

A Correlation of



to the
**West Virginia Evaluation Criteria
Group I - Social Studies, Civics**

Table of Contents

NON-NEGOTIABLE EVALUATION CRITERIA	3
GENERAL EVALUATION CRITERIA.....	5
SPECIFIC EVALUATION CRITERIA.....	33

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of
Savvas Learning Company LLC in the US and in other countries.

PUBLISHER:	Savvas Learning Company		
SUBJECT:	Civics	SPECIFIC GRADE:	9-12
COURSE:	7031	TITLE	Magruder's American Government; Economics
COPYRIGHT:	2016		
SE ISBN:	9781418289874	TE ISBN:	9780133307108, 9780133307047

2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.

NON-NEGOTIABLE EVALUATION CRITERIA

2019-2025
Group I – Social Studies
CCR - Civics

Equity, Accessibility and Format			
Yes	No	CRITERIA	NOTES
X		<p>1. INTER-ETHNIC The instructional materials meet the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The photos throughout <i>Savvas Magruder's American Government and Savvas Economics</i> connect with an array of cultures and ethnicities with which a variety of students can identify. Sample references include: Magruder's American Government Photos: 46, 65, 83, 99, 104, 111, 129, 201, 225, 283, 310, 362, 402, 442, 453, 564, 676</p>
X		<p>2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p>A variety of races, colors, genders, nationalities, and potential religions are highlighted throughout <i>Savvas Magruder's American Government and Savvas Economics</i>. Sample references include: Magruder's American Government Photos: 90, 99, 114, 128, 141, 171, 209, 210, 253, 310, 344, 358, 380, 487, 525, 606</p>

X		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The digital course of <i>Savvas Magruder's American Government and Savvas Economics</i> delivered through Savvas Realize gives teachers and students engaging content, embedded assessments, instant data, and flexible tools. Also see: Magruder's American Government Social Studies Reimagined, v-ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxiv; Interactive Primary Sources, xxv; Biographies, xxvi; 21st Century Skills, xxvii; Atlas, xvii</p>
X		<p>4. BIAS The instructional material is free of political bias.</p>	<p><i>Savvas Magruder's American Government and Savvas Economics</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p>
X		<p>5. COMMON CORE The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><i>Savvas Magruder's American Government and Savvas Economics</i> does not contain references to the Common Core academic standards.</p>

GENERAL EVALUATION CRITERIA
2019-2025
Group I – Social Studies
Civics

INSTRUCTIONAL MATERIALS ADOPTION: COLLEGE- AND CAREER-READINESS LEARNING EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment with the College- and Career-Readiness Standards (CCRSs), materials must also clearly connect to the Student Success Standards which include opportunities for students to develop:										
	A. Developing personal and educational skills										
Magruder’s American Government SE: Projects involving research (examples): Topic 1 Assessment (2: Explain Major Political Ideas), 33; Topic 2 Assessment (7: Identify Contributions of the Founding Fathers), 73; Topic 3 Assessment (15: Create a Project), 123; Topic 6 Assessment (13: Identify the Purpose of Executive Agencies), 293; Topic 7 Assessment (9: Analyze Functions and Create a Product), 321;	Thinking and Problem-Solving Skills <i>Social Studies Content:</i> 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance that geography, economics and civics play within historical and current events, understanding the importance of sociological and psychological connections to society, the importance of historical and current events in civic decision making);										

<p>(Continued)</p> <p>(11: Analyze Issues and Create a Product), 322; Topic 8 Assessment (6: Create a Product That Identifies Freedoms and Rights), 385; Topic 14 Assessment (8: Compare the U.S. Constitutional Republic to Historical and Contemporary Forms of Government), 702</p> <p>21st Century Skills: Interpret Sources, 777–778; Create Databases, 778; Analyze Data and Models, 779; Analyze Primary and Secondary Sources, 787–788; Avoid Plagiarism, 794</p> <p>TE only: Topic Inquiry: Civic Discussion, 97–98, 363–364; Document-Based Question, 34–35, 318–319; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475</p>	<p>(Continued)</p>						
--	--------------------	--	--	--	--	--	--

<p>Magruder’s American Government SE: Topic Assessment, 33–37, 72–74, 121–124, 195–197, 230–232, 291–294, 320–322, 385–387, 418–420, 496–499, 555–558, 607–610, 671–672, 701–703</p> <p>21st Century Skills: Interpret Sources, 777–778; Analyze Political Cartoon, 781–782; Analyze Primary and Secondary Sources, 787–788; Compare Viewpoints, 788–789; Identify Bias, 789–790; Evaluate Existing Arguments, 790–791; Consider and Counter Opposing Arguments, 791–792; Participate in a Discussion or Debate, 792; Solve Problems, 795; Make Decisions, 795–796; Being an Informed Citizen, 796; Political Participation, 797; Voting, 797–798; Serving on a Jury, 798</p> <p>TE only: Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475</p>	<p>2. engages in complex thinking and analysis in the social sciences which promotes the development of multiple perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students’ own lives and future situations; and</p>						
---	--	--	--	--	--	--	--

Magruder’s American Government

SE: 21st Century Skills: Solve Problems, 795; Make Decisions, 795–796; Being an Informed Citizen, 796; Political Participation, 797; Voting, 797–798; Serving on a Jury, 798

Responsibilities, Duties, and Obligations of Citizenship, 30–31; The Basics of Democracy, 27–30; Basic Principles, 83–85; More Basic Principles, 85–89; American Citizenship, 390–397; Diversity and Discrimination, 398–404; The History of Voting Rights, 424–431; Your Right to Vote, 432–439; Voting Trends, 440–449

TE only: Topic Inquiry: Civic Discussion, 97–98, 363–364; Document-Based Question, 34–35, 318–319; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475

- 3. Promotes local, regional, state, national, and global connections, both past and present; while also promoting real-world, authentic relationships which consider human choice and natural catastrophic events on historic outcomes.

	<p align="center">Information and Communication Skills/Social Studies</p> <p align="center"><i>For student proficiency in content standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i></p>						
<p>Magruder’s American Government SE: <i>Projects involving research</i> (examples): Topic 1 Assessment (2: Explain Major Political Ideas), 33; Topic 2 Assessment (7: Identify Contributions of the Founding Fathers), 73; Topic 3 Assessment (15: Create a Project), 123; Topic 6 Assessment (13: Identify the Purpose of Executive Agencies), 293; Topic 7 Assessment (9: Analyze Functions and Create a Product), 321; (11: Analyze Issues and Create a Product), 322; Topic 8 Assessment (6: Create a Product That Identifies Freedoms and Rights), 385; Topic 14 Assessment (8: Compare the U.S. Constitutional Republic to Historical and Contemporary Forms of Government), 702</p>	<p>4. locate existing social studies content information, specifically primary source documents and scholarly journal articles for interpretation, analysis, and the creation of original student products appropriate for all audiences;</p>						

<p>(Continued) 21st Century Skills: Interpret Sources, 777–778; Create Databases, 778; Analyze Data and Models, 779; Analyze Primary and Secondary Sources, 787–788; Avoid Plagiarism, 794</p> <p>TE only: Topic Inquiry: Civic Discussion, 97–98, 363–364; Document-Based Question, 34–35, 318–319; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475</p>	<p>(Continued)</p>						
<p>Magruder’s American Government SE: Assessment: Evaluate Sources, 397; Analyze Political Cartoons (examples), 29, 32, 35, 48, 70, 83, 84, 85, 183, 193, 212, 213, 219, 223, 237, 457, 464, 473, 475, 488, 491, 493, 507, 533, 548</p>	<p>5. make informed, educated choices based on multiple perspectives, and</p>						

<p>(Continued)</p> <p><i>Topic 1 Assessment</i> (4: Explain a Written Constitution), 33; (10: Compare the U.S. Constitutional Republic), 33; <i>Topic 2 Assessment</i> (3: Explain Major Political Ideas in History), 72; (11: Analyze the Federalist Papers), 73; (19: Analyze Information for Bias and Point of View), 74; <i>Topic 3 Assessment</i> (15: Create a Project), 123; <i>Topic 4 Assessment</i> (11: Analyze How The <i>Federalist Papers</i> Explain American Government), 196; <i>Topic 7 Assessment</i> (1: Compare Methods), 320; (11: Analyze Issues and Create a Product), 322; <i>Topic 8 Assessment</i> (6: Create a Product That Identifies Freedoms and Rights), 385; <i>Topic 14 Assessment</i> (8: Compare the U.S. Constitutional Republic to Historical and Contemporary Forms of Government), 702</p> <p>21st Century Skills: Interpret Sources, 777–778; Analyze Political Cartoon, 781–782; Analyze Primary and Secondary Sources, 787–788; Compare Viewpoints, 788–789; Identify Bias, 789–790; Avoid Plagiarism, 794</p>	<p>(Continued)</p>						
--	--------------------	--	--	--	--	--	--

Magruder's American Government

SE: *Projects involving research* (examples): Topic 1 Assessment (2: Explain Major Political Ideas), 33; Topic 2 Assessment (7: Identify Contributions of the Founding Fathers), 73; Topic 3 Assessment (15: Create a Project), 123; Topic 6 Assessment (13: Identify the Purpose of Executive Agencies), 293; Topic 7 Assessment (9: Analyze Functions and Create a Product), 321; (11: Analyze Issues and Create a Product), 322; Topic 8 Assessment (6: Create a Product That Identifies Freedoms and Rights), 385; Topic 14 Assessment (8: Compare the U.S. Constitutional Republic to Historical and Contemporary Forms of Government), 702

21st Century Skills: Solve Problems, 795; Make Decisions, 795-796; Being an Informed Citizen, 796; Political Participation, 797; Voting, 797-798; Serving on a Jury, 798

- 6. interact with outside resources through opportunities for local, regional, state, national, and global collaboration in a variety of curated and/or vetted resources.

<p>(Continued)</p> <p>TE only: Topic Inquiry: Civic Discussion, 97–98, 363–364; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475</p>	<p>(Continued)</p>						
	<p>Personal and Workplace Productivity Skills</p> <p><i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>						
<p>SE: <i>Research Activities:</i> (examples): Topic 3 Assessment (15: Create a Project), 123; Topic 6 Assessment (13: Identify the Purpose of Executive Agencies), 293; Topic 7 Assessment (9: Analyze Functions and Create a Product), 321; (11: Analyze Issues and Create a Product), 322; Topic 8 Assessment (6: Create a Product That Identifies Freedoms and Rights), 385; Topic 14 Assessment (8: Compare the U.S. Constitutional Republic to Historical and Contemporary Forms of Government), 702</p>	<p>7. conduct research, validate sources, and report ethically on findings;</p>						

(Continued)
21st Century Skills: Interpret Sources, 777-778; Create Databases, 778; Analyze Data and Models, 779; Analyze Primary and Secondary Sources, 787-788; Avoid Plagiarism, 794

TE only: Topic Inquiry: Civic Discussion, 97-98, 363-364; Document-Based Question, 34-35, 318-319; Civic Action Project, 4-5, 66-67, 142-143, 171-172, 213-214, 240-241, 290-291, 396-397, 435-436, 474-475

(Continued)

--	--	--	--	--	--	--	--	--	--

Magruder's American Government

SE: Social Studies Reimagined, v–ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxiv; Interactive Primary Sources, xxv; Biographies, xxvi; 21st Century Skills, xxvii; Atlas, xvii; Savvas Realize NBC Learn, 3, 39, 77, 127, 199, 235, 297, 325, 389, 423, 501, 561, 613, 675

TE only: Digital Start Up Activity (examples), 39, 77, 218, 251, 271, 329, 351; Topic Inquiry: Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475

- 8. identify, evaluate, and apply appropriate technology tools for a variety of purposes;

Magruder's American Government

SE: Research Activities:

(examples): Topic 3 Assessment (15: Create a Project), 123; Topic 6 Assessment (13: Identify the Purpose of Executive Agencies), 293; Topic 7 Assessment (9: Analyze Functions and Create a Product), 321; (11: Analyze Issues and Create a Product), 322; Topic 8 Assessment (6: Create a Product That Identifies Freedoms and Rights), 385; Topic 14 Assessment (8: Compare the U.S. Constitutional Republic to Historical and Contemporary Forms of Government), 702

21st Century Skills: Interpret Sources, 777-778; Create Databases, 778; Analyze Data and Models, 779; Analyze Primary and Secondary Sources, 787-788; Avoid Plagiarism, 794

TE only: Topic Inquiry: Civic Action Project, 4-5, 66-67, 142-143, 171-172, 213-214, 240-241, 290-291, 396-397, 435-436, 474-475

9. engage in self-directed and/or independent inquiry

<p>TE only: Supporting English Language Learners (examples), 106, 145, 255, 366; Topic Inquiry: Civic Discussion, 97–98, 363–364; Document-Based Question, 34–35, 318–319; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475; Active Classroom (examples), 128, 167, 253, 271, 357</p>	<p>10. provide a variety of structures for working collaboratively; and</p>						
<p>Magruder’s American Government SE: <i>Research Activities:</i> (examples): <i>Research Activities:</i> (examples): Topic 1 Assessment (2: Explain Major Political Ideas), 33; Topic 2 Assessment (7: Identify Contributions of the Founding Fathers), 73; Topic 3 Assessment (15: Create a Project), 123; Topic 6 Assessment (13: Identify the Purpose of Executive Agencies), 293; Topic 7 Assessment (9: Analyze Functions and Create a Product), 321; (11: Analyze Issues and Create a Product), 322</p>	<p>11. practice time-management and project management skills for problem based learning and group projects.</p>						

<p>(Continued)</p> <p>TE only: Topic Inquiry: Civic Discussion, 97–98, 363–364; Document-Based Question, 34–35, 318–319; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475; Active Classroom (examples), 128, 167, 253, 271, 357; Differentiate: Challenge, 257, 285, 343</p>	<p>(Continued)</p>						
		<p>B. Developmentally Appropriate Instructional Resources and Strategies</p> <p><i>For student proficiency in content standards:</i></p>					
<p>Magruder’s American Government</p> <p>SE: Section Objectives, 4, 12, 19, 27, 40, 46, 55, 60, 78, 90, 99, 109, 128, 137, 147, 159, 170, 182, 200, 207, 211, 224, 236, 242, 251, 261, 273, 284, 298, 306, 313, 326, 333, 340, 350, 355, 360, 372, 390, 398, 405, 412, 424, 432, 440, 450, 458, 471, 480, 502, 518, 528, 545, 562, 573, 580, 589, 598, 614, 620, 627, 635, 645, 660, 676, 682, 689, 696;</p>	<p>12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>						

<p>(Continued)</p> <p>Literacy Skills Questions (examples): Summarize, 100, 163, 165, 169, 209, 210, 319; Identify Central Ideas, 216, 354, 384, 428, 449; Compare and Contrast, 315, 319, 327, 332, 339, 344, 359, 384, 392, 404, 406, 411, 413, 437; Identify Cause and Effect, 177, 204, 206, 210, 439, 475; Draw Conclusions, 32, 54, 134, 141, 169, 185, 203</p> <p>21st Century Skills: Sequence, 768; Categorize, 769; Analyze Cause and Effect, 770; Compare and Contrast, 771; Identify Main Ideas and Details, 772; Summarize, 772–773; Generalize, 773–774; Make Predictions, 774–775; Draw Inferences, 776; Draw Conclusions, 776–777; Analyze Primary and Secondary Sources, 787–788; Compare Viewpoints, 788–789; Identify Bias, 789–790; Evaluate Existing Arguments, 790–791; Consider and Counter Opposing Arguments, 791–792; Participate in a Discussion or Debate, 792; Give an Effective Presentation, 792–793; Avoid Plagiarism, 794</p>	<p>(Continued)</p>						
--	--------------------	--	--	--	--	--	--

Magruder’s American Government

SE: Section Objectives & Key Terms, 4, 12, 19, 27, 40, 46, 55, 60, 78, 90, 99, 109, 128, 137, 147, 159, 170, 182, 200, 207, 211, 224, 236, 242, 251, 261, 273, 284, 298, 306, 313, 326, 333, 340, 350, 355, 360, 372, 390, 398, 405, 412, 424, 432, 440, 450, 458, 471, 480, 502, 518, 528, 545, 562, 573, 580, 589, 598, 614, 620, 627, 635, 645, 660, 676, 682, 689, 696

TE Only: Supporting English Language Learners (examples), 37, 89, 145, 224, 281; Topic Inquiry: Civic Discussion, 97–98, 363–364; Document-Based Question, 34–35, 318–319; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475; Active Classroom, 219, 264, 297, 352, 383

13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition and application, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.

Magruder's American Government

SE: Critical Thinking: Cite Evidence, 18, 45, 98, 250, 365, 457; Evaluate Arguments, 89, 210, 339, 384, 457, 470, 544, 572; Draw Conclusions (examples), 32, 54, 134, 141, 169, 185, 203; Infer (examples), 120, 192, 431, 435; Essential Question, 2, 38, 76, 126, 198, 234, 296, 324, 388, 422, 500, 560, 612, 674

21st Century Skills: Make Predictions, 774–775; Draw Inferences, 776; Draw Conclusions, 776–777

14. Instructional material provides opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections to the social sciences.

Magruder’s American Government

SE: Analyze Data, 311, 394, 401, 530, 585; Analyze Diagrams, 86, 88; Analyze Maps, 14, 17, 22, 25, 43, 80, 112, 138, 176, 228, 266, 271, 314, 447, 532, 538, 541, 570, 574, 586, 604, 623, 626, 667, 668, 683, 690; Analyze Graphs, 143, 197, 277, 286, 365, 399, 441, 452, 467, 478, 479, 512, 526, 529, 549, 565, 596, 661, 662, 664, 666; Analyze Timeline, 101, 247, 311, 594, 622, 640, 677

21st Century Skills: Create Databases, 778; Analyze Data and Models, 779; Read Charts, Graphs, and Tables, 780; Create Charts and Maps, 781; Analyze Political Cartoon, 781–782; Read Physical Maps, 782–783; Read Political Maps, 784; Read Special-Purpose Maps, 785–786; Use Parts of a Map, 786–78

Topic Assessment (activities involving maps and spatial data): Topic 11 Assessment (11: Analyze the Electoral College and Evaluate Government Data), 557; (12: Analyze Electoral College and Interpret Information), 557

15. Students are provided with opportunities to analyze and infer relationships with maps, tables, charts, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).

<p>Magruder's American Government SE: Critical Thinking Questions: Identify Cause and Effect (examples), 26, 59, 120, 177, 204, 206, 439, 475, 662; Analyze Timeline, 101, 247, 311, 594, 622, 640, 677</p> <p>21st Century Skills: Sequence, 768; Analyze Cause and Effect, 770</p>	<p>16. Instructional materials offers opportunities for students to sequence economic, societal, cultural, and political influences, movements, and events in chronological order. (e. g.; cultural movements such as the counter-culture movement, a societal movement over time such as the women's suffrage movement, or tracing the history of free-market capitalism, or the events of American Revolution)</p>							
<p>Magruder's American Government SE: <i>Bias and Arguments:</i> Topic 2 Assessment (10: Examine Debates ... Analyze the Validity of Arguments and Counterarguments), 73; (19: Analyze Information for Bias and Point of View), 74; Topic 10 Assessment (3: Analyze Federalist Papers), 496; (21: Evaluate Arguments for Point of View and Frame of Reference) 499; Essential Question, 2, 38, 76, 126, 198, 234, 296, 324, 388, 422, 500, 560, 612, 674</p>	<p>17. Instructional materials provide opportunities for students to investigate issues that are interconnected thematically or chronologically (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems suggesting the possibility of multiple solutions.</p>							

<p>(Continued)</p> <p>21st Century Skills: Compare Viewpoints, 788–789; Identify Bias, 789–790; Evaluate Existing Arguments, 790–791; Consider and Counter Opposing Arguments, 791–792; Participate in a Discussion or Debate, 792; Give an Effective Presentation, 792–793; Write an Essay, 793–794; Solve Problems, 795; Make Decisions, 795–796</p> <p>TE only: Topic Inquiry: Civic Discussion, 97–98, 363–364; Document-Based Question, 34–35, 318–319; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475</p>	<p>(Continued)</p>							
<p>Magruder’s American Government</p> <p>SE: Essential Question, 2, 38, 76, 126, 198, 234, 296, 324, 388, 422, 500, 560, 612, 674; Enduring Understandings, 3, 39, 77, 127, 199, 235, 297, 325, 389, 423, 501, 561, 613, 675; <i>See all</i> Topic Assessments (Write About the Essential Question), 37, 74, 124, 197, 232, 294, 322, 387, 420, 499, 558, 610, 672, 703</p>	<p>18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.</p>							

Magruder's American Government

TE only: Differentiate (examples): Extra Support, 46, 86, 116, 167; Challenge, 29, 147, 166; Supporting English Language Learners (examples), 43, 51, 100, 192, 305, 387; Active Classroom (examples), 245, 272, 277, 330, 335; Vocabulary Development (examples), 166, 245; Further Instruction (examples), 46, 161; Topic Inquiry: Civic Discussion, 97–98, 363–364; Document-Based Question, 34–35, 318–319; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475

19. Provide resources for intervention, enrichment, and to allow for personalized learning.

<p>Magruder’s American Government SE: Social Studies Reimagined, v–ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxiv; Interactive Primary Sources, xxv; Biographies, xxvi; 21st Century Skills, xxvii; Atlas, xvii; Savvas Realize NBC Learn, 3, 39, 77, 127, 199, 235, 297, 325, 389, 423, 501, 561, 613, 675</p> <p>TE only: Digital Start Up Activity (examples), 39, 77, 218, 251, 271, 329, 351</p>	<p>20. Materials provide a real-time electronic resource which students can access for updates on regional, state, national and global information.</p>							
<p>C. Career Development/Life Planning/Global Citizenship <i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>								
<p>Magruder’s American Government TE only: Active Classroom (examples): Making Headlines (Journalism), 109, 115, 389; My Story Video, 99, 144; Differentiate: Role Playing Budget Director, 182; Being a Judge, 220; Lawyer, 277, 284, 295</p>	<p>21. Develop Career Awareness</p>							

<p>Magruder’s American Government SE: The Federal Bureaucracy, 236–241; 21st Century Skills: Being an Informed Citizen, 796; Political Participation, 797; Voting, 797–798; Serving on a Jury, 798; Paying Taxes, 714–799</p> <p>TE only: Active Classroom (examples): Making Headlines (Journalism), 109, 115; My Story Video, 99, 144; Differentiate: Role Playing Budget Director, 182; Being a Judge, 220</p>	<p>22. Explore Career and Life Plans</p>						
<p>Magruder’s American Government SE: Types of Government, 12–18; Foreign Policy Overview, 261–272; Diplomacy, 273–283; National Security, 284–290; The U.S. in a Global Economy, 598–606; Comparative Political Systems, 678–679; Democracy and the Changing World, 680–685; The United Kingdom, 686–792; The Russian Federation, 693–699; China, 700–794; 21st Century Skills: Compare Viewpoints, 788–789; Identify Bias, 789–790; Evaluate Existing Arguments, 790–791; Consider and Counter Opposing Arguments, 791–792;</p>	<p>23. Acquire a Diverse and Knowledgeable World View.</p>						

<p>(Continued) Participate in a Discussion or Debate, 792; Being an Informed Citizen, 796; Political Participation, 797; Voting, 797–798</p> <p><i>Topic 1 Assessment</i> (25: Analyze a Confederate Government), 37; <i>Topic 14 Assessment</i>, 705–707</p> <p>TE only: Topic Inquiry: Civic Discussion, 97–98, 363–364</p>	<p>(Continued)</p>						
<p>Magruder’s American Government SE: Diversity and Discrimination, 398–404; Equality Before the Law, 405–411; Federal Civil Rights Laws, 412–417; 21st Century Skills: Being an Informed Citizen, 796; Political Participation, 797; Voting, 797–798; Serving on a Jury, 798</p> <p>TE only: Topic Inquiry: Civic Discussion, 97–98, 363–364; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475</p>	<p>24. Promote Social Justice</p>						

<p>Magruder’s American Government SE: Evaluate Existing Arguments, 790–791; Consider and Counter Opposing Arguments, 791–792; Participate in a Discussion or Debate, 792; Political Participation, 797; Voting, 797–798; Serving on a Jury, 798; Paying Taxes, 799</p> <p>TE only: Topic Inquiry: Topic Inquiry: Civic Discussion, 97–98, 363–364; Civic Action Project, 4–5, 66–67, 142–143, 171–172, 213–214, 240–241, 290–291, 396–397, 435–436, 474–475</p>	<p>25. Promote Responsible Leadership</p>							
<p>Magruder’s American Government SE: College and University Support, 661; 21st Century Skills: Paying Taxes, 799</p>	<p>26. Promote Financial Responsibility</p>							

	D. Assessment						
<p>Magruder’s American Government SE: <i>Topic Assessment:</i> (questions and activities), 33–37, 72–74, 121–124, 195–197, 230–232, 291–294, 320–322, 385–387, 418–420, 496–499, 555–558, 607–610, 671–672, 701–703; Section Assessment, 11, 18, 26, 32, 45, 54, 59, 71, 89, 98, 108, 120, 136, 146, 158, 169, 181, 194, 199, 206, 210, 223, 229, 241, 250, 260, 272, 283, 290, 305, 312, 319, 332, 339, 349, 354, 359, 371, 384, 397, 404, 411, 417, 431, 439, 449, 457, 470, 479, 495, 517, 527, 544, 554, 572, 579, 588, 597, 606, 619, 626, 634, 644, 659, 670, 681, 688, 695, 700; Ongoing Assessment Question (examples), 42, 116, 192, 309, 444, 575</p>	<p>27. To ensure a balanced assessment, the instructional material will provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats (e.g., rubrics, document based questions (DBQs), performance-based measures, open-ended questioning, portfolio evaluation, and multimedia simulations) that not only guide instruction but also identify student mastery of content.</p>						

	E. Organization, Presentation and Format						
<p>Magruder’s American Government SE: Table of Contents, x-xxiii; Enduring Understandings, 3, 39, 77, 127, 199, 235, 297, 325, 389, 423, 501, 561, 613, 675; Ongoing Assessment Question (examples), 116, 191, 289, 369; Section Assessment, 11, 18, 26, 32, 45, 54, 59, 71, 89, 98, 108, 120, 136, 146, 158, 169, 181, 194, 199, 206, 210, 223, 229, 241, 250, 260, 272, 283, 290, 305, 312, 319, 332, 339, 349, 354, 359, 371, 384, 397, 404, 411, 417, 431, 439, 449, 457, 470, 479, 495, 517, 527, 544, 554, 572, 579, 588, 597, 606, 619, 626, 634, 644, 659, 670, 681, 688, 695, 700</p> <p>TE only: Differentiate (examples): Extra Support, 278, 295, 323, 334, 347, 389; Challenge, 346, 402, 430; Supporting English Language Learners (examples), 13, 89, 152, 216, 274; Topic Inquiry: Document-Based Question, 34–35, 318–319</p>	<p>28. Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.</p>						

<p>Magruder’s American Government SE: Social Studies Reimagined, v–ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxiv; Interactive Primary Sources, xxv; Biographies, xxvi; 21st Century Skills, xxvii; Atlas, xvii; Savvas Realize NBC Learn, 3, 39, 77, 127, 199, 235, 297, 325, 389, 423, 501, 561, 613, 675</p> <p>TE only: Digital Start Up Activity (examples), 39, 77, 218, 251, 271, 329, 351</p>	<p>29. The use of media enhances instruction and learning.</p>							
<p>Magruder’s American Government SE: Social Studies Reimagined, v–ix; Digital Resources: Core Concepts; Landmark Supreme Court Cases, xxiv; Interactive Primary Sources, xxv; Biographies, xxvi; 21st Century Skills, xxvii; Atlas, xvii</p>	<p>30. The instructional resource includes a digital file of the student and teacher edition, accessible via the internet or an electronic storage device (e.g. USB drive, CD, DVD, etc.).</p>							

SPECIFIC EVALUATION CRITERIA

2019-2025 Group I – Social Studies Civics

The following four areas of social studies form the majority of the high school courses that are not content specific (e.g. geography and economics):

Civics

Civics addresses both citizenship and political systems. Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community. While studying political systems, students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. Students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

Economics

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

Geography

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standards stress the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions). They acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

History

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for today and the events of the future.

College- and Career-Readiness Indicators for Social Studies

The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade band. They correspond to the College- and Career-Readiness Indicators for Social Studies by grade band (K-2, 3-5, 6-8, and 9-12). The College- and Career-Readiness Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Integration of Literacy in Social Studies

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding of social studies. Integration of literacy in social studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies instruction.

Civics

Civics is designed as a culminating U.S. Studies class that fosters informed citizens essential to the perpetuation of the American Republic. A U.S. Studies course is a prerequisite for this course. Students learn and utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy and global awareness. Students investigate what has happened, explore what is happening and predict what will happen to the social, political and economic problems that beset America and the world using the skills and resources of the past and present centuries. Students continue to develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers who practice economically sound decision-making, are geographically aware of the physical and human landscapes of the world, and protect, preserve and defend their system of government. New and refined knowledge gained in Civics is communicated and shared throughout the community as students engage in community service and service-learning that allows classrooms to span continents and serve as the heart of the community.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
Magruder’s American Government SE: Responsibilities, Duties, and Obligations of Citizenship, 30–31; 21 st Century Skills: Solve Problems, 795; Make Decisions, 795–796; Being an Informed Citizen, 796; Political Participation, 797; Voting, 797–798; Serving on a Jury, 798; Paying Taxes, 799 Topic 1 Assessment (18: Evaluate the Obligations of Citizenship), 35; (24: Understand Citizenship), 36; (27: Understand Citizenship), 37	1. Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (e.g., individual service projects, patriotic events, mock trials, group initiatives, community volunteerism).										

<p>Magruder’s American Government SE: An Overview of the U.S. Constitution, 78–80; The Constitution Reigns Supreme, 106–108</p> <p><i>Topic 1 Assessment</i> (14: Understand the Rule of Law), 34; <i>Topic 2 Assessment</i> (2: Explain Major Political Ideas), 72; (3: Explain Major Political Ideas in History), 72; (16: Understand the Rule of Law and Analyze Information), 74; <i>Topic 3 Assessment</i> (7: Understand the Role), 122</p>	<p>2. Explore social contracts and the establishment of the rule of law, and evaluate how limited government and the rule of law protect individual rights.</p>							
<p>Magruder’s American Government SE: The Declaration of Independence, 51–53; An Overview of the U.S. Constitution, 78–80; Amending the Constitution, 90–98; Basic Principles, 83–85; More Basic Principles, 85–89</p> <p>United States Constitution, 706–727; Declaration of Independence, 730–731; Primary Sources, 732–767</p>	<p>3. Demonstrate that the purpose of American government is the protection of personal, political and economic rights of citizens as evidenced by the <i>Declaration of Independence</i>, the <i>U. S. Constitution</i>, Constitutional Amendments and the ideas of those involved in the establishment of American government.</p>							

<p>Magruder’s American Government SE: Diversity and Discrimination, 398–404; Equality Before the Law, 405–411; Federal Civil Rights Laws, 412–417; Voting Trends, 440–449</p> <p>Topic 9 Assessment, 418-419</p>	<p>4. Consider factors that subvert liberty (including lack of education, voter apathy, disenfranchisement, civil inequalities, economic issues, loss of public trust and misuse of government power), then collaborate, compromise, and by consensus, create a model that informed citizens can use to defend and perpetuate the American Republic.</p>							
<p>Magruder’s American Government SE: Origins of the Modern Democratic State, 19–26; The Basics of Democracy, 27–32; Origins of American Political Ideas, 40–45; Independence, 46–54; First Steps, 55–59; Creating and Ratifying the Constitution, 60–71; An Overview of the U.S. Constitution, 78–80; Basic Principles, 83–85; More Basic Principles, 85–89</p> <p><i>Topic 1 Assessment</i> (14: Understand the Rule of Law), 34; <i>Topic 2 Assessment</i> (2: Explain Major Political Ideas), 72; (3: Explain Major Political Ideas in History), 72; (5: Examine Impacts on Founding Documents), 72; (16: Understand the Rule of Law and Analyze Information), 74</p>	<p>5. Examine and analyze the contributing factors to the drafting of the <i>Declaration of Independence</i> and the <i>U.S. Constitution</i>:</p> <ul style="list-style-type: none"> • leaders and philosophers (e.g., John Locke, James Madison, Thomas Jefferson and John Adams) • events (e.g., Glorious Revolution, Reformation and Enlightenment) • documents (e.g., <i>English Bill of Rights</i>, <i>Petition of Right</i> and <i>Magna Carta</i>) • classical periods (e.g., eras of Greece and Rome) • principles (e.g., popular sovereignty, federalism, limited government, separation of powers, checks and balances, civil liberties and rule of law) 							

<p>(Continued) United States Constitution, 706–727; Declaration of Independence, 730–731; English Bill of Rights, 733; Magna Carta, 732</p>	<p>(Continued)</p>							
<p>Magruder’s American Government SE: Creating and Ratifying the Constitution, 60–71</p> <p>Topic 1 Assessment (22: Analyze the Federalist Papers), 36; <i>Topic 2 Assessment</i> (5: Examine Impacts on Founding Documents), 72; (7: Identify Contributions of the Founding Fathers), 73; (11: Analyze the Federalist Papers), 73; <i>Topic 4 Assessment</i> (11: Analyze How the <i>Federalist Papers</i> Explain American Government), 196</p>	<p>6. Examine the compromises of the Constitutional Convention and how those decisions were characterized in the Federalist and the Anti-Federalist papers.</p>							
<p>Magruder’s American Government SE: Amending the Constitution, 90-98</p> <p>Topic 3 Assessment (3: Analyze Legislative Branch), 121; (12: Describe the Constitutionally Prescribed Procedures), 122; (13: Recall the Conditions), 122; (15: Create a Project), 123</p>	<p>7. Evaluate the elements in the <i>U.S. Constitution</i> that make it a living document with democratic principles that are modified and expanded to meet the changing needs of society.</p>							

<p>Magruder’s American Government SE: An Overview of the Constitution, 78–89; Amending the Constitution, 90–98; Federalism, 87–89; Federalism: Powers Divided, 99–108; National Legislature Overview, 128–136; The Presidency-An Overview, 200–206; The Judicial Branch, 296–319</p> <p>Topic 3 Assessment (3: Analyze Legislative Branch), 121; (4: Analyze the Functions of the Executive Branch), 121; (5: Create a Presentation Evaluating How the Government Fulfills the Preamble), 121; (8: Create a Visual Presentation), 122; (10: Compare the Functions and Processes), 122</p>	<p>8. Investigate the system of government created by the Preamble, Seven Articles, the <i>Bill of Rights</i> and other Amendments of the <i>U.S. Constitution</i> to evaluate how the framework for American society is provided.</p>							
--	--	--	--	--	--	--	--	--

<p>Magruder's American Government SE: Federalism, 87-89; Federalism: Powers Divided, 99-108; The National Government and the States, 109-120</p> <p><i>Topic 3 Assessment</i> (8: Create a Visual Presentation), 122; (9: Understand the Limits on the National Government), 122; (10: Compare the Functions and Processes), 122; (11: Explain the Major Responsibilities), 122</p>	<p>9. Analyze how the <i>U.S. Constitution</i> defines federalism and outlines a structure for the United States government.</p>						
<p>Magruder's American Government SE: The Bill of Rights, 93-94; Protecting Civil Liberties: The Unalienable Rights, 326-332; Freedom of Religion, 333-339; Freedom of Speech and Press, 340-349; Freedom of Assembly and Petition, 350-354; Fourteenth Amendment, 94, 328-334, 336-338, 340, 343-347, 350, 351, 353-358, 361, 363, 366, 369, 374-378, 381, 382, 390-392, 405, 407-411, 416, 433-434, 437-438, 540, 564, 566, 656, 664, 716, 717, 720, 723</p>	<p>10. Analyze the protection of liberties in the <i>Bill of Rights</i> and their expansion through judicial review and the gradual incorporation of those rights by the Fourteenth Amendment.</p>						

<p>(Continued) <i>Topic 3 Assessment</i> (16: Explain the Importance), 123; <i>Topic 8 Assessment</i> (6: Create a Product That Identifies Freedoms and Rights), 385; (7: Analyze the Importance of the First Amendment), 385; (9: Identify the Reasons for the Protection of Religious Freedom), 386</p>	<p>(Continued)</p>							
<p>Magruder’s American Government SE: Freedom of Speech and Press, 340–349</p> <p>Topic 8 Assessment (7: Analyze the Importance of the First Amendment), 385; (17: Understand the Role of Limited Government), 387</p>	<p>11. Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy and monitor government actions.</p>							
<p>Magruder’s American Government SE: Freedom of Assembly and Petition, 350-354</p> <p>Topic 8 Assessment (7: Analyze the Importance of the First Amendment), 385</p>	<p>12. Determine how conflicts between the rights of citizens and society’s need for order can be resolved while preserving both liberty and safety.</p>							

<p>Magruder’s American Government SE: The National Judiciary, 298–305; The Supreme Court, 306–312; The Inferior Courts and the Special Courts, 313–319; The State Courts, 635–644</p> <p><i>Topic 7 Assessment, 320–322</i></p>	<p>13. Compare and contrast the original and appellate jurisdictions of local, state and national judicial systems to show how America’s court system addresses criminal and civil cases.</p>						
<p>Magruder’s American Government SE: The National Judiciary, 298–305; The Supreme Court, 306–312</p> <p>Topic 8 Assessment (2: Create a Presentation Analyzing Interpretations of Rights), 385; (4: Explain Due Process Rights), 385; (12: Evaluate a Court Decision), 386; Topic 9 Assessment (4: Evaluate a Court Decision), 418; (7: Explain Changes in American Culture), 419; (9: Give Examples of Processes), 419; (11: Analyze Historical Examples), 419; (15: Understand the Role of the Rule of Law), 420</p> <p><u>Digital Resources:</u> Landmark Supreme Court Cases</p>	<p>14. Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the <i>U.S. Constitution</i> by the Supreme Court and the impact of these decisions on American society.</p>						

<p>Magruder’s American Government SE: The Inferior Courts and the Special Courts, 313–319; Criminal Law, 636; Civil Law, 637; Understanding the Jury System, 637–639</p> <p><i>Topic 1 Assessment</i> (27: Understand Citizenship), 37; <i>Topic 8 Assessment</i> (18: Analyze Interpretations of Rights), 387; <i>Topic 13 Assessment</i> (15: Compare the Functions), 672</p>	<p>15. Develop an understanding of the American legal system through examining existing ordinances, statutes and Federal Acts, exploring the differences between criminal and civil law and determining the legal obligations and liabilities of American citizenship.</p>							
<p>Magruder’s American Government SE: Political Parties and What They Do, 502–517</p> <p>Topic 11 Assessment (3: Examine Political Boundaries), 555; (5: Evaluate the Role and Analyze Historical Examples), 556; (6: Explain the Two-Party System), 556; (15: Analyze the Function of Political Parties), 557</p>	<p>16. Critique the evolution of the two-party system in the United States, evaluate how society and political parties have changed over time and analyze how political parties function today.</p>							

<p>Magruder’s American Government SE: Public Opinion and Polling, 458–470; Influencing Public Opinion: The Mass Media, 471–479</p> <p>Topic 10 Assessment (4: Identify Significant Individuals), 497; (19: Give Examples of Processes to Affect Public Policy), 499; (17: Identify Examples of Research), 499</p>	<p>17. Assess the influence of the media on public opinion and on the decisions of elected officials and the bureaucracy:</p> <ul style="list-style-type: none"> • bias in reporting and editorials • push-pull polls and selective reporting of citizen opinions • advertising and campaign ads • reporting news out of context 						
<p>Magruder’s American Government SE: Understanding Interest Groups, 480–495</p> <p>Topic 10 Assessment (11: Examine Points of View of Interest Groups), 497; (16: Examine Points of View of Interest Groups), 498; Topic 14 Assessment (12: Compare the U.S. Constitutional Republic to Historical Forms of Government), 710</p>	<p>18. Investigate the impact that special interest groups have on shaping public policy at local, state and national levels.</p>						

<p>Magruder’s American Government SE: Voting Trends, 440–449; Political Parties and What They Do, 502–517; Nominations, 518–527; Electing the President, 528–544; Money and Elections, 545–554</p> <p>Topic 10 Assessment (8: Understand Voting Patterns), 497; Topic 11 Assessment (18: Defend a Point of View and Analyze the Electoral College), 558; Topic 13 Assessment (8: Explain How Political Divisions Are Crafted and Affected), 672; Topic 11 Assessment, 555–558</p>	<p>19. Assess how factors such as campaign finance, participation of the electorate, and demographic factors influence the outcome of elections.</p>							
<p>Magruder’s American Government SE: State Constitutions, 614–619; State Legislatures, 620–626; The Governor and State Administration, 627–634; The State Courts, 635–644; Local Governments, 645–659; State and Local Spending and Revenue, 660–670</p> <p><i>Topic 13 Assessment, 671–673</i></p>	<p>20. Examine how decisions and policies of state and local government impact the lives of citizens—such as local issues and problems, structure of local government (e.g., differences in incorporation, providing public services and mayoral styles), zoning and annexation, land use and urban sprawl, and ordinances and jurisdiction.</p>							

<p>Magruder’s American Government SE: Foreign Policy Overview, 261–272; Diplomacy, 273–283; National Security, 284–290</p> <p><i>Topic 6 Assessment</i> (6: Examine Resources in Foreign Policy), 292; (16: Identify the Significance of Key Natural Resources), 293; (17: Understand the Role), 293</p>	<p>21. Explore cooperation, competition and conflict among nations through organizations, agreements and protocols, political acts and other exchanges—such as the United Nations, international treaties and terrorism—to evaluate potential solutions to global issues.</p>						
<p>Magruder’s American Government SE: Types of Government, 12–18; Comparative Political Systems, 678–679; Democracy and the Changing World, 680–685; The United Kingdom, 686–792; The Russian Federation, 693–699; China, 700–794;</p> <p><i>Topic 1 Assessment</i> (25: Analyze a Confederate Government), 37; <i>Topic 14 Assessment</i>, 705–707</p>	<p>22. Compare and contrast the values, ideals and principles that are the foundation of a democratic republic and the role citizens play in a constitutional democracy, to the theories and practices of non-democratic governments (e.g. socialism found in communism and nationalism found in fascism).</p>						

	B. Economics							
<p>Magruder’s American Government SE: Democracy and the Free Enterprise System, 31–32</p> <p>Economics SE: Scarcity, 4-8; Opportunity Cost and Trade-Offs, 9–12</p> <p>Topic 1 Assessment (2. Explain Scarcity), 17; (4. Explain Economic Concepts), 17; (7. Explain Economic Concepts), 18; (10. Explain Economic Concepts), 18; (11. Explain Scarcity), 18</p>	<p>23. Examine the opportunity costs in ever-present scarcity for individuals, businesses and societies to understand how to make choices when facing unlimited wants with limited resources.</p>							
<p>Magruder’s American Government SE: The American Free Enterprise System, 563–566</p> <p>Economics SE: Factors of Production, 5–6</p> <p>Topic 1 Assessment (9. Describe Economic Factors), 18</p>	<p>24. Debate an effective allocation of the factors of production that encourages healthy economic growth and sustainability while curbing environmental abuses in the global community.</p>							

<p>Magruder’s American Government SE: Democracy and the Free Enterprise System, 31–32; The Role of Competition, 564; Analyze Graphs: Supply and Demand, 565</p> <p>Economics SE: Demand, Supply, and Prices, 66–122</p> <p>Topic 3 Assessment, 123–124</p>	<p>25. Explain how supply and demand affects prices, profits, and availability of goods and services.</p>						
<p>Magruder’s American Government SE: Democracy and the Free Enterprise System, 31–32; The American Free Enterprise System, 563–566</p> <p>Topic 12 Assessment (1: Compare the Role of Government in Economic Systems), 607</p> <p>Economics SE: Free Markets, 27–32; Benefits of Free Enterprise, 44–50</p>	<p>26. Debate the role of government in a free-market economy.</p>						

<p>Magruder’s American Government SE: The American Free Enterprise System, 563–566</p> <p>Economics SE: Circular Flow Model of a Mixed Economy, 40</p> <p>Topic 2 Assessment (13. Interpret a Circular Flow Model of the Economy), 64</p>	<p>27. Describe how households, businesses and government interact in a free-market economy.</p>						
<p>Magruder’s American Government SE: The U.S. in a Global Economy, 598–606</p> <p>Topic 12 Assessment (14: Identify the Significance of Places), 610; 16: Examine Economic Resources in Foreign Policy), 610</p> <p>Economics SE: Why Nations Trade, 390-397; Trade Barriers and Agreements, 398–406; Exchange Rates and Trade, 407–414; Globalization, 435–443</p> <p>Topic 10 Assessment (3. Apply Concepts), 444; (4. Explain Concepts), 444; (7. Compare Effects of Trade), 445; (8. Analyze Impacts), 445; (9. Evaluate Free-Trade), 446</p>	<p>28. Identify economic influences that impact business climate on the local, regional and global level.</p>						

<p>Economics SE: The Role of Money, 210-215</p> <p>Topic 6 Assessment (9. Describe the Characteristics of Money, Including Fiat Money), 265; (16. Describe Characteristics and Examine Aspects), 265</p>	<p>29. Track the evolution of currency throughout history to facilitate the exchange of goods and services.</p>							
<p>C. Personal Finance</p>								
<p>Magruder’s American Government SE: College and University Support, 661</p> <p>Economics SE: Analyze Graphs: Education and Income, 186; Your Fiscal Fitness: An Introduction, 474–475; Budgeting, 476-478; After High School, 511–515</p>	<p>30. Investigate the cost of postsecondary education.</p> <ul style="list-style-type: none"> • Determine the tuition and fees of several specific public and private, two and four year institutions. • Examine room and board cost for students that live on campus. • Examine commuting costs for attending a local institution (gas, car maintenance, distance, time). • Compare text book costs (used books, new books, digital rentals, Amazon, eCampus, local bookstore, text loaning programs). • Determine personal expenses (hobbies, restaurants, entertainment, transportation, gas, bills, rent, insurance, cellphone). • Examine the net price different postsecondary institutions utilizing the net price calculator required to be posted on all postsecondary institution’s web pages. • Identify sources of financial aid. • Examine and understand Financial Aid terminology (e.g. FAFSA, EFC, grant, cost of attendance). • Explore the application process for student loan qualifications and the repayment process. 							

<p>Economics SE: Your Fiscal Fitness: An Introduction, 474-475; Budgeting, 476-478; After High School, 511-515</p>	<p>31. Evaluate income, lifestyle, and career opportunities based on education and financial aid decisions.</p> <ul style="list-style-type: none"> • Differentiate the annual income of a college graduate compared to a high school graduate. • Differentiate between gross and net income (e.g., taxes, insurance and pension plans). • Explore how earning a degree impacts lifestyle, lifelong earning potential, and personal wants versus needs. • Investigate the consequences of personal choices in relation to finances. • Construct, utilize, and monitor a budget for a recent high school graduate. • Construct, utilize, and monitor a budget for a recent college graduate. • Compare and contrast the budgets of a high school graduate and a recent college graduate. • Explore how benefits packages, unions, and professional organizations impact lifestyle and career choices. 						
<p>Economics SE: After High School, 511-516</p>	<p>32. Examine the expectations and benefits of potential careers and their impact on lifelong earning potential</p>						
<p>Economics SE: After High School, 511-516</p>	<p>33. Examine general workforce preparedness skills.</p> <ul style="list-style-type: none"> • Develop a resume showing skills, experiences and education that can be used when applying for a job, a scholarship, or college. • Participate in mock job interviews. • Identify workplace expectation, including prompt attendance, timeliness and efficiencies. 						
<p>Economics SE: Personal Finance: Bankruptcy: The Last Resort, 497-498; Bankruptcy and Risk, 201; Creditors, 316</p>	<p>34. Examine the causes of bankruptcy and how to avoid them.</p>						

<p>Magruder’s American Government SE: Paying Taxes, 799</p> <p>Economics SE: Personal Finance: Taxes and Income, 516–519</p>	<p>35. Complete Federal and State income tax forms and examine other state and local taxes.</p>							
<p>Magruder’s American Government SE: Price Stability, 575-576</p> <p>Economics SE: Personal Finance: Credit and Debt, 493–498; Consumer Smarts, 502–511</p>	<p>36. Examine the advantages and disadvantages of different types of consumer debt to make sound financial decisions (e.g., home loans, credit card debt, automobile loans, pay-day loans and rent-to-own).</p>							
<p>Magruder’s American Government SE: Government Involvement in the Economy, 567; Consumer Spending, 595; Consumer Product Safety Commission, 252, 567</p> <p>Economics SE: Personal Finance: Consumer Smarts, 502–511</p>	<p>37. Develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices and guard against identify theft</p>							

<p>Economics SE: The Functions of Modern Banks, 233–240; Personal Finance: Checking, 478–482; Investments, 483–486; Savings and Retirement, 487–492</p> <p>Topic 6 Assessment (20. Maintain a Checking Account), 266</p>	<p>38. Utilize traditional and online banking services as well as examining fees, services and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc.</p>							
<p>Economics SE: Investing, 241–247; Bonds and Other Financial Assets, 248–254; Stocks, 255–263; Personal Finance: Investments, 483–486; Savings and Retirement, 487–492</p> <p>Topic 6 Assessment (2. Explain the Benefits), 264; (6. Explain the Structure), 264; (10. Analyze Basic Tools), 265; (17. Identify Loans, Evaluate Costs and Benefits, and Assess Financial Aspects), 265; (20. Maintain a Checking Account), 266</p>	<p>39. Examine financial habits that promote economic security, stability and growth:</p> <ul style="list-style-type: none"> • investments (e.g., stocks, mutual funds, certificates of deposits and commodity trading) • insurance (e.g., life insurance, health insurance, automobile insurance, home and renters insurance and retirement plans). 							

	D. Geography							
<p>Magruder’s American Government SE: Sociological Factors and Political Factors, 444-447; City Planning and Other Municipal Functions, 656; Suburbs and Metropolitan Areas, 657–659</p>	<p>40. use census data and public records to identify patterns of change and continuity to understand the impact of the following on society:</p> <ul style="list-style-type: none"> • zoning • migration • ethnicity • income • gender differences • age differences • education • voting behavior • family structure 							
<p>Magruder’s American Government SE: Diversity and Discrimination, 398-404; Population Graphs, 399, 401</p> <p>Topic 9 Assessment (3: Explain Changes in American Culture), 418; (6: Explain Changes in American Culture), 419; (11: Analyze Historical Examples), 419; (17: Write about the Essential Question), 420</p>	<p>41. Conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues:</p> <ul style="list-style-type: none"> • the environment and environmental protection • political and cultural boundaries • women’s rights • cultural diversity and assimilation • religion • standard of living 							

<p>Magruder’s American Government SE: City Planning and Other Municipal Functions, 656; Suburbs and Metropolitan Areas, 657–659</p> <p>Topic 10 Assessment (16: Examine Points of View of Interest Groups), 498; Topic 13 Assessment (17: Write About the Essential Question Write an essay on the Essential Question: What should governments do?), 672</p>	<p>42. Analyze the role of sustainable development in the lives of 21st Century citizens (e.g. renewable energy, recycling, reusing, land use policy, ocean management and energy policy) to balance healthy economic growth with environmental protection.</p>						
<p>Magruder’s American Government SE: Analyze Maps (examples), 112, 138, 176, 228, 266, 271, 314, 447, 532, 538, 541, 570, 574, 586, 604, 623, 626, 667</p> <p>21st Century Skills: Create Charts and Maps, 781; Read Physical Maps, 782–783; Read Political Maps, 784; Read Special-Purpose Maps, 785–786; Use Parts of a Map, 786–787</p>	<p>43. Analyze the consequences of human and environmental interaction using geographic information systems.</p>						

<p>Magruder’s American Government SE: Analyze Maps (examples), 14, 17, 22, 25, 43, 80, 112, 138, 176, 228, 266, 271, 314, 447, 532, 538, 541, 570, 574</p> <p>21st Century Skills: Create Charts and Maps, 781; Read Physical Maps, 782–783; Read Political Maps, 784; Read Special-Purpose Maps, 785–786; Use Parts of a Map, 786–787</p>	<p>44. Explore various routes of personal travel and topography using geographic information systems.</p>							
<p>Magruder’s American Government SE: The U.S. in a Global Economy, 598-606; Democracy and the Changing World, 676–681</p>	<p>45. compare and contrast the factors of development for developed and developing countries, including the causes and implications of the following:</p> <ul style="list-style-type: none"> • population (including migration, immigration, birth rate and life expectancy) • natural resources and environmental protection • income, industry, trade and Gross Domestic Product • climate and geographic conditions • cultural and social factors • political management, legal system and stability • educational opportunities • standard of living 							