

GLENCOE CORRELATION
UNITED STATES GOVERNMENT: DEMOCRACY IN ACTION
COLORADO
Content Standards Civics Grades 9-12

STANDARDS	PAGE REFERENCES
STANDARD 1: Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.	
1.1 Students know and understand what government is and what purpose it serves.	
<ul style="list-style-type: none"> explaining how purposes of government impact the individual and society; 	SE: 9-11 TWE: ID 9
<ul style="list-style-type: none"> analyzing how different forms of government execute the purposes of government; and 	SE: 689-694, 696-701, 702-707, 717-721, 722-726, 728-731 TWE: IDC 706 CTA 690, 699 CLA 697 CC 719 C 726
<ul style="list-style-type: none"> analyzing and knowing how different forms of government impact the individual (<i>for example, personal freedom and political liberty</i>). 	SE: 18-24 <i>Supreme Court Cases to Debate 25</i> TWE: CLA 19 CTA 21 ExC 23
1.2 Students know the essential characteristics of limited* and unlimited government*.	
<ul style="list-style-type: none"> comparing and contrasting limited* and unlimited government* (<i>for example, constitutional republic*, authoritarian*, and totalitarian government*</i>); 	SE: 689-694, 696-701, 702-707, 717-721, 722-726, 728-731 TWE: IDC 706 CTA 690, 699 LA 697 CC 719 C 726
<ul style="list-style-type: none"> comparing how constitutions* promote the principles* of a political system and provide the basis for government; and 	SE: 63-67, 68-75, 76-81, 83-90 TWE: CLA 64 CTA 66 C 75 IDC 80
<ul style="list-style-type: none"> describing how constitutions* and the rule of law* may limit government. 	SE: 63-67, 68-75, 76-81, 83-90 TWE: CLA 64 CTA 66 C 75 IDC 80
1.3 Students understand the principles* of the United States constitutional government*.	
<ul style="list-style-type: none"> 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>); 	SE: 5-11, 35-40, 42-47, 48-52, 53-58 TWE: MLS 44, 55 CLA 43, 49 IDC 46

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> evaluating the Federalist and Anti-Federalist positions in the context of contemporary United States society; 	SE: 56-57, 95, 106-110, 112-116 <i>Study and Writing Skills</i> 117 TWE: CLA 107 C 110 MLS 108 CTA 115
<ul style="list-style-type: none"> explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change; and 	SE: 63-67, 68-75, 76-81, 83-90 <i>Interpreting Political Cartoons</i> 93 <i>Supreme Court Cases to Debate</i> 82 TWE: CLA 64 C 67, 75 CTA 66, 79 ExC 73 MLS 85
<ul style="list-style-type: none"> 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>). 	SE: 63-67, 68-75, 76-81, 83-90 <i>Interpreting Political Cartoons</i> 93 <i>Supreme Court Cases to Debate</i> 82 TWE: CLA 64 C 67, 75 CTA 66, 79 ExC 73 MLS 85
1.4 Students know the distinctive characteristics of the political culture* of the United States.	
<ul style="list-style-type: none"> analyzing how amendments, laws, and landmark decisions have helped fulfill the promise of the Constitution; 	SE: 76-81, 83-90, 754-769 <i>Interpreting Political Cartoons</i> 93 TWE: CLA 77, 84 MLS 78 CTA 79 ExC 88, 89 IDC 80 C 81
<ul style="list-style-type: none"> analyzing the relationship between the Constitution and the political culture* in which it exists; 	SE: 63-67, 68-75, 76-81, 83-90, 157-165, 167-171, 181-188, 189-192 <i>Interpreting Political Cartoons</i> 93 <i>Supreme Court Cases to Debate</i> 82 TWE: CLA 64, 164 C 67, 75 CTA 66, 79 ExC 73 IDC 80, 185
<ul style="list-style-type: none"> 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 	SE: 412-417, 754-769 <i>Supreme Court Cases to Debate</i> 41, 227, 565 <i>Issues to Debate</i> 82, 131 <i>Participating in Government</i> 79, 352 TWE: CTA 415 DYK 414 GY 417

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on the effectiveness of the Constitution and Bill of Rights in protecting the rights of all citizens. 	SE: 19-24, 355-357, 358-364, 366-370, 371-375, 376-382 <i>Cooperative Learning Activity</i> 385 <i>Interpreting Political Cartoons</i> 385 <i>Current Events Journal</i> 384 <i>Supreme Court Cases to Debate</i> 25, 365 TWE: ExC 363 IDC 362 CLA 367 MLS 373
1.5 Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.	
<ul style="list-style-type: none"> 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>); 	SE: 19-24, 355-357, 358-364, 366-370, 371-375, 376-382 <i>Cooperative Learning Activity</i> 385 <i>Interpreting Political Cartoons</i> 385 <i>Current Events Journal</i> 384 <i>Supreme Court Cases to Debate</i> 25, 365 TWE: ExC 363 IDC 362 CLA 367 MLS 373
<ul style="list-style-type: none"> 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 	SE: 387-390, 398-405, 406-410, 412-418 <i>Interpreting Political Cartoons</i> 421 <i>Current Events Journal</i> 420 <i>Supreme Court Cases to Debate</i> 411 TWE: CLA 399, 407 C 410 CTA 415 IDC 416
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on contemporary issues on the balance between individual rights* and the common good*. 	SE: 361, 370, 373-375, 401-405, 409-410, 412-417 <i>Supreme Court Cases to Debate</i> 411 TWE: CLA 399 ExC 403 MLS 408 CTA 415
STANDARD 2: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.	
2.1 Students know the organization and functions of local, state, and national governments.	
<ul style="list-style-type: none"> 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>); 	SE: 637-640, 641-647, 648-654, 663-668 <i>Supreme Court Cases to Debate</i> 655 TWE: CLA 638 MLS 629 CTA 644 IDC 652 C 665

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<ul style="list-style-type: none"> 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>); 	SE: 637-640, 641-647 TWE: CLA 638 C 640 MLS 643 DYK 642 CTA 644
<ul style="list-style-type: none"> evaluating the tension between citizens' desire for government services and benefits, and the costs associated with providing those; and 	SE: 656-658, 669-675, 677-682 <i>Current Events Journal</i> 684 <i>Issues to Debate</i> 683 TWE: C 675 ExC 674 CLA 657, 678 MLS 671 LPP 679
<ul style="list-style-type: none"> describing major provisions of the Colorado Constitution. 	SE: Chapter 23 pages 636-640 Structure and Function of State Government The Colorado state constitution can be covered more completely during teacher/class discussion.
2.2 Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution.	
<ul style="list-style-type: none"> 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 	SE: 65-67, 127-128, 157-160, 168-169, 172-174, 307-310 <i>Supreme Court Cases to Debate</i> 131, 311
<ul style="list-style-type: none"> 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. 	SE: 637-640, 641-647, 648-654, 663-668 <i>Supreme Court Cases to Debate</i> 655 TWE: CLA 638 MLS 629 CTA 644 IDC 652 C 665
2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.	
<ul style="list-style-type: none"> 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>); 	SE: 267, 399, 401-402 <i>We the People</i> 334 TWE: CLA 399 CTA 401 ExC 403
<ul style="list-style-type: none"> 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>); 	SE: 309-310, 346-347, 406-410 <i>Supreme Court Cases to Debate</i> 311 TWE: IDC 309 C 310 CLA 407 CTA 409
<ul style="list-style-type: none"> 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 	SE: 305-310, 637-640, 646-647 <i>Supreme Court Cases to Debate</i> 311 TWE: IDC 309 C 310, 640 CLA 638

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 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>). 	SE: 85-86, 308-310, 356-357, 427-428, 441-442 TWE: C 310 CLA 356 IDC 427, 441
2.4 Students know how public policy* is developed at the local, state, and national levels.	
<ul style="list-style-type: none"> 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>); 	SE: 453-457, 458-462, 464-470, 475-479, 481-484, 492-497 TWE: MLS 455, 477 CTA 461, 495 LPP 469 CLA 493 C 497
<ul style="list-style-type: none"> analyzing a current public policy* issue at local, state, or national levels and evaluating the alternative positions (<i>for example, welfare reform</i>); 	SE: <i>Cooperative Learning Activity 525</i> <i>Social Studies Skills 523</i> TWE: CLA 509 MLS 510 CTA 511 C 513
<ul style="list-style-type: none"> 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 	SE: 503-507, 508-513, 514-517, 519-522 TWE: CLA 504 DYK 505 MLS 510 CTA 511 ID 511 C 517
<ul style="list-style-type: none"> 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>). 	SE: 503-507, 508-513, 514-517, 519-522, 527-533, 534-541, 543-548 TWE: CLA 504, 528 DYK 505 MLS 510 CTA 511, 537 ID 511 C 517, 533
STANDARD 3: Students know the political relationship of the United States and its citizens to other nations and to world affairs.	
3.1 Students know how and why governments and nongovernmental agencies around the world interact politically.	
<ul style="list-style-type: none"> 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>). 	SE: 627-629, 630, 702-707, 708-712 <i>Issues to Debate 727</i> TWE: MLS 629 IDC 706 C 707, 712 CLA 709 CTA 711

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3.2 Students understand how the United States government develops foreign policy*.	
<ul style="list-style-type: none"> 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 	SE: 627-629, 630, 702-707, 708-712, 732-733 <i>Issues to Debate 727</i> TWE: MLS 629 IDC 706 C 707, 712 CLA 709 CTA 711
<ul style="list-style-type: none"> identifying and analyzing issues concerning the national interests of the United States. 	SE: 575-583, 584-589, 590-595, 597-602 TWE: ExC 579 CTA 587 MLS 592
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.	
<ul style="list-style-type: none"> evaluating the impact of significant international developments on the United States and other nations (<i>for example, impact of land mines</i>); 	SE: 696-701, 702-707, 708-712 TWE: CTA 705, 711 IDC 706 CLA 709 MLS 710
<ul style="list-style-type: none"> describing the impact abroad of the principles* of the Declaration of Independence and the United States Constitution; 	SE: 689-694, 696-701, 717-721, 722-726, 728-731, 732-736 TWE: CTA 692, 699, 720 MA 727
<ul style="list-style-type: none"> giving examples of how foreign policy decisions made by foreign countries affect the United States; 	SE: 689-694, 696-701, 702-707 TWE: IDC 693, 700, 706 CLA 703 CTA 705
<ul style="list-style-type: none"> 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>); 	SE: 607-610, 614-620, 621-625, 706-707, 708-712, 732-734 TWE: IDC 611 ExC 612 MLS 616 CTA 711
<ul style="list-style-type: none"> 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 	SE: 610-613, 710, 712, 733-734 TWE: IDC 611 CTA 610, 711 DYK 711 C 712 ID 734
<ul style="list-style-type: none"> 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>). 	SE: <i>Participating in National Government</i> 633, 739
STANDARD 4: Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life* at all levels -- local, state, and national.	
4.1 Students know what citizenship is.	
<ul style="list-style-type: none"> explaining the rights and obligations of United States citizens; 	SE: 391-397, 399-405, 406-410 TWE: CTA 394, 401 C 405 CLA 413

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> comparing and analyzing the rights and responsibilities of citizens and non-citizens in the United States; and 	SE: 387-390, 391-397, 399-405, 406-410 TWE: IDC 402 ExC 403 C 405 CLA 407
<ul style="list-style-type: none"> 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>). 	SE: 349-397 <i>Concepts in Action</i> 405 TWE: ExC 396, 403
4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.	
<ul style="list-style-type: none"> evaluating whether and when their obligations as citizens require that their personal desires and interests be balanced with the public good; 	SE: 391-397, 398-405, 406-410 TWE: MLS 393 IDC 395 CLA 399 CTA 401, 407 ExC 403
<ul style="list-style-type: none"> evaluating what to do when individual beliefs or constitutional principles* are in conflict; and 	SE: <i>Understanding Concepts</i> 448 <i>Concepts in Action</i> 375
<ul style="list-style-type: none"> identifying and evaluating how the characteristics of an effective citizen promote the preservation of the republic. 	SE: 487-491 <i>Concepts in Action</i> 497 TWE: CTA 489 PG 489
4.3 Students know how citizens can exercise their rights.	
<ul style="list-style-type: none"> identifying the scope and limits of rights (<i>for example, all rights have limits</i>); 	SE: 398-405, 406-410, 412-418 TWE: DYK 414 CLA 399 ExC 403 CTA 409, 415 MLS 408
<ul style="list-style-type: none"> 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>); 	SE: 423-428, 430-435, 437-443 TWE: CLA 424 MLS 425 CC 432 IDC 441
<ul style="list-style-type: none"> 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 	SE: 398-405, 406-410, 412-418, 423-428, 430-435, 437-443 TWE: CLA 399, 424 ExC 403 CTA 409, 415 MLS 408, 425 DYK 414 IDC 441
<ul style="list-style-type: none"> describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens. 	SE: 398-405, 406-410, 412-418 TWE: DYK 414 CLA 399 ExC 403 CTA 409, 415 MLS 408

STANDARDS	PAGE REFERENCES
4.4 Students know how citizens can participate in civic life*.	
<ul style="list-style-type: none"> evaluating the effectiveness of various forms of political participation (<i>for example, voting, attending political and governmental meetings, contacting public officials</i>); 	SE: <i>Participating in Local Government</i> 351, 449 <i>Participating in Government</i> 210, 552
<ul style="list-style-type: none"> describing various ways one can exercise leadership and participate in public affairs (<i>for example, campaigning</i>); 	SE: <i>Participating in Local Government</i> 273 <i>Participating in Government</i> 478
<ul style="list-style-type: none"> 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 	SE: <i>Skills Practice</i> 633 <i>Participating in Local Government</i> 661, 685, 739 <i>Participating in Government</i> 414, 478, 552 <i>Politics and You</i> 182, 460 <i>Current Events Journal</i> 604
<ul style="list-style-type: none"> describing the role of civil disobedience*. 	SE: 410

Codes Used for TWE Pages

C	Close
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DYK	Did You Know?
ExC	Extending the Content
GY	Government and You
ID	Issue to Debate
IDC	Interdisciplinary Connections Activity
LPP	Linking Past and Present
MA	More About
MLS	Multiple Learning Styles
PG	Participating in Government