

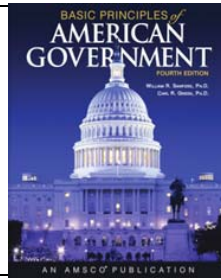
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Program Title: Basic Principles of American Government, Fourth Edition

Components: Student Book (SE), Teacher Manual (TE) and ExamView Test Generator

Grade Level(s): 10-12

Intended Audience: Grade 12, Principles of American Democracy



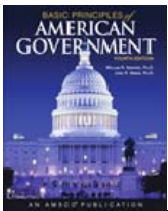
Standards Map - Basic Comprehensive Program

Grade Twelve - History-Social Science

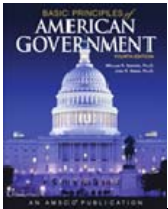
Principles of American Democracy

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

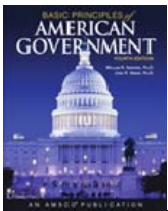
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Grade	Standard #	Text of Standard	Primary Citations	Secondary Citations	Meets Standard		Local Education Agency Evaluation Notes
					Y	N	
		PRINCIPLES OF AMERICAN DEMOCRACY					
12	12.1	Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.	SE: 11-13, 24, 45-46 54, 55, 64-66, 67, 71-75, 82, 88-94, 360-361 TE: 7, 19, 20, 157, 158, 160, 181, 200				
12		Framework Questions					
12		Why do we need a government? How much power should government have over its citizens?	SE: 44,45, 49	TE: 188			
12		What do the terms liberty and equality mean and how do they relate to each other?	SE: 8, 15,17, 19,21,102	TE: 243			



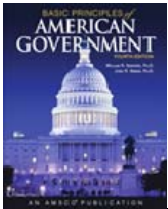
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12		What are the dangers of a democratic system?	SE: 463	TE: 17			
12		What are the trade-offs between majority rule and individual rights?	SE: 463, 466				
12		What is the citizen's role in assuring these basic rights and protections to all?	SE: 28, 31, 143, 192, 224, 324, 605				
12	(1)	Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	SE: 11-13, 67, 82 TE: 19, 20, 160				
12	(2)	Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.	SE: 360-361				
12	(3)	Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."	SE: 24, 45, 46 TE: 7,8, 9				



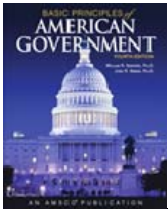
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12	(4)	Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the <i>Federalist Papers</i> .	SE: 54-55 TE: 12, 13, 28				
12	(5)	Describe the systems of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.	SE: 54, 55, 64-66, 71-75 TE: 157, 158 160				
12	(6)	Understand that the Bill of Rights limits the powers of the federal government and state governments.	SE: 88-94 TE: 7, 181, 200				
12	12.2	Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.	SE: 15, 22, 23-28, 32, 75, 81, 88-94, 95 100-102, 135, 141, 151, 310, 326, 327, 513 TE: 5, 8, 27, 28, 29, 31, 38, 43, 46	TE: 17, 18, 23, 27, 29, 124			
12		FRAMEWORK QUESTIONS					
12		What rights and responsibilities does a citizen have in a democracy?	SE: 7, 8,9, 28, 143, 324				
12		What does it mean to be a citizen?	SE: 7-9, 28,				



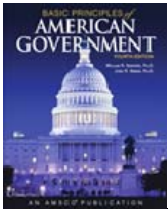
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12		How can citizens improve a democracy?	SE: 28, 31, 143, 192, 224, 324, 605				
12	(1)	Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).	SE: 88-94	TE: 17, 18, 23			
12	(2)	Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	SE: 23-28, 91, 95, 310, 326 TE: 5, 8, 46				
12	(3)	Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.	SE: 15, 22, 141	TE: 27, 29, 124			
12	(4)	Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.	SE: 15, 141, 151 TE: 27, 28, 38				
12	(5)	Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.	SE: 32, 75, 81, 513 TE: 27, 28, 38				
12	(6)	Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).	SE: 100-102, 135, 327	TE: 29, 31, 43			



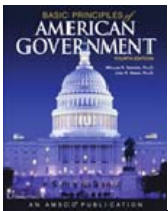
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12	12.3	Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.	SE: 9, 16, 19, 27, 28, 31, 48, 87, 88, 164-166, 169, 199-201, 511 TE: 5, 6, 46, 50, 74,143, 146, 155, 166				
12		FRAMEWORK QUESTIONS					
12		What is a civil society and why do we want to have one?	SE: 179				
12		What are the limits of individual liberty?	SE: 19, 21, 143, 146,147				
12		What are the dangers of majority rule?	SE: 463				
12		What is the role of religion in a democracy?	SE: 17,131				
12		How do government actions impact civil society?	SE: 99,105, 130, 132,146, 147, 626				
12	(1)	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	SE: 87, 88, 165, 199, 201 TE: 46, 50, 74				



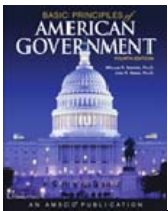
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12	(2)	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.	SE: 164-166, 199-201 TE: 143, 146, 166				
12	(3)	Discuss the historical role of religion and religious diversity.	SE: 9, 28, 31, 48 TE: 10, 29, 30				
12	(4)	Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.	SE: 16, 19, 27, 511 TE: 5, 6, 155				
12	12.4	Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.	SE: 18, 49, 52, 63, 174-183, 243-252, 362-370	SE: 71-75			
12		FRAMEWORK QUESTIONS					
12		Why does the Constitution both grant power and take it away?	SE: 96, 106, 466				
12		What is the most powerful branch of government?	SE: 14, 15, 97, 255, 465, 466, 468, 663				
12		Why is it so hard and take so long for government to act?	SE: 240, 297, 659				
12		What can Congress do? Why is it so hard to get a law passed?	SE: 240, 297, 659 SE: 244				
12		Who gets elected to Congress and who doesn't? Who has power in Congress?	SE: 254, 255, 257, 259, 260, 264, 267, 315, 519 SE: 240, 297, 659				



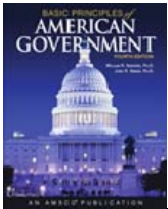
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12		Besides members of the House and Senate, who else can affect the legislative process?	SE: 244				
12		Which house of Congress is the most democratic? Which house is the most effective?	SE: 247-249, 250-253				
12		How can individual citizens actually participate in the legislative process?	SE: 432, 468, 659 244, 245				
12		How has the role of the presidency expanded?	SE: 29-30, 245, 256, 544-545, 630				
12		What are the factors that seem to help presidents win election?	SE: 334-339, 340-348				
12		How does the president interact with the other branches of government and how has that changed over time?	SE: 182,194,332-334				
12		How are Supreme Court justices selected? Why do they have unlimited terms?	SE: 334-338, 347, 468-470				
12		Is an unelected Supreme Court really democratic?	SE: 467, 470				
12	(1)	Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.	SE: 52, 63, 174-183 TE: 17, 54, 117	SE: 71-74			



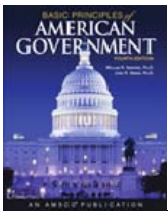
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12	(2)	Explain the process through which the Constitution can be amended.	SE: 18, 49 TE: 120				
12	(3)	Identify their current representatives in the legislative branch of the national government.					
12	(4)	Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.	SE: 63, 243-252	SE: 73-75 TE: 17, 80			
12	(5)	Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.	SE:64-65,362-370	SE: 73-75 TE: 23, 111, 197			
12	(6)	Explain the processes of selection and confirmation of Supreme Court justices.	SE: 362-365	SE: 73-75			
12	12.5	Students summarize landmark U.S. Supreme Court interpretations of the Constitution/its amendments	SE: 386-405, 542 TE: 112, 113, 115, 116, 118	SE: 99 TE: 20-23			
12		FRAMEWORK QUESTIONS					
12		What is judicial review and how does it work?	SE: 14, 15, 21, 108, 255, 499, 500, 516				
12		What makes a law or an action unconstitutional and does that determination ever change?	SE: 20-21,496-499 21, 115, 515-516,529				



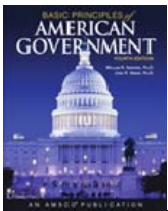
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12	(1)	Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.	SE: 386-405	TE: 20-23			
12	(2)	Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	SE: 400-403, 502, 542	TE: 20-23			
12	(3)	Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , and <i>United States v. Nixon</i> , with emphasis on the arguments espoused by each side in these cases.	SE: 388-389, 390 TE: 112, 113, 116				
12	(4)	Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Miranda v. Arizona</i> , <i>Regents of the University of California v. Bakke</i> , <i>Adarand Constructors, Inc. v. Peña</i> , and <i>United States v. Virginia (VMI)</i> .	SE: 400-403, 404-406 TE: 112, 115, 116, 118	SE: 99			
12	12.6	Students evaluate issues regarding campaigns for national, state, and local elective offices.	SE: 110-116, 120-126, 139, 140-142, 146-148, 154-155, 158-159, 161-166 TE: 35, 37, 43, 45-50, 168	SE: 168, 176, 419 TE: 125, 166, 167, 184, 186			



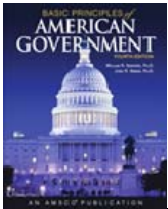
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12		FRAMEWORK QUESTIONS					
12		How do you get elected? Who gets elected and who doesn't?	SE: 169-173, 172, 193, 244, 532-533				
12		What impact do polls, political parties, and PACs have upon elections?	SE: 158-160, 188-189, 200-201, 217, 276, 630				
12		How can I get involved in a campaign?	29-30, 636				
12		Why should I vote?	SE: 173, 182-183, 636				
12	(1)	Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.	SE: 110-116, 120-123 TE: 168	TE: 125, 166, 167			
12	(2)	Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.	SE: 124-126 TE: 35, 37, 43				
12	(3)	Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.	SE: 139, 146-148, 154-155 TE: 45, 48, 49				
12	(4)	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).	SE: 140-142, 158-159, 161-166 TE: 49, 50, 51				
12	(5)	Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).	SE: 162-164 TE: 120, 121, 125	SE: 168, 176, 419			



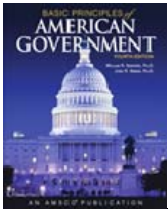
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12	(6)	Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.	SE: 134, 135, 142-145	TE: 167, 184, 186			
12	12.7	Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.	SE: 62, 75, 94, 104, 199-213, 240-242, 252, 390, 414-416, 421-423, 428-429, 433-435, 445-448 TE: 20, 21, 23, 26, 27, 75, 80, 88, 106, 107, 125, 211	SE: 187, 189, 368, 414, 530			
12		FRAMEWORK QUESTIONS					
12		Why are powers divided between different levels of government?	SE: 7, 85, 96, 102, 406, 468, 533-537, 550, 556, 563, 568-570, 601				
12		What level of government is the most important to me – local, state, tribal, or federal? What level of government is the most powerful – local, state, tribal, or federal?	SE: 96, 544-545, 577, 590, 599, 632 SE: 632				
12		What are the major responsibilities of the various levels of government and what are their revenue sources? What kinds of issues does each level of government handle? What happens when there is overlapping jurisdiction?	SE: 2, 42, 48, 96, 102, 406, 468, 533-537, 550, 556, 563, 568-570, 574, 578-581, 582-585, 601, 632,				



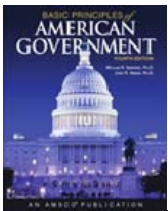
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12		How is public policy made at the various levels of government?	SE: 96, 534-537, 583-585, 630-631				
12		How do regulatory departments and agencies function and how do state and local regulatory agencies differ from those at the federal level?	SE: 451,589				
12	(1)	Explain how conflicts between levels of government and branches of government are resolved.	SE: 75, 104, 433-435 TE: 20, 21, 211				
12	(2)	Identify the major responsibilities and sources of revenue for state and local governments.	SE: 414-416, 428-429 TE: 23, 26, 27				
12	(3)	Discuss reserved powers and concurrent powers of state governments.	SE: 62 TE: 161, 164	SE: 189, 368, 530			
12	(4)	Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.	SE: 62, 94, 390 TE: 26	SE: 187, 414			
12	(5)	Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	SE: 74, 201, 208-209, 252 TE: 36, 46, 117				
12	(6)	Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.	SE: 199-213, 421-423, 445-448 TE: 46, 124, 148				
12	(7)	Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	SE: 363, 365-366, 368-369 TE: 106, 107, 125				



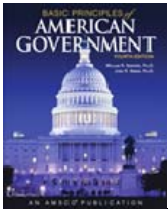
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12	(8)	Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.	SE: 240-242, 252,254, 258-260 TE: 75, 80, 88				
12	12.8	Students evaluate and take and defend positions on the influence of the media on American political life.	SE: 89, 94, 112, 122-125, 156-157	SE: 166-167			
12		FRAMEWORK QUESTIONS					
12		To what extent are the press and the media fulfilling a watchdog role?	SE: 482, 505, 639				
12		Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way?	SE: 213-214, 225, 227, 631				
12		How has the Internet revolution impacted journalism and what are its effects on the coverage of public affairs and current issues? How do elected officials and candidates for public office utilize the mass media to further their goals?	SE: 213-214, 295, 388-389, 437 SE:157, 182, 199-201				
12	(1)	Discuss the meaning and importance of a free and responsible press.	SE: 89, 94, 156				
12	(2)	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.	SE: 156-157				



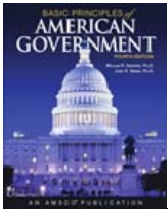
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12	(3)	Explain how public officials use the media to communicate with the citizenry and to shape public opinion.	SE: 112, 122-123, 125	SE: 166-167			
12	12.9	Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.	SE: 14, 16, 18-20, 22-28 TE: 3, 4, 5, 6, 7, 8, 154, 155	SE: 16, 21-22, 28-29, 259, 288 TE: 5, 6, 7, 154, 155			
12		FRAMEWORK QUESTIONS					
12		Do citizens have rights that the state must respect, and if so what are they?	SE: 14-142,144				
12		What is the role of civil dissent and when is it necessary?	SE: 54, 56, 65, 83, 140				
12		Why have some revolutions been followed by purges of dissidents, mass arrests of political opponents, murder of “class enemies,” suppression of free speech, abolition of private property, and attacks on religious groups?	SE: 17, 26, 139				
12		Why do authoritarian governments spy on their citizens and prevent them from emigrating? Why do they jail or harass critics of their government?	SE: 49				
		Why is only one party allowed in an authoritarian state?	SE: 49				



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12		Why do ordinary people risk their lives to flee or transform authoritarian states?	SE: 49, 54, 56				
12		How do individual countries combat terrorist organizations that don't recognize international norms or boundaries?	SE: 101,106, 139, 354, 368, 369, 370, 393				
12		How can individual citizens or non-governmental organizations improve civil society?	SE: 28-31,192, 224, 605				
12		How can multi-national alliances work together to combat climate change?	SE: 100, 379, 397, 406				
12		Why does denial of human rights so often accompany a violent change of government? Why do many artists and intellectuals defect to non-authoritarian nations?	SE: 346, 369				
12		How do government actions impact civil society?	SE: 99, 105, 130, 132,146, 147, 626, 630				
12		What challenges do efforts to combat non-state terrorist organizations create for the operations of international humanitarian law?	SE: 233,379				



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12	(1)	Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	SE: 14, 18, 19-20, 23-28, 30 TE: 3, 154, 155				
12	(2)	Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).	SE: 16, 22, 27 TE: 4, 5, 8				
12	(3)	Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.	SE: 18, 30 TE: 4, 5, 8, 9, 154, 155				
12	(4)	Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).	TE: 6	SE: 16, 29			
12	(5)	Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.		SE: 16, 21-22, 28-29, 259 TE: 5, 6, 7, 154, 155			
12	(6)	Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.		SE: 288			



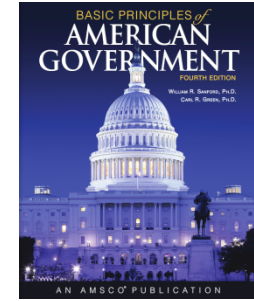
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					Y	N	
12	(7)	Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).	SE: 16, 27-28 TE: 6, 7, 8				
12	(8)	Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.					
12	12.10	Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.	SE: 106-107, 216-217, 408 TE: 25, 29, 30, 108				

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

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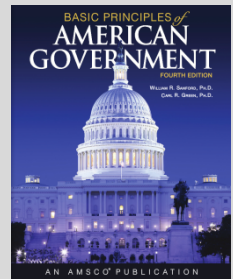


The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills:

GRADE	STANDARD	CALIFORNIA HSS ANALYSIS SKILLS	STUDENT AND TEACHER CITATIONS
12	I	CHRONOLOGICAL AND SPATIAL THINKING	
12	A.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	SE: 196, 218, 294 TE: 11, 38, 45
12	B.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	SE: 238, 438, 496 TE: 53, 58, 74
12	C.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	SE; 32, 130, 170 TE: 12, 137, 159
12	D.	Students relate current events to the physical and human characteristics of places and regions.	SE: 229, 320, 460 TE: 50, 127, 135
12	II	HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW CHRONOLOGICAL AND SPATIAL THINKING	
12	A.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	SE: 170, 196, 506 TE: 41, 45, 174
12	B.	Students identify bias and prejudice in historical interpretations.	SE: 376 TE: 7, 106
12	C.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	SE; 32, 130, 170 TE: 12, 137, 159
12	D.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	SE: 6, 58, 82, 107 TE: 36

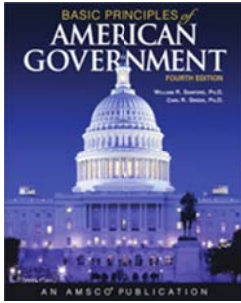
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GRADE	STANDARD	CALIFORNIA HSS ANALYSIS SKILLS	STUDENT AND TEACHER CITATIONS
12	III	HISTORICAL INTERPRETATION	
12	A.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	TE: 38, 40, 85
12	B.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	SE: 57, 110, 342
12	C.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	SE: 6 TE: 79, 147, 148
12	D.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	TE: 39, 41, 84, 146
12	E.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE: 69, 261, 264, 312
12	F.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	TE: 102, 109, 112, 156

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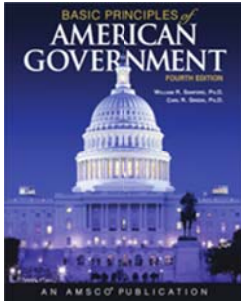
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Grade	Standard #	Text of Standard	Primary Citations	FOR LEA USE ONLY		Local Education Agency Evaluation Notes
				Y	N	
12	<u>ELD.PI.11-12.1</u>	Exchanging information and ideas with others through oral collaborative discussions on range of social and academic topics	TE: 120,125, 2,3,8,14,16-18, 20-24, 35-36, 38-39, 90,113, SE: 63, 209			
12	<u>ELD.PI.11-12.2</u>	Interacting with others in written English in various communicative forms (print communicative technology and multimedia)	TE: 35, 39, 186, 250-259 SE:155, 180, 186, 188,			
12	<u>ELD.PI.11-12.3</u>	Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	SE: 63, 186, 121,209,271602			
12	<u>ELD.PI.11-12.4</u>	Adapting language choices to various contexts (based on task, purpose, audience, and text type)	TE: 46, 208, 250-259 SE: 235, 237, 323,			
12	<u>ELD.PI.11-12.5</u>	Listening actively to spoken English in a range of social and academic contexts	TE: 120, 121, 220, 222, 231 SE: 363, 397, 492, 602			
12	<u>ELD.PI.11-12.6</u>	Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	TE: 40, 46, 47, 51, 54, 108, 117, 120-124 SE: 59-62, 89-92, 117-120, 139, 151-154			
12	<u>ELD.PI.11-12.7</u>	Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	TE: 44, 46, 120-124, 236 SE: 236, 254, 267, 279, 527			
12	<u>ELD.PI.11-12.8</u>	Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	TE: 49, 117, 119, 120-124 SE: 95, 114, 274			



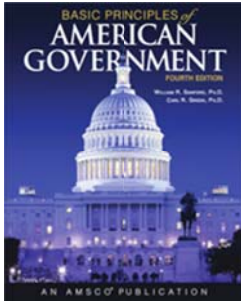
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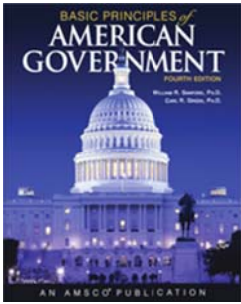
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				Y	N	
12	ELD.PI. 11-12.9	Expressing information and ideas in formal oral presentations on academic topics	TE: 17, 38, 46, 51, 71, 76 SE: 21, 31, 44, 74, 103			
12	ELD.PI. 11-12.10	Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	TE: 77, 93, 106, 115 SE: 103, 118-119, 121, 122, 164			
12	ELD.PI. 11-12.11	Justifying own arguments and evaluating others' arguments in writing	TE: 11, 20, 32, 53, 129, 132 SE: 14, 15, 63, 74, 117			
12	ELD.PI. 11-12.12	Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	TE: 44, 46, 120-124, 236 SE: 121, 237, 460			
12	ELD.PII. 11-12.1	Understanding text structure	TE: 53, 100, 122 SE: 93, 121, 495			
12	ELD.PII. 11-12.2	Understanding cohesion	TE: 229			
12	ELD.PII. 11-12.3	Using verbs and verb phrases	TE: 49, 117, 119, 120-124 SE: 95, 114, 274			
12	ELD.PII. 11-12.4	Using nouns and noun phrases	TE: 49, 117, 119, 120-124 SE: 95, 114, 274			



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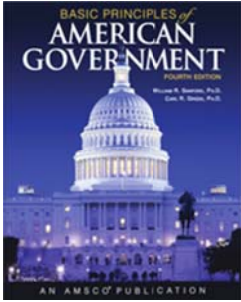
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12	<u>ELD.PII.11-12.5</u>	Modifying to add details	TE: 236, 237 SE: 122, 237, 461, 526, 601			
12	<u>ELD.PII.11-12.6</u>	Connecting ideas	TE: 15, 121, 171 SE: 22, 70, 254, 279, 526			
12	<u>ELD.PII.11-12.7</u>	Condensing ideas	TE: 12, 27, 68, 77, 121 SE: 15, 70, 103, 155, 224, 325			
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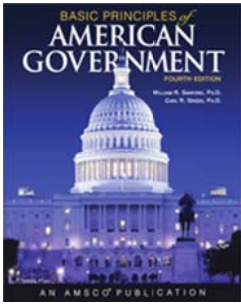
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	Literacy Strand	Key Ideas and Details				
12	CCSS.ELA-Literacy.RH.11-12.1	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	SE: 9,60, 240-242, 495 TE: 123,125			
12	CCSS.ELA-Literacy.RH.11-12.2	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.	SE: 39, 106, 112, 429,528,529 TE: 234, 250			
12	CCSS.ELA-Literacy.RH.11-12.3	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: 32, 82, 107 TE: 126			
	Literacy Strand	Craft and Structure				
12	CCSS.ELA-Literacy.RH.11-12.4	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 <i>faction</i> in Federalist No. 10)	TE: 147, 148-150, 152 SE: 429			
12	CCSS.ELA-Literacy.RH.11-12.5	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: 9, TE: 89, 93			
12	CCSS.ELA-Literacy.RH.11-12.6	6. Evaluate author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	SE; 32, 130, 170,505, 520,521 TE: 7, 106			



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	Literacy Strand	Integration of Knowledge and Ideas				
12	CCSS.ELA-Literacy.RH.11-12.7	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.	TE: 37, 73, 80, 88, 95 SE: 26, 235			
12	CCSS.ELA-Literacy.RH.11-12.8	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	SE: 376 TE: 7, 106			
12	CCSS.ELA-Literacy.RH.11-12.9	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	TE: 46, 57, 110, 140 SE: 224, 563			
	Literacy Strand	Range of Reading and Level of Text Complexity				
12	CCSS.ELA-Literacy.RH.11-12.10	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.	SE: 516-537 TE: 6, 13, 21, 28			
	Literacy Strand	Conventions of Standard English				
12	<u>CCSS.ELA-LITERACY.L.11-12.1</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B. Resolve issues of complex or	TE: 118, 121, 122, 123, 124, 125, 126 SE: 160, 224, 271			



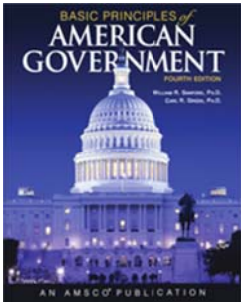
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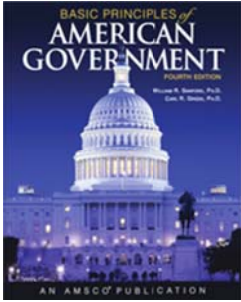
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				Y	N	
		contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.				
12	CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	TE: 121,123, 125, 126, 138			
	Literacy Strand	Knowledge of Language				
12	CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	TE:120,121,122, 123, 124,125 126,148,149150, 238 SE: 9, 563			
	Literacy Strand	Vocabulary Acquisition and Use				
12	CCSS.ELA-LITERACY.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by	TE: 120,121,123 125,147, 148-150, 152			



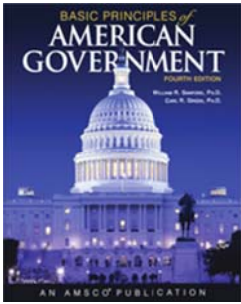
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		checking the inferred meaning in context or in a dictionary).				
12	<u>CCSS.ELA-LITERACY.L.11-12.5</u>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	TE: 65, 119, 126 SE: 90, 91			
12	<u>CCSS.ELA-LITERACY.L.11-12.6</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	TE: 53, 60, 61, 120,123, 124,125,148 SE: 57,62			
12	Writing Strand	Text Types and Purposes				
12	<u>CCSS.ELA-LITERACY.W.HST.11-12.1</u> <u>CCSS.ELA-LITERACY.W.HST.11-12.1</u> <u>A-E</u>	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	SE: 3, 107, 129, 170, 302,520,521,643 TE: 186, 207, 213			
12	<u>CCSS.ELA-LITERACY.W</u>	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical	SE: 218, 261, 332 TE: 113, 114, 129, 148			



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	<u>HST.11-12.2</u> CCSS.ELA-Literacy.W <u>HST.11-12.2A-E</u>	processes. a. 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, tables), and multimedia when useful to aiding comprehension. b. 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. c. 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. d. 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. e. 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).				
	Writing Strand	Production and Distribution of Writing				
12	CCSS.ELA-Literacy.W HST.11-12.3	(not applicable as a separate requirement)				
12	CCSS.ELA-Literacy.W <u>HST.11-12.4</u>	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: 107, 129, 170, 218, 261, 302, 332 TE: 113, 114, 129, 148, 186,			



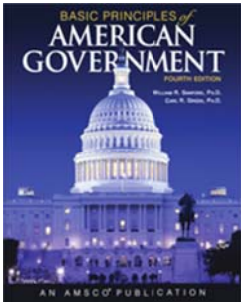
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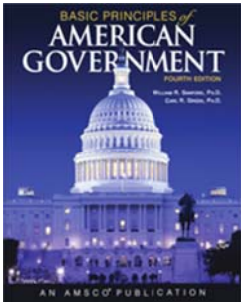
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			207, 213			
12	CCSS.ELA-Literacy.W.HST.11-12.5	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE: 423,526 544,545,650,651			
12	CCSS.ELA-Literacy.W.HST.11-12.6	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.	TE: 32,37, 51,118,199, 227, SE: 397,652			
	Writing Strand	Research to Build and Present Knowledge				
12	CCSS.ELA-Literacy.W.HST.11-12.7	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.	SE: 266, 271, 302 TE: 2, 19, 21, 63, 227			
12	CCSS.ELA-Literacy.W.HST.11-12.8	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.	SE: 332, 376, 385 TE: 2, 19, 21, 63			
12	CCSS.ELA-Literacy.W.HST.11-12.9	9. Draw evidence from informational texts to support analysis, reflection, and research.	SE: 385, 408, 438 TE: 72, 78, 85			



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12	Writing Strand	Range Of Writing				
12	CCSS.ELA-Literacy.W.HST.11-12.10	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.	SE: 107, 129, 170, 218, 261, 302, 332 TE: 113, 114, 129, 148, 186, 207,			
	Speaking and Listening Strand	Comprehension and Collaboration:				
12	CCSS.ELA-LITERACY.S L.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	TE: 2, 8, 14, 20, 26, 31, 36, 42, 67, 74, 86, 92, 104, 109, 115 SE: 15, 31, 63, 74, 123, 139, 155, 164, 181, 363, 374			
12	CCSS.ELA-LITERACY.S L.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	TE: 31, 36, 42, 74, 86, 92, 104, 109 SE: 191, 218, 339, 374, 410, 440, 542, 577, 614			
12	CCSS.ELA-LITERACY.S L.11-12.1.B	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	TE: 14, 20, 67, 115, 126 SE: 123, 461, 601			
12	CCSS.ELA-LITERACY.S L.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and	TE: 17, 33, 42, 86 SE: 45, 74, 237, 600			



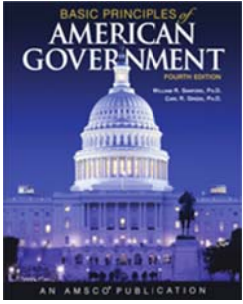
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		promote divergent and creative perspectives				
12	CCSS.ELA-LITERACY.S L.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	TE: 52, 64, 71, 82 SE: 123, 139, 191, 461			
12	CCSS.ELA-LITERACY.S L.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	TE: 36, 37, 38, 46 SE: 111, 123, 125, 209, 236, 327, 463, 529			
12	CCSS.ELA-LITERACY.S L.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	TE: 53, 96, 105, 107, 111 SE: 63, 155, 224, 429			
	Speaking and Listening Strand	Presentation of Knowledge and Ideas:				
12	CCSS.ELA-LITERACY.S L.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	TE: 17, 38, 46, 51 SE: 31, 224, 235, 237			
12	CCSS.ELA-LITERACY.S L.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	TE: 118, 119, 219, 228, 244 SE: 31, 235, 325, 397, 527			
12	CCSS.ELA-LITERACY.S L.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades	TE: 46, 236, 241, 250 SE: 209, 237, 271, 527			



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