



Civics Today:

Citizenship, Economics & You ©2010

New Mexico Public Education Department
 Social Studies Curriculum Framework
 9-12 Government & Civics with Economics



SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
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I. CIVICS AND GOVERNMENT

STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.

I-A. Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.

I-A(1). Analyze the structure, powers, and role of the legislative branch of the United States government, to include:			
I-A(1)a. specific powers delegated in Article I of the Constitution	186-Powers of Congress	185-Analyzing Charts	188-Critical Thinking
I-A(1)b. checks and balances described in The Federalist Papers Number 51	87-3	88-3	88-Analyzing Charts
I-A(1)c. lawmaking process	199-1-4	201-Analyzing Charts	202-Citizenship Activity
I-A(1)d. role of leadership within Congress	180-4-5	180-6-9	182-Citizenship Activity

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I-A(1)e. Federalist and anti-Federalists positions.	77-3	78-Reading Check	87-3
I-A(2). Analyze the structure, powers, and role of the executive branch of the United States government, to include:			
I-A(2)a. specific powers delegated in Article II of the Constitution	81-1	215-Reading Check	223-Reading Check
I-A(2)b. checks and balances	188-Critical Thinking	221-3	223-Critical Thinking
I-A(2)c. development of the Cabinet and federal bureaucracy	216-2	227-Analyzing Charts	230-Critical Thinking
I-A(2)d. roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party.”	216-1	218-Critical Thinking	233-Extended Response
I-A(2)e. Examine the election of the president through the nomination process, national conventions, and Electoral College.	302-1	304-Big Ideas	304-Citizenship Activity
I-A(3). Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include:			
I-A(3)a. specific powers delegated by the Constitution in Article III and described in the Federalist Papers Numbers 78-83	103-2	240-9	253-Critical Thinking
I-A(3)b. checks and balances	88-3	88-Analyzing Charts	253-2-6
I-A(3)c. judicial review as developed in Marbury v. Madison	252-1	253-Main Ideas	260-Analyzing Court Decision
I-A(3)d. issues raised in McCulloch v. Maryland	650-1-2	650-6	650-Analyzing Court Decision
I-A(3)e. dual court system of state and federal governments, including their organization and jurisdiction.	103-What It Means	242-3-4	242-Critical Thinking
I-A(4). Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:			
I-A(4)a. constitutional mandates such as the right of habeas corpus, no bill of attainder, and the prohibition of the ex post facto laws	127-2	436-4	440-Main Ideas
I-A(4)b. 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition	121-3	123-Reading Check	124-Critical Thinking
I-A(4)c. 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections	127-2	438-Caption	440-Citizenship Activity
I-A(4)d. 14th Amendment protection of due process and equal protection under the law	134-5-6	140-2	436-Analyzing Charts
I-A(4)e. conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule	25-3	143-Citizenship Activity	86-Time Political Cartoons

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and individual rights			
I-A(4)f. expansion of voting rights, limitation of presidential terms, etc.	293-2	294-Analyzing Charts	299-Making Inferences
I-A(5). Compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico Constitution with that of the United States Constitution, to include:			
I-A(5)a. direct democracy in the initiative, referendum, and recall process	23-7	301-5-8	301-Reading Check
I-A(5)b. impeachment process	187-3-4	96-8-9	369-Reading Check
I-A(5)c. process of voter registration and voting	295-1	295-Reading Check	298-Time
I-A(5)d. role of primary elections to nominate candidates	301-2	283-3	286-Evaluating
I-A(5)e. how a bill becomes a law	359-1-2	360-Sequencing	202-Citizenship Activity
I-A(5)f. executive officers and their respective powers	363-4	364-Analyzing Charts	365-Big Ideas
I-A(5)g. New Mexico courts, appointment of judges, and election and retainment processes for judges	369-1	369-Reading Check	369-Critical Thinking
I-A(5)h. organization of county and municipal governments.	378-1	378-Analyzing Charts	386-Critical Thinking
I-A(6). Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.	385-1	378-Analyzing Charts	382-Citizenship Activity
I-B. Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity.			
I-B(1). Analyze the qualities of effective leadership.	213-Citizenship Activity	141-Making a Difference	417-Evaluating and Connecting
I-B(2). Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation.	141-American Biography	611-American Biography	417-Evaluating and Connecting
I-B(3). Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels.	12-2	11-Caption	13-Big Ideas
I-B(4). Evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing continuity over time.	12-2	11-Caption	13-Big Ideas
I-C. Compare and contrast the philosophical foundations of the United States political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.			
I-C(1). Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches).	186-Analyzing Charts	230-Analyzing Visuals	223-Critical Thinking

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I-C(2). Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include:			
I-C(2)a. Iroquois League and its organizational structure for effective governance	21-2		
I-C(2)b. basic philosophical principles of John Locke expressed in the Second Treatise of Government (nature, equality, and dissolution of government)	34-4	49-4	56-Citizenship Activity
I-C(2)c. foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals)	34-2-3	34-Analyzing Charts	429-Big Ideas
I-C(2)d. importance of the founders of the Rights of Englishmen, the Magna Carta, and representative government in England.	33-1	35-Reading Check	37-Comparing
I-C(2)e. Analyze the fundamental principles in the Declaration of Independence.	55-2	56-Reading Check	56-Citizenship Activity
I-C(3). Analyze the historical sources and ideals of the structure of the United States government, to include:			
I-C(3)a. principles of democracy	24-4	24-Analyzing Charts	26-Analyzing Visuals
I-C(3)b. essential principles of a republican form of government	24-1	86-2	26-Analyzing Visuals
I-C(3)c. code of law put forth in the Code of Hammurabi	428-2	490-1	491-Connecting
I-C(3)d. separation of powers as expressed by the Baron of Montesquieu	35-3	88-1-2	88-Reading Check
I-C(3)e. checks and balances as expressed by Thomas Hobbs	21-2	88-Analyzing Charts	223-Analyzing
I-C(3)f. ideas of individual rights developed in the English Bill of Rights	34-1	87-Analyzing Charts	37-Big Ideas
I-C(3)g. role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire).	34-4	56-3	35-Caption
I-C(4). Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today.	429-2	429-3	429-Big Ideas
I-C(5). Compare and contrast the unitary, confederal, and federal systems.	81-Comparing Governments	90-Explaining	26-Descriptive Writing
I-C(6). Analyze the ways powers are distributed and shared in a parliamentary system.	33-4	70-Categorizing	26-Descriptive Writing
I-C(7). Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.	25-Comparing Democratic and Authoritarian Systems	26-Comparing	26-Citizenship Activity
I-C(8). Analyze and evaluate the concept of limited government and the rule of law.	87-3	90-Summarizing	125-Debating the

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			Issue
I-C(9). Compare and contrast the characteristics of representative governments.	24-1	86-2	26-Analyzing Visuals
I-C(10). Compare and contrast characteristics of Native American governments with early United States government.	21-2		
I-C(11). Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian)	717-3	719-Explaining	748-Critical Thinking
I-C(12). Analyze the role that the United States has played as a constitutional republican government for nations around the world.	747-2	748-2	751-Extended Response
I-D. Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.			
I-D(1). Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups).	333-1	337-Reading Check	337-Big Ideas
I-D(2). Analyze the rights and obligations of citizens in the United States, to include:			
I-D(2)a. connections between self-interest, the common good, and the essential element of civic virtue as described in The Federalist Papers Numbers 5 and 49	154-1	154-Critical Thinking	167-Document-Based Questions
I-D(2)b. obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service.	151-4	153-Analyzing Charts	154-Critical Thinking
I-D(3). Demonstrate the skills needed to participate in government at all levels, to include:			
I-D(3)a. analyze public issues and the political system	399-3	412-Reading Check	406-Citizenship Activity
I-D(3)b. evaluate candidates and their positions	277-1-2	298-2	336-Analyzing Charts
I-D(3)c. debate current issues.	125-Issues to Debate	636-Issues to Debate	277-Citizenship Activity
II. ECONOMICS			
STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.			
II-A. Analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources and that their choices involve costs and varying ways of allocating.			
II-A(1). Analyze “opportunity costs” as a factor resulting from the process of decision	505-2	509-Big Ideas	509-Writing

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making.			
II-A(2). Understand how socioeconomic stratification (SES) arises and how it affects human motivation, using data.	647-2	649-Persuasive Writing	526-Analyzing Economics
II-A(3). Understand the relationship between socioeconomic stratification and cultural values.	406-1	289-Document Based Questions	648-Making a Difference
II-A(4). Analyze and evaluate the impact of economic choices on the allocation of scarce resources.	501-2	502-Explain	501-Analyzing Charts
II-A(5). Describe and analyze how economic incentives allow individuals, households, businesses, governments, and societies to use scarce human, financial, and natural resources more efficiently to meet economic goals.	529-4	530-Reading Check	623-Analyzing
II-A(6). Evaluate present and future economic costs and economic risks in the use of productive resources associated with investments.	557-1	557-Caption	558-Reading Check
II-A(7). Understand labor markets and how they work.	521-3	523-Reading Check	522-Analyzing Diagrams
II-A(8). Describe and analyze the three major divisions of economics: macro-, micro-, and consumer.	500-1	500-Reading Check	525-Big Ideas
II-A(9). Understand the relationship between essential learning skills and workforce requirements (e.g., School to Work initiatives, Service Learning) as they relate to supply and demand in the labor market.	525-2	720-Analyzing Economics	647-Reading Check
II-A(10). Use quantitative data to analyze economic information.	518-3	518-Analyzing Charts	551-Analyzing Economics
II-A(11). Analyze various investment strategies available when meeting personal and business goals.	557-1	557-Caption	558-Reading Check
II-A(12). Understand the basis of supply and demand and marginal productivity.	566-Why It Matters	574-Caption	592-Critical Thinking
II-A(13). Understand personal financing (e.g., banking, credit, debit, lending institutions).	552-1	547-Caption	551-Analyzing Economics
II-B. Analyze and evaluate how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.			
II-B(1). Analyze the historic origins of the economic systems of capitalism, socialism, and communism.	531-1	719-Explaining	623-Analyzing
II-B(2). Compare the relationships between and among contemporary countries with differing economic systems.	716-1	718-Hypothesizing	726-Big Ideas
II-B(3). Understand the distribution and characteristics of economic systems throughout the world, to include:			

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II-B(3)a. characteristics of command, market and traditional economies	716-2	718-Reading Check	719-Critical Thinking
II-B(3)b. how command, market, and traditional economies operate in specific countries	716-1	717-Caption	748-Citizenship Activity
II-B(3)c. comparison of the ways that people satisfy their basic needs through the production of goods and services.	521-3	530-Reading Check	738-Citizenship Activity
II-B(4). Analyze the importance of, and issues related to, the location and management of the factors of production.	708-3	714-Debating the Issue	519-Citizenship Activity
II-B(5). Describe how changes in technology, transportation, and communication affect the location and patterns of economic activities in New Mexico and the United States.	475-5	710-3	636-Debating the Issue
II-B(6). Analyze the roles played by local, state, tribal, and national governments in both public and private sectors of the United States system.	688-1	632-Analyzing Charts	635-Concluding
II-B(7). Understand the relationship between United States governmental policies and international trade.	223-3	710-3	223-Citizenship Activity
II-B(8). Evaluate economic systems by their ability to achieve broad societal goals (e.g., efficiency, equity, security, employment, stability, economic growth).	723-1	725-Analyzing Maps	729-Extended Response Question
II-B(9). Explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy.	601-1	604-Analyzing Charts	606-Critical Thinking
II-B(10). Interpret measurements of inflation and unemployment and relate them to the general economic “health” of the national economy.	640-3	644-Big Ideas	642-Analyzing Graphs
II-B(11). Analyze the impact of fiscal policy on an economic system (e.g., deficit, surplus, inflation).	641-1	692-Reading Check	692-Citizenship Activity
II-B(12). Compare and contrast different types of taxes (e.g., progressive, regressive, proportional).	678-5	692-3	680-Contrasting
II-B(13). Analyze the effects of specific government regulations on different economically designated groups (e.g., consumers, employees, businesses).	633-2	635-Reading Check	635-Citizenship Activity
II-B(14). Compare, analyze, and evaluate the positive and negative aspects of American capitalism in relationship to other economic systems.	722-1	722-Analyzing Charts	719-Critical Thinking
II-B(15). Describe and evaluate how the United States economy moved from manufacturing-based to information driven.	10-4	475-Caption	720-Analyzing Economics
II-B(16). Analyze the reasons for uneven economic growth-based changes (e.g., demographic, political, economic).	647-6	475-6	526-Analyzing Economics
II-B(17). Analyze the economic ramifications of entrepreneurship.	601-1	601-3-5	606-Evaluating

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II-C. Analyze and evaluate the patterns and results of trade, exchange, and interdependence between the United States and the world since 1900.			
II-C(1). Analyze foreign and domestic issues related to United States economic growth since 1900.	669-3	641-Analyzing Graphs	636-Debating the Issue
II-C(2). Analyze significant economic developments between World War I and World War II, to include:			
II-C(2)a. economic growth and prosperity of the 1920s	641-Analyzing Graphs		
II-C(2)b. causes of the Great Depression and the effects on United States economy and government	641-Analyzing Graphs	659-3	
II-C(2)c. New Deal measures enacted to counter the Great Depression	678-3		
II-C(2)d. expansion of government under New Deal.	659-3		
II-C(3). Analyze the effects of World War II, the Cold War, and post-Cold War on contemporary society, to include:			
II-C(3)a. economic effects of WWII on the home front	641-Analyzing Graphs		
II-C(3)b. United States prosperity of the 1950s	641-Analyzing Graphs		
II-C(3)c. impact of the Cold War on business cycle and defense spending	748-1	748-Reading Check	
II-C(3)d. recession of 1980s	641-Analyzing Graphs		
II-C(3)e. technology boom and consequent economic slow down of 2000.	639-3	641-Analyzing Graphs	
II-C(4). Describe the relationship between United States' international trade policies and its economic system.	223-3	710-3	223-Citizenship Activity
II-C(5). Identify and analyze the international differences in resources, productivity, and prices that are a basis for international trade.	708-1	213-Identifying	711-Analyzing Maps
II-C(6). Explain the comparative advantage of a nation when it can produce a product at a lower "opportunity cost" than its trading partner.	708-1	509-Describe	713-Citizenship Activity
II-C(7). Evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad.	223-3	708-7	223-Citizenship Activity
II-C(8). Analyze and evaluate how domestic policies can affect the balance of trade between nations.	223-3	713-2	713-Evaluating
II-C(9). Explain and describe how the Federal Reserve System and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth.	664-1	664-Analyzing Graphs	665-Expository Writing

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II-C(10). Identify how monetary policies can affect exchange rates and international trade.	712-2	713-Big Ideas	665-Expository Writing
II-C(11). Analyze and evaluate the use of technology on economic development.	585-2	730-Time Reports	475-Caption
II-C(12). Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.	710-1	711-Analyzing Maps and Graphs	636-Debating the Issue

SECTION II: OTHER RELEVANT CRITERIA

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A. Provides models, selections, activities and opportunities for responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	142-Critical Thinking	13-Close	12-Additional Support
B. Avoids stereotyping.	648-Time Teens in Action	649-Close	763-Apply It! Answer
C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.	266-Unit Objectives	637-Resource Manager	639-Differentiated Instruction
D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	689-Differentiated Instruction	690-Differentiated Activity "Reteaching"	727-Hands-On Step 4: Wrap-Up
E. The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	174-Big Ideas	176-Bellringer	221-Reading Strategy
F. Includes vocabulary list at the beginning of each lesson.	214-Content Vocabulary	222-Reading Strategy	226-Reading Strategy

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G. A variety of cultural perspectives are used in content.	283-Differtiated Instruction	13-Close	12-Additional Support
H. Uses visual aids to identify concepts and relationships.	27-Organizing	303-Hands-On	417-Caption Answer
I. Uses visual aids to illustrate new words.	533-Analyzing Visuals	504-Differentiated Instruction	588-Additional Support
J. Both content and graphic/visual aids represent the diverse populations of the world.	7-Caption Answer	11-Caption Answer	140-Time Political Cartoons
K. Provides substantial support and resources for differentiated instruction, including <i>(score each item separately)</i> :			
1. Clear, explicit instructions to students	172-Learn It	276-Additional Support	323-Hands-On
2. Explicit strategies for teachers	140-Differentiated Instruction Strategies	158-Hands-On	276-Teacher Tip
3. Review & guided practice to refine new skills	323-Skill Practice	347-Practice It	372-Reviewing Main Ideas
4. Ongoing review & skill practice to refine previously acquired skills	382-Section 1 Review	386-Section 2 Review	372-Reviewing Main Ideas
L. Includes content and information that support a variety of approaches to instruction, including <i>(score each item separately)</i> :			

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1. Writing activities	390-Writing Support	402-Writing Support	482-Hands-On
2. Speaking activities	486-Close	53-Hands-On	158-Differentiated Instruction
3. Project-based learning assignments	294-Hands-On	482-Hands-On	91-Hands-On
4. Interdisciplinary instruction	321-Differentiated Instruction	677-Hands-On	500-Differentiated Instruction
5. Thematic instruction across genres	363-Hands-On	416-Additional Reading	684-Hands-On
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	478-Skill Practice	359-Hands-On	457-Hands-On
M. Provides material and support for explicitly teaching comprehension.	637-Resource Manager	276-Teacher Tip	559-Focus
N. Incorporates increasingly complex practice into lessons.	242-Special Education	336-Below Grade Level	337-Gifted and Talented
<p>O. Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some <i>examples</i> of this might include:</p> <ul style="list-style-type: none"> → discussing/responding to open-ended prompts; → tracing cause and effect relationships; → comparing real life situations; → dramatizing, or; → tracing themes. 	12-Reading Strategy	21-Critical Thinking	457-Hands-On

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P. Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.	482-Reading Strategy	506-Reading Strategy	512-Reviewing Vocabulary
Q. Extensive and varied opportunities to practice targeted skills.	495-Practice It	347-Practice It	627-Practice It