

Houghton Mifflin Harcourt
***United States Government: Principles in Practice* © 2012**

correlated to the

**Tennessee Social Studies Curriculum Standards (2014-15),
United States Government and Civics**

Standard	Descriptor	Citations
<p>Course Description: Students will study the purposes, principles, and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will learn the structure and processes of the government of the state of Tennessee and various local governments. The reading of primary source documents is a key feature of United States Government and Civics standards.</p>		
<p><u>Principles of United States Government</u> <i>Students explain the fundamental principles and moral values of the American government as expressed in the Constitution and other essential documents of American democracy.</i></p>		
GC.1	Cite textual evidence and evaluate multiple points of view to analyze the influence of ancient Greek, Roman, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, Jean Jacques Rousseau, and William Blackstone on the development of United States government.	<p>SE/TE: 8, 11–12, 35–36, 90, 97</p> <p>Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.</p>
GC.2	Determine the central ideas in passages from Democracy in America to examine the character of	<p>SE/TE: 21–22, 233, 349</p>

Standard	Descriptor	Citations
	American democracy as articulated by Alexis de Tocqueville. (H, P)	
GC.3	Describe the purposes and functions of government as outlined in the Preamble to the Constitution and demonstrate an understanding of current application of those purposes and functions by identifying current government actions related to each of the six purposes. (P)	SE/TE: 69, 76
GC.4	Explain how the Constitution reflects a balance between the promotion of the public good and the protection of individual rights. (H, P)	SE/TE: 9–10, 62–63
GC.5	Summarize (CC) with supporting evidence why the Founding Fathers established a constitutional system that limited the power of government. (H, P)	SE/TE: 26–27, 71, 97
GC.6	Describe the systems of enumerated and shared powers, the role of organized interests (Federalist Number 10), checks and balances (Federalist Number 51), the importance of an independent judiciary (Federalist Number 78), enumerated powers, rule of law, federalism, popular sovereignty, and civilian control of the military. (P)	SE/TE: 59, 69, 71–74, 76, 90–91, 125–126, 128–131, 170–176, 225, 242–243 Visit the HMH Tennessee Social Studies page for additional open source resources.
GC.7	Analyze how the Bill of Rights limits the powers of the federal government and state governments. (P)	SE/TE: 60, 62–63, 82–83, 282, 393–399, 405–411, 416–425

Standard	Descriptor	Citations
GC.8	<p>Assess the claims, reasoning, and evidence of various authors to analyze the tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: (H, P)</p> <ul style="list-style-type: none"> · 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 censorship · Relationship of religion and government · Relationship of legislation and morality · Government regulation and free enterprise 	<p>SE/TE: 21–23, 25, 33, 62–63, 70–71, 82–83, 221, 286–292, 329, 335, 393–395, 522</p>
<i>Primary Documents and Supporting Texts to Read:</i>		
	excerpts from the Magna Carta	Visit the HMH Tennessee Social Studies page for additional open source resources.
	Mayflower Compact	Visit the HMH Tennessee Social Studies page for additional open source resources.
	English Bill of Rights	Visit the HMH Tennessee Social Studies page for additional open source resources.
	<i>Two Treatises of Civil Government</i> , John Locke	Visit the HMH Tennessee Social Studies page for additional open source resources.
	Declaration of Independence, Thomas Jefferson	SE/TE: 43–46

Standard	Descriptor	Citations
	excerpts from The Federalist Papers – 1, 9, 10, 39, 51, 78	SE/TE: 59, 69, 260 Visit the HMH Tennessee Social Studies page for additional open source resources.
	excerpts from the Constitution	SE/TE: 70, 82, 93, R18–R39 TE only: 75
	excerpts from <i>Democracy in America</i> , Alexis De Tocqueville	SE/TE: 22
	“The Social Contract” by Jean Jacques Rousseau	Visit the HMH Tennessee Social Studies page for additional open source resources.
<i>Primary Documents and Supporting Texts to Consider:</i>		
	excerpts from “Letter from a Birmingham Jail,” Martin Luther King, Jr.	Visit the HMH Tennessee Social Studies page for additional open source resources.
	“The Ballot or the Bullet” speech, Malcolm X	Visit the HMH Tennessee Social Studies page for additional open source resources.
	Virginia Statute of Religious Freedom, 1786	Visit the HMH Tennessee Social Studies page for additional open source resources.
<u>Branches of Government</u>		
<i>Students analyze the unique roles and responsibilities of the three branches of government as established by the Constitution.</i>		
GC.9	Analyze 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. (P)	SE/TE: 85, 91, 98–99, 123–126, 128–131, 134–136, 137–142, 143–147, 150–154, 183–184

Standard	Descriptor	Citations
GC.10	Describe in order the steps of the process through which the Constitution can be amended. (P)	SE/TE: 79–83
GC.11	Identify current representatives from Tennessee in the legislative branch of the national government. (P, TN)	While Tennessee representatives are not specifically mentioned, the Legislative Branch of the national government is defined on the following pages: SE/TE: 123–124
GC.12	Analyze 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. (P)	SE/TE: 85, 91, 98–99, 156, 164–165, 170, 172–175, 186–187
GC.13	Analyze Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the United States Supreme Court. (P)	SE/TE: 86, 104, 221–225, 228–232
GC.14	Explain the processes of selection and confirmation of Supreme Court justices. (P)	SE/TE: 238–239
<i>Primary Documents and Supporting Texts to Read:</i>		
	excerpts from the Constitution	SE/TE: 70, 82, 93, R18–R39 TE only: 75
	the Bill of Rights	SE/TE: 63, R31–R32

Standard	Descriptor	Citations
<p><u>The Supreme Court and the Constitution</u></p>		
<p><i>Students summarize landmark United States Supreme Court interpretations of the Constitution and its amendments.</i></p>		
GC.15	<p>Evaluate various interpretations and determine which explanations best accord with textual evidence to 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 14th Amendment through examination of the following cases: (H, P)</p> <ul style="list-style-type: none"> · Mapp v. Ohio · Tinker v. Des Moines · Engel v. Vitale · Schenck v. United States · Gideon v. Wainwright · Brandenburg v. Ohio · Texas v. Johnson · Reno v. American Civil Liberties Union 	SE/TE: 24, 61, 283–284
GC.16	<p>Analyze judicial activism and judicial restraint and the effects of each policy over time (e.g., the Warren and Rehnquist courts). (H, P)</p>	SE/TE: 87, 224, 226, 236
GC.17	<p>Assess and cite textual evidence to evaluate the effects of the United States Supreme Court’s interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United</p>	SE/TE: 75, 86, 107, 171

Standard	Descriptor	Citations
	States v. Nixon and the arguments espoused by each side in these cases. (H, P)	
GC.18	<p>Explain the controversies that have resulted over evolving interpretations of civil rights, including those in: (H, P)</p> <ul style="list-style-type: none"> · Plessy v. Ferguson · Brown v. Board of Education · Miranda v. Arizona · Regents of the University of California v. Bakke · United States v. Virginia (VMI). · New Jersey v. TLO · Roe v. Wade · Korematsu v. United States · Hazelwood v. Kuhlmeier 	<p>SE/TE: 229, 236–237, 300–301, 308–309, 327, 329–331, 337, 339–340, 392, 409, 420</p> <p>Visit the HMH Tennessee Social Studies page for additional open source resources.</p>
GC.19	Write an opinion piece with supporting details that argues whether the U.S. Constitution is a “living document” as intended by the Founding Fathers. (H)	SE/TE: Opportunities to address this standard may be found on pages 77, 83, 226
Primary Documents and Supporting Texts to Read:		
	excerpts from the United States Supreme Court cases listed in the standards	<p>Excerpts from the following Supreme Court cases are not available, but background on the decisions are available on the following pages.</p> <p>SE/TE: 24 (<i>Gideon v. Wainwright</i>), 61 (<i>Schenck v. United States</i>), 75 (<i>Marbury v. Madison</i>), 107 (<i>McCulloch v. Maryland</i>), 171 (<i>United States v. Nixon</i>), 237 (<i>Plessy v. Ferguson</i>), 309 (<i>Miranda v.</i></p>

Standard	Descriptor	Citations
		<p><i>Arizona</i>), 333 (<i>Brown v. Board of Education</i>), R2 (<i>Brandenburg v. Ohio</i>), R3 (<i>Engle v. Vitale</i>), R5 (<i>Korematsu v. United States</i>, <i>Mapp v. Ohio</i>), R6 (<i>New Jersey v. T.L.O.</i>, <i>Regents of the University of California v. Bakke</i>), R7 (<i>Reno v. American Civil Liberties Union</i>, <i>Roe v. Wade</i>, <i>Texas v. Johnson</i>), R8 (<i>Tinker v. Des Moines</i>)</p>
<p><u>Federal Power</u> <i>Students analyze the scope and function of federal power.</i></p>		
GC.20	<p>Explain how conflicts between levels of government and branches of government are resolved (supremacy clause, checks and balances). (P)</p>	<p>SE/TE: 125–126, 135, 155, 172–176, 225, 242–243</p>
GC.21	<p>Analyze the processes of lawmaking, including the role of lobbying and the media. (P)</p>	<p>SE/TE: 150–155, 258, 533</p>
GC.22	<p>Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. (P)</p>	<p>SE/TE: 221–223, 536–537</p>
GC.23	<p>Evaluate various explanations for actions or events through textual evidence to analyze the scope of presidential power and decision-making related to significant examples, including the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and intervention in Bosnia. (H, P)</p>	<p>SE/TE: 109, 169, 172–173, 176–178, 179, 203, 455, 474</p>

Standard	Descriptor	Citations
GC.24	Identify and explain powers that the Constitution gives to the President and Congress in the area of foreign affairs. (P)	SE/TE: 130, 172–174, 186–187, 440–445, 451–457
<i>Primary Documents and Supporting Texts to Read:</i>		
	excerpts from the Constitution of the United States	SE/TE: 70, 82, 93, R18–R39 TE only: 75
	informational and primary source text related to the events in GC.23	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
<u>Elections and the Political Process</u>		
<i>Students evaluate issues regarding campaigns for national, state, and local elective offices.</i>		
GC.25	Analyze the origin, development, and role of political parties. (H, P)	SE/TE: 87, 261–265, 274–275
GC.26	Explain the history of the nomination process for presidential candidates and the increasing importance of and difference between primaries, caucuses and general elections. (H, P)	SE/TE: 261, 268–270
GC.27	Analyze appropriate textual evidence to evaluate the roles of polls and campaign advertising, and examine the controversies over campaign funding. (P)	SE/TE: 252–253, 366–368, 369–372, 373–375

Standard	Descriptor	Citations
GC.28	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office). (P)	SE/TE: 270–271, 360–363, 373–375, 376–377, 380–385
GC.29	Explain the features of direct democracy in numerous states (e.g., the process of initiatives, referendums, and recall elections). (P)	SE/TE: 16, 547
GC.30	Examine information in diverse formats and media to analyze trends in voter turnout and the causes and effects of reapportionment and redistricting. (P)	SE/TE: 380–381, 384–385
GC.31	Analyze the function of the electoral college. (H, P)	SE/TE: 89, 165
<p><u>Influence of Media</u> <i>Students evaluate the influence of the media on American political life.</i></p>		
GC.32	Cite textual evidence to defend a point of view about the meaning and importance of a free and responsible press. (P)	SE/TE: 176, 291–292
GC.33	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (P)	SE/TE: 250–251
GC.34	Explain how public officials use the media to	SE/TE: 178, 354–355

Standard	Descriptor	Citations
	communicate with the citizenry and to shape public opinion. (P)	
<p><u>Rights and Responsibilities of Citizens</u> <i>Students evaluate the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</i></p>		
GC.35	Analyze 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, and privacy). (P)	SE/TE: 281–282, 286–294, 297–302, 304–313, 390–399, 402–411, 414–425
GC. 36	Explain how economic rights are secured and their importance to the individual and to society, including the right to acquire, use, transfer, and dispose of property; right to choose one’s work; the purpose of labor unions; copyrights and patents. (P)	SE/TE: 25, 62–63, 131, 256, 398, 418–419, 422–423
GC.37	Describe the individual’s legal obligations to obey the law, serve as a juror, and pay taxes. (P)	SE/TE: 9, 23, 56, 310, 342–344
GC.38	Connect insights gained from appropriate informational text to describe 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. (P)	SE/TE: 23, 56, 348–349
GC.39	Describe the reciprocity between rights and obligations, that is enjoying rights means fulfilling	SE/TE: Opportunities to address this standard may be found on pages 281-284

Standard	Descriptor	Citations
	certain obligations and respecting the rights of others. (P)	
GC.40	Explain how one becomes a citizen of the United States, including the process of naturalization. (P)	SE/TE: 342–344
<i>Primary Documents and Supporting Texts to Read:</i>		
	excerpts from the Constitution	SE/TE: 70, 82, 93, R18–R39 TE only: 75
	the Bill of Rights	SE/TE: 63, R31–R32
<u>Fundamentals of a Free Society</u>		
<i>Students evaluate the fundamental values and principles of civil society, their interdependence, and the meaning and importance of those values and principles for a free society.</i>		
GC.41	Summarize the central ideas of iconic primary documents to identify the fundamental values and principles of a free society and evaluate their meaning and importance, including the writings and speeches of Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, John Kennedy, and Ronald Reagan.	SE/TE: 41–43, 59, 66–76, 79–83, 168, 280, 281–284
GC.42	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. (C, P)	SE/TE: 390–399
GC.43	Explain how civil society makes it possible for people, individually or in association with others, to	SE/TE: 71, 248-253, 254-259

Standard	Descriptor	Citations
	bring their influence to bear on government in ways other than voting and elections. (C, P)	
GC.44	Examine the historical role of religion and religious diversity and their impact on society. (C, H, P)	SE/TE: 82–83, 286–288, 393–395
GC.45	Compare and contrast the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes. (H, P)	SE/TE: 488–495, 498–505
<i>Primary Documents and Supporting Texts to Consider:</i>		
	The Declaration of Independence, 1776	SE/TE: 43–46
	Gettysburg Address, 1863	Visit the HMH Tennessee Social Studies page for additional open source resources.
	“Four Freedoms” speech, Franklin Roosevelt	Visit the HMH Tennessee Social Studies page for additional open source resources.
	Inaugural Address 1961, John Kennedy	Visit the HMH Tennessee Social Studies page for additional open source resources.
	“A Time for Choosing,” 1964 speech, Ronald Reagan	Visit the HMH Tennessee Social Studies page for additional open source resources.
<u>Civil Rights</u>		
<i>Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the Constitution.</i>		
GC.46	Describe the Civil Rights Movement and analyze resulting legislation and legal precedents. (C, H, P)	SE/TE: 330–333, 334–335

Standard	Descriptor	Citations
GC.47	Describe the women’s rights movement and analyze resulting legislation and legal precedents. (C, H, P)	SE/TE: 322–324, 330, 337
GC.48	Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (United States v. Carolene Products, Adarand Constructors v. Pena). (C, H, P)	SE/TE: 322–324, 326–327, 336–339
<i>Primary Documents and Supporting Texts to Consider:</i>		
	excerpts from Seneca Falls Declaration of Sentiments and Resolution 1848	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
	“I Have a Dream” speech, and <i>Letter from a Birmingham Jail</i> , Martin Luther King, Jr.	SE/TE: 335
<u>Federal Government and the Economy</u>		
<i>Students analyze the influence of the federal government on the American economy.</i>		
GC.49	Explain how the role of government in a mixed economy includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights. (E, P)	SE/TE: 511–515
GC.50	Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their	SE/TE: 206–213

Standard	Descriptor	Citations
	influence on production, employment, and price levels. (E, P)	
GC.51	Describe how the government responds to perceived social needs by providing public goods and services. (E, P)	SE/TE: 7–12
GC.52	Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government. (E, P)	SE/TE: 206–213
GC.53	Describe how federal tax and spending policies affect the national budget and the national debt. (E, P)	SE/TE: 206–213
<p><u>Tennessee State and Local Government</u> <i>Students identify and explain the structure and functions of government at the state and local level in Tennessee.</i></p>		
GC.54	Identify and describe the provisions of the Tennessee Constitution that define and distribute powers and authority of the state government. (P, TN)	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
GC.55	Provide examples of the principles of federalism, separation of powers, checks and balances, and popular sovereignty in the government of the state of Tennessee and the balance between the grand divisions within the state. (P, TN)	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
GC.56	Explain the hierarchy and functions of the	

Standard	Descriptor	Citations
	Tennessee court system, including the distinction between Chancery and circuit courts and identify the current chief justice of the state supreme court. (P, TN)	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
GC.57	Summarize the functions of departments or agencies of the executive branch in the state of Tennessee. (P, TN)	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
GC.58	Compare and contrast the legal, fiscal, and operational relationship between state and local governments in Tennessee. (E, P, TN)	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
GC.59	Explain the differences among the types of local governments in Tennessee, including county government, city government, and metro government. (P, TN)	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
GC.60	Describe how citizens can monitor and influence local and state government as individuals and members of interest groups. (P, TN)	SE/TE: 255–259, 456–457
GC.61	Write an opinion piece with supporting details regarding the specific ways individuals can best serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government. (C, P, TN)	SE/TE: 546–547

Standard	Descriptor	Citations
GC.62	Identify current representatives (per the student’s respective district) in the Tennessee General Assembly and research their past and current proposed legislation that has significantly impacted the lives of Tennesseans. (P, TN)	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
GC.63	Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee. (P, TN)	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.
GC.64	Working with other students, identify a significant public policy issue in your community, gather information about that issue, fairly evaluate the various points of view of competing interests, examine ways of participating in the decision making process about the issue, and write a position paper or make a presentation on how the issue should be resolved. (C, P, TN)	SE/TE: See the Debating the Issue features throughout the text. For example, pages 13, 111, 226, 341. Also see pages 259, 540-541, 542-543, 547, 548-549. Also see the Skills Handbook beginning on page H1.
<i>Primary Documents and Supporting Texts to Read:</i>		
	The Tennessee Constitution	Visit the <u>HMH Tennessee Social Studies</u> page for additional open source resources.

Program Ancillaries for *United States Government: Principles in Practice* © 2012

The following program ancillaries support the Tennessee standards:

Student Components

The **Online Student Edition** is an interactive textbook that links the content of the **Student Edition** with a world of enhanced features such as activities, interactive maps, and assessments. Highlights include: links to *HISTORY*® videos and games at point-of-use, downloadable **eReader files**, and Text Help. Text Help is a text to speech feature that allows for a section of the text to be read aloud and includes Spanish translations and a dictionary. Tab navigation:

- *Book Pages*: Access the textbook chapters online using easy navigation methods. Additional links include Focus on the Essential Question Podcasts, Primary Sources, Section Audio, and Chapter Activities.
- *eActivities*: Chapter-specific online activities, interactive maps, video, and section assessment and online quizzes are located here, along with eResources such as graphic organizers, the Holt World Atlas, the Current Events page, and other online tools and resources. In addition are links to the *HISTORY*® videos.
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Interactive Reader and Study Guide

Visual summaries and critical-thinking questions to organize chapter content, key terms and definitions to aid comprehension, section-by-section interactive note-taking to master main ideas

Spanish/English Interactive Reader and Study Guide

The summaries contained in the **Guided Reading Workbook** are available in both English and Spanish.

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eTextbooks include all of the content of the print textbook and are available across all grade levels and discipline areas. Suitable for most tablets, eTextbooks are portable and easily accessed, with some interactivity depending on the device.

iBook

Visually engaging multi-touch textbooks for iPad allow today's digital learners to truly interact with content. The rich, magazine-style design includes embedded interactive features to maximize learning engagement and promote higher order thinking skills.

Teacher Components

All features in the **Online Student Edition** are included in the **Online Teacher Edition**. Features specific to the **Online Teacher Edition**:

- *Teacher Resources*: Find chapter and section resources, including reading support, enrichment activities, skill development activities, section and chapter review assessments, teacher resources, answer keys, and installers.
- *Teacher One Stop* is available with any Online Teacher Edition. This gives teachers instant access to the Teacher Edition, downloadable Lesson Plans, ExamView Assessment Suite with downloadable test banks, Calendar Planner, and digital versions of all of the print ancillaries to plan, present and assess. It is also available on DVD-ROM. State-specific assessments can be created in the ExamView Suite, assigned online for student use (via Holt McDougal Online Assessment) and automatically graded so that teachers can compare scores to standards to see where intervention is needed.
- *Holt McDougal Online Assessment* allows teachers to create and assign online tests, have them automatically graded, and then compare scores to standards to see where intervention is needed.

Chapter Resource Files with Answer Key

Softcover compilation that contains assessments, activities, and answer keys for teachers. Includes Vocabulary Builder, Biography Activities, Primary Source Activities, Focus of Writing, Social Studies Skills, literature, chapter review, and more.

Government at a Glance Poster

Provides teachers and students with a visual reminder in class of how our national and state governments are organized.

Differentiated Instruction Teacher Management System

Provides a wide variety of resources and instructional strategies to meet the needs of all learners. Includes: Benchmarking Guides, Section Lesson Plans, Lesson Plans for Differentiated Instruction, Interactive Reader and Study Guide Teacher's Guide and Answer Key.

Program Assessment Support System

Multilayered, varied assessment system which addresses all parts of the lesson cycle and helps teachers monitor student progress throughout the school year. Includes: Diagnostic Pretest, Section Quizzes, Chapter Tests, Unit Tests, End-of-the-Year Test, Answer Keys.

Foundations of Democracy Activities

Organized around the concepts of authority, privacy, responsibility, and justice—promote critical thinking and foster participation skills.

U.S. Supreme Court Case Studies with Answer Key

Provides analysis of 65 important U.S. Supreme Court cases

Guided Reading Activities with Answer Key

Reinforce the content presented in the **Student Edition**.

Advanced Placement Review and Activities with Answer Key

In-depth resource that provides advanced level students with preparation tools for both the AP* United States Government and Politics Exam and the AP* Comparative Government and Politics Exam.

Democracy and Civic Education Resources

Package includes **Constitution Study Guide**, **Civic Participation Activities Guide**, **U.S. Supreme Court Case Studies**, and answer key

- **Constitution Study Guide**

Leads students through the foundations of democracy in the United States, with annotations and analysis

- **Civic Participation Activities Guide**
Teaches lessons in civic responsibility and promotes civic participation
- **U.S. Supreme Court Case Studies**
Provides analysis of 65 important U.S. Supreme Court cases

Teacher One Stop DVD-ROM

Gives teachers access to the Teacher Edition, downloadable Lesson Plans, ExamView Assessment Suite with downloadable test banks, Calendar Planner, and digital versions of all of the print ancillaries to plan, present and assess. It is also available online. State-specific assessments can be created in the ExamView Suite, assigned online for student use (via Holt McDougal Online Assessment) and automatically graded so that teachers can compare scores to standards to see where intervention is needed.

Teaching Transparencies

Help the visual learner gain better understanding with full-color transparencies designed to maximize interest and comprehension. Transparencies include all of the Quick Facts charts and Political Cartoons from the Student Edition.

Student Casebook

Helps students work through the Interactive Chapters of the text and provide section-level support for What You Need to Know, Case Study, and Student Simulation features.

Power Presentations with Media Gallery DVD-ROM

Allows teachers to show, edit and create dynamic multimedia presentations using interactive maps, informative graphics, and fine art and engages students with games and puzzles.

Virtual File Cabinet DVD-ROM

Searchable, editable database that includes over 9,000 social studies resources that will enhance any course. Teachers can search for the perfect resource by subject, keyword, skill level, standard, theme, event, or time period.

Streaming Digital Media Library

Contains captivating and continually updated multimedia content for all social studies subjects from *HISTORY*®. With these

segmented and searchable resources, teachers can seamlessly bring any course to life with the click of a button. One and six year licenses are available for the teacher, student, school and district.

Common Core Social Studies Collection

Includes classic literature and robust primary source collections to meet the skills, rigor, and variety of fiction and informational text requirements in Common Core.

- Aligns to content scope for 6-12 social studies
- Promotes primary source analysis and Common Core informational text reading
- Includes literature and historical fiction selections
- Utilizes higher-order thinking skills of text evidence, determining point of view, distinguishing fact from opinion, and more
- Contains 20 individual titles to build classroom libraries

Titles include:

Founding A Nation

The Presidency

Civil Rights

Connections: Nonfiction for Common Core CD-ROM

Guide To Internet Resources Certificate

iBook

Visually engaging multi-touch textbooks for iPad allow today's digital learners to truly interact with content. The rich, magazine-style design includes embedded interactive features to maximize learning engagement and promote higher order thinking skills.

We the People

The foundation of the *We the People: The Citizen and the Constitution* program is the classroom curriculum. It complements the regular school curriculum by providing upper elementary, middle, and high school students with an innovative course of instruction on the history and principles of U.S. constitutional, representative democracy.

Critical thinking exercises, problem-solving activities, and cooperative-learning techniques help develop intellectual and participatory skills while increasing students' understanding of the institutions of American constitutional, representative democracy. The *We the People* curriculum fosters attitudes that students need in order to participate as effective, responsible citizens.

Since the inception of the *We the People* program in 1987, more than 30 million students and 90,000 educators have participated in this course of study.