



G **United States GOVERNMENT**

Democracy In Action

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STANDARDS		PAGE REFERENCES
C1 CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE		
1.1 Nature of Civic Life, Politics, and Government		
<i>Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?</i>		
1.1.1	Identify roles citizens play in civic and private life, with emphasis on leadership.	Student Edition: <i>Government and You</i> 96, 616 <i>Law and You</i> 315 <i>Participating in Government</i> 460, 546 <i>Politics and You</i> 460, 546 Teacher Wraparound Edition GY 616; LY 315; PG 36, 101, 478; PY 460, 546
1.1.2	Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”	Student Edition: 7, 9, 40, 65, 69, 71, 73, 75 <i>Reviewing Key Terms</i> 32, 92 #2 Table 65 Teacher Wraparound Edition L1 7; PG 66
1.1.3	Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)	Student Edition: 9-11, 46-47, 63 <i>Analyzing Primary Sources</i> 33 <i>Concepts in Action</i> 11 Teacher Wraparound Edition C 11; ID 9

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1.1.4	Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)	Student Edition: 453-457, 492-497, 508-513 <i>Concepts in Action</i> 457, 497 Teacher Wraparound Edition C 513; CLA 454, 509; CTA 456; ID 494
1.2 Alternative Forms of Government <i>Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?</i>		
1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.	Student Edition: 689-694, 696-701 <i>Comparing Governments</i> 20, 246, 692, 723 <i>Concepts in Action</i> 694, 701 Teacher Wraparound Edition CG 20, 246, 692; CLA 690; ICA 700; MLS 699
1.2.2	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)	Student Edition: 13-14, 65-67, 690, 693-694 <i>Concepts in Action</i> 67 <i>Table</i> 65 Teacher Wraparound Edition C 17, 67; CLA 690; CTA 66; MLS 691

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1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)	<p>Student Edition: 689-694, 696-701 <i>Comparing Governments</i> 20, 246, 692, 723 <i>Concepts in Action</i> 694, 701</p> <p>Teacher Wraparound Edition CG 20, 246, 692; CLA 690; ICA 700; MLS 699</p>
1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)	<p>Student Edition: 20, 689-694 <i>Comparing Governments</i> 692 <i>Concepts in Action</i> 694</p> <p>Teacher Wraparound Edition CD 690; CG 692; CLA 690; ID 56</p>
<p>C2 ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA</p> <p>2.1 Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)</p> <p><i>Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?</i></p>		
2.1.1	Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.	<p>Student Edition: 35-40, 45-47, 49-51, 56-57, 63 <i>Analyzing Primary Sources</i> 93 <i>Concepts in Action</i> 40 <i>Critical Thinking</i> 40 #5</p> <p>Teacher Wraparound Edition C 40; CLA 49; CTA 45; MLS 37, 50</p>

STANDARDS		PAGE REFERENCES
2.1.2	Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.	Student Edition: 53-58 <i>Concepts in Action</i> 58 <i>Critical Thinking</i> 58 #6 <i>Understanding Concepts</i> 60 #3 Teacher Wraparound Edition CLA 54; MLS 55; T 54
2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.	Student Edition: 63-67, 84-87 <i>Chart</i> 66 <i>Concepts in Action</i> 67 <i>Table</i> 64, 65, 86 Teacher Wraparound Edition C 67; CTA 66, 86
2.1.4	Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.	Student Edition: 87-90, 165, 308-309, 356-357, 414, 482 <i>Table</i> 88 Teacher Wraparound Edition EC 89; ICA 309; MLS 483
2.2 Foundational Values and Constitutional Principles of American Government <i>Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?</i>		
2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).	Student Edition: 46-47, 63-67 <i>Chart</i> 66 <i>Concepts in Action</i> 47, 67 <i>Critical Thinking</i> 47 #5 <i>Table</i> 65 Teacher Wraparound Edition C 67; CTA 66

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2.2.2	Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)	Student Edition: 406-410, 412-418 <i>Chart</i> 409 <i>Concepts in Action</i> 410 <i>Participating in Government</i> 414 Teacher Wraparound Edition C 410; CLA 407, 413; CTA 409; ICA 416
2.2.3	Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)	Student Edition: 358-364, 366-370, 371-375, 376-382 <i>Concepts in Action</i> 410 Teacher Wraparound Edition C 410; CLA 407, 413; CTA 409; ICA 416
2.2.4	Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)	Student Edition: 78, 340, 406-410, 412-418, 710 Teacher Wraparound Edition MLS 78, 408
2.2.5	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)	Student Edition: 358-364, 366-370, 371-375, 376-382 <i>Concepts in Action</i> 410 Teacher Wraparound Edition C 410; CLA 407, 413; CTA 409; ICA 416
C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA		
3.1 Structure, Functions, and Enumerated Powers of National Government		
<i>Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?</i>		
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.	Student Edition: 123-130, 132-137, 138-140, 141-145, 157-165, 181-186 <i>Concepts in Action</i> 137 Teacher Wraparound Edition CLA 124, 139, 142, 158; ICA 136; MLS 134

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3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.	<p>Student Edition: 213-219, 234-239, 245-250, 261-267 <i>Concepts in Action</i> 239, 267</p> <p>Teacher Wraparound Edition C 219, 250; CLA 235; MLS 215</p>
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.	<p>Student Edition: 305-310, 312-317, 320-326, 331-335 <i>Chart</i> 306 <i>Concepts in Action</i> 310, 317</p> <p>Teacher Wraparound Edition C 326, 335; CLA 313; CTA 308, 315</p>
3.1.4	Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)	<p>Student Edition: 566-570, 584-589, 590-595, 597-602 <i>Concepts in Action</i> 570, 595, 602</p> <p>Teacher Wraparound Edition CLA 585; CTA 569, 600</p>
3.1.5	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).	<p>Student Edition: 66-67, 79-81, 164, 171, 176, 187-188, 249, 322, 336-337 <i>Concepts in Action</i> 176 <i>Critical Thinking</i> 176 #6</p> <p>Teacher Wraparound Edition CTA 66; ICA 249; T 337</p>
3.1.6	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.	<p>Student Edition: 189-192, 555-559 <i>Concepts in Action</i> 192 <i>Government and You</i> 558 <i>Graph</i> 557</p> <p>Teacher Wraparound Edition C 559; CLA 556; CTA 558; MLS 191, 557; T 190</p>
3.1.7	Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.	<p>Student Edition: 69, 96-97, 157-165 <i>Diagram</i> 97</p> <p>Teacher Wraparound Edition C 165; CLA 158; T 96</p>

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<p>3.2 Powers and Limits on Powers</p> <p><i>Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</i></p>		
3.2.1	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.	<p>Student Edition: 6-8, 45-47, 63-67 <i>Chart 66</i> <i>Concepts in Action 67</i> <i>Table 64, 65</i></p> <p>Teacher Wraparound Edition C 67; CTA 6</p>
3.2.2	Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., <i>Marbury v. Madison</i> , <i>Gibbons v. Ogden</i> , <i>McCulloch v. Maryland</i>).	<p>Student Edition: 67, 73, 102, 107, 161, 169, 249, 307-308, 337 <i>Check Understanding 102 #3</i> <i>Concepts in Action 310</i> <i>Critical Thinking 165 #6</i> <i>Supreme Court Cases to Debate 111</i></p> <p>Teacher Wraparound Edition C 310; SC 111</p>
3.2.3	Identify specific provisions in the Constitution that limit the power of the federal government.	<p>Student Edition: 36, 67, 172-174, 341 <i>Chart 66</i> <i>Concepts in Action 67, 176</i> <i>Table 65</i></p> <p>Teacher Wraparound Edition CTA 66</p>
3.2.4	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)	<p>Student Edition: 84-87, 355-357, 358-364, 366-370, 371-375</p> <p>Teacher Wraparound Edition C 357, 370, 375; CLA 359, 367; CTA 361</p>
3.2.5	Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)	<p>Student Edition: 87-90, 165, 308-309, 356-357, 414, 482 <i>Table 88</i></p> <p>Teacher Wraparound Edition EC 89; ICA 309; MLS 483</p>

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<p>3.3 Structure and Functions of State and Local Governments <i>Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?</i></p>	
<p>3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government’s power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).</p>	<p>Student Edition: 65, 95-102, 106-107, 110 <i>Concepts in Action</i> 110 <i>Diagram</i> 97 Teacher Wraparound Edition CTA 98; MLS 108; T 107</p>
<p>3.3.2 Identify and define states’ reserved and concurrent powers.</p>	<p>Student Edition: 95-102 <i>Check Understanding</i> 102 #4 <i>Diagram</i> 97 Teacher Wraparound Edition CTA 98; PG 99; T 96</p>
<p>3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.</p>	<p>Student Edition: 87, 96, 107, 108, 157, 161, 357 <i>Concepts in Action</i> 165 Teacher Wraparound Edition T 107</p>
<p>3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.</p>	<p>Student Edition: 637-640, 641-647, 648-654, 663-668 <i>Chart</i> 667 <i>Concepts in Action</i> 647, 668 Teacher Wraparound Edition C 647, 654; CLA 638, 664; CTA 651; MLS 643</p>
<p>3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).</p>	<p>Student Edition: 639, 640, 644, 666 <i>Check Understanding</i> 640 #2, 668 #2 <i>Picture</i> 644 Teacher Wraparound Edition MLS 639</p>
<p>3.3.6 Evaluate the major sources of revenue for state and local governments.</p>	<p>Student Edition: 656-658, 673-675 <i>Concepts in Action</i> 658, 675 Teacher Wraparound Edition C 675; CLA 657; EC 674</p>

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3.3.7	Explain the role of state constitutions in state governments.	Student Edition: 47, 637-640, 644 <i>Concepts in Action</i> 640 <i>Critical Thinking</i> 640 #6 Teacher Wraparound Edition C 640; CLA 638; MLS 639
3.4 System of Law and Laws <i>Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?</i>		
3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like <i>Marbury v. Madison</i> and <i>U.S. v. Nixon</i> ; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)	Student Edition: 267, 307-308, 424-428 <i>Concepts in Action</i> 428 Teacher Wraparound Edition C 67, 428; CLA 424; ICA 427; MLS 425
3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)	Student Edition: 90, 168, 169, 378-380, 482-483, 679-680 <i>Concepts in Action</i> 484 Teacher Wraparound Edition CLA 168; EC 381; MLS 486
3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).	Student Edition: 88-89, 308-309, 321, 337, 346-347, 356-357, 406-407, 580 <i>Check Understanding</i> 410 #4 Teacher Wraparound Edition CLA 407; EC 89; ICA 309
3.4.4	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).	Student Edition: 636-634, 367-369, 378-380, 699-70 <i>Concepts in Action</i> 370, 382 Teacher Wraparound Edition C 364; CLA 367; CTA 369; ID 362; MLS 378
3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them	Student Edition: 305-310, 312-317, 434-435, 439-443, 647 <i>Chart</i> 306 <i>Critical Thinking</i> 310 #6 Teacher Wraparound Edition C 435, 443; CTA 315

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<p>3.5 Other Actors in the Policy Process</p> <p><i>Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?</i></p>		
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.	<p>Student Edition: 492-497, 508-513, 514-517, 527-534 <i>Concepts in Action</i> 513 <i>Political Cartoon</i> 511</p> <p>Teacher Wraparound Edition C 517, 534; CLA 515; CTA 495, 509; MLS 510</p>
3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)	<p>Student Edition: 453-455, 457 <i>Concepts in Action</i> 457 <i>Graph</i> 455, 456</p> <p>Teacher Wraparound Edition C 457; CLA 454; CTA 456; T 454</p>
3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).	<p>Student Edition: 492-497, 503-507 <i>Concepts in Action</i> 507 <i>Government and You</i> 506</p> <p>Teacher Wraparound Edition C 507; CLA 493, 504; CTA 495; DYK 505; MLS 505; PP 505</p>
3.5.4	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.	<p>Student Edition: 514-517, 519-522 <i>Concepts in Action</i> 517 <i>Critical Thinking</i> 522 #6</p> <p>Teacher Wraparound Edition C 517, 522; CLA 515</p>
3.5.5	Evaluate the actual influence of public opinion on public policy.	<p>Student Edition: 508-513, 517 <i>Concepts in Action</i> 517 <i>Critical Thinking</i> 522 #6</p> <p>Teacher Wraparound Edition C 522; CTA 511</p>

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3.5.6	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	Student Edition: 475-479 <i>Concepts in Action</i> 479 <i>Participating in Government</i> 478 Teacher Wraparound Edition C 479; CLA 476, 520; CTA 478; MLS 477
3.5.7	Explain the role of television, radio, the press, and the internet in political communication.	Student Edition: 527-534, 543-549 <i>Concepts in Action</i> 534, 549 Teacher Wraparound Edition C 534, 549; CLA 545; EC 533; ID 531; LPP 529; MLS 528
3.5.8	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.	Student Edition: <i>Issues to Debate</i> 41, 227, 565, 727 <i>Participating in Government</i> 101, 210, 552 Teacher Wraparound Edition ID 41, 227, 565, 727; PG 101
3.5.9	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice	Student Edition: 495-496 <i>Chart</i> 496 <i>Skills</i> 59, 260, 327, 571 Teacher Wraparound Edition PP 496; S 59, 260, 327, 571
C4 THE UNITED STATES OF AMERICA AND WORLD AFFAIRS		
4.1 Formation and Implementation of U.S. Foreign Policy		
<i>Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?</i>		
4.1.1	Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish- American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).	Student Edition: 607-613, 627-630 <i>Concepts in Action</i> 613 <i>Critical Thinking</i> 613 #6, 630 #6 Teacher Wraparound Edition CLA 608, 628; CTA 610; ECP 606; ICA 611; MLS 609, 629; T 608

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4.1.2	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.	Student Edition: 614-620, 621-625 <i>Concepts in Action</i> 620 <i>Critical Thinking</i> 620 #6 Teacher Wraparound Edition C 620; CLA 615, 629; EC 619; T 615, 622
4.1.3	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).	Student Edition: 621-625, 627-630 <i>Critical Thinking</i> 625 #5, 630 #6 <i>Issues to Debate</i> 626 Teacher Wraparound Edition C 625, 630; CLA 628; ID 626
4.1.4	Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)	Student Edition: 609-612, 627-630 <i>Issues to Debate</i> 626 <i>Time</i> 628 Teacher Wraparound Edition ICA 611; ID 626
4.2 U.S. Role in International Institutions and Affairs		
4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)	Student Edition: 702-706, 707-712, 732-736 <i>Concepts in Action</i> 712 <i>Critical Thinking</i> 706 #6 Teacher Wraparound Edition C 706, 712, 736; CLA 709; CTA 705; MLS 734
4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)	Student Edition: 387-390, 629-630 <i>Concepts in Action</i> 630 <i>Critical Thinking</i> 390 #5 <i>Graph</i> 629 <i>Issues to Debate</i> 727 Teacher Wraparound Edition C 390; ID 727; T 388

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4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)	Student Edition: 704-706, 707-712, 732-736 <i>Comparing Governments</i> 733 <i>Concepts in Action</i> 712, 736 Teacher Wraparound Edition C 712, 736; CLA 709, 733; CTA 705, 735; MLS 708
4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).	Student Edition: 627-628, 629, 702-704, 710-712 <i>Check Understanding</i> 630 #4, #5 <i>Concepts in Action</i> 706 <i>Graph</i> 703 Teacher Wraparound Edition C 706, 712; CLA 703; MLS 629
4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).	Student Edition: 575-576, 587, 619, 712, 735-736 <i>Concepts in Action</i> 712, 736 Teacher Wraparound Edition ID 734
4.2.6	Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).	Student Edition: 46-47, 63-65, 699 <i>Check Understanding</i> 67 #4 Teacher Wraparound Edition ECP 62
C5 CITIZENSHIP IN THE UNITED STATES OF AMERICA		
5.1 The Meaning of Citizenship in the United States of America		
<i>Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?</i>		
5.1.1	Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).	Student Edition: 391-397 <i>Concepts in Action</i> 397 <i>Law and You</i> 315 <i>Politics and You</i> 315 Teacher Wraparound Edition C 397; CLA 392; LY 315; PG 495; PY 546

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5.1.2	Compare the rights of citizenship Americans have as a member of a state and the nation.	Student Edition: 355-357, 391-393 <i>Concepts in Action</i> 397 <i>Critical Thinking</i> 357 #6 <i>Government and You</i> 711 Teacher Wraparound Edition C 357; CTA 394; GY 711
5.2 Becoming a Citizen <i>Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?</i>		
5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.	Student Edition: 393-395 <i>Check Understanding</i> 397 #4 <i>Critical Thinking</i> 397 #6 Teacher Wraparound Edition C 397; CLA 392; EC 396; MLS 393
5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.	Student Edition: 387-390, 394-395 <i>Critical Thinking</i> 390 #5 Teacher Wraparound Edition C 390; CLA 388; EC 396
5.2.3	Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).	Student Edition: 393-395, 416-418, 481-484 <i>Concepts in Action</i> 484 Teacher Wraparound Edition C 484; CLA 392; CTA 394; MLS 393, 483
5.3 Rights of Citizenship <i>Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?</i>		
5.3.1	Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).	Student Edition: 355-357, 358-364, 366-370, 406-407, 427-428 <i>Concepts in Action</i> 370 Teacher Wraparound Edition CLA 359, 367; CTA 361, 369
5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).	Student Edition: 366-370, 371-375, 376-382 <i>Concepts in Action</i> 370, 382 Teacher Wraparound Edition C 382; CLA 367, 372, 377; CTA 379; MLS 368

STANDARDS	PAGE REFERENCES
5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).	Student Edition: 430-431, 581-583, 718-720 <i>Check Understanding</i> 583 #1 <i>Concepts in Action</i> 721 Teacher Wraparound Edition CLA 431, 718; EC 580, 581
5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.	Student Edition: 355-357, 366-370, 371-375, 430-431, 718-720 <i>Concepts in Action</i> 370, 382, 721 Teacher Wraparound Edition CLA 359, 367, 372; CTA 361, 369; MLS 368
5.3.5 Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.	Student Edition: 367-369, 371, 373, 377 <i>Check Understanding</i> 375 #5 <i>Critical Thinking</i> 370 #6, 382 #5 Teacher Wraparound Edition C 370; CLA 377
5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.	Student Edition: 355-357, 358-364, 366-370, 371-375, 376-382 <i>Concepts in Action</i> 370, 382 Teacher Wraparound Edition C 382; CLA 359, 367, 372, 377; CTA 361, 369, 379; MLS 368
5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.	Student Edition: 85-87, 398-405 <i>Concepts in Action</i> 405 Teacher Wraparound Edition C 405; CLA 399; CTA 86, 401; EC 403; MLS 400
5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.	Student Edition: 88-89, 308-309, 346, 356-357 <i>Concepts in Action</i> 397 <i>Supreme Court Cases to Debate</i> 411 Teacher Wraparound Edition EC 89; SC 411

STANDARDS		PAGE REFERENCES
5.3.9	Use examples to explain why rights are not unlimited and absolute	Student Edition: 367-369, 371, 373, 377 <i>Check Understanding</i> 375 #5 <i>Critical Thinking</i> 370 #6, 382 #5 Teacher Wraparound Edition C 370; CLA 377
5.4 Responsibilities of Citizenship <i>Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?</i>		
5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.	Student Edition: 396-397 <i>Law and You</i> 315 Teacher Wraparound Edition C 397; LY 315
5.4.2	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.	Student Edition: 396-397 <i>Government and You</i> 616 <i>Law and You</i> 315 <i>Participating in Government</i> 101, 552 <i>Politics and You</i> 495, 546 Teacher Wraparound Edition LY 315; PG 101, 495
5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.	Student Edition: 396-397 <i>Law and You</i> 315 Teacher Wraparound Edition C 397; LY 315
5.5 Dispositions of Citizenship <i>Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?</i>		
5.5.1	Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).	Student Edition: <i>Participating in Government</i> 352 <i>Politics and You</i> 182, 460 <i>Skills</i> 676 Teacher Wraparound Edition PG 460; PY 182; S 676

STANDARDS	PAGE REFERENCES
<p>5.5.2 Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).</p>	<p>Student Edition: 396-397 <i>Law and You</i> 315 Teacher Wraparound Edition C 397; LY 315</p>
<p>5.5.3 Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.</p>	<p>Student Edition: 396-397 <i>Law and You</i> 315 <i>Participating in Government</i> 352 <i>Politics and You</i> 182, 460 <i>Skills</i> 676 Teacher Wraparound Edition C 397; LY 315; PG 460; PY 182; S 676</p>
<p>C6 CITIZENSHIP IN ACTION</p>	
<p>6.1 Civic Inquiry and Public Discourse <i>Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?</i></p>	
<p>6.1.1 Identify and research various viewpoints on significant public policy issues.</p>	<p>Student Edition: <i>Issues to Debate</i> 41, 199, 227, 463, 535, 626, 727 Teacher Wraparound Edition ID 41, 199, 227, 463, 535, 626, 727</p>
<p>6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).</p>	<p>Student Edition: <i>Skills</i> 117, 233, 269, 299, 523, 571, 631 <i>Supreme Court Cases to Debate</i> 25, 290, 411, 596, 655 Teacher Wraparound Edition S 117, 233, 269, 299, 523, 571, 631; SC 25, 290, 411, 596, 655</p>

STANDARDS		PAGE REFERENCES
6.1.3	Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.	Student Edition: <i>Skills</i> 31, 59, 193, 327, 480, 603, 737 Teacher Wraparound Edition S 31, 59, 193, 327, 480, 603, 727
6.1.4	Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.	Student Edition: <i>Issues to Debate</i> 41, 199, 227, 463, 535, 626, 727 Teacher Wraparound Edition ID 41, 199, 227, 463, 535, 626, 727
6.1.5	Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.	Student Edition: <i>Issues to Debate</i> 41, 199, 227, 463, 535, 626, 727 Teacher Wraparound Edition ID 41, 199, 227, 463, 535, 626, 727
6.2 Participating in Civic Life <i>Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?</i>		
6.2.1	Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).	Student Edition: 481-484, 566-570, 669-675 <i>Concepts in Action</i> 484 Teacher Wraparound Edition C 484, 570, 675; CTA 569; MLS 569
6.2.2	Distinguish between and evaluate the importance of political participation and social participation.	Student Edition: 396-397 <i>Law and You</i> 315 <i>Participating in Government</i> 352 <i>Politics and You</i> 182, 460 <i>Skills</i> 676 Teacher Wraparound Edition C 397; LY 315; PG 460; PY 182; S 676

STANDARDS		PAGE REFERENCES
6.2.3	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.	Student Edition: <i>Participating in Government</i> 2, 36, 101, 136, 256, 352, 450, 552 Teacher Wraparound Edition PG 36, 101, 136, 256
6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.	Student Edition: 492-497 <i>Concepts in Action</i> 496 <i>Participating in Government</i> 478 <i>Politics and You</i> 460 Teacher Wraparound Edition C 497; PG 478; PY 460
6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.	Student Edition: 408-410, 481-484 <i>Chart</i> 409 <i>Concepts in Action</i> 410 Teacher Wraparound Edition C 410; CTA 394; MLS 408
6.2.6	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.	Student Edition: 254, 408-410 Teacher Wraparound Edition MLS 408
6.2.7	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation. 1	Student Edition: 547 <i>Participating in Government</i> 478 Teacher Wraparound Edition PG 478
6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.	Student Edition: 123-130, 213-219, 261-267 Teacher Wraparound Edition C 130, 219, 267; CLA 124, 214; MLS 125

STANDARDS		PAGE REFERENCES
6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.	<p>Student Edition: 396-397 <i>Government and You</i> 616 <i>Law and You</i> 315 <i>Participating in Government</i> 101, 552 <i>Politics and You</i> 495, 546</p> <p>Teacher Wraparound Edition LY 315; PG 101, 495</p>
6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.	<p>Student Edition: <i>Issues to Debate</i> 41, 199, 227, 463, 535, 626, 727</p> <p>Teacher Wraparound Edition ID 41, 199, 227, 463, 535, 626, 727</p>
6.2.11	Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns	<p>Student Edition: 408-410, 481-484 <i>Chart</i> 409 <i>Concepts in Action</i> 410</p> <p>Teacher Wraparound Edition C 410; CTA 394; MLS 408</p>