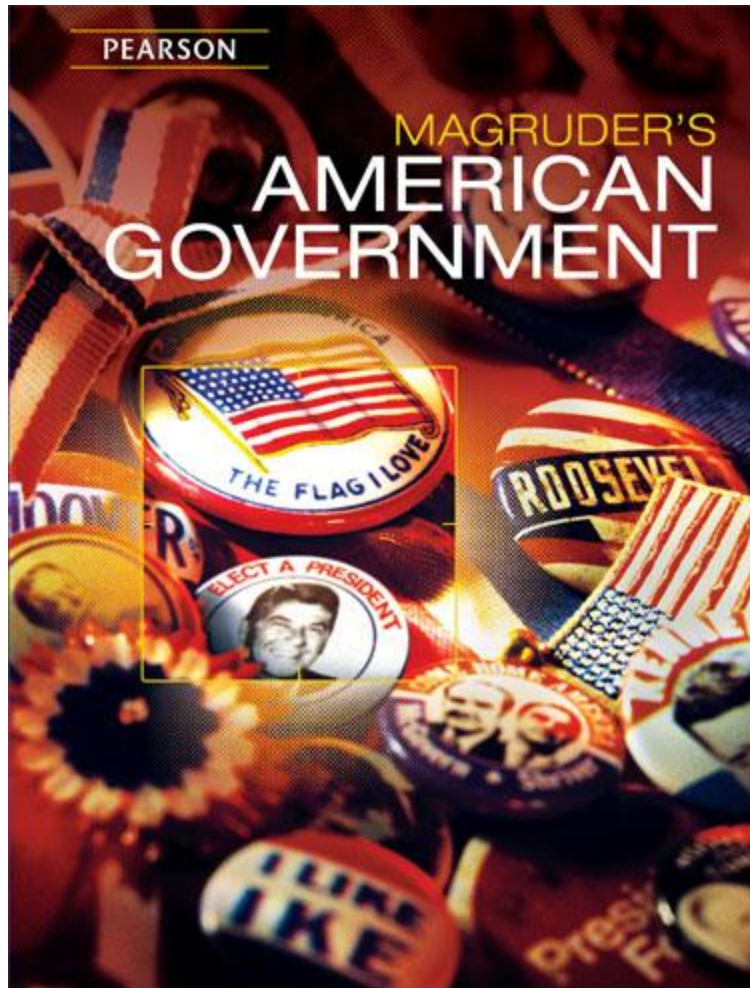


Correlation of



©2016

To

**Arizona's Social Studies Standards
High School**



A Correlation of Magruder’s American Government, 2016 to the Arizona’s Social Studies Standards, High School

Introduction

This document demonstrates how ***Pearson Magruder’s American Government, ©2016*** meets the Arizona Social Studies Standards, High School. Citations are to the Student and Teacher’s Edition.

Hailed as a stellar educational resource since 1917, *Pearson* is excited to announce the NEW Magruder’s American Government program! The new Program is made accessible for today’s students through clear, appealing narrative and engaging activities, questions, and primary sources. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready. Available in print, digital, and blended options.

Pearson Magruder’s American Government program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessment
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

©2015 Pearson Education, Inc. or its affiliate(s). All rights reserved

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Table of Contents

Concept 1: Foundations of Government	4
Concept 2: Structure of Government	5
Concept 3: Functions of Government.....	12
Concept 4: Rights, Responsibilities, and Roles of Citizenship.....	15
Concept 5: Government Systems of the World	20
Reading Standards for Literacy in History/Social Studies (RH)	22
Writing Standards for Literacy in History/Social Studies (WHST)	25
Reading Standards for Literacy in History/Social Studies (RH)	28
Writing Standards for Literacy in History/Social Studies (WHST)	31

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
Strand 3:	
Civics/Government	
Concept 1: Foundations of Government	
PO 1. Examine the foundations of democratic representative government:	
a. Greek direct democracy	SE/TE: American Government-Building on the Past, 19-22
b. Roman republic	SE/TE: American Government-Building on the Past, 19-22; Pose and Answer Questions, 22
PO 2. Trace the English roots of American democracy:	
a. Magna Carta	SE/TE: Power Topic 1 Assessment, (14. Understand the Rule of Life), 34; Influential Documents and Ideas, 41-42; Assessment, (3. Connect), 45; The Magna Carta, 732
b. English Bill of Rights	SE/TE: Influential Documents and Ideas, 41-42; Describe, 42; The English Bill of Rights, 733
c. Representative government –Parliament, colonial assemblies, town meetings	SE/TE: Origins of American Constitutional Government, 40-41; Three Types of Colonies, 43-45; Assessment, (1. Apply Concepts), 45
PO 3. Describe the philosophical roots of American Democracy:	
a. moral and ethical ideals from Judeo-Christian tradition	SE/TE: Power, Authority, and Legitimacy, 24
b. John Locke and social contract	SE/TE: Power Comes from the People, 25-26; Apply Concepts, 26; Topic 1 Assessment, (2. Explain Major Political Ideas), 33; The Declaration of Independence, 51-53; Assessment, (1. Analyze Information), 54
c. Charles de Montesquieu and separation of powers	SE/TE: Power Comes from the People, 25-26; Topic 1 Assessment, (6. Evaluate Constitutional Provisions), 33; The Framers Meet, 60-62
PO 4. Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.	SE/TE: How States Arose, 7-9; Infer, 9; What Government Does, 9-11; Assessment, (2. Infer), 11; Power Comes from the People, 25-26; Apply Concepts, 26; Topic 1 Assessment, (14. Understand the Rule of Law), 34; (20. Identify Beliefs and Principles), 35

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
Concept 2: Structure of Government	
PO 1. Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution.	SE/TE: The Articles of Confederation, 55-57; Summarize, 57; A Demand for Stronger Government, 58; Draw Conclusions, 58; Assessment, (1. Identify Central Issues), (2. Make Generalizations), (3. Infer), (4. Identify Cause and Effect), (5. Support Ideas with Evidence), 59; Topic 2 Assessment, (5. Examine the Founding Documents), 72
PO 2. Analyze the creation of United States Constitution:	
a. representative government as developed by the Great Compromise and the Three-Fifths Compromise	SE/TE: Debates and Compromises, 64-67, Make Generalizations, 67; Assessment, (2. Determine Relevance), 71; Topic 2 Assessment, (5. Examine Impacts on Founding Documents), 72
b. Federalism	SE/TE: The Fight for Ratification, 67-71; Topic 2 Assessment, (11. Analyze the Federalist Papers), 73; Article I, 80-81; Article II, 82-83; More Basic Principles, 85-89; Assessment, (5. Synthesize), 89; Federalism and Popular Sovereignty, 92; The Founders Choose Federalism, 99-100; What is Federalism, 100-101; Apply Concepts, 101; Three Types of Federal Powers, 101-102; Powers Denied to the Federal Government, 103; The Constitution Reigns Supreme, 106-108; Assessment Topic 3, (2. Identify the Contributions), 121; (20. Explain Why the Founding Fathers Adopted a Federal System), (23. Analyze the Federal System of Government), 123; (25. Create a Written or Oral Presentation), 124; Anti-Federalist Papers, 745-748; <i>Federalist</i> No. 10: James Madison, 749-752; <i>Federalist</i> No. 39: James Madison, 752-755; <i>Federalist</i> No. 51: James Madison, 756-758; <i>Federalist</i> No 78: Alexander Hamilton, 758-762

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
c. Separation of Powers/Checks and Balances	SE/TE: The First State Constitutions, 53-54; Debates and Compromises 64-67; Assessment, (3. Make Generalizations), 71; Topic 2 Assessment, (10. Examine the Debate That Impacted the Founding Documents and Analyze the Validity of Arguments and Counterarguments), 73; Basic Principles, 83-85; More Basic Principles, 85-89; Topic 3 Assessment, (21. Explain Certain Provisions of the U.S. Constitution), 123; (27. Write an essay on the Essential Question: What is the right balance of power in good government, 124; The Role of Congress in a Democracy, 128-129; Congress and Foreign Policy, 157; Support Ideas with Evidence, 157
d. Judicial Review	SE/TE: More Basic Principles, 85-89; Topic 3 Assessment, (2. Identify the Contributions), 121; What is Judicial Review, 306-308; Compare, 308; Topic 7 Assessment, (3. Analyze functions and explain provisions), 320
e. Amendment Process	SE/TE: Formal Amendment Process, 90-91; Identify Main Ideas, 91; Proposing an Amendment, 92-93; Describe, 93; The 27 Amendments, 93-94; Synthesize, 95
PO 3. Examine the United States federal system of government:	
a. powers of the national government	SE/TE: Article I, 80-81, Synthesize, 81; Article II, 81-82; Article III, 82-83; Basic Principles, 83-85; More Basic Principles, 85-89 Assessment, (2. Draw Conclusions), 89; Topic 3 Assessment, (9. Understand the Limits of the National Government), (10. Compare the Functions and Processes), (11. Explain the Major Responsibilities), 122

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
b. powers of the state governments	SE/TE: Powers Denied to the Federal Government, 103; Apply Concepts, 103; Powers of the Fifty States, 103-105; Check Understanding, 105; Assessment, (1. Connect), (2. Compare), (3. Identify), (4. Apply), (5. Check Understanding), 108; States and Federal Governments Sharing Resources, 113-116; Interpret, 116; Topic 3 Assessment, (9. Understand the Limits of the National Government), (10. Compare the Functions and Processes), (11. Explain the Major Responsibilities), 122
c. powers of the people	SE/TE: Congress: The Job, 129-132
PO 4. Describe the steps leading to the adoption of the Constitution:	
a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers)	SE/TE: The Fight for Ratification, 67-71; Identify Central Issues, 71; Assessment, (5. Support Ideas with Evidence), 71; Topic 2 Assessment, (11. Analyze the Federalist Papers), 73; The Founders Choose Federalism, 99-100; Topic 3 Assessment, (25. Create a Written or Oral Presentation), 124; Anti-Federalist Papers, 745-748; <i>Federalist</i> No. 10: James Madison, 749-752; <i>Federalist</i> No. 39: James Madison, 752-755; <i>Federalist</i> No. 51: James Madison, 756-758; <i>Federalist</i> No 78: Alexander Hamilton, 758-762
b. Bill of Rights	SE/TE: The Fight for Ratification, 67-71; The 27 Amendments, 93-94; Assessment, (2. Draw Conclusions), 98; Topic 3 Assessment, (26. Identify Freedoms and Rights), 124
c. ratification	SE/TE: A Demand for Stronger Government, 58; Two Plans of Government, 62-64; Debates and Compromise, 64-67; The Fight for Ratification, 67-71; Topic 2 Assessment, (15. Give Examples of Processes Used to Affect Policy), 74

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government:	
a. specific powers delegated in Article I of the Constitution	SE/TE: Article I, 80-81; Synthesize, 81
b. role of competing factions and development of political parties	SE/TE: Change by Other Means, 95-97; The Two Party System, 505-508; Multiparty and One-Party Politics, 509-510; Topic 11 Assessment, (6. Explain the Two-Party System), 556; (15. Analyze the Function of Political Parties), 557
c. lawmaking process	SE/TE: Article I, 80-81; Synthesize, 81; Basic Principles, 83-85; More Basic Principles, 85-89; Change by Other Means, 95-97; The Role of Congress, 128-129; Congress: The Job, 129-132; Topic 4 Assessment, (7. Analyze the Functions of the Legislative Branch), 196
d. different roles of Senate and House	SE/TE: The House, 137-138; Identify Central Issues, 138; The Senate: Size, Election, and Terms, 143-145; Identify Cause and Effect, 145; Topic 4 Assessment, (2. Compare Methods of Filling Public Offices), 195; (7. Analyze the Functions of the Legislative Branch), (12. Analyze the Functions of the Legislative Branch), 196; (17. Analyze the Functions of the Legislative Branch), 197
e. election process and types of representation	SE/TE: Terms and Sessions of Congress, 133-134; House Elections, 141; The Senate: Size, Election, and Terms, 143-145

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
f. influence of staff, lobbyists, special interest groups and political action committees (PACs)	SE/TE: Other Factors That Influence Political Attitudes and Actions, 461-464; What are Interest Groups?, 480-482; Express Ideas Clearly, 482; Different Views of Interest Groups, 482-484; Determine Points of View, 484; Why Do Individual Join Interest Groups?, 485-487; Generate Explanations, 487; Processes Used By Interest Groups–The Direct Approach, 487-491; Generate Explanations, 491; Processes Used by Interest Groups–The Indirect Approach, 491-495; Assessment, (1. Connect), (2. Compare), (3. Draw Conclusions), 495; Topic 10 Assessment, (11. Examine Points of View of Interest Groups), 497; (16. Examine Points of View of Interest Groups), 498; FEC Requirements, 548-552; Loopholes in the Finance Laws, 552-554; Assessment, (1. Apply Concepts), (2. Interpret), (5. Apply Concepts), 554
PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:	
a. specific powers delegated in Article II of the Constitution	SE/TE: Article II, 81-82; Compare Points of View, 82
b. roles and duties of the president	SE/TE: The President's Many Roles, 200-202; Identify Main Ideas, 202; Structure of the Executive Office of the Presidency, 242-246; Analyze Information, 246
c. development and function of the executive branch, including the cabinet and federal bureaucracy	SE/TE: The President's Many Roles, 200-202; Identify Main Ideas, 202; What is Bureaucracy?, 236-238; Generate Explanations, 238; Executive Branch Bureaucracy, 238; Analyze Information, 238; The Executive Departments, 246-247; Identify Main Ideas, 246-247; The Cabinet and Its Functions, 247-250; Assessment, (1. Cite Evidence), (2. Explain), (3. Support Ideas with Examples), (4. Generate Explanations), (5. Compare), 250

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
d. election of the president through the nomination process, national conventions, and electoral college	SE/TE: Qualifications for the Presidency, 230; The Presidential Term of Office, 204; Assessment, (1. Apply Concepts), 204; Presidential Primaries, 528-531; Evaluation of the Presidential Primary, 531-532; The National Convention, 532-534; The Presidential Campaign, 536-537; The Electoral College, 537-539; Generate Explanations, 538; Topic 11 Assessment, (9. Analyze Impact), 556; (11. Analyze the Electoral College and Evaluate Government Data), (12. Analyze Electoral College and Interpret Information), 557
PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions:	
a. specific powers delegated by the Constitution in Article III	SE/TE: Article III, 82-83; Express Problems Clearly, 83
b. judicial review developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden	SE/TE: More Basic Principles, 85-89; Express Ideas Clearly, 89; Change by Other Means, 95-97; The Commerce Power, 148-150; Analyze Information, 150; The Necessary and Proper Clause, 159-161; The Doctrine in Practice, 161-163; Summarize, 163
c. dual court system of state and federal courts	SE/TE: Article III, 82-83; The Necessary and Proper Clause, 159-161; The Doctrine in Practice, 161-163; Jurisdiction of the Federal Court Systems, 300-301; Types of Jurisdiction, 301-302; Apply Concepts, 302; Federal Judges and Court Officers, 302-305; Assessment (3. Infer), (4. Analyze Information), 305; The Structure and Role of the Federal District Courts, 313-315; The Structure and Role of the Federal Appeals Court, 315-316; Draw Conclusions, 316; Topic 7 Assessment, (8. Analyze Structure and Function), 321; (10. Analyze Structure, Evaluate Data, and Interpret Information), 322

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder’s American Government © 2016
PO 8. Analyze the structure, power, and organization of Arizona’s government as expressed in the Arizona Constitution:	
a. direct democracy by initiative, referendum, and recall processes	For supporting material please see: SE/TE: The Constitutional Change, 617-618; Direct Legislation, 625-626; Identify Steps in a Process, 626; Assessment, (1. Identify Steps in a Process), 626
b. election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries	For supporting material please see: SE/TE: Reapportionment of Congress, 138-141; The Voter Registration Process, 435-437; State Legislators, 621-623; Predict Consequences, 623
c. the structure and processes of Arizona’s legislature	For supporting material please see: SE/TE: The Legislature, 620-621; State Legislators, 621-623; Powers of the Legislature, 623-624
d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction	For supporting material please see: SE/TE: Organization of the Legislature, 624-625; Draw Conclusions, 625; The Governorship, 627-629; The Governor’s Powers, 630-633; Other Executive Officers, 633-634; Contrast, 634; Assessment, (3. Compare and Contrast), (4. Summarize), 634
e. appointment and continuing election of judges.	For supporting material please see: SE/TE: State Legislators, 621-623; Powers of the Legislature, 623-624; State Courts and the Law, 635-637; How Judges are Selected, 642-644; Interpret, 644; Topic 13 Assessment, (3. Compare Different Methods of Filling Public Offices), 671
PO 9. Analyze the forms, structure, powers and roles of local government:	
a. county government, boards of supervisors, sheriffs, county attorneys, and others	SE/TE: Counties Across the United States, 645-648; Topic 13 Assessment, (10. Compare State and Local Governments), 672

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder’s American Government © 2016
b. mayor, council, city manager, and other city officials	SE/TE: City Government, 651-652; Forms of City Government, 652-656; Compare and Contrast, 656; Assessment, (1. Check Understanding), (2. Express Ideas Clearly), (4. Summarize), (5. Identify Central Issues), 659
c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation)	SE/TE: City Planning and Other Municipal Functions, 656-657; Suburbs and Metropolitan Areas, 657-658; Assessment, (3. Interpret), 659
d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)	SE/TE: Suburbs and Metropolitan Areas, 657-658; Topic 13 Assessment, (Explain Government Fiscal Policies), 672
PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).	SE/TE: Tribal Governments, 649; Explain, 649; Topic 13 Assessment, (12. Compare the Federal Government and Tribal Governments), 672
PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).	SE/TE: The House, 137-138; Other Domestic Powers, 154-156
Concept 3: Functions of Government	
PO 1. Analyze the functions of government as defined in the Preamble to the Constitution.	SE/TE: Topic 1 Assessment, (23. Evaluate Purposes and Analyze Information), 36; Outline of the U.S. Constitution, 78-80
PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments.	
a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws)	SE/TE: Article I Protections, 372-374; Apply Concepts, 374; Grand Jury and Double Jeopardy, 374-375; Topic 8 Assessment, (4. Explain Due Process), (8. Identify Significant Individuals), 385

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
b. Fourth, Fifth, Sixth, Seventh, and Eighth Amendments	SE/TE: The 27 Amendments, 93-94; Synthesize, 94; Assessment, (2. Draw Conclusions), 98; Topic 3 Assessment, (26. Identify Freedoms and Rights), 124; The 14 th Amendment, Fundamental Rights and Federalism, 329-332; Assessment, (1. Identify Central Issues), (2. Generate Explanations), (4. Compare and Contrast), 332; Topic 8 Assessment, (5. Describe Efforts to Extend the Bill of Rights to the States), 385
c. protection provided by the Fourteenth Amendment	SE/TE: The 14 th Amendment, Fundamental Rights and Federalism, 329-332; Assessment, (4. Compare and Contrast), 332; Topic 8 Assessment, (4. Explain Due Process Rights), (6. Create a Product That Identifies Freedoms and Rights), (7. Analyze the Importance of the First Amendment), 385; (18. Analyze Interpretations of Right), 387
PO 3. Examine various sources of government funding:	
a. federal - income tax, duties , excise taxes, corporate tax	SE/TE: Three Types of Federal Powers, 101-103; The Money Powers, 150-154; The Power to Tax, 580-584; Interpret, 584; Federal Taxes Today, 584-588; Draw Conclusions, 588; Assessment, (3. Categorize), (4. Compare and Contrast), (5. Draw Conclusions), 588; Topic 12 Assessment, (3. Explain Fiscal and Monetary Policies), 607; (9. Understand How Taxation Restricts Enterprise), 608; (16. Identify and Analyze Expenditures, 609
b. state - income tax, sales tax	SE/TE: Financing State and Local Government, 664-666; Draw Conclusions, 666; Sources of State Revenue, 666-669; Hypothesize, 669; Assessment, (2. Check Understanding), 670; Topic 13 Assessment, (9. Explain Government Fiscal Policies), (16. Explain Government Fiscal Policies), 672

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
c. local - property tax, sales tax	SE/TE: Counties Across the United States, 645-648; Towns, Townships, and Special Districts, 650-651; Education, Public Health, and Welfare, 660-662; Identify Cause and Effect, 662; Financing State and Local Government, 664-666; Draw Conclusions, 666; Sources of State Revenue, 666-669; Hypothesize, 669; Assessment, (3. Identify Central Issues), 670; Topic 13 Assessment, (9. Explain Government Fiscal Policies), (16. Explain Government Fiscal Policies), 672
PO 4. Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication.	SE/TE: What Is a Bureaucracy, 236-238; Staff and Line Agencies, 240; Contrast, 240; Independent Regulatory Commissions, 256-258; Hypothesize, 258; Government Policies on Illegal Immigrants, 395-397; The American Free Enterprise System, 563-566; What is a Mixed Economy?, 566-568; Generate Explanations, 568
PO 5. Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection).	SE/TE: Independent Executive Agencies, 252-256; Independent Regulatory Commissions, 256-258; Hypothesize, 258; What is a Mixed Economy?, 566-568; Federal Taxes Today, 584-558; Federal Expenditures, 589-591; Topic 12 Assessment, (19. Explain Domestic Policy Responsibilities), 610

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
Concept 4: Rights, Responsibilities, and Roles of Citizenship	
PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws:	
a. freedom of religion, speech, press, assembly, and petition in the First Amendment	SE/TE: The 27 Amendments, 93-94; Religious Liberty, 333-334; Identify Central Issues, 334; The Free Exercise Clause, 338-339; Assessment, (1. Define), (2. Check Understanding), 339; The Right to Free Expression, 340-341; Identify Central Issues, 341; The 1 st Amendment and Symbolic Speech, 343-344; Compare and Contrast), 344; Prior Restraint on Expression, 345-346; Infer 346; The Media in a Free Society, 346-349; Assessment, (1. Make Generalizations), (2. Apply Concepts), (3. Make Predictions), (4. Identify Central Issues), (5. Draw Conclusions), 349; Constitutional Provisions, 350-351; Analyze Information, 351; Time, Place, and Manner Rules, 351-352; Assemblies on Public and Private Property, 352-353; Freedom of Associations, 353-354; Assessment, (2. Identify Central Ideas), (4. Make Generalizations), 354; Equal Protection and Individual Rights, 405-406; The Media's Limited Influence, 478-479; Topic 8 Assessment, (7. Analyze the Importance of the First Amendment), 385; (9. Examine the Reasons for the Protection of Religious Freedom), (14. Examine Reasons and Compare and Contrast), 386
b. right to bear arms in the Second Amendment	SE/TE: The 27 Amendments, 93-94; The 14 th Amendment, Fundamental Rights, and Federalism, 329-332; Right to Keep and Bear Arms, 362-363; Draw Conclusions, 363; Security of Home and Property, 363-365
c. Ninth Amendment and guarantee of people's unspecified rights	SE/TE: The 27 Amendments, 93-94

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
d. civil rights in the Thirteenth and Fourteenth Amendments	SE/TE: A Commitment to Individual Rights, 626-327; Compare and Contrast, 327; The 14 th Amendment, Fundamental Rights, and Federalism, 329-332; Slavery and Involuntary Servitude, 360-362; Infer, 362; Discrimination in America, 399-402; Support Ideas With Examples, 402; Discrimination Against Women, 402-404; Generate Explanations, 404; Assessment, (2. Connect), (4. Compare), (5. Explain), 404; Equal
e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965	SE/TE: The 27 Amendments, 93-94; The 15 th Amendment, 425-426; Draw Conclusions, 426; Civil Rights Acts of 1957, 1960, and 1964, 427-428; Identify Central Ideas, 428; Voting Rights Act of 1965–Then and Now, 428-430; Summarize, 430; Assessment, (1. Infer), (2. Infer), (3. Identify Cause and Effect), (4. Interpret), (5. Check Understanding), 431; Voting Qualifications and the Federal Government, 432-433; Explain, 433; Universal Criteria for Voting, 433-435; Infer, 435
f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights)	SE/TE: Basic Principles, 83-85; More Basic Principles, 85-89; Assessment, (1. Evaluate Arguments), (2. Draw Conclusions), (3. Interpret), (5. Synthesize), 89; The 27 Amendments, 93-94; Synthesize 94; Limited Government, 327-329; Assessment, (1. Identify Central Ideas), (2. Generate Explanations), (3. Support Ideas with Examples), (4. Compare and Contrast), (5. Identify Central Issues), 332; The Media in a Free Society, 346-349; Assessment, (3. Make Predictions), 349; Freedom of Association, 353-354; Assessment, (1. Apply Concepts), (2. Identify Central Ideas), (3. Apply Concepts), (4. Make Generalizations), (5. Analyze Information), 354; Understanding Due Process, 355-357; Apply Concepts, 357; Individual Rights and the Public Good, 357-358

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
g. right to work laws	For supporting material please see: SE/TE: Capitalism and the Factors of Production, 562-563; The American Free Enterprise System, 563-566; What Is a Mixed Economy?, 567-568
PO 2. Define citizenship according to the Fourteenth Amendment.	SE/TE: 14 th Amendment, Fundamental Rights, and Federalism, 329-332; Citizenship in the United States, 390-391; Summarize, 391; Natural-Born Citizenship, 391-392; Naturalized Citizens, 392; Contrast, 392; Assessment, (1. Evaluate Sources), (2. Analyze Information), 397
PO 3. Examine the basic political, social responsibilities of citizenship:	
a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism	SE/TE: 14 th Amendment, Fundamental Rights, and Federalism, 329-332; Individual Rights and the Public Good, 357-358; Equal Protection and Individual Rights, 405-460; Farewell Address: George Washington, 762-763
b. obligations of upholding the Constitution	SE/TE: The Constitution Reigns Supreme, 106-108; Independent Executive Agencies, 262-265; Connect, 256; Understanding Due Process, 355-357; Apply Concepts, 357; Individual Rights and the Public Good, 357-358; Topic 10 Assessment, (12. Understand the Responsibilities of Citizenship), 497; (22. Write an essay on the Essential Question: What is the role of the people in government), 499
c. obeying the law, serving on juries, paying taxes, voting, and military service	SE/TE: The 27 Amendments, 93-94; Independent Executive Agencies, 262-265; Connect, 256; Going to Trial, 375-378; Understanding the Jury System, 637-639; Serving on a Jury, 798; Paying Taxes, 799

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
d. analyzing public issues, policy making, and evaluating candidates	SE/TE: The Caucus, 520-521; The Convention, 521-822; Compare and Contrast, 522; The Direct Primary, 522-525; Contrast, 525; Evaluation of the Primary, 525-526; Summarize, 526; Assessment, (1. Draw Conclusion), (4. Draw Conclusions), 527; Evaluate Existing Arguments, 790-791; Consider and Counter Opposing Arguments, 791-792
PO 4. Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.	SE/TE: Interpret Sources, 777-778; Analyze Data and Models, 779; 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; Being an Informed Citizen, Political Participation, 797; Voting, 797-798; Serving on a Jury, 798; Paying Taxes, 799 TE Only: Topic 2 Document-Based Questions: Should the Constitution Be Ratified, 34-35; Topic 4 Inquiry: Civic Discussion: The Filibuster, 97-98
PO 5. Describe the role and influence of political parties, interest groups, and mass media:	
a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism)	SE/TE: Influences on Voter and Voting Behavior, 443-444; Sociological Factors and Political Attitudes, 444-448; Psychological Factors and Political Attitudes, 448-449; Identify Central Ideas, 449; Assessment, (1. Draw Conclusions), (2. Hypothesize), 449; Other Factors That Influence Political Attitudes and Actions, 461-464; Topic 10 Assessment, (Understand Voting Patterns), 497; (15. Understand Influences on Voting Patterns), 499

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making	SE/TE: What Are Interest Groups, 480-482; Express Ideas Clearly, 482; Different Views of Interest Groups, 482-484; Processes Used By Interest Groups–The Direct Approach, 487-491; Generate Explanations, 491; Processes Used By Interest Groups–The Indirect Method, 491-495; Infer, 495; Assessment, (1. Connect), (2. Compare), (3. Draw Conclusions), (4. Classify), (5. Explain), 495; Topic 10 Assessment, (16. Examine Points of View of Interest Groups), 498
c. influence of the mass media on elections, the political process and policy making	SE/TE: Other Factors That Influence Political Attitudes and Actions, 461-464; Explain, 464; Ways to Measure Public Opinion, 464-465; The Role of Mass Media, 471-475; Identify Cause and Effect, 475; How the Media Affects Politics, 475-478; Hypothesize, 478; The Media's Limited Influence, 478-479; Draw Conclusions, 479; Assessment, (1. Make Predictions), (3. Generate Explanations), (4. Apply Concepts), 479; Topic 10 Assessment, (1. Evaluate the Impact of Electronics), 496; (9. Evaluate the Impact of the Internet), 497

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
Concept 5: Government Systems of the World	
<p>PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).</p>	<p>SE/TE: Who Can Participate?, 13-15; Identify Main Idea, 15; American Government–Building on the Past, 19-22; Nations and Kings, 22-23; Government in the United Kingdom, 683-685; Comparison to the United States, 687; Compare and Contrast, 687; Assessment, (4. Compare), 688; Government in the Russian Federation, 691-693; Comparison to the United States, 694; Assessment, (3. Apply Concepts), 695; Government in China, 697-699; Explain, 699; Comparison to the United States, 699-700; Assessment, (3. Explain), (5. Identify Central Issues), 700; Topic 14 Assessment, (6. Compare the U.S. Constitutional Republic to Contemporary Forms of Government), (7. Compare the U.S. Constitutional Republic to Contemporary Forms of Government), (8. Compare the U.S. Constitutional Republic to Contemporary Forms of Government), 702; (10. Compare the U.S. Constitutional Republic to Contemporary Forms of Government), (11. Compare the U.S. Constitutional Republic to Contemporary Forms of Government), (12. Compare the U.S. Constitutional Republic to Contemporary Forms of Government), (13. Compare the U.S. Constitutional Republic to Contemporary Forms of Government), 703</p>
<p>PO 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.</p>	<p>SE/TE: Today's Foreign Policy Challenges, 269-272; Assessment, (2. Apply Concepts), 272; The Department of Homeland Security, 289-290; Infer, 290; Topic 6 Assessment, (1. Examine Economic Resources in Foreign Policy), 291; (6. Examine Resources in Foreign Policy), 292; (14. Explain Major Foreign Policy Responsibilities), (18. Analyze U. S. Foreign Policy), 293; U.S. Trade Policies, 600-602; Compare, 602; Trade Alliances and Organizations, 602-604; Compare, 604; Assessment, (3. Identify Supporting Details, (5. Draw Conclusions), 606</p>

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona Social Studies Standards for Civics/Government	Magruder's American Government © 2016
PO 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).	SE/TE: Today's Foreign Policy Challenges, 269-272; Assessment, (2. Apply Concepts), 272; NATO, 277-278; Compare and Contrast, 278; The United Nations, 278-281; Check Understanding, 281; The U.N.'s Work, 281-283; Assessment, (2. Describe), (4. Analyze Information), (5. Apply Concepts), 283; Topic 6 Assessment, (18. Analyze U.S. Foreign Policy), 293; Trade Alliances and Organizations, 602-604; Assessment, (1. Identify Supporting Details), (2. Categorize), (3. Identify Supporting Details), (5. Draw Conclusions), 606

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona’s College and Career Ready Standards	Magruder’s American Government, © 2016
Reading Standards for Literacy in History/Social Studies (RH)	
Key Ideas and Details	
9-10.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	SE/TE: Declaration of Independence, 730-731, Assessment, (2. Identify Key Steps in a Process), 731; The Magna Carta, Assessment, (3. Identify Steps in a Process), 732; <i>The Treatises of Government</i> : John Locke, Assessment, (Cite Evidence), 734; Virginia Declaration of Rights, Assessment, (2. Integrate Information from Diverse Sources), 739; Virginia Statute for Religious Freedom: Thomas Jefferson, Assessment, (1. Cite Evidence), 740; <i>Federalist</i> No. 39: James Madison, Assessment, (2. Cite Evidence), 755; Charter of the United Nations, Assessment, (1. Cite Evidence), 766
9-10.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	SE/TE: English Bill of Rights, Assessment (2. Determine Central Ideas), 733; <i>Common Sense</i> : Thomas Paine, Assessment, (1. Summarize), 737; Articles of Confederation, Assessment, (2. Determine Central Ideas), 745; <i>Democracy in America</i> : Alexis de Tocqueville, Assessment, (1. Determine Central Ideas), 764
9-10.RH.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	SE/TE: Topic 13 Assessment, (2. Identify Major Traditions), 671; The Magna Carta, Assessment, (3. Identify Steps in a Process), 732; English Bill of Rights, Assessment, (1. Analyze Interactions, 733; <i>Federalists</i> No. 39: James Madison, Assessment, (2. Cite Evidence), 755; <i>Federalist</i> No. 51: James Madison, Assessment, (2. Analyze Interactions), 758

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona’s College and Career Ready Standards	Magruder’s American Government, © 2016
9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	SE/TE: Topic 2 Assessment, (13. Identify and Define Unalienable Rights and Use), 73; Topic 3 Assessment, (26. Identify Freedoms and Rights), 124; Topic 8 Assessment, (4. Explain Due Process Rights), 385; Topic 13 Assessment, (11. Understand State Powers), 672; <i>The Social Contract</i> : Jean-Jacques Rousseau, Assessment, (1. Determine Meaning), 736; “Give Me Liberty or Give Death”: Patrick Henry, Assessment, (1. Analyze Word Choice), 737
9-10.RH.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	SE/TE: Declaration of Independence, Assessment, (4. Analyze Structure), 731; English Bill of Rights, Assessment, (1. Analyze Interactions), 733; Virginia Statute for Religious Freedom: Thomas Jefferson, Assessment, (2. Analyze Structure), 740; Sequence, 768; Categorize, 769-770; Analyze Cause and Effect, 770-771; Compare and Contrast, 771
9-10.RH.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	SE/TE: Virginia Declaration of Rights, Assessment, (2. Integrate Information from Diverse Sources), 739; Anti-Federalist Papers, Assessment, (1. Compare and Contrast), (2. Assess An Argument), 748
9-10.RH.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	SE/TE: Topic 4 Assessment, (17. Analyze the Functions of the Legislature), 197; Topic 6 Assessment, (1. Examine Economic Resources in Foreign Policy), 291; (9. Compare Staff and Line Agencies), 292; Topic 8 Assessment, (18. Analyze Interpretations of Rights), 387; Topic 10 Assessment, (1. Evaluate the Impact of Electronics), 496; Topic 12 Assessment, (1. Compare the Role of Government in Economic Systems), 607; Read Charts, Graphs, and Tables, 780-781

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona’s College and Career Ready Standards	Magruder’s American Government, © 2016
9-10.RH.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	SE/TE: <i>Two Treatises of Government</i> : John Locke, Assessment (2. Cite Evidence), 734; <i>The Spirit of Laws</i> : Baron de Montesquieu, Assessment, (1. Determine Author’s Purpose), 735; <i>The Social Contract</i> : Jean-Jacques Rousseau, Assessment, (4. Assess an Argument), 736; “Give Me Liberty or Give Me Death”: Patrick Henry, Assessment, (2. Assess an Argument), 737; <i>Federalist</i> No. 10: James Madison, Assessment, (2. Assess an Argument), 752
9-10.RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	SE/TE: Virginia Declaration of Independence, Assessment, (2. Integrate Information From Diverse Sources), 739; Anti-Federalist Papers, Assessment, (1. Compare and Contrast), (3. Analyze Interactions), 753
9-10.RH.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	SE/TE: Declaration of Independence, 730-731; Mayflower Compact, 732-733; English Bill of Rights, 733; <i>The Spirit of Laws</i> : Baron de Montesquieu, 734-735; <i>Common Sense</i> : Thomas Paine, 737; <i>Federalist</i> No. 51: James Madison, 756-758; <i>Federalist</i> No. 78: Alexander Hamilton, 758-762; Emancipation Proclamation: Abraham Lincoln, 764-765; <i>Silent Spring</i> : Rachel Carson, 767 TE Only: Topic 2 Inquiry: Document-Based Question, Should the Constitution Be Ratified?, 34-35

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona's College and Career Ready Standards	Magruder's American Government, © 2016
Writing Standards for Literacy in History/Social Studies (WHST)	
<p>9-10.WHST.1 Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>SE/TE: Topic 1 Assessment, (20. Write an essay on the Essential Question: How much power should the government have?, 74; Topic 3 Assessment, (5. Create a Presentation Evaluating How the Government Fulfills the Preamble), 121; Topic 7 Assessment, (12. Write an essay on the essay on the Essential Question: How should we handle Conflict), 322; Topic 8 Assessment, (19. Write an essay on the Essential Question: How much power should the government have?), 387; Topic 10 Assessment, (22. Write an essay on the Essential Question: What is the role of the people in the government), 499; Topic 11 Assessment, (10. Defend a Point of View and Analyze the Electoral College), 558</p>

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona's College and Career Ready Standards	Magruder's American Government, © 2016
<p>9-10.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>SE/TE: Topic 1 Assessment, (8. Analyze the Functions of the Executive Branch), 33; Topic 2 Assessment, (8. Analyze the Structure and Functions of the Legislative Branch), 73; Topic 5 Assessment, (9. Identify the Significance of Global Places), 231; Topic 8 Assessment, (3. Create a Presentation Analyzing Interpretations of Rights), 385; Topic 10 Assessment, (16. Examine Points of View of Interest Groups), 498; Topic 13 Assessment, (1. Explain the Importance and Understand the Role), 671</p>
<p>9-10.WHST.3. (See note; not applicable as a separate requirement)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>	<p>For supporting material please see:</p> <p>SE/TE: Topic 3 Assessment, (5. Create a Presentation Evaluating How the Government Fulfills the Preamble), 121; Topic 5 Assessment, (9. Identify the Significance of Global Places), 231; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p>

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona's College and Career Ready Standards	Magruder's American Government, © 2016
<p>9-10.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</p>	<p>SE/TE: Topic 1 Assessment, (8. Analyze the Functions of the Executive Branch), 33; Topic 2 Assessment, (8. Analyze the Structure and Functions of the Legislative Branch), 73; Topic 5 Assessment, (9. Identify the Significance of Global Places), 231; Topic 6 Assessment, (11. Identify the Purpose of Executive Agencies), 293; Topic 8 Assessment, (3. Create a Presentation Analyzing Interpretations of Rights), 385; Topic 10 Assessment, (16. Examine Points of View of Interest Groups), 498; Topic 13 Assessment, (1. Explain the Importance and Understand the Role), 671</p>
<p>9-10.WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>
<p>9-10.WHST.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>
<p>9-10.WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: Topic 1 Assessment, (8. Analyze the Functions of the Executive Branch), 33; Topic 3 Assessment, (5. Create a Presentation Evaluating How the Government Fulfills the Preamble), 121; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona's College and Career Ready Standards	Magruder's American Government, © 2016
9-10.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<p>SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>
9-10.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.	<p>SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 5 Assessment, (14. Analyze U.S. Foreign Policy), 232; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>
9-10.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>SE/TE: Topic 2 Assessment, (4. Identify Contributions of Founding Fathers), 72; Topic 3 Assessment, (15. Create a Project), 123; Topic 5 Assessment, (8. Analyze the Impact of Political Changes), 231</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>
Reading Standards for Literacy in History/Social Studies (RH)	
11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	<p>SE/TE: Topic 5 Assessment, (14. Analyze U.S. Foreign Policy), 232; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona’s College and Career Ready Standards	Magruder’s American Government, © 2016
11-12.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	SE/TE: English Bill of Rights, Assessment (2. Determine Central Ideas), 733; <i>Common Sense</i> : Thomas Paine, Assessment, (1. Summarize), 737; Articles of Confederation, Assessment, (2. Determine Central Ideas), 745; <i>Democracy in America</i> : Alexis de Tocqueville, Assessment, (1. Determine Central Ideas), 764
11-12.RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	SE/TE: Topic 13 Assessment, (2. Identify Major Traditions), 671; The Magna Carta, Assessment, (3. Identify Steps in a Process), 732; English Bill of Rights, Assessment, (1. Analyze Interactions, 733; <i>Federalists</i> No. 39: James Madison, Assessment, (2. Cite Evidence), 755; <i>Federalist</i> No. 51: James Madison, Assessment, (2. Analyze Interactions), 758
11-12.RH.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	SE/TE: Topic 2 Assessment, (13. Identify and Define Unalienable Rights and Use), 73; Topic 3 Assessment, (26. Identify Freedoms and Rights), 124; Topic 8 Assessment, (4. Explain Due Process Rights), 385; Topic 13 Assessment, (11. Understand State Powers), 672; <i>The Social Contract</i> : Jean-Jacques Rousseau, Assessment, (1. Determine Meaning), 736; “Give Me Liberty or Give Death”: Patrick Henry, Assessment, (1. Analyze Word Choice), 737
11-12.RH.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	SE/TE: Declaration of Independence, Assessment, (4. Analyze Structure), 731; English Bill of Rights, Assessment, (1. Analyze Interactions), 733; Virginia Statute for Religious Freedom: Thomas Jefferson, Assessment, (2. Analyze Structure), 740; Sequence, 768; Categorize, 769-770; Analyze Cause and Effect, 770-771; Compare and Contrast, 771

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona’s College and Career Ready Standards	Magruder’s American Government, © 2016
11-12.RH.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	SE/TE: Virginia Declaration of Rights, Assessment, (2. Integrate Information from Diverse Sources), 739; Anti-Federalist Papers, Assessment, (1. Compare and Contrast), (2. Assess An Argument), 748
11-12.RH.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	SE/TE: Topic 4 Assessment, (17. Analyze the Functions of the Legislature), 197; Topic 6 Assessment, (1. Examine Economic Resources in Foreign Policy), 291; (9. Compare Staff and Line Agencies), 292; Topic 8 Assessment, (18. Analyze Interpretations of Rights), 387; Topic 10 Assessment, (1. Evaluate the Impact of Electronics), 496; Topic 12 Assessment, (1. Compare the Role of Government in Economic Systems), 607; Read Charts, Graphs, and Tables, 780-781
11-12.RH.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	SE/TE: <i>Two Treatises of Government:</i> John Locke, Assessment (2. Cite Evidence), 734; <i>The Spirit of Laws:</i> Baron de Montesquieu, Assessment, (1. Determine Author’s Purpose), 735; <i>The Social Contract:</i> Jean-Jacques Rousseau, Assessment, (4. Assess an Argument), 736; “Give Me Liberty or Give Me Death”: Patrick Henry, Assessment, (2. Assess an Argument), 737; <i>Federalist</i> No. 10: James Madison, Assessment, (2. Assess an Argument), 752
11-12.RH.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419 TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona’s College and Career Ready Standards	Magruder’s American Government, © 2016
<p>11-12.RH.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>	<p>SE/TE: Declaration of Independence, 730-731; Mayflower Compact, 732-733; English Bill of Rights, 733; <i>The Spirit of Laws</i>: Baron de Montesquieu, 734-735; <i>Common Sense</i>: Thomas Paine, 737; <i>Federalist</i> No. 51: James Madison, 756-758; <i>Federalist</i> No. 78: Alexander Hamilton, 758-762; Emancipation Proclamation: Abraham Lincoln, 764-765; <i>Silent Spring</i>: Rachel Carson, 767</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question, Should the Constitution Be Ratified?, 34-35</p>
Writing Standards for Literacy in History/Social Studies (WHST)	
<p>11-12.WHST.1 Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>SE/TE: Topic 1 Assessment, (20. Write an essay on the Essential Question: How much power should the government have?, 74; Topic 3 Assessment, (5. Create a Presentation Evaluating How the Government Fulfills the Preamble), 121; Topic 7 Assessment, (12. Write an essay on the essay on the Essential Question: How should we handle Conflict), 322; Topic 8 Assessment, (19. Write an essay on the Essential Question: How much power should the government have?), 387; Topic 10 Assessment, (22. Write an essay on the Essential Question: What is the role of the people in the government), 499; Topic 11 Assessment, (10. Defend a Point of View and Analyze the Electoral College), 558</p>

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona's College and Career Ready Standards	Magruder's American Government, © 2016
<p>11-12.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, and tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>SE/TE: Topic 1 Assessment, (8. Analyze the Functions of the Executive Branch), 33; Topic 2 Assessment, (8. Analyze the Structure and Functions of the Legislative Branch), 73; Topic 5 Assessment, (9. Identify the Significance of Global Places), 231; Topic 8 Assessment, (3. Create a Presentation Analyzing Interpretations of Rights), 385; Topic 10 Assessment, (16. Examine Points of View of Interest Groups), 498; Topic 13 Assessment, (1. Explain the Importance and Understand the Role), 671</p>

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona’s College and Career Ready Standards	Magruder’s American Government, © 2016
<p>11-12.WHST.3. (See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>For supporting material please see: SE/TE: Topic 3 Assessment, (5. Create a Presentation Evaluating How the Government Fulfills the Preamble), 121; Topic 5 Assessment, (9. Identify the Significance of Global Places), 231; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p>
<p>11-12.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, envelopes, technical directions, experiments, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebars, and flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</p>	<p>SE/TE: Topic 1 Assessment, (8. Analyze the Functions of the Executive Branch), 33; Topic 2 Assessment, (8. Analyze the Structure and Functions of the Legislative Branch), 73; Topic 5 Assessment, (9. Identify the Significance of Global Places), 231; Topic 6 Assessment, (11. Identify the Purpose of Executive Agencies), 293; Topic 8 Assessment, (3. Create a Presentation Analyzing Interpretations of Rights), 385; Topic 10 Assessment, (16. Examine Points of View of Interest Groups), 498; Topic 13 Assessment, (1. Explain the Importance and Understand the Role), 671</p>
<p>11-12.WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>

**A Correlation of Magruder’s American Government, 2016 to the
Arizona’s Social Studies Standards, High School**

Arizona’s College and Career Ready Standards	Magruder’s American Government, © 2016
11-12.WHST.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<p>SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>
11-12.WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>SE/TE: Topic 1 Assessment, (8. Analyze the Functions of the Executive Branch), 33; Topic 3 Assessment, (5. Create a Presentation Evaluating How the Government Fulfills the Preamble), 121; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>
11-12.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<p>SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>
11-12.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.	<p>SE/TE: Topic 3 Assessment, (15. Create a Project), 123; Topic 5 Assessment, (14. Analyze U.S. Foreign Policy), 232; Topic 6 Assessment, (13. Identify the Purpose of Executive Agencies), 293; Topic 9 Assessment, (6. Explain Changes in American Culture), 419</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>

**A Correlation of Magruder's American Government, 2016 to the
Arizona's Social Studies Standards, High School**

Arizona's College and Career Ready Standards	Magruder's American Government, © 2016
11-12.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>SE/TE: Topic 2 Assessment, (4. Identify Contributions of Founding Fathers), 72; Topic 3 Assessment, (15. Create a Project), 123; Topic 5 Assessment, (8. Analyze the Impact of Political Changes), 231; Topic 12 Assessment, (17. Analyze U. S. Foreign Policy), 609</p> <p>TE Only: Topic 2 Inquiry: Document-Based Question: Should the Constitution Be Ratified?, 34-35</p>