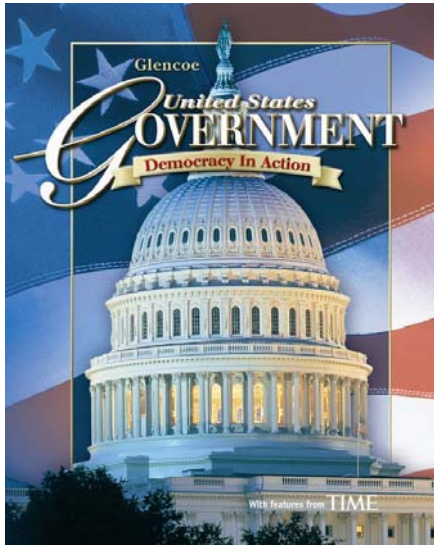
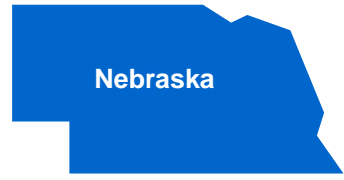




Glencoe

Government
Grade 12



United States GOVERNMENT

Democracy In Action

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STANDARDS	PAGE REFERENCES
SS/H 12.3.1 GOVERNMENT, hist. forms of democratic governments	
Compare historical forms of democratic governments that influenced the United States Constitution of 1789.	
By the end of twelfth grade, students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.	
° Describe forms of democracy that existed in ancient Greece and Rome.	Student Edition: 5, 18-20, 425, 689 <i>Critical Thinking Skills</i> 31 Teacher Wraparound Edition: CTS 31; DYK 8; ECP 688
° Describe the constitutional monarchy in Great Britain.	Student Edition: 8, 19, 36-37, 689-690 <i>Critical Thinking</i> 692 Teacher Wraparound Edition: CLA 690; CTA 692; T 690
° Describe governments in early American colonies.	Student Edition: 38-40, 48-52 <i>Caption</i> 39 <i>Critical Thinking</i> 38, 49 Teacher Wraparound Edition: C 40, 52; CTA 38; PP 2

STANDARDS	PAGE REFERENCES
<p>° Describe governments in early United States in the 18th century.</p>	<p>Student Edition: 38-40, 48-52 <i>Critical Thinking</i> 38, 49</p> <p>Teacher Wraparound Edition: C 40, 52; CTA 38; PP 2</p>
<p>SS/H 12.3.2 GOVERNMENT, political principles</p>	
<p>Identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, Federalist Papers, Common Sense, and the United States Constitution.</p>	
<p>By the end of twelfth grade, students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, Federalist Papers, Common Sense, and the United States Constitution.</p>	
<p>° Examine Locke, Hobbes, Montesquieu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli's theory of government as described in <i>The Prince</i>.</p>	<p>Blackstone and Machiavelli can be covered through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 8-10, 37-38, 40, 45-47, 63, 65-67 <i>Cover Story</i> 12 <i>Section 1 Assessment</i> 40, 67</p> <p>Teacher Wraparound Edition LPP 37; S1AA 40, 67</p>
<p>° Describe constitutionalism, limited government, rule of law, republicanism, and democracy.</p>	<p>Student Edition: 13-14, 19-24, 35-36, 37, 39, 67, 689-692 <i>Critical Thinking</i> 692</p> <p>Teacher Wraparound Edition: C 67; CLA 19; CTA 21; MLS 20</p>
<p>° Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.</p>	<p>Student Edition: 8-9, 27, 37-38, 46, 358-359 <i>Cover Story</i> 63</p> <p>Teacher Wraparound Edition: LPP 37</p>
<p>° Define sovereignty and consent of the governed.</p>	<p>Student Edition: 7-8, 19-20, 37-38, 65 <i>Critical Thinking</i> 65</p> <p>Teacher Wraparound Edition: C 67</p>

STANDARDS	PAGE REFERENCES
<p>° Describe separation of powers, federalism, and checks and balance.</p>	<p>Student Edition: 40, 65-67, 73-75, 95-102, 106-110, 172-176 <i>Critical Thinking</i> 65, 66, 97 Teacher Wraparound Edition C 67, 75, 102, 110; CLA 96, 173; CTA 66; ECP 94; MLS 108</p>
<p>° Compare the Declaration of Independence and "Common Sense."</p>	<p>Student Edition: 45-47, 391, 770-773 <i>Analyzing Primary Sources</i> 33 Teacher Wraparound Edition: APS 33</p>
<p>SS/H 12.3.3 GOVERNMENT, amendments</p>	
<p>Analyze the significance of amendments to the United States Constitution.</p>	
<p>By the end of twelfth grade, students will analyze the significance of amendments to the United States Constitution.</p>	
<p>° Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.</p>	<p>Student Edition: 84-90, 128, 165, 214, 221, 483, 484 <i>Caption</i> 89 <i>Cover Story</i> 555 <i>Critical Thinking</i> 64, 86, 88 Teacher Wraparound Edition: C 484; CA 89; CT 86; MLS 483</p>
<p>° Analyze fundamental liberties, rights, and values outlined by the United States Constitution.</p>	<p>Student Edition: 21-22, 63, 65-67, 84-90, 355-357, 789-799 <i>Critical Thinking</i> 64, 86, 88 Teacher Wraparound Edition: C 67; CLA 356; EC 89; ECP 354; T 85</p>
<p>° Identify various factors addressed by the constitution, e.g., religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.</p>	<p>Student Edition: 21, 84-90, 355-357, 358-364, 366-370, 371-375, 376-382, 406-410 <i>Caption</i> 367, 369 Teacher Wraparound Edition: C 364; CLA 356, 359, 407; ECP 354; ICA 362</p>

STANDARDS	PAGE REFERENCES
SS/H 12.3.4 GOVERNMENT, Supreme Court	
Evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.	
By the end of twelfth grade, students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.	
<p>° Describe how Marbury v. Madison and McCulloch v. Maryland affected the Constitution.</p>	<p>Student Edition: 66-67, 69, 72-73, 102, 107, 249, 307-308, 336-337 <i>Caption</i> 307</p> <p>Teacher Wraparound Edition: C 102; CA 307; EC 89; T 337</p>
<p>° Examine federal civil and voting rights since 1950's, e.g., Brown v. Board of Education, demonstrations leading to desegregation, reapportionment, and voting rights legislation.</p>	<p>Student Edition: 125, 406-410, 481-484 <i>Caption</i> 483 <i>Critical Thinking</i> 409</p> <p>Teacher Wraparound Edition: C 410, 484; CLA 407; MLS 483</p>
<p>° Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.</p>	<p>Student Edition: 359-364, 368-370, 371-375, 376-382, 412-418 <i>Caption</i> 413, 416 <i>Supreme Court Cases to Debate</i> 342, 365, 411, 518</p> <p>Teacher Wraparound Edition: CTA 361, 379, 415; T 413</p>
SS/H 12.3.5 GOVERNMENT, analyze the fundamental concepts	
Analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.	
By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.	
<p>° Explain equality of all citizens under the law.</p>	<p>Student Edition: 309, 310, 356-357, 406-410 <i>Critical Thinking</i> 409 <i>Supreme Court Cases to Debate</i> 311</p> <p>Teacher Wraparound Edition: C 357, 410; CLA 407; ICA 309</p>

STANDARDS	PAGE REFERENCES
<p>° Examine worth and dignity of the individual.</p>	<p>Student Edition: 37-38, 47, 355-357, 406-410, 710-711 <i>Caption 55</i> <i>Critical Thinking 409</i></p> <p>Teacher Wraparound Edition: CA 55, 410; CTA 56; MLS 408</p>
<p>° Debate majority rule and minority rights.</p>	<p>Student Edition: 21-22, 406-410, 412-418 <i>Caption 21</i> <i>Participating in Government 22</i></p> <p>Teacher Wraparound Edition: CA 22; CLA 407; CTA 415</p>
<p>° Identify individual freedoms.</p>	<p>Student Edition: 65-67, 84-90, 355-357, 358-364, 366-367 <i>Critical Thinking 64, 86, 88</i></p> <p>Teacher Wraparound Edition: CLA 356; EC 89; ECP 354; MLS 65; T 85</p>
<p>° Explain the necessity of compromise.</p>	<p>Student Edition: 54-56, 186, 367-370, 711-712 <i>Critical Thinking 185</i> <i>Participating in Government 22, 101</i></p> <p>Teacher Wraparound Edition: C 712; CTA 711; MLS 368</p>
<p>° Analyze individual rights v. public interests.</p>	<p>Student Edition: 21-22, 85, 367-370, 376-382, 398-405 <i>Caption 21, 379</i> <i>Participating in Government 22</i> <i>Supreme Court Cases to Debate 365</i></p> <p>Teacher Wraparound Edition: C 405; CA 22; CLA 367, 377; MLS 368</p>

STANDARDS	PAGE REFERENCES
SS/H 12.3.6 GOVERNMENT, analyze the structure	
Analyze the structure, and function of the United States national governments and its relationship to state governments.	
By the end of twelfth grade, students will analyze the structure, and function of the United States national governments and its relationship to state governments.	
<p>° Describe the organization, and authority of each branch.</p>	<p>Student Edition: 64, 68-75, 95-96, 157-165, 167-171, 200-203, 213-214, 245-250, 252-259, 261-262, 305-310, 321, 331-335, 336-341 <i>Critical Thinking</i> 97, 159, 246 Teacher Wraparound Edition: C 157, 250; CLA 69, 158; ICA 249</p>
<p>° Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.</p>	<p>Student Edition: 65, 95-102, 106-110, 112-116 <i>Critical Thinking</i> 97, 110 Teacher Wraparound Edition C 102, 110; CLA 96; CTA 98; ECP 94; MLS 108</p>
<p>° Examine separation of powers, and checks and balances.</p>	<p>Student Edition: 40, 65-66, 73-75 <i>Critical Thinking</i> 65, 66 Teacher Wraparound Edition: CT 65, 66; CTA 66</p>
<p>° Explain procedures for constitutional amendment, e.g., Article IV.</p>	<p>Student Edition: 76-81 <i>Critical Thinking</i> 77 <i>Participating in Government</i> 79 Teacher Wraparound Edition C 81; CLA 77, 82; CTA 79; T 77</p>
<p>° Identify specific policies related to foreign affairs, civil rights, and economics and the budget.</p>	<p>Student Edition: 412-418, 566-570, 627-630 <i>Caption</i> 570 <i>Issues to Debate</i> 626, 727 <i>Supreme Court Cases to Debate</i> 411 Teacher Wraparound Edition: C 418; CLA 413, 567, 628; ECP 574; ICA 416</p>

STANDARDS	PAGE REFERENCES
<p>° Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.</p>	<p>Student Edition: 460-462, 464-470, 475-479, 493-496, 503-507, 508-513, 527-534, 543-547 <i>Caption</i> 114 <i>Critical Thinking</i> 510 <i>Government and You</i> 506 Teacher Wraparound Edition: C 507; CLA 504; CTA 511; ICA 512; ID 114</p>
<p>° Describe levels of taxation and the expectation of public services.</p>	<p>Student Edition: 555-559, 566-567, 650-654, 656-658, 669-671, 673-675 <i>Critical Thinking</i> 557, 652, 674 <i>Government and You</i> 558 Teacher Wraparound Edition: C 559; CLA 657; EC 674; ECP 554</p>
<p>SS/H 12.3.7 GOVERNMENT, Analyze structure of gov't</p>	
<p>Analyze structure and function of Nebraska state and local governments.</p>	
<p>By the end of twelfth grade, students will analyze structure and function of Nebraska state and local governments.</p>	
<p>° Describe the organization and authority of each branch.</p>	<p>The following references cover state and local government. Lessons specific to Nebraska can be facilitated through classroom instruction and/or the use of adjunct materials. Student Edition: 641-647, 663-668 <i>Critical Thinking</i> 667 Teacher Wraparound Edition: C 647, 668; CLA 642, 664; MLS 665; PP 634</p>
<p>° Explain procedures for state constitutional and local charter amendments.</p>	<p>Student Edition: 639-640 <i>Caption</i> 639 Teacher Wraparound Edition: C 640, 668; CA 639; CLA 638; PP 634</p>

STANDARDS	PAGE REFERENCES
<p>° Explain how Nebraska's legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.</p>	<p>The following references cover state and local government. Lessons specific to Nebraska can be facilitated through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 641-647, 648-654</p> <p>Teacher Wraparound Edition: C 654; CA 643; CLA 649; ICA 652; MLS 650; PP 634</p>
<p>° Compare Nebraska's unicameral with a bicameral form of government.</p>	<p>The following references introduce students to Nebraska's unicameral system and provide information about bicameral systems for comparison. A more comprehensive study of Nebraska's unicameral system can be facilitated through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 641-643</p> <p>Teacher Wraparound Edition: CTA 644</p>
<p>° Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities by analyzing a local public issue.</p>	<p>The following references cover local government. Lessons specific to Nebraska can be facilitated through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 663-668, 669-673, 677-682 <i>Caption</i> 670, 672, 678 <i>Issues to Debate</i> 683</p> <p>Teacher Wraparound Edition: C 668, 675; CLA 670, 678; CTA 672; MLS 665</p>
<p>° Identify fundamental American political principles in Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balance.</p>	<p>The following references provide an overview of state constitutions. A comprehensive treatment of this objective can be facilitated with a copy of the Nebraska state constitution.</p> <p>Student Edition: 637-638</p> <p>Teacher Wraparound Edition: LPP 639; T 638</p>

STANDARDS	PAGE REFERENCES
<p>° Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.</p>	<p>The following references cover federal government and can be adapted to state and local government in Nebraska through classroom instruction and/or the use of adjunct materials.</p> <p>Student Edition: 460-462, 464-470, 475-479, 493-496, 503-507, 508-513, 527-534, 543-547 <i>Caption</i> 114 <i>Critical Thinking</i> 510 <i>Government and You</i> 506</p> <p>Teacher Wraparound Edition: C 507; CLA 504; CTA 511; ICA 512; ID 114</p>
<p>° Describe levels of taxation and the expectation of public services.</p>	<p>Student Edition: 648-654, 656-658, 669-671, 673-675 <i>Critical Thinking</i> 652, 674</p> <p>Teacher Wraparound Edition: C 654, 675; CLA 649, 657, 670; EC 674; ICA 652, 673</p>
<p>SS/H 12.3.8 GOVERNMENT, election process</p>	
<p>Describe and explain the election process in the national, state, and local governments.</p>	
<p>By the end of twelfth grade, students will describe and explain the election process in the national, state, and local governments.</p>	
<p>° Describe the organization of political parties and role in the nominating process.</p>	<p>Student Edition: 221, 455-457, 458-462, 464-470, 475-479, 493, 643-644</p> <p>Teacher Wraparound Edition CLA 465; CTA 467; MLS 460, 466</p>
<p>° Explain campaign funding and spending.</p>	<p>Student Edition: 477-479, 511 <i>Critical Thinking</i> 477 <i>Issues to Debate</i> 463</p> <p>Teacher Wraparound Edition: C 479; CTA 478</p>
<p>° Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques.</p>	<p>Student Edition: 476, 492-496, 519-522, 527-531 <i>Critical Thinking</i> 496</p> <p>Teacher Wraparound Edition: C 522; CLA 520; CTA 495; ID 531</p>

STANDARDS	PAGE REFERENCES
<p>° Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.</p>	<p>Student Edition: 124-127, 130 <i>Critical Thinking</i> 125, 126 Teacher Wraparound Edition: CT 125, 126; CTA 126; PP 126</p>
<p>° Describe voter turnout and constituencies of the major political parties</p>	<p>Student Edition: 488-489, 496-497, 517 <i>Critical Thinking</i> 222, 225, 456, 488, 494 <i>Politics and You</i> 495 Teacher Wraparound Edition: CLA 221; CT 455; CTA 456, 489; MLS 455, 516</p>
<p>° Explain the development of political parties and Electoral College.</p>	<p>Student Edition: 221-225, 453-457, 475-476 <i>Critical Thinking</i> 222 <i>Issues to Debate</i> 227 Teacher Wraparound Edition: C 226; CLA 454; CTA 223; ID 227; T 454</p>
<p>SS/H 12.3.9 GOVERNMENT, benefits of citizenship</p>	
<p>Explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.</p>	
<p>By the end of twelfth grade, students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.</p>	
<p>° Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.</p>	<p>Student Edition: <i>Debating the Issue</i> 41, 227, 535, 626 <i>Issues to Debate</i> 463, 727 <i>Participating in Government</i> 79, 101, 210, 414, 478, 552 Teacher Wraparound Edition: CLA 545; ID 41, 227, 535, 626; PP 450; T 544</p>