •• Magna Carta •• Iroquois League 	<p>Student Edition: 35-39 <i>Concepts in Action</i> 40 <i>Critical Thinking</i> 40 <i>Understanding Concepts</i> 60 #1</p> <p>Teacher Wraparound Edition: CTA 38; LPP 37; MLS 37</p>

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<p>1.12.4 Analyze the role of citizen participation in U.S. civic life.</p>	<p>Student Edition: 396-397, 416-418, 486-491, 492-493, 625 <i>Concepts in Action</i> 491 <i>Government and You</i> 616 <i>The Law and You</i> 315 Teacher Wraparound Edition: CLA 487; CTA 489; EC 396; ICA 416; TLY 315</p>
<p>1.12.5 Identify and explain changes in the interpretation and application of the U.S. Constitution.</p>	<p>Student Edition: 66-67, 71, 72-73, 76-81, 84-90, 307-308, 336-337 <i>Concepts in Action</i> 81, 90 Teacher Wraparound Edition: CTA 66, 79, 308; DYK 88; MLS 78; PG 79; T 33</p>
<p>Content Standard 2.0: The U.S. Government: <i>Students know the United States Constitution and the government it creates.</i></p>	
<p>2.12.1 Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.</p>	<p>Student Edition: 63-67, 68-75, 123-130, 157-165, 213-219, 245-250, 305-310, 320-326 <i>Issues to Debate</i> 227 Teacher Wraparound Edition: C 250; CLA 64, 69, 124; CTA 66, 216; ICA 217; T 64</p>
<p>2.12.2 Describe the creation of laws through the legislative process.</p>	<p>Student Edition: 181-184, 186-188 <i>Chart</i> 185 <i>Concepts in Action</i> 188 <i>Critical Thinking</i> 209 #1 <i>Democracy in Action</i> 204-207 <i>Politics and You</i> 182 Teacher Wraparound Edition: CLA 182; CTA 184, 197; EC 186; LPP 185; MLS 183; PG 204</p>
<p>2.12.3 Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.</p>	<p>Student Edition: 69, 96, 157-158, 160-165 <i>Applying Technology Skills</i> 119 <i>Chart</i> 159 <i>Checking for Understanding</i> 165 #1 Teacher Wraparound Edition: CLA 158; CT 159</p>

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<p>2.12.4 Describe the duties of the executive branch, including:</p> <ul style="list-style-type: none"> • Cabinet/departments • regulatory commissions • White House staff 	<p>Student Edition: 213-219, 228-232, 234-239, 245-250, 252-259 <i>Chart</i> 222 <i>Issues to Debate</i> 227</p> <p>Teacher Wraparound Edition: C 250; CL 262; CLA 229, 253; CTA 216; ICA 217; MLS 222</p>
<p>2.12.5 Describe the jurisdiction of the federal court system and the power of judicial review.</p>	<p>Student Edition: 305, 310, 312-317, 320-326, 331-335, 336-341, 343-348 <i>Chart</i> 306</p> <p>Teacher Wraparound Edition: C 326, 335; CLA 313; CTA 308, 315; T 321</p>
<p>2.12.6 Explain the importance of the jury process in a democratic society.</p>	<p>Student Edition: 312-313, 439-440, 442-443 <i>Democracy in Action</i> 444-447 <i>The Law and You</i> 315 <i>Right to a Fair Trial</i> 441</p> <p>Teacher Wraparound Edition: CC 445; CTA 440; DYK 445, 446; EC 442</p>
<p>2.12.7 Analyze the effectiveness of checks and balances in maintaining the equal division of power.</p>	<p>Student Edition: 65-67, 173, 341 <i>Chart</i> 66 <i>Concepts in Action</i> 67 <i>Picture</i> 237 <i>Understanding Concepts</i> 329 #3</p> <p>Teacher Wraparound Edition: CTA 66</p>
<p>Content Standard 3.0: National and State Government: <i>Students can explain the relationship between the states and national government.</i></p>	
<p>3.12.1 Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).</p>	<p>Student Edition: 95-98 <i>Chart</i> 97 <i>Critical Thinking</i> 102 #5 <i>Understanding Concepts</i> 118 #1</p> <p>Teacher Wraparound Edition: CT 97; T 96</p>

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3.12.2 Provide contemporary examples of federalism .	Student Edition: 95, 106-110, 112-116 <i>Concepts in Action</i> 110, 116 <i>Critical Thinking</i> 110, 116 Teacher Wraparound Edition: CTA 109, 115; MLS 108
3.12.3 Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.	Student Edition: 64, 97, 637-640, 663-668 Teacher Wraparound Edition: CTA 644, 664; LPP 639; MLS 665
Content Standard 4.0: The Political Process: <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>	
4.12.1 Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.	Student Edition: 123-130, 220-226, 464-470, 475-476 <i>Issues to Debate</i> 227 Teacher Wraparound Edition: C 479; CLA 124, 221, 465; CTA 223; EC 129; ID 127; MA 227; LS 125
4.12.2 Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.	Student Edition: 453-455, 457, 458-462, 464-470 <i>Concepts in Action</i> 462 <i>Graph</i> 456 <i>Issues to Debate</i> 463 Teacher Wraparound Edition: C 457, 462; CLA 454; CTA 456, 467; MLS 460; PG 460
4.12.3 Evaluate the significance of interest groups in the political process of a democratic society.	Student Edition: 325-326, 503-507, 508-513, 514-517, 642-643 <i>Concepts in Action</i> 507 Teacher Wraparound Edition: C 507, 513; CLA 504, 509; CTA 506, 511; MLS 505, 510
4.12.4 Analyze the role that television and other media play in the process of political persuasion.	Student Edition: 248-249, 494-495, 514, 515, 527-534 <i>Concept in Action</i> 534 <i>Issues to Debate</i> 535 Teacher Wraparound Edition: C 534; CTA 495, 529; EC 532; MLS 494, 528

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<p>4.12.5 Evaluate propaganda in both historic and current political communication.</p>	<p>Student Edition: 495-496 This standard can be more thoroughly covered during teacher/classroom discussion.</p>
<p>4.12.6 Describe the process by which public policy is formed and carried out.</p>	<p>Student Edition: 291-295, 336-341, 508-513 <i>Concepts in Action</i> 298 Teacher Wraparound Edition: C 513; CLA 356, 372; CTA 361, 369, 374; ICA 362; MLS 368</p>
<p>Content Standard 5.0: Citizenship: Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.</p>	
<p>5.12.1 Examine the rights of citizens and how these rights may be restricted.</p>	<p>Student Edition: 355-357, 358-364, 366-370, 371-375, 376-382 <i>Concepts in Action</i> 364 Teacher Wraparound Edition: C 364; CLA 356, 372; CTA 361, 369, 374; ICA 362; MLS 368</p>
<p>5.12.2 Examine the responsibilities of U.S. citizens.</p>	<p>Student Edition: 396-397, 487-491 <i>Concepts in Action</i> 491 <i>Government and You</i> 616 <i>The Law and You</i> 315 <i>Participating in Local Government</i> 421 Teacher Wraparound Edition: C 397, 497; CTA 489; EC 396</p>
<p>5.12.3 Explain symbols and documents of a nation and how they represent its identity.</p>	<p>Student Edition: 45-46, 63, 770-773, 774-799, 808-817 Teacher Wraparound Edition: CTA 45; ECP 62</p>
<p>5.12.4 Describe the development of the Bill of Rights and provide a contemporary application.</p>	<p>Student Edition: 36-37, 56-57, 58, 84-87, 358-364, 366-370, 371-375, 376-382 <i>Chart</i> 86 <i>Concepts in Action</i> 58 <i>Understanding Concepts</i> 60 #3 Teacher Wraparound Edition: CTA 86; LPP 37; MLS 37; T 85</p>

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<p>5.12.5 Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment’s provisions for due process and equal protection.</p>	<p>Student Edition: 63-67, 84-90, 398-405, 406-410, 412-418 Teacher Wraparound Edition: C 67; CLA 407; CTA 66; DYK 88; EC 89</p>
<p>5.12.6 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.</p>	<p>Student Edition: 722-726, 728-731, 732-736 <i>Issues to Debate</i> 227, 463, 565, 727 Teacher Wraparound Edition: CLA 729; CTA 735; ID 734; MLS 724, 730</p>
<p>5.12.7 Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including:</p> <ul style="list-style-type: none"> • <i>Brown v. Board of Education of Topeka</i> • <i>Gideon v. Wainwright</i> • <i>Miranda v. Arizona</i> • <i>Tinker v. Des Moines Independent Community School District.</i> 	<p>Student Edition: 307-310, 346-348, 367, 370, 401-404 <i>Concepts in Action</i> 310 <i>Critical Thinking</i> 348 <i>We the People</i> 334 Teacher Wraparound Edition: C 310; CTA 369; ICA 309; PP 401</p>
<p>Content Standard 6.0: State and Local Government: <i>Students know the structure and functions of state and local governments.</i></p>	
<p>6.12.1 Explain the structure and function of state and local governments.</p>	<p>Student Edition: 637-640, 641-647, 648-654, 655-658, 663-668, 669-675, 677-682 Teacher Wraparound Edition: C 647; CLA 664, 678; EC 646; ICA 652, 681; LPP 639; MLS 643; PG 666</p>
<p>6.12.2 Describe the unique role of tribal governments within the United States.</p>	<p>Student Edition: 665 This standard can be more thoroughly covered during teacher/classroom discussion.</p>
<p>6.12.3 Compare and contrast the structure of the Nevada and United States Constitutions.</p>	<p>The following pages reference state constitutions in general and also may be applicable to the state of Nevada. Student Edition: 63-67, 68-75, 76-81, 637-640 <i>Concepts in Action</i> 640 Teacher Wraparound Edition: C 640; CLA 64, 69, 77, 638; CTA 66, 79; ECP 636</p>

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<p>6.12.4</p> <p>Describe the differences between the local, state, and federal court systems.</p>	<p>Student Edition: 305-310, 312-317, 320-326, 343-348, 645-647, 651-653 <i>Critical Thinking</i> 310, 328 #2 <i>Participating in Local Government</i> 329</p> <p>Teacher Wraparound Edition: CLA 313; PG 646</p>
<p>Content Standard 7.0: Political and Economic Systems: <i>Students explain the different political and economic systems in the world.</i></p>	
<p>7.12.1</p> <p>Summarize and evaluate the significant characteristics of the world's major political systems, including:</p> <ul style="list-style-type: none"> • monarchy • totalitarian dictatorship • presidential system • parliamentary system • communism 	<p>Student Edition: 18-20, 689-694, 696-701, 702-707 <i>Checking for Understanding 24 #4</i> <i>Comparing Governments</i> 20, 692, 723 <i>Concepts in Action</i> 694 <i>Cooperative Learning Activity</i> 715</p> <p>Teacher Wraparound Edition: C 701; CLA 19, 690; CTA 692; ICA 700</p>
<p>7.12.2</p> <p>Define and analyze the major economic systems of the world, including:</p> <ul style="list-style-type: none"> • capitalism • mixed economy • socialism • command economy 	<p>Student Edition: 26-30, 717-721, 722-726, 728-731, 732-739</p> <p>Teacher Wraparound Edition: C 721, 726, 731; CLA 723, 733; CTA 720, 725; DYK 724; ECP 716; MLS 28, 730</p>
<p>Content Standard 8.0: International Relations: <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i></p>	
<p>8.12.1</p> <p>Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.</p>	<p>Student Edition: 609-613, 614-620 <i>Concepts in Action</i> 613, 620</p> <p>Teacher Wraparound Edition: CLA 608, 615; CTA 610; ID 609; MLS 609</p>
<p>8.12.2</p> <p>Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns, including:</p> <ul style="list-style-type: none"> • diplomacy • economic policy • humanitarian aid • military intervention 	<p>Student Edition: 609-613, 614-620, 708-712, 732-736 <i>Concepts in Action</i> 712</p> <p>Teacher Wraparound Edition: C 712, 736; CLA 608, 733; CTA 610, 711, 735; ID 609, 734; MLS 609, 616</p>

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<p>8.12.3 Critique the role of international organizations, such as the United Nations and non-governmental organizations, in world affairs.</p>	<p>Student Edition: 693-694, 702-706, 709, 710-712, 733-734 <i>Chart</i> 703 <i>Concepts in Action</i> 706, 712 <i>Electronic Field Trip</i> 687 Teacher Wraparound Edition: C 706, 712; CLA 703; CTA 711</p>