



**MAINE**  
**Civics and Government**  
**Middle Grades 5-8 and Secondary Grades**  
***Civics Today: Citizenship, Economics, & You* © 2003**

| OBJECTIVES  | PAGE REFERENCES  |
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| <b>CIVICS AND GOVERNMENT</b>  |  |
| <b>A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION</b>   |  |
| Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to: |  |
| <b>MIDDLE GRADES 5-8</b>  |  |
| 1. Identify the characteristics of an effective citizen.  | SE: 7, 120-124, 125-130, 236, 239-240, 324-325, 384-387<br><i>American Biographies</i> 248, 273, 326, 488, 578, 626<br><i>Americans in Action</i> 384, 406, 588<br><i>Documents of American History</i> 670<br><i>Economics and You</i> 493<br><i>Street Law</i> 12<br><i>Time Teens in Action</i> 123, 392, 603<br>TWE: CLA 121, 126<br>TMLL 4<br>WYC 499 |
| 2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.   | SE: 101, 267, 390-393, 395-399<br><i>Americans in Action</i> 395<br><i>Issues to Debate</i> 13, 507<br><i>Roe v. Wade</i> 674<br><i>Street Law</i> 182, 261<br><i>Time Political Cartoons</i> 310, 331, 393<br>TWE: CLA 390, 396<br>CTA 73   |
| 3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.                   | SE: 157-161, 173, 209-210, 258-262, 265, 270-275, 288<br><i>American Biographies</i> 273, 326, 545<br><i>Street Law</i> 261, 318<br><i>Time Political Cartoons</i> 272<br>TWE: CLA 271<br>ICA 273<br>TTA 137, 281<br>WYC 135   |
| 4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.  | SE: 7-8, 11, 208, 218-222, 224, 230, 240, 258-262, 265, 270-275, 324-325, 365, 386<br>TWE: CLA 271, 396<br>ICA 261, 273<br>TMLL 216<br>TTA 217   |

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| 5. Explain the functions of and relationships among local, state, and national governments.  | SE: 84-85, 92-93, 146-150, 171-174, 175-178, 181, 182-183, 192-195, 200-204, 206-209, 229-230, 282-285, 288, 292-295, 297-299, 306-318, 502-506, 671-674<br><i>Americans in Action</i> 282<br><i>Street Law</i> 261<br>TWE: CLA 63, 283, 516<br>EC 184<br>ICA 92 |
| <b>SECONDARY GRADES</b>  |  |
| 1. Develop and defend a position on a public policy issue within our democracy.  | SE: 267, 391-393, 395-397, 398, 516-518, 626-627<br><i>Issues to Debate</i> 13, 581<br><i>Time Reports</i> 630-631<br>TWE: CLA 121, 271, 396<br>ICA 261<br>MSN 272, 397  |
| 2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience.                                   | SE: 236, 239-240, 384-386<br><i>American Biographies</i> 248, 273<br><i>Americans in Action</i> 89, 200, 416<br>TWE: CTA 129<br>WIM 214<br>WYC 215   |
| 3. Describe the circumstances under which civil disobedience might be justified.   | SE: 390, 395-397<br><i>Issues to Debate</i> 507<br>TWE: MSN 397  |
| 4. Demonstrate an understanding of the processes of voter registration and voter participation.  | SE: 10-11, 89-90, 111-112, 122-123, 167, 223-226, 227, 236-240, 242, 249-250, 292-293, 299, 386-387<br><i>Americans in Action</i> 89<br><i>Citizenship and You</i> 234<br><i>Time Reports</i> 254-255<br>TWE: CLA 255<br>TTA 383                                 |
| <b>CIVICS AND GOVERNMENT</b><br><b>B. PURPOSE AND TYPES OF GOVERNMENT</b><br>Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to: |  |
| <b>MIDDLE GRADES 5-8</b>   |  |
| 1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.  | SE: 10-11, 23, 33-35, 37-38, 44-46, 72-74, 89-93, 98-101, 103-107, 110-112, 113-115, 268, 389, 390, 435, 574-575, 588-590, 592-593, 599-602<br><i>Americans in Action</i> 89, 364, 368<br>TWE: CLA 114, 600<br>CTA 37, 86<br>EC 11<br>ICA 602<br>MSN 91, 590     |

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| 2. Compare and contrast the structures of local, state, and national government.  | SE: 83-85, 90-93, 139-144, 166-168, 179-185, 196-199, 202-204, 242, 286, 287-290, 292-295, 297-300, 306-318<br><i>Citizenship and You</i> 280<br>TWE: CLA 293<br>MSN 289<br>TTA 281, 305   |
| 3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.   | SE: 289-290, 516-518<br><i>Americans in Action</i> 502<br><i>Citizenship and You</i> 256<br><i>Time Political Cartoons</i> 295<br>TWE: CLA 121, 516  |
| 4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.  | SE: 12, 165, 178, 182, 198, 203<br><i>American Biographies</i> 177, 299, 531<br><i>Americans in Action</i> 120, 179, 196, 200, 287, 292<br><i>Citizenship and You</i> 190, 280<br>TWE: CLA 56, 180, 293, 313<br>MSN 181, 208, 289<br>TTA 305 |
| 5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).  | SE: 7-9, 391-393, 395-399, 417-418, 516-518<br><i>Americans in Action</i> 515<br><i>Issues to Debate</i> 13<br>TWE: CLA 99<br>ICA 413  |
| 6. Explain the history and functions of Maine state government including the Constitution of Maine.   | SE: 7-9, 39-41, 58-59, 73, 85, 90-93, 282-286, 287-289<br>TWE: MSN 289   |
| <b>SECONDARY GRADES</b>   |  |
| 1. Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories. | SE: 10-11, 37-38, 417-418, 588-593, 595-597, 599-604, 622, 624-625<br><i>Americans in Action</i> 6, 515<br><i>Economics and You</i> 506<br>TWE: CLA 589, 600<br>CTA 592, 603<br>ICA 591<br>MSN 590<br>TMLL 50                                |
| 2. Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.   | SE: 181, 531-533<br><i>Americans in Action</i> 292<br><i>Issues to Debate</i> 581<br><i>Street Law</i> 356<br>TWE: CLA 376<br>EC 184<br>MSN 272<br>TTA 278, 281  |
| 3. Analyze the major arguments for and against representative government as distinguished from direct democracy.  | SE: 10, 31, 89-90, 590-591<br><i>Documents of American History</i> 660<br><i>Issues to Debate</i> 245<br><i>Time Political Cartoons</i> 242  |

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| 4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.  | SE: 289-290, 543-546, 548-552, 553-557<br><i>Issues to Debate</i> 495<br><i>Time Political Cartoons</i> 9<br>TWE: CLA 543, 549, 554   |
| 5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion.   | SE: 258-262, 264-268, 270-275<br><i>Americans in Action</i> 98, 258, 264<br>TWE: CLA 259, 265<br>MSN 260  |
| <b>CIVICS AND GOVERNMENT</b><br><b>C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS</b><br><b>Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:</b>    |   |
| <b>MIDDLE GRADES 5-8</b>  |   |
| 1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state). | SE: 10-11, 89-93, 98-99, 122-123, 138-139, 146-150, 171-178, 192-195, 202-204, 236<br><i>Americans in Action</i> 6, 146<br>TWE: CLA 90  |
| 2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.  | SE: 12, 98-101, 103-107, 109-112, 120-124, 286, 622<br><i>American Biographies</i> 6<br><i>Americans in Action</i> 368  |
| 3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state).   | SE: 390-393, 666<br><i>Citizenship and You</i> 256<br><i>Fact Fiction Folklore</i> 354<br><i>Issues to Debate</i> 13, 291<br><i>Roe v. Wade</i> 674<br><i>Street Law</i> 261<br><i>Supreme Court Case Studies</i> 263<br><i>Time Political Cartoons</i> 393 |
| 4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.  | SE: 12, 21-23, 124, 125-130<br><i>Americans in Action</i> 120<br><i>Documents of American History</i> 665, 667, 669, 670<br><i>Street Law</i> 12<br><i>Time Political Cartoons</i> 38<br>TWE: CLA 126<br>MSN 127  |
| <b>SECONDARY GRADES</b>   |   |
| 1. Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).                                      | SE: 10, 28-42, 44-47, 52-59, 60-87, 89-93, 595<br><i>Documents of American History</i> 659, 660<br><i>Economics and You</i> 506<br><i>Time Political Cartoons</i> 106<br>TWE: CLA 40<br>TTA 27  |

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|---|---|
| 2. Evaluate the Federalist and anti-Federalist positions on the ratification of the Constitution in light of historical developments.   | SE: 58-59, 92-93, 282-285<br><i>Documents of American History</i> 660   |
| 3. Evaluate the effectiveness of the Constitution as a vehicle for change.  | SE: 60, 85-86, 93, 109-112<br><i>Time Political Cartoons</i> 59<br>TWE: CLA 70  |
| 4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.               | SE: 6, 7, 10-11, 22, 23, 37-38, 98-101, 103-107, 109-112, 113-115, 120-130, 192-193, 267, 378, 419, 435, 439, 493, 494, 516, 572-573, 622<br><i>American Biographies</i> 376<br><i>Americans in Action</i> 6, 113, 120, 192<br><i>Documents of American History</i> , 663, 664, 666, 667<br><i>Economics and You</i> 99<br><i>Street Law</i> 12, 182<br><i>Teens in Action</i> 123<br><i>Time Political Cartoons</i> 370<br>TWE: CLA 126<br>ICA 9, 128<br>MSN 122 |
| 5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, Gulf of Tonkin Resolution, Watergate).                              | SE: 91-92, 146-147, 148-150, 161, 173, 176, 198, 202-204<br><i>Landmark Supreme Court Case Studies</i> 211<br><i>Marbury v. Wade</i> 672<br><i>United States v. Nixon</i> 674<br>TWE: CLA 90  |
| 6. Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.  | SE: 101, 267, 390-393, 395-399<br><i>Americans in Action</i> 395<br><i>Issues to Debate</i> 13, 507<br><i>Roe v. Wade</i> 674<br><i>Street Law</i> 182, 261<br><i>Time Political Cartoons</i> 310, 331, 393<br>TWE: CLA 390, 396<br>CTA 73  |
| 7. Examine civil rights issues related to well-known Supreme Court decisions.   | SE: 364<br><i>Brown v. Board of Education</i> 671<br><i>Documents of American History</i> 668<br><i>Landmark Supreme Court Case Studies</i> 374<br>TWE: EC 74, 76   |
| <b>CIVICS AND GOVERNMENT</b><br><b>D. INTERNATIONAL RELATIONS</b><br><b>Students will understand the political relationships between the United States and other nations.</b><br><b>Students will be able to:</b> |   |
| <b>MIDDLE GRADES 5-8</b>  |   |
| 1. Explain the foreign policy powers which the Constitution gives to the branches of the government.  | SE: 147, 173, 175-178<br><i>Issues to Debate</i> 581<br>TWE: CTA 67   |

| OBJECTIVES  | PAGE REFERENCES  |
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| 2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).             | SE: 12, 173, 177-178, 181, 617-618, 620-621, 622-627<br><i>Americans in Action</i> 502, 554<br>TWE: CLA 176<br>EC 184  |
| 3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO). | SE: 177, 598, 620, 625, 626-627<br><i>Americans in Action</i> 175, 617<br>TWE: CLA 623   |
| <b>SECONDARY GRADES</b>   |  |
| 1. Analyze the processes used to develop foreign policy.  | SE: 175-178, 181, 625, 626-627<br><i>American Biographies</i> 626<br><i>Documents of American History</i> 662, 667, 669<br><i>Issues to Debate</i> 581<br><i>Street Law</i> 624<br><i>Time Reports</i> 630-631   |
| 2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming).   | SE: 12, 23, 178, 576-580, 604, 614-615, 621, 624-627<br><i>Americans in Action</i> 175, 617<br><i>Economics and You</i> 411<br><i>Time Political Cartoons</i> 615<br><i>Time Reports</i> 630-631<br>TWE: CLA 623<br>CTA 626<br>EC 184<br>ICA 413<br>MSN 624<br>TTA 609 |
| 3. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples.                                 | SE: 12, 181, 614-615, 622, 626, 627<br><i>Street Law</i> 624<br>TWE: EC 184<br>TTA 609   |
| 4. Evaluate the benefits and difficulties of international cooperation, using specific examples.  | SE: 431, 432, 564-566, 567-569, 570, 580, 584, 598, 604, 610-615, 617-621, 623, 624<br><i>Americans in Action</i> 595<br>TWE: CLA 565<br>CTA 568<br>EC 569, 584<br>ICA 9   |

## Codes Used for TWE Pages

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| CLA  | Cooperative Learning Activity          |
| CTA  | Critical Thinking Activity             |
| EC   | Extending the Content                  |
| ICA  | Interdisciplinary Connections Activity |
| MSN  | Meeting Special Needs                  |
| TMLL | Two Minute Lesson Launcher             |
| TTA  | Teacher to Teacher Activity            |
| WIM  | Why It Matters                         |
| WYC  | Working in Your Community              |