



# United States Government: Democracy in Action©2010

New Mexico Public Education Department  
Social Studies Curriculum Framework  
9-12 Civics and Government



## SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
<b>I. CIVICS AND GOVERNMENT</b>			
<b>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.</b>			
<b>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.</b>			
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	64-3, 439-2, R43, R44, R45, R46, R47, R48, R49, R50	64 Collaborative Learning (TE)	92 Reviewing Main Ideas #7
I-A(1)b. checks and balances described in The Federalist Papers Number 51	66, 67, 173-2, R83, R84	67 Section Review #1	67 Section Review #6
I-A(1)c. lawmaking process	135, 136, 137	136 Participating in Government	137 Section Review #7

## SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
I-A(1)d. role of leadership within Congress	134, 135, 138, 139, 144, 145	140 Section Review #5, 145 Section Review #3, #5	134 Critical Thinking (TE)
I-A(1)e. Federalist and anti-Federalists positions.	56-6, 57	57 Writing Support (TE)	58 Section Review #4, 60 Critical Thinking #20, 93 Analyzing Primary Sources
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	64-4, R50, R51, R52, R53	64 Reading Strategy (TE)	
I-A(2)b. checks and balances	232, 249, 250	232 Section Review #3, 250 Section Review #5	242 Critical Thinking #17, 250 Section Review #6
I-A(2)c. development of the Cabinet and federal bureaucracy	228, 229, 230	232 Section Review #2	242 Reviewing the Main Ideas #11
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.”	252, 253, 254, 255, 256, 257, 258, 259	259 Section Review #5, #6, 272 Reviewing Main Ideas #10	273 Interpreting Political Cartoons #21
I-A(2)e. Examine the election of the president through the nomination process, national conventions, and Electoral College.	220, 221, 222, 223, 224, 225, 226	226 Section Review #4, 242 Reviewing the Main Ideas #10	226 Section Review #2, 243 Participating in Government #25
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	64-5, 73 Did You Know? (TE), 75-3, R53, R54, R85, R86, R87	64 Reading Strategy (TE)	
I-A(3)b. checks and balances	341-3	350-351	350 Review Main Ideas #15
I-A(3)c. judicial review as developed in Marbury v. Madison	67-1, 67-2, 73-4, 249-6, 307-6, 307-7, 308-1, 308-2, 337-1	310 Section Review #6	67 Section Review #2
I-A(3)d. issues raised in McCulloch v. Maryland	69-4, 102-4, 102-5, 107-4, 308-3	310 Section Review #6	102 Section Review #5

## SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
I-A(3)e. dual court system of state and federal governments, including their organization and jurisdiction.	72, 73, 74, 75, 320, 321, 322, 323, 324, 325, 326, 646, 647, 651, 652	75 Section Review #3, 325 Section Review #5, 341 Section Review #5, 646 The Federal and State Court Systems	
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	158-3, 439	165 Section Review #5	
I-A(4)b. 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition	84, 85, 343-3, 358, 359, 360, 361, 362, 363, 364, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, R57	90 Section Review #5, 364 Section Review #5, 370 Section Review #3, 384 Reviewing Main Ideas #11, #12	90 Section Review #4, 364 Section Review #4, #6, 370 Section Review #6, 384 Critical Thinking #14, 385 Applying Technology Skills #20, 385 Participating in Government #24
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	86, 87, 309, 436, 437, 438, 439, 440, 441, R57, R58	443 Section Review #2, #3, #4, #5	90 Section Review #4
I-A(4)d. 14th Amendment protection of due process and equal protection under the law	89-3, 308, 309, 356, 357, R60, R61	384 Reviewing Main Ideas #9, 310 Section Review #3	90 Section Review #4, 384 Critical Thinking #15
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 and individual rights	21	64 Foundations of Personal Liberties, 90 Section Review #2	90 Section Review #4, 385 Interpreting Political Cartoons #23
I-A(4)f. expansion of voting rights, limitation of presidential terms, etc.	89, 90, 406, R61, R62, R63, R64, R67	90 Section Review #3, 500 Reviewing Main Ideas #8	90 Section Review #4, 413 Analyzing Primary Sources #17, #18, 501 Analyzing Primary Sources #15, #16
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	20-5, 640-3, 666-1	32 Reviewing Main Ideas #13, 668 Section Review #1	

## SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
I-A(5)b. impeachment process	79-2, 79-3, 164, 165	81 Section Review #1, 164 Impeachment	165 Section Review #3
I-A(5)c. process of voter registration and voting	487, 488, 489, 490, 491	491 Handbook Assessment #1, #2, #3, #5	491 Handbook Assessment #4, #6, 501 Participating in Government #22
I-A(5)d. role of primary elections to nominate candidates	465, 466, 467, 468	470 Section Review #1, #2, #5, 472 Reviewing Main Ideas #5	472 Critical Thinking #9
I-A(5)e. how a bill becomes a law	641 Issues in the News, 642-10, 643-1	647 Section Review #4	
I-A(5)f. executive officers and their respective powers	641 Issues in the News, 643, 644, 645	647 Section Review #5, #6, 660 Critical Thinking #18	
I-A(5)g. New Mexico courts, appointment of judges, and election and retainment processes for judges	646, 647, 659	646 The Federal and State Court Systems, 647 Section Review #3, 659 Debating the Issue #2, 660 Reviewing Main Ideas #14	659 Debating the Issue #1, #2
I-A(5)h. organization of county and municipal governments.	664, 665, 666, 667, 668	668 Section Review #7, 684 Reviewing Main Ideas #11	684 Critical Thinking #14
I-A(6). Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.	95, 96, 97, 98, 648, 649, 650, 651, 652, 653, 654, 664, 665, 666, 667, 668, 669, 670, 671	102 Section Review #2, #3, #4, 654 Section Review #5, 660 Reviewing Main Ideas #12, 660 Critical Thinking #17	654 Section Review #6, 661 Analyzing Primary Sources #20, #21, 661 Participating in Government #25, 675 Section Review #5, #7
<b>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.</b>			
I-B(1). Analyze the qualities of effective leadership.	261, 262, 263, 264	267 Section Review #3, #5	267 Section Review #4, 272 Reviewing Main Ideas #11, 272 Critical Thinking #12
I-B(2). Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation.	641 Issues in the News, 665-4, 666-1		
I-B(3). Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels.	96 Government and You		

## SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
I-B(4). Evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing continuity over time.			
<b>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.</b>			
I-C(1). Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches).	65, 66, 67, 92 Chapter Summary	67 Section Review #5, 92 Reviewing Main Ideas #6	66 System of Checks and Balances
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			
I-C(2)b. basic philosophical principles of John Locke expressed in the Second Treatise of Government (nature, equality, and dissolution of government)	37, 38	7 Linking Past and Present (TE), 60 Reviewing Main Ideas #10	40 Section Review #2, 60 Reviewing Main Ideas #10, 61 Analyzing Primary Sources #23
I-C(2)c. foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals)			
I-C(2)d. importance of the founders of the Rights of Englishmen, the Magna Carta, and representative government in England.	35, 36, 37	40 Section Review #1, #3	
I-C(2)e. Analyze the fundamental principles in the Declaration of Independence.	46, 47	47 Section Review #5	47 Section Review #4, 60 Reviewing Main Ideas #13
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	21, 22, 23, 24	24 Section Review #2	24 Section Review #4
I-C(3)b. essential principles of a republican form of government	98-5, 98-6	102 Section Review #4	
I-C(3)c. code of law put forth in the Code of Hammurabi	415-3B R68, R69	448 Reviewing Main Ideas #11	449 Analyzing Primary Sources #19
I-C(3)d. separation of powers as expressed by the Baron of Montesquieu	40-2, 40-3	40 Section Review #5, 60 Reviewing Main Ideas #11, 67 Section Review #1	67 Section Review #4
I-C(3)e. checks and balances as expressed by Thomas Hobbs	8, 9	67 Section Review #1	11 Section Review #4, 67 Section Review #6
I-C(3)f. ideas of individual rights developed in the English Bill of Rights	36-4, 37-1, 37-2	40 Section Review #3, 60 Reviewing Main Ideas #9	40 Section Review #6

## SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
I-C(3)g. role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire).	8, 9, 37, 38	11 Section Review #4, 33 Analyzing Primary Sources #18, 37 Linking Past and Present (TE), 60 Reviewing Main Ideas #10	40 Section Review #2, 60 Reviewing Main Ideas #10, 61 Analyzing Primary Sources #23
I-C(4). Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today.			
I-C(5). Compare and contrast the unitary, confederal, and federal systems.	12-3, 13-1, 13-2	17 Section Review #1, #3	
I-C(6). Analyze the ways powers are distributed and shared in a parliamentary system.	689-3, 690, 691	694 Section Review #1, #2, #3, #4, #6, 714 Reviewing Main Ideas #8	694 Section Review #7
I-C(7). Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.	19-7		
I-C(8). Analyze and evaluate the concept of limited government and the rule of law.	36-1, 67	40 Section Review #1	40 Section Review #4
I-C(9). Compare and contrast the characteristics of representative governments.	20-6, 20-7, 37-3, 689-2	40 Section Review #1, #5	67 Section Review #6
I-C(10). Compare and contrast characteristics of Native American governments with early United States government.	665-4, 666-1		
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)	27, 28, 29, 30, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701	32 Critical Thinking #17, 701 Section Review #3, #6, 714 Critical Thinking #12, #13	701 Section Review #5, #7
I-C(12). Analyze the role that the United States has played as a constitutional republican government for nations around the world.	698, 699		
<b>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.</b>			
I-D(1). Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups).	503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513	507 Section Review #1, #2, #4, 513 Section Review #1, #5, 524 Reviewing Main Ideas #10, 524 Critical Thinking #15	507 Section Review #5, #6, 513 Section Review #6, 524 Critical Thinking #13, #14

## SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
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			
I-D(2)b. obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service.	315 The Law and You; 487, 488, 489, 490, 491; 558 Government and You, 625-4, 625-5, 625-6	491 Handbook Assessment #1, #6	558 Participating in Government, 315 Exploring the Law Activity, 625 Section Review #5
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	436, 437, 438, 439, 440, 441, 442, 443	443 Section Review	480, 485
I-D(3)b. evaluate candidates and their positions	490	491 Handbook Assessment #6	497 Section Review # 4
I-D(3)c. debate current issues.	151, 177, 199, 227, 260, 299, 349, 411, 428, 463, 480, 535, 603, 631, 659, 683, 727 Issues to Debate	151 Debating the Issue #1, 177 Debating the Issue #2, #3, 199 Debating the Issue #2, 227 Debating the Issue #1, 260 Debating the Issue #2, 299 Debating the Issue #1, 349 Debating the Issue #2, 411 Debating the Issue #1, #2, 428 Debating the Issue #1, 463 Debating the Issue #1, #2, 480 Debating the Issue #1, 535 Debating the Issue #1, #2, 603 Debating the Issue #2, 631 Debating the Issue #1, #2, 659 Debating the Issue #2, 683 Debating the Issue #1, 727 Debating the Issue #1, #2	151 Debating the Issue #2, #3, 177 Debating the Issue #1, 199 Debating the Issue #1, #2, 227 Debating the Issue #2, #3, 260 Debating the Issue #1, #3, 299 Debating the Issue #2, #3, 349 Debating the Issue #1, #3, 411 Debating the Issue #3, 428 Debating the Issue #2, 463 Debating the Issue #3, 480 Debating the Issue #2, #3, 535 Debating the Issue #3, 603 Debating the Issue #1, #3, 631 Debating the Issue #3, 659 Debating the Issue #1, #3, 683 Debating the Issue #2, #3, 727 Debating the Issue #3

## SECTION II: OTHER RELEVANT CRITERIA

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
<b>A.</b> 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.	15, 43, 72, 113, 133, 170, 197, 215, 265, 296, 324, 334, 381, 395, 432, 465, 482, 512, 530, 563, 577, 610, 650, 680, 700, 720 We the People	303, 407, 451 Participating in Government	99 Critical Thinking, 406 Writing Support, 408 Participating in Government, 411 Setting up the Debate
<b>B.</b> Avoids stereotyping.	410 Section Review #6	413 Applying Technology Skills #19	413 Analyzing Primary Sources #18
<b>C.</b> Learning objectives and instructional strategies are explicit for every lesson and every chapter.	, 120, 210, 302, 352, 450, 552, 634, 686 Unit Objectives	4, 34, 62, 94, 122, 156, 180, 212, 244, 274, 304, 330, 354, 386, 414, 452, 474, 502, 526, 554, 574, 606, 636, 662, 688, 716 Launching the Chapter	4B, 122B, 212B, 304B, 354B, 452B, 554B, 636B, 688B Teacher Works Plus
<b>D.</b> Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	2, 120, 210, 302, 352, 450, 552, 634, 686 Unit Objectives	2, 120, 210, 302, 352, 450, 552, 634, 686 Unit Overview	4, 34, 62, 94, 122, 156, 180, 212, 244, 274, 304, 330, 354, 386, 414, 452, 474, 502, 526, 554, 574, 606, 636, 662, 688, 716 Launching the Chapter
<b>E.</b> The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	4, 34, 62, 94, 122, 156, 180, 212, 244, 274, 304, 330, 354, 386, 414, 452, 474, 502, 526, 554, 574, 606, 636, 662, 688, 716 Essential Question	32, 60, 92, 118, 154, 178, 208, 242, 272, 300, 328, 350, 386, 412, 448, 472, 500, 524, 550, 572, 604, 632, 660, 684, 714, 738 Assessment and Activities	212, 414, 574 Launching the Chapter
<b>F.</b> Includes vocabulary list at the beginning of each lesson.	5, 35, 63, 93, 123, 157, 181, 213, 245, 275, 305, 331, 355, 387, 415, 453, 475, 503, 527, 555, 575, 607, 637, 663, 689, 717 Content and Ac Voc	11, 17, 24, 30, 40, 47, 52, 58, etc. Section Vocabulary (at the end of each lesson)	32, 60, 92, 118, 154, 178, 208, 242, 272, 300, 328, 350, 386, 412, 448, 472, 500, 524, 550, 572, 604, 632, 660, 684, 714, 738 Reviewing Vocabulary

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
<b>G.</b> A variety of cultural perspectives are used in content.	698 Participating in Government	699 Critical Thinking	691 Differentiated Instruction
<b>H.</b> Uses visual aids to identify concepts and relationships.	33, 61, 93, 119, 155, 179, 209, 243, 273, 301, 329, 351, 387, 413, 449, 473, 501, 525, 551, 573, 605, 633, 661, 685, 715, 739 Interpreting Political Cartoons	31, 59, 233, 327, 383, 471, 523, 565, 713 Government Skills	58, 346 Differentiated Instruction, 158 Skill Practice
<b>I.</b> Uses visual aids to illustrate new words.	139 Caption Answer	253 Caption Answer	307 Caption Answer
<b>J.</b> Both content and graphic/visual aids represent the diverse populations of the world.	715 Interpreting Political Cartoons	725 Critical Thinking	733 Critical Thinking
<b>K.</b> Provides substantial support and resources for differentiated instruction, including ( <i>score each item separately</i> ):			
1. Clear, explicit instructions to students	8, 15, 20 Hands-On Chapter Project	36, 44, 49 Hands-On Chapter Project	66, 74, 79 Hands-On Chapter Project
2. Explicit strategies for teachers	4A, 122A, 212A, 304A, 354A, 452A, 554A, 636A, 688A Planning Guide	4B, 122B, 212B, 304B, 354B, 452B, 554B, 636B, 688B Teacher Works Plus	4C, 122C, 212C, 304C, 354C, 452C, 554C, 636C, 688C Integrating Technology
3. Review & guided practice to refine new skills	11, 17, 24, 30, 40, 47, 52, 58, etc. Section Review (at the end of each lesson)	32, 60, 92, 118, 154, 178, 208, 242, 272, 300, 328, 350, 386, 412, 448, 472, 500, 524, 550, 572, 604, 632, 660, 684, 714, 738 Assessment and Activities	33, 61, 93, 119, 155, 179, 209, 243, 273, 301, 329, 351, 387, 413, 449, 473, 501, 525, 551, 573, 605, 633, 661, 685, 715, 739 Document-Based Questions

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
4.Ongoing review & skill practice to refine previously acquired skills	314 Skill Practice	402 Skill Practice	454 Skill Practice
<b>L.</b> Includes content and information that support a variety of approaches to instruction, including ( <i>score each item separately</i> ):			
1.Writing activities	79 Writing Support	139 Writing Support	237 Writing Support
2.Speaking activities	151 Issues to Debate	251 Class Debate	631 Issues to Debate
3.Project-based learning assignments	248, 254, 264 Hands-On Chapter Project	334, 339, 346 Hands-On Chapter Project	477, 482, 493 Hands-On Chapter Project
4.Interdisciplinary instruction	478 Differentiated Instruction, 340 Interdisciplinary Connection	393 Differentiated Instruction, 256 Interdisciplinary Connection	547 Differentiated Instruction, 440 Interdisciplinary Connection
5.Thematic instruction across genres	388 Collaborative Learning	434 Economics Connection	495 Collaborative Learning
6.Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	177 Issues to Debate	356 Skill Practice	420 Skill Praactice
<b>M.</b> Provides material and support for explicitly teaching comprehension.	81 Reading Strategy	104 Reading Strategy	149 Reading Strategy
<b>N.</b> Incorporates increasingly complex practice into lessons.	456, 460, 467 Hands-On Chapter Project	528, 539, 546 Hands-On Chapter Project	417, 423, 432, 439 Hands-On Chapter Project

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
<p><b>O.</b> 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"> <li>→ discussing/responding to open-ended prompts;</li> <li>→ tracing cause and effect relationships;</li> <li>→ comparing real life situations;</li> <li>→ dramatizing, or;</li> <li>→ tracing themes.</li> </ul>	185 Linking Past & Present	222 Linking Past & Present	347 Linking Past & Present
<p><b>P.</b> Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.</p>	11, 17, 24, 30, 40, 47, 52, 58, etc. Section Vocabulary (at the end of each lesson)	32, 60, 92, 118, 154, 178, 208, 242, 272, 300, 328, 350, 386, 412, 448, 472, 500, 524, 550, 572, 604, 632, 660, 684, 714, 738 Reviewing Vocabulary	25, 41, 91, 111, 117, 131, 166, 193, 251, 290, 311, 342, 365, 403, 421, 485, 518, 542, 571, 596, 626, 655, 676, 695, 737 Class Debate
<p><b>Q.</b> Extensive and varied opportunities to practice targeted skills.</p>	31, 59, 233, 327, 383, 471, 523, 565, 713 Government Skills	117, 290, 518, 676 Class Debate	608, 617, 624, 629 Hands-On Chapter Project