



Correlation of

***American Government, Florida Edition,*
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to

**Florida
Social Studies Standards
U.S. Government - 2106310**

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S GUIDE
NGSS Standards Correlations		
CIVICS AND GOVERNMENT		
SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.	Component Codes UI = Unit Introduction CI = Chapter Introduction CR = Chapter Review CH = Citizenship Handbook DA = Document Appendix	Component Codes UI = Unit Introduction CI = Chapter Introduction CR = Chapter Review CH = Citizenship Handbook DA = Document Appendix
SS.912.CG.1.1 Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.		
<ul style="list-style-type: none"> Students will recognize the influence of the Judeo- Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)). 	1.3, pp. 16–19; CR1, p. 34; 2.1, pp. 37–40; 2.2, pp. 46–47; 3.1, p. 78; 3.3, pp. 85–86; 12.1, pp. 359–360; CH, pp. R3–R7; CH, pp. R16–R28; CH, pp. R29–R40; DA, pp. R46–R58	1.3, pp. 8–9; CR1, p. 12; 2.1, pp. 16–17; 2.2, pp. 18–19; 2.3, pp. 20, 22; 2.4, p. 23; CR2, p. 28; 3.1, p. 33; 3.3, pp. 36–37; 12.1, pp. 162, 164; CR12, p. 170; CH, pp. R4–R5, R7; DA, p. R11
SS.912.CG.1.2 Explain the influence of Enlightenment ideas on the Declaration of Independence.		
<ul style="list-style-type: none"> Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract. 	2.3, pp. 48–49; CH, pp. R4–R7	2.3, pp. 20, 22; CH, p. R4
<ul style="list-style-type: none"> Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence. 	1.3, pp. 19–20; 2.3, pp. 47–49; CR2, p. 66; 3.2, p. 76; 3.3, p. 85; CH, pp. R4–R7; DA, p. R46	1.3, pp. 8–9; CR2, p. 28; 3.2, p. 35; CH, p. R4
<ul style="list-style-type: none"> Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. 	2.3, pp. 47–48; CR2, p. 66; CH, p. R3; CH, p. R16; CH, p. R42	1.1, pp. 4–5; 1.2, p. 7; 1.3, p. 8; CR1, pp. 12–13; 2.1, p. 17; 2.2, pp. 18–19; 2.3, pp. 20, 22; CR2, p. 28; 3.2, pp. 34–35; 3.3, pp. 36–38

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SS.912.CG.1.3 Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.		
<ul style="list-style-type: none"> Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens. 	2.5, pp. 63–64; CR3, p. 105; CH, pp. R8–R15	2.5, pp. 25–26; CR3, p. 47
<ul style="list-style-type: none"> Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights. 	2.5, pp. 63–65; CR2, p. 66	2.5, pp. 25–26; CR2, p. 29
SS.912.CG.1.4 Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.		
<ul style="list-style-type: none"> Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. 	CR2, p. 66	2.4, p. 23; 2.5, pp. 26–27; CR2, p. 29; 3.5, pp. 40–42
<ul style="list-style-type: none"> Students will evaluate how the documents are connected to one another. 	2.4, p. 55; 2.5, p. 64; CR3, p. 105; CH, p. R15	2.4, pp. 23–24; 2.5, pp. 25–27; 3.1, pp. 32–33; 3.2, p. 35; CR3, p. 46; CH, p. R5
<ul style="list-style-type: none"> Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. 	CH, pp. R4–R7; CH, pp. R9–R15; CH, pp. R17–R28; DA, pp. R54–R56	2.3, p. 20; 2.4, pp. 23–24; 2.5, pp. 25–27; 3.1, pp. 32–33; 3.2, pp. 34–35; 3.5, pp. 40–42; CR3, p. 46
<ul style="list-style-type: none"> Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). 	2.3, pp. 47–48; 2.5, p. 58; 2.5, pp. 62–63; CR2, p. 66; 3.2, p. 76; 3.5, p. 91; CH, p. R3; CH, p. R8; CH, p. R29	2.3, p. 22; 2.4, pp. 23–24; 2.5, p. 27; CR2, p. 28; 3.2, pp. 34–35
SS.912.CG.1.5 Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.		
<ul style="list-style-type: none"> Students will explain how the structure and function of the U.S. government reflects these political principles. 	3.1, p. 71; 3.1, pp. 74–75; 3.2, pp. 76–80; 3.3, pp. 82–86; CR3, p. 104; CH, pp. R16–R40	3.1, p. 33; 3.2, pp. 34–35; 3.3, pp. 36–38; 3.4, pp. 38–40; CR3, pp. 46–47; CH, p. R9
<ul style="list-style-type: none"> Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. 	3.1, p. 75; 3.2, pp. 76–77; CR3, p. 104	CR3, pp. 46–47
<ul style="list-style-type: none"> Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). 	2.5, pp. 60–61; 2.5, p. 62; CR2, p. 66; 15.3, p. 459	2.5, pp. 25, 27; CR2, p. 28

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SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.		
SS.912.CG.2.1 Explain the constitutional provisions that establish and affect citizenship.		
<ul style="list-style-type: none"> Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments). 	CR3, p. 104; 6.1, p. 180; CH, pp. R33–R34; CH, p. R36	CR3, p. 47; 6.1, pp. 82–84; CH, p. R9
<ul style="list-style-type: none"> Students will compare birthright citizenship, permanent residency and naturalization in the United States. 	6.1, pp. 179–181; CR6, p. 224; CH, p. R42	6.1, pp. 82–84; CR6, p. 96
<ul style="list-style-type: none"> Students will differentiate the rights held by native- born citizens, permanent residents and naturalized citizens (e.g., running for public office). 	6.1, pp. 179–180; CR6, p. 224; 16.1, p. 477; 16.1, p. 479; CR16, p. 509	6.1, pp. 82–84; CR6, p. 96; 16.1, p. 219; CR16, p. 230
SS.912.CG.2.2 Explain the importance of political and civic participation to the success of the United States' constitutional republic.		
<ul style="list-style-type: none"> Students will discuss various ways in which U.S. citizens can exercise political and civic participation. 	1.1, pp. 5–6; CR1, pp. 34–35; 3.1, p. 75; 6.1, p. 184; CH, pp. R42–R45	1.1, pp. 4–5; CR1, p. 12; 3.1, p. 33; 6.1, pp. 83–84; 6.3, pp. 89, 91; 17.1, p. 235; 20.4, p. 279
<ul style="list-style-type: none"> Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). 	CR6, p. 224; 16.2, pp. 480–483; 16.2, p. 487; CR16, p. 509; CH, p. R41	6.3, pp. 88–89; CR6, p. 97; 16.2, p. 221; CR16, pp. 230–231
<ul style="list-style-type: none"> Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). 	15.5, pp. 470–472; CR15, p. 474; 16.1, p. 479; 16.2, p. 481; 16.2, pp. 484–488; 20.4, p. 615; CR20, p. 622	15.5, pp. 212–213; CR15, p. 214; 16.1, p. 218; 16.2, pp. 220, 222; CR20, p. 280
SS.912.CG.2.3 Explain the responsibilities of citizens at the local, state and national levels.		
<ul style="list-style-type: none"> Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). 	1.1, pp. 5–6; 6.1, p. 184; CR6, p. 224; C116, p. 476; CH, pp. R42–R45	1.1, pp. 4–5; 6.1, pp. 83–84; CR6, p. 96; 16.1, p. 218
<ul style="list-style-type: none"> Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot). 	CR1, p. 35; 16.1, pp. 477–479; CR16, p. 508	CR1, p. 13; 16.1, pp. 218–219; CR16, p. 230
<ul style="list-style-type: none"> Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information). 	6.1, p. 184; 16.1, p. 477; 16.5, p. 502; CR16, p. 508; CR16, p. 509; CR21, p. 645	CR16, p. 230; CR21, p. 291

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<ul style="list-style-type: none"> Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. 	CR16, p. 509; CR21, p. 645	CR21, p. 291
<p>SS.912.CG.2.4 Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p>		
<ul style="list-style-type: none"> Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act). 	1.3, p. 19; CR1, p. 34; 5.3, pp. 151–159; CR5, p. 176; 12.3, p. 372	1.3, p. 9; CR1, p. 12; 5.3, pp. 68–70; CR5, pp. 78–79; 12.3, p. 169
<ul style="list-style-type: none"> Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. 	10.1, p. 302	1.3, p. 9; 10.1, p. 135; 17.4, p. 243
<ul style="list-style-type: none"> Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). 	1.1, pp. 7–8; CR1, p. 34; 11.3, pp. 341–344; 21.1, pp. 628–630; 21.2, pp. 633–636; 21.3, pp. 640–641; 21.3, pp. 642–643; CR21, p. 644	1.1, pp. 4–5; CR1, p. 13; 11.3, pp. 153–154; 21.1, p. 286, 21.2, p. 287; 21.3, p. 289; CR21, p. 290
<p>SS.912.CG.2.5 Analyze contemporary and historical examples of government-imposed restrictions on rights.</p>		
<ul style="list-style-type: none"> Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech). 	5.3, pp. 151–159; CR5, p. 176	5.3, pp. 68–70; CR5, pp. 78–79
<ul style="list-style-type: none"> Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). 	5.3, pp. 151–159; CR5, p. 176	5.3, pp. 68–70; CR5, pp. 78–79
<p>SS.912.CG.2.6 Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p>		
<ul style="list-style-type: none"> Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault). 	5.5, p. 165; 6.2, pp. 190–193; CR6, p. 224; 16.1, p. 477; 16.2, pp. 480–488; CR16, p. 508	6.2, pp. 85–88; 6.3, pp. 88–89; 6.4, pp. 91–93; CR6, pp. 96–97; 16.2, pp. 219–222; CR16, p. 230
<ul style="list-style-type: none"> Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights. 	CR6, p. 225; CH, pp. R3–R7; CH, pp. R16–R28; CH, pp. R29–R40; CH, p. R41	5.5, p. 73; CR6, p. 97; CH, p. R7

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SS.912.CG.2.7 Analyze the impact of civic engagement as a means of preserving or reforming institutions.		
<ul style="list-style-type: none"> Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices). 	CI5, p. 136; 5.4, pp. 159–162; CR5, p. 176; 20.2, pp. 605–606; CR20, p. 622	5.4, pp. 71–72; CR5, p. 78; 6.2, pp. 86–88; 16.2, p. 221; 20.2, p. 274; CR20, p. 280
<ul style="list-style-type: none"> Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement). 	CR5, p. 176; 6.2, p. 487	5.4, p. 71; CR5, p. 78; 6.2, pp. 86–88; 16.2, p. 221
SS.912.CG.2.8 Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.		
<ul style="list-style-type: none"> Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. 	1.4, pp. 27–33; CR1, p. 34; 14.2, pp. 414–416; CR14, p. 442	1.3, p. 9; 1.4, pp. 10–11; CR1, pp. 12–13; 14.1, pp. 188–190; 14.2, pp. 191–192; CR14, pp. 200–201
<ul style="list-style-type: none"> Students will identify historical examples of interest groups, media and individuals influencing public policy. 	CI14, p. 404; 14.4, pp. 424–434; 14.5, pp. 435–441; CR14, p. 442; CR16, p. 508; 17.1, pp. 513–516; CR17, p. 536; 19.1, pp. 572–576	14.3, pp. 193–194; 14.4, pp. 194–196; 14.5, pp. 197–199; CR14, pp. 200–201; CR16, p. 231; 17.1, pp. 234–235; CR17, p. 244; 19.1, p. 261
<ul style="list-style-type: none"> Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era). 	19.1, pp. 572–576; CR19, p. 590	19.1, p. 261; CR19, pp. 268–269
SS.912.CG.2.9 Explain the process and procedures of elections at the state and national levels.		
<ul style="list-style-type: none"> Students will identify the different primary formats and how political parties nominate candidates using primaries. 	7.5, pp. 246–248; 15.1, pp. 447–450; 15.2, pp. 450–456; CR15, p. 474	7.5, pp. 108–109; 15.1, pp. 204–205; 15.2, pp. 206–207; CR15, p. 214
<ul style="list-style-type: none"> Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all). 	3.2, p. 79; CR3, p. 104; 15.2, p. 453; 15.3, pp. 459–460; 15.4, p. 461	3.2, pp. 34–35; CR3, p. 46; 15.2, pp. 206–207; 15.3, pp. 208–209; 15.4, p. 210; CR15, p. 214
<ul style="list-style-type: none"> Students will explain the process by which candidates register to be part of state and national elections. 	15.1, p. 445; CR15, p. 474	CR15, p. 214
<ul style="list-style-type: none"> Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots). 	15.3, pp. 457–458; 16.3, pp. 491–493	15.3, pp. 208–209; 16.3, pp. 223–225; CR16, p. 230
<ul style="list-style-type: none"> Students will evaluate the role of debates in elections. 	15.2, pp. 454–456; 16.4, p. 497	15.1, p. 205; 15.2, p. 207; 16.4, p. 226

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SS.912.CG.2.10 Analyze factors that contribute to voter turnout in local, state and national elections.		
<ul style="list-style-type: none"> Students will explain trends in voter turnout. 	1.3, pp. 25–26; CR1, p. 34; 14.1, pp. 409–414; 14.2, pp. 420–421; CR14, p. 442; 16.1, pp. 477–479; 16.3, pp. 492–493; 16.4, p. 501; CR16, p. 508	1.3, p. 9; CR1, p. 13; 14.1, pp. 189–190; 14.2, pp. 191–192; CR14, p. 200; 16.1, pp. 218–219; 16.3, pp. 223–225; 16.4, p. 226; CR16, p. 230
<ul style="list-style-type: none"> Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements). 	16.3, pp. 492–493; 16.4, p. 501; CR16, pp. 508–509	16.3, pp. 223–225; 16.4, p. 227; CR16, p. 230
<ul style="list-style-type: none"> Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters). 	6.2, pp. 187–188; pp. 194–195; CR6, p. 224; 16.2, pp. 480–482; CR16, pp. 508–509; CH, p. R34; CH, p. R36; CH, p. R40	6.2, pp. 86–88; CR6, p. 96; 16.2, pp. 219–222; CR16, pp. 230–231
SS.912.CG.2.11 Evaluate political communication for bias, factual accuracy, omission and emotional appeal.		
<ul style="list-style-type: none"> Students will compare the reporting on the same political event or issue from multiple perspectives. 	CR19, p. 591	19.1, pp. 260–261; CR19, p. 269
<ul style="list-style-type: none"> Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). 	19.3, p. 588; CR19, p. 590	2.5, p. 26; 19.3, p. 266; CR19, p. 268
<ul style="list-style-type: none"> Students will discuss the historical impact of political communication on American political process and public opinion. 	19.1, pp. 569–572; 19.1, pp. 572–576; 19.2, pp. 576–581; 19.3, p. 587; CR19, p. 590	2.2, pp. 18–19; 15.4, pp. 210–211; 19.1, pp. 260–262; 19.2, pp. 263–264; 19.3, pp. 265–267; CR19, p. 268
<ul style="list-style-type: none"> Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. 	1.2, p. 12; 2.2, p. 42; 2.5, p. 65; 3.6, p. 100; CR3, p. 105; 4.4, p. 130; 5.3, p. 154; CR6, p. 225; 7.1, p. 231; 10.3, p. 311; 11.3, p. 341; 12.1, p. 362; 12.3, p. 372; 15.1, p. 445; 15.4, p. 466; CR16, p. 509; 18.1, p. 540; 19.2, p. 577; 19.2, p. 580; 19.3, p. 585; 19.3, p. 587	1.2, p. 6; 2.5, p. 26; 3.6, p. 43; 5.2, p. 66; 7.3, p. 104; 9.2, p. 126; 10.3, p. 140; 11.3, p. 152; 12.1, p. 163; 12.3, p. 167; 14.3, p. 193; 15.1, p. 204; 15.4, pp. 210–211; 17.3, p. 238; 19.1, p. 260; 19.2, pp. 262–264; 19.3, pp. 265–267
SS.912.CG.2.12 Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.		
<ul style="list-style-type: none"> Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. 	CR17, p. 537; CR20, p. 623; DA, pp. R59–R60	4.1, p. 51; 11.1, p. 149; 17.1, pp. 234–235; CR17, p. 245; CR20, p. 281; CR21, p. 290; DA, p. R11
<ul style="list-style-type: none"> Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues. 	17.1, pp. 514–515; CR17, p. 536; CR20, p. 623	4.1, p. 51; 11.1, p. 149; 17.1, pp. 234–235; CR17, p. 244; CR20, p. 281

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<ul style="list-style-type: none"> Students will analyze public policy solutions related to local, state and national issues. 	4.1, p. 111; 11.1, pp. 330–332; CR17, p. 536; CR17, p. 537; 21.1, p. 630; 21.1, p. 631; CR21, p. 644	4.1, p. 51; 11.1, pp. 148–149; 17.1, pp. 234–235; 17.2, pp. 236–237; CR17, pp. 244–245; 21.1, pp. 284–285; CR21, p. 290
<p>SS.912.CG.2.13 Analyze the influence and effects of various forms of media and the internet in political communication.</p>		
<ul style="list-style-type: none"> Students will explain how the methods of political communication have changed over time (e.g., television, radio, press, social media). 	15.4, pp. 463–468; 19.1, pp. 570–571; 19.2, pp. 576–581; 19.3, pp. 583–588; CR19, p. 590	15.4, p. 211; CR15, p. 214; 19.1, pp. 260–262; 19.2, p. 263; 19.3, p. 265; CR19, p. 268
<ul style="list-style-type: none"> Students will describe how the methods used by political officials to communicate with the public have changed over time. 	CR15, p. 474; 19.3, p. 588	15.4, pp. 211; CR15, p. 214; 19.3, p. 267
<ul style="list-style-type: none"> Students will discuss the strengths and weaknesses of different methods of political communication. 	CR15, p. 475; 19.1, pp. 573–575; 19.2, pp. 576–581; CR19, p. 590	CR15, p. 215; 19.1, p. 262; 19.2, p. 264; CR19, p. 269
<p>SS.912.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</p>		
<p>SS.912.CG.3.1 Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p>		
<ul style="list-style-type: none"> Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism). 	1.2, pp. 11–12; 1.4, p. 33; CR1, p. 34; 3.1, pp. 74–75; pp. R64–R67	CR1, p. 12; DA, p. R11
<ul style="list-style-type: none"> Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. 	CR1, p. 34; CR3, p. 105	3.1, p. 33; CR1, p. 12
<p>SS.912.CG.3.2 Explain how the U.S. Constitution safeguards and limits individual rights.</p>		
<ul style="list-style-type: none"> Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. 	3.3, pp. 85–86; 3.5, pp. 90–97; CR3, p. 104; 5.1, pp. 138–142; 5.2, pp. 142–151; 5.3, pp. 151–159; 5.4, pp. 159–164; 5.5, pp. 164–169; 5.6, pp. 169–175; CH, pp. R16–R40	3.3, pp. 37–38; 3.5, pp. 40–42; CR3, p. 47; 5.1, pp. 64–65; 5.2, pp. 66–67; 5.3, pp. 68–70; 5.4, pp. 71–72; 5.6, pp. 75–77; CR5, pp. 78–79
<ul style="list-style-type: none"> Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights. 	5.1, pp. 139–140; CR5, p. 176; 13.3, p. 391	5.1, p. 65; 5.2, pp. 66–67; 5.5, pp. 73–75; 5.5, pp. 73–75; 5.6, pp. 75–77; CR5, pp. 78–79; 13.3, p. 179

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S GUIDE
SS.912.CG.3.3 Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.		
Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.	3.1, p. 73; 7.1, pp. 229–230; 7.2, pp. 232–234; 7.2, pp. 237–238; 7.3, pp. 240–241; CR7, p. 250; CH, pp. R17–R22	7.1, pp. 100–101; 7.2, pp. 101–103; 7.3, pp. 104–105; 7.4, pp. 105–107; CR7, p. 110; 9.1, pp. 124–125; 9.3, pp. 127, 129; CR9, p. 130
<ul style="list-style-type: none"> Students will identify the methods for determining the number of members in the House of Representatives and the Senate. 	7.1, pp. 229–230; 7.2, pp. 232–234; CH, pp. R17–R18	7.1, p. 101; 7.2, pp. 101–103
<ul style="list-style-type: none"> Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws). 	8.1, pp. 253–254; 8.1, pp. 256–258; CR8, p. 270; CH, pp. R20–R21	3.3, p. 36; 8.1, pp. 114–115; 8.2, p. 116; CR8, p. 120
<ul style="list-style-type: none"> Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branches of the government. 	3.1, pp. 73–74; 3.3, pp. 83–84; CH, p. R16	3.1, p. 33; 3.3, pp. 36–37; 8.1, pp. 114–115; 8.2, p. 116; 8.3, pp. 117–119; CR8, p. 120; 9.2, pp. 126–127; CR9, p. 130; CR11, p. 158
<ul style="list-style-type: none"> Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments). 	3.5, pp. 94–97; CH, p. R31; CH, pp. R33–R34; CH, p. R35; CH, p. R40	3.5, p. 42; CH, p. R9
SS.912.CG.3.4 Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.		
<ul style="list-style-type: none"> Students will explain the qualifications one must have to seek the office of president and the process of presidential elections. 	10.1, pp. 295–296; CR10, p. 322; 15.2, p. 454; 15.3, pp. 457–460; CR15, p. 474; CH, pp. R22–R24	10.1, pp. 134–135; CR10, p. 144; 15.1, p. 204; 15.2, pp. 206–207; 15.3, pp. 208–209; CR15, p. 214
<ul style="list-style-type: none"> Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law). 	3.6, pp. 102–103; 10.1, p. 301; 10.2, p. 303; CR10, p. 322; CH, p. R24	10.1, pp. 134–136; 10.2, p. 137; CR10, p. 144
<ul style="list-style-type: none"> Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government. 	3.1, pp. 73–74; 3.3, pp. 83–84; 10.3, pp. 311–314; 11.2, pp. 332–334; CH, p. R16	3.1, p. 33; 3.3, pp. 36–37; 3.6, pp. 43, 45; CR8, p. 120; 10.2, pp. 137–139; 10.3, pp. 140–141; 10.4, p. 143; CR10, p. 144; 11.2, pp. 150–151; CR11, p. 158; 13.2, pp. 176–177; CR13, p. 184
<ul style="list-style-type: none"> Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II. 	CR3, p. 104; CH, p. R32; CH, pp. R36–R37; CH, p. R39	3.5, p. 41; CR3, p. 46; 10.4, p. 142; CR10, p. 144
<ul style="list-style-type: none"> Students will describe the impeachment process. 	2.5, p. 62; 3.1, p. 73; 3.2, p. 78; 3.2, p. 80; 8.3, pp. 266–267; CH, p. R24	3.2, p. 35; 8.3, p. 119

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SS.912.CG.3.5 Describe how independent regulatory agencies interact with the three branches of government and with citizens.		
<ul style="list-style-type: none"> Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect. 	11.1, p. 326; 11.2, pp. 334–337; 11.3, p. 341; CR11, p. 354; 15.5, p. 469	11.1, pp. 148–150; 11.2, pp. 150–151; 11.3, p. 152; CR11, p. 158; 15.5, p. 212
<ul style="list-style-type: none"> Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies. 	CR11, p. 354	11.1, pp. 148–149; CR11, p. 158
SS.912.CG.3.6 Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.		
<ul style="list-style-type: none"> Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship). 	4.2, pp. 111–113; CR4, p. 132; 8.1, pp. 253–254; 8.1, pp. 256–258; CR8, p. 270; CH, pp. R20–R21	3.3, p. 36; 4.2, pp. 52–53; CR4, p. 60; 8.1, pp. 114–115; CR8, p. 120; 20.1, p. 272
<ul style="list-style-type: none"> Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution. 	4.2, p. 111; 8.1, pp. 253–254; CH, pp. R20–R21	4.2, pp. 52–53; 8.1, p. 115
<ul style="list-style-type: none"> Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers. 	3.3, p. 82; 4.2, pp. 113–114; 8.1, p. 253; 8.2, pp. 261–263	4.2, pp. 52–53; CR4, p. 60; 8.2, p. 117; CR8, p. 120
<ul style="list-style-type: none"> Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws). 	4.2, p. 116; 20.1, pp. 595–597	4.2, pp. 52–53; 20.1, p. 273
<ul style="list-style-type: none"> Students will explain how reserved powers define issues as matters for the people or the state governments. 	3.3, pp. 82–83; 4.1, p. 107	3.3, p. 37; 20.1, pp. 272–273
<ul style="list-style-type: none"> Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism. 	4.2, pp. 111–116; CR4, p. 132	4.2, pp. 52–53; CR4, p. 60; 8.2, pp. 116–117; CR8, p. 120
SS.912.CG.3.7 Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.		
<ul style="list-style-type: none"> Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. 	3.1, pp. 73–74; 3.3, pp. 83–84; 13.3, p. 389; CH, p. R16	3.1, p. 33; 3.3, pp. 36–37; 3.6, pp. 43–45; 13.3, p. 180; 13.4, p. 181; CR13, p. 184
<ul style="list-style-type: none"> Students will describe the role of the Supreme Court and lesser federal courts. 	3.6, pp. 98–100; 13.1, pp. 379–381; CH, p. R25	3.6, pp. 43–45; 12.1, pp. 162–164; CR12, p. 170; 13.1, pp. 174–175
<ul style="list-style-type: none"> Students will explain what Article III says about judicial tenure, appointment and salaries. 	3.1, pp. 73–74; CR3, p. 104; CR13, p. 400; CH, p. R25	CR3, p. 46
<ul style="list-style-type: none"> Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury. 	CH, p. R25	CH, p. R7

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SS.912.CG.3.8 Describe the purpose and function of judicial review in the American constitutional government.		
<ul style="list-style-type: none"> Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process. 	3.6, pp. 100–102; 4.3, p. 118; 13.3, p. 389; CR13, p. 400	3.6, pp. 44–45; 4.3, p. 54; 13.3, p. 178; CR13, p. 184
<ul style="list-style-type: none"> Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution. 	3.1, p. 74; 3.6, p. 100; CR3, p. 104; CH, p. R27	3.1, p. 32; 3.6, pp. 43–45; CR3, p. 46
SS.912.CG.3.9 Compare the role of state and federal judges with other elected officials.		
<ul style="list-style-type: none"> Students will compare the ways state and federal judges are appointed compared to other elected officials. 	20.4, pp. 620–621; CR20, p. 623	12.2, pp. 165–166; CR20, p. 280
<ul style="list-style-type: none"> Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials. 	12.2, p. 368; 12.2, p. 370	12.2, p. 166; 20.4, p. 279
<ul style="list-style-type: none"> Students will compare the decision-making process of judges compared to other political figures. 	13.1, p. 379; 13.1, p. 382; CR13, p. 400	13.1, pp. 174–175; 13.1, p. 174; CR13, p. 184
SS.912.CG.3.10 Analyze the levels and responsibilities of state and federal courts.		
<ul style="list-style-type: none"> Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts. 	20.4, pp. 614–615; CR20, p. 622; CH, p. R25	CR20, p. 280
<ul style="list-style-type: none"> Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system. 	3.6, pp. 98–99; CR3, p. 104; CH, p. R25	3.6, p. 44; CR3, p. 47
<ul style="list-style-type: none"> Students will contrast the differences among civil trials and criminal trials at the state level. 	20.4, pp. 615–618; CR20, p. 622	12.1, p. 163; 20.4, p. 279; CR20, p. 280
<ul style="list-style-type: none"> Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine). 	12.2, pp. 367–370	3.6, pp. 43, 45; 12.2, pp. 165–166; 12.3, pp. 167–169; CR12, p. 170

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SS.912.CG.3.11 Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.		
<ul style="list-style-type: none"> Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>). 	3.2, p. 80; 3.6, p. 101; 4.3, p. 118; 5.1, p. 140; 5.5, pp. 165–166; 5.5, p. 167; 6.1, pp. 179–180; 6.2, pp. 188–189; 6.4, p. 213; 6.5, 220; CR7, p. 250; 8.1, p. 256; 12.1, p. 361	3.2, p. 35; 3.6, p. 44; 4.3, pp. 54–56; 5.1, p. 65; 5.2, p. 66; 5.3, p. 69; 5.5, pp. 73–75; 5.6, pp. 76–77; CR5, p. 79; 6.1, p. 82; 6.2, p. 86; 6.3, p. 89; 6.4, pp. 92–93; 6.5, pp. 94–95; CR6, p. 96; 7.2, p. 102; 7.5, p. 108; CR7, p. 110; 8.1, pp. 114–115; 9.2, p. 127; 11.3, p. 153; 12.1, pp. 163–164; 13.3, p. 179; 13.4, p. 182; 15.3, p. 209; 15.5, pp. 212–213; 16.2, p. 221
<ul style="list-style-type: none"> Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments. 	CR5, p. 177; 6.4, p. 210; CR6, p. 224; 12.1, pp. 360–362	5.1, p. 65; 5.2, p. 66; 5.5, p. 73; 5.6, pp. 76–77; 6.3, p. 89; 6.4, pp. 92–93; CR6, p. 96; 7.2, p. 102; 13.3, p. 179
<ul style="list-style-type: none"> Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments. 	3.2, p. 80; 3.6, p. 101; 4.3, p. 118; 5.1, pp. 138–142; 5.5, pp. 165–168; 5.5, p. 169; CR5, p. 176; 6.1, p. 180; 6.2, p. 189; 6.4, p. 213; 6.5, p. 220; 12.1, p. 361	3.2, p. 35; 4.3, pp. 54–56; CR4, p. 60; 5.1, p. 65; 5.2, p. 66; 5.5, pp. 73–75; 5.6, pp. 76–77; CR5, p. 79; 6.1, p. 82; 6.2, p. 86; 6.4, pp. 92–93; 6.5, pp. 94–95; 12.1, p. 164
SS.912.CG.3.12 Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.		
<ul style="list-style-type: none"> Students will identify examples of the powers reserved and shared among the state and national governments in the American federal system of government. 	3.3, pp. 82–83; 4.2, pp. 111–116; CR4, p. 132; 20.1, pp. 595–597	3.3, pp. 36–37; 4.1, pp. 50–51; 4.2, pp. 52–53; 4.4, pp. 57–59; CR4, p. 60; 20.1, pp. 272–273; CR20, p. 280
<ul style="list-style-type: none"> Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states. 	2.5, pp. 60–61; 7.1, pp. 229–230	2.5, pp. 25, 27
<ul style="list-style-type: none"> Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition). 	3.3, pp. 82–83; CR3, p. 104; 4.1, p. 107; 4.2, pp. 114–115; 20.1, pp. 595–597; CR20, p. 622; CH, p. R31	3.3, pp. 36–37; CR3, p. 47; 4.2, p. 53; 4.3, pp. 54–55; 20.1, p. 272; CR20, p. 280
<ul style="list-style-type: none"> Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement). 	4.1, pp. 110–111; 4.4, pp. 125–127; 17.1, p. 515; 17.3, pp. 526–529; 17.4, pp. 531–532; CR17, p. 536	4.1, p. 51; 4.3, pp. 54–56; 4.4, pp. 57–59; 17.3, p. 239; CR17, p. 244
SS.912.CG.3.13 Explain how issues between Florida, other states and the national government are resolved.		
<ul style="list-style-type: none"> Students will explain the concept of federalism as it applies to each issue. 	CR4, p. 133	CR4, p. 61

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<ul style="list-style-type: none"> Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights). 	CR4, p. 133; CR20, p. 623	CR4, p. 61; CR20, p. 281
SS.912.CG.3.14 Explain the judicial decision-making process in interpreting law at the state and national levels.		
<ul style="list-style-type: none"> Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels. 	CR3, p. 104; 12.1, p. 361	CR3, p. 47; 5.2, pp. 66–67; 12.1, p. 164
<ul style="list-style-type: none"> Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions. 	CR12, p. 376; CR13, p. 400	12.1, p. 164; CR12, p. 170; CR13, pp. 184–185
<ul style="list-style-type: none"> Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law. 	5.2, p. 145; CR5, p. 176	5.2, p. 66; CR5, p. 79
SS.912.CG.3.15 Explain how citizens are affected by the local, state and national governments.		
<ul style="list-style-type: none"> Students will identify local government officials and employees who affect the daily lives of citizens. 	21.1, pp. 627–628; 21.2, p. 634; CR21, p. 644	20.3, pp. 276–277; 21.1, pp. 284–286; 21.2, p. 287; CR21, p. 290
<ul style="list-style-type: none"> Students will identify the role of state governmental officials and employees who affect the daily lives of citizens. 	20.1, p. 595; 20.3, pp. 608–613; CR20, p. 622	20.1, pp. 272–273; 20.3, pp. 276–277; CR20, p. 280
<ul style="list-style-type: none"> Students will identify the role of national governmental officials and employees who affect the daily lives of citizens. 	11.1, pp. 325–326	11.1, pp. 148–150; 11.2, pp. 150–151
<ul style="list-style-type: none"> Students will explain how government at all levels impacts the daily lives of citizens. 	1.1, pp. 5–8; CR11, p. 355; 20.1, pp. 595–597	1.1, pp. 4–5; 11.1, p. 149; CR11, p. 159; 20.1, p. 273; 21.1, pp. 284–286; 21.2, pp. 286–287
SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.		
SS.912.CG.4.1 Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.		
<ul style="list-style-type: none"> Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, republic, theocracy). 	1.2, pp. 10–14; CR1, p. 34	1.2, pp. 6–7
<ul style="list-style-type: none"> Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism). 	1.3, p. 20; 1.4, pp. 32–33; CR1, p. 34	1.3, p. 9; CR1, p. 13
<ul style="list-style-type: none"> Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population. 	1.4, pp. 32–33	1.4, p. 11; CR1, p. 13

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SS.912.CG.4.2 Explain how the United States uses foreign policy to influence other nations.		
<ul style="list-style-type: none"> Students will explain how the policies of other nations influence U.S. policy and society. 	18.1, p. 539; 18.2, pp. 534–537; 18.3, pp. 548–557; CR18, p. 566	18.1, p. 248; 18.3, pp. 252–253; CR18, pp. 256–257
<ul style="list-style-type: none"> Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency). 	18.1, pp. 541–542	18.1, p. 249
<ul style="list-style-type: none"> Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International). 	CI18, p. 538; 18.2, p. 544; DA, pp. R61–R63	DA, p. R11
<ul style="list-style-type: none"> Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia). 	18.4, pp. 561–565; CR18, p. 566	18.4, pp. 253–255; CR18, pp. 256–257
<ul style="list-style-type: none"> Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria). 	18.2, p. 546; 18.4, pp. 558–561; CR18, p. 566	18.4, pp. 254–255; CR18, p. 256
<ul style="list-style-type: none"> Students will explain the U.S. response to international conflicts. 	18.2, pp. 544–547; 18.3, pp. 550–554; CR18, p. 566	18.2, pp. 249–251; 18.3, pp. 252–253; 18.4, pp. 254–255; CR18, p. 256
SS.912.CG.4.3 Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.		
<ul style="list-style-type: none"> Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind. 	18.1, p. 539; CR18, p. 566; CR18, p. 567	18.1, pp. 248–249; CR18, pp. 256–257
SS.912.CG.4.4 Identify indicators of democratization in foreign countries.		
<ul style="list-style-type: none"> Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law. 	18.2, pp. 546–547	18.2, p. 251
GEOGRAPHY		
SS.912.G.4 Understand the characteristics, distribution, and migration of human populations.		
SS.912.G.4.1 Interpret population growth and other demographic data for any given place.	This standard is addressed throughout. For example, see: 2.1, p. 40; 2.5, pp. 59–61; 6.2, p. 193; CR5, p. 177; 6.4, pp. 208–209; 6.4, p. 212; 7.2, p. 234; CR17, p. 537; 20.2, pp. 602–604	2.1, p. 17; 2.5, p. 27; CR5, p. 79; 6.2, p. 88; 6.4, p. 93; 7.2, p. 103; CR17, p. 245; 20.2, p. 275

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SS.912.G.5 Understand how human actions can impact the environment.		
SS.912.G.5.5 Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	This standard is addressed throughout. For example, see: 8.2, p. 261; 11.4, p. 346; 17.4, p. 535; 18.3, p. 556; 19.3, p. 589; 21.2, p. 637; CR21, p. 645	8.2, p. 116; 10.1. p. 135; 11.4, p. 155; 17.4, pp. 241–243; 18.3, pp. 252–253; 19.3, p. 266; 21.2, p. 287; CR21, p. 291
ENGLISH LANGUAGE DEVELOPMENT		
ELD.K12.ELL.SI Language of Social and Instructional Purposes		
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	This standard is addressed throughout. For example, see: CR12, p. 377; CR14, p. 443	This standard is addressed throughout. For example, see: 1.4, p. 10; 2.5, p. 25; 7.4, p. 105; 12.1, p.162; CR12, p. 171; CR14, p. 200
ELD.K12.ELL.SS Language of Social Studies		
ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	This standard is addressed throughout. For example, see: CR4, p. 133; CR6, p. 225; CR16, p. 509; CR17, p. 537; CR19, p. 591; CR21, p. 645	This standard is addressed throughout. For example, see: 1.1, p. 4; 2.2, p. 18; 3.3, p. 36; 4.2, p. 52; CR4, p. 61; 5.1, p. 64; 6.1, p. 82; 6.2, p. 85; CR6, p. 97; 7.1, p. 100; 8.3, p. 118; 9.2, p. 126; 10.2, p. 137; 11.2, p. 151; 13.2, pp. 176–177; 14.1. p. 189; 14.5, p. 198; 16.1, pp. 218–219; 16.4, p. 226; 17.1, p. 234; 19.1, p. 261; CR19, p. 269; 20.2, p. 274; 21.2, p. 287
HEALTH EDUCATION		
HE.912.C.2 Internal and External Influence—Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.	This standard is addressed throughout. For example, see: 17.3, p. 528; 18.3, pp. 554–557; CR18, p. 566	This standard is addressed throughout. For example, see: 17.3, p. 238; 18.3, p. 252; CR18, p. 256

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S GUIDE
B.E.S.T. Standards Correlations		
MATHEMATICS		
Mathematical Thinking and Reasoning		
MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	This standard is addressed throughout the text. For example, see: CR4, p. 133; 11.3, p. 342; 14.4, pp. 428–429; 15.5, pp. 469–470; CR15, p. 475; 16.3, p. 492; 16.3, p. 493; CR18, p. 567; 19.1, pp. 570–571; 19.2, p. 579; 20.2, p. 602; 20.2, p. 604; CR20, p. 623	This standard is addressed throughout the text. For example, see: CR4, p. 60; 11.3, p. 153; 14.4, p. 195; 15.5, p. 213; CR15, p. 214; 16.3, p. 224; CR18, p. 257; 19.1, p. 260; 19.2, pp. 263–264; 20.2, p. 274; CR20, p. 280
MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.	This standard is addressed throughout the text. For example, see: CR1, p. 35	This standard is addressed throughout the text. For example, see: CR1, p. 13
MA.K12.MTR.3.1 Complete tasks with mathematical fluency.	This standard is addressed throughout the text. For example, see: 14.1, pp. 407–408; 14.4, pp. 428–429; CR15, p. 475; 16.2, p. 482; 16.2, p. 483; 17.2, p. 521	This standard is addressed throughout the text. For example, see: 14.1, p. 190; 14.4, p. 196; CR15, p. 214; 16.2, p. 222; 17.2, pp. 236–237
MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	This standard is addressed throughout the text. For example, see: CR9, p. 291; CH, p. R12	This standard is addressed throughout the text. For example, see: 9.1, p. 125; CR9, p. 131; CH, p. R5
MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.	This standard is addressed throughout the text. For example, see: CR2, p. 67; CR4, p. 133; 5.6, pp. 174–175; 6.3, p. 200; 6.3, p. 202; 6.4, p. 207; 6.4, p. 209; 9.1, pp. 278–279; 9.3, p. 285; 9.3, p. 287; CR9, p. 291; CR10, p. 323; 11.3, p. 343; CR11, p. 355; CR12, p. 377; 13.1, pp. 380–381; 13.4, p. 395; 13.4, p. 397; 13.4, p. 398; CR13, p. 401; 14.5, p. 436; 14.5, p. 439; 16.4, p. 499; 16.4, p. 501; 16.5, p. 503; 16.5, p. 504; 16.5, p. 506; 16.5, p. 507; CR16, p. 509; 17.2, p. 522; CR18, p. 567; CR20, p. 623; 21.3, pp. 640–641	This standard is addressed throughout the text. For example, see: 1.1, p. 5; 1.3, p. 9; CR2, p. 29; CR4, p. 60; 5.6, p. 77; 6.3, p. 91; 6.4, p. 93; 9.1, p. 125; 9.3, p. 129; CR10, p. 145; CR11, p. 159; CR12, p. 171; 13.1, p. 175; 13.4, pp. 182–183; CR13, p. 185; 14.5, p. 198; 16.4, p. 226; CR16, p. 231; 17.2, p. 237; CR18, p. 257; CR20, p. 280; 21.3, p. 289

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MA.K12.MTR.6.1 Assess the reasonableness of solutions.	This standard is addressed throughout the text. For example, see: CR13, p. 401; 19.3, p. 584	This standard is addressed throughout the text. For example, see: CR13, p. 185; 19.3, p. 267
MA.K12.MTR.7.1 Apply mathematics to real- world contexts.	This standard is addressed throughout the text. For example, see: 7.2, p. 234; CR7, p. 251; 8.3, p. 266; 8.3, p. 268; CR8, p. 271; 11.3, pp. 342–345; CR14, p. 443; 17.3, p. 524	This standard is addressed throughout the text. For example, see: 7.2, p. 102; CR7, p. 111; 8.3, pp. 118–119; CR8, p. 121; 11.3, p. 153; CR14, p. 201; 17.3, p. 240
ENGLISH LANGUAGE ARTS		
STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S GUIDE
Expectations		
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	This standard is addressed throughout the text. For example, see: CR1, p. 35; CR4, p. 133; CR5, p. 177; CR6, p. 225; CR7, p. 251; CR8, p. 271; CR11, p. 355; CR14, p. 443; CR16, p. 509; CR17, p. 537; CR19, p. 591; CR21, p. 645	This standard is addressed throughout the text. For example, see: 1.1, pp. 4–5; 1.2, p. 6; 1.3, p. 8; 1.4, p. 11; CR1, p. 13; CR4, p. 61; 5.1, p. 65; 6.2, pp. 87–88; CR6, p. 97; 7.2, p. 103; 8.2, p. 117; 10.1, p. 136; 11.4, p. 156; 13.2, p. 177; 15.1, p. 205; 16.3, p. 224; 16.5, p. 229; CR17, p. 245; 18.4, pp. 254–255; CR19, p. 269; 20.4, p. 278; CR21, p. 291
ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	This standard is addressed throughout the text. For example, see: CR2, p. 67; CR8, p. 271; CR9, p. 291; CR10, p. 323; CR13, p. 401; CR18, p. 567; CR21, p. 645	This standard is addressed throughout the text. For example, see: 1.2, p. 7; 2.3, p. 20; 3.2, p. 35; 5.2, p. 67; 5.4, p. 72; 6.3, p. 90; 7.2, p. 103; 8.3, p. 118; 9.3, p. 128; CR10, p. 145; 13.3, p. 179; 14.1, p. 189; 16.2, p. 221; 17.4, p. 242; 19.3, p. 266; 20.2, p. 275
ELA.K12.EE.3.1 Make inferences to support comprehension.	This standard is addressed throughout the text. For example, see: CR2, p. 67; CR3, p. 105; CR4, p. 133; CR6, p. 225; CR9, p. 291; CR12, p. 377; CR13, p. 400; CR15, p. 475	This standard is addressed throughout the text. For example, see: 1.1, pp. 4–5; 1.2, pp. 6–7; 1.4, p. 11; CR2, p. 29; 5.2, p. 67; 6.4, p. 93; 7.1, p. 100; 7.4, p. 107; 8.1, p. 115; 9.2, p. 127; 11.2, p. 151; 13.1, pp. 174–175; 14.3, pp. 193–194; 15.5, p. 213; 17.2, p. 237; 18.2, p. 250; 21.1, p. 284

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<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>This standard is addressed throughout the text. For example, see: CR12, p. 377; CR14, p. 443; CR15, p. 475; CR20, p. 623</p>	<p>This standard is addressed throughout the text. For example, see: 1.2, pp. 6–7; 2.4, pp. 23–24; 4.1, p. 51; 4.2, p. 53; CR4, p. 61; 11.1, p. 149; CR12, p. 171; CR14, p. 201; CR15, p. 215; CR18, p. 257; 19.2, p. 263</p>
<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p>	<p>This standard is addressed throughout the text. For example, see: CR3, p. 105; CR5, p. 177; CR9, p. 291; CR11, p. 355; CR13, p. 401</p>	<p>This standard is addressed throughout the text. For example, see: CR3, p. 47; CR5, p. 79; CR9, p. 131; CR11, p. 159; CR13, p. 185</p>
<p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>	<p>This standard is addressed throughout the text. For example, see: CR7, p. 251; CR10, p. 323</p>	<p>This standard is addressed throughout the text. For example, see: 1.1, pp. 4–5; 1.2, pp. 6–7; 1.3, pp. 8–9, 1.4, pp. 10–11; 5.1, p. 65; 5.3, pp. 68–69; 6.1, p. 82; 6.5, pp. 94–95; 7.3, p. 104; CR7, p. 111; CR10, p. 145; 9.1, pp. 124–125; 10.3, p. 140; 12.1, p. 163; 13.4, p. 181; 15.3, p. 208; 16.4, p. 226; 17.3, p. 239; 18.3, p. 252; 19.1, p. 260; 20.1, p. 273; 21.3, p. 289</p>

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