



MAINE
Civics and Government
Middle Grades 5-8 and Secondary Grades
***United States Government: Democracy In Action* © 2003**

OBJECTIVES	PAGE REFERENCES
CIVICS AND GOVERNMENT A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:	
MIDDLE GRADES 5-8	
1. Identify the characteristics of an effective citizen.	SE: 23, 396-397 <i>Participating in Government</i> 36, 101 <i>Section Assessment</i> 397 <i>Politics and You</i> 460 TWE: PG 101 PP 352 C 397 SAA 397 MLS 466 CTA 467
2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.	SE: <i>Supreme Court Cases to Debate</i> 25, 411 <i>Debating the Case</i> 25, 411 <i>Participating in Government</i> 101 <i>Issues to Debate</i> 463 TWE: SCCD 25 DCA 25, 411 CD 411 CTA 461 ID 463
3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.	SE: 181-188, 189-192 <i>Congressional Quarterly's Government at a Glance</i> 183, 185 <i>Democracy in Action Workshop</i> 204-205 TWE: FCO 180B ECP 180 CTA 184 PG 184 LPP 185 CC 204 ID 205

OBJECTIVES	PAGE REFERENCES
4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.	SE: 23, 367-368, 397, 454-457, 460-462 <i>Participating in Government</i> 101 <i>Symbolic Speech</i> 367 <i>Concepts in Action</i> 462 TWE: PG 101 CLA 367 MLS 460 CTA 467
5. Explain the functions of and relationships among local, state, and national governments.	SE: 95-99, 101-102, 103-105, 106-107, 109-110 <i>Congressional Quarterly's Government at a Glance</i> 97, 109 <i>Section Assessment</i> 102 TWE: CQ 97 CTA 98 SAA 102 T 107
SECONDARY GRADES	
1. Develop and defend a position on a public policy issue within our democracy.	SE: <i>Participating in Government</i> 101 <i>Issues to Debate</i> 565, 727 <i>Debating the Issue</i> 565, 727 TWE: ICA 22 PG 101 CLA 367 CTA 461, 467, 563 MLS 724
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: 23-24, 396-397 <i>Prerequisites of Democracy</i> 23 <i>Participating in Government</i> 36, 101, 302 <i>Overcoming Obstacles</i> 483 TWE: CA 23 ECP 474 PG 478 T 487 CTA 530
3. Describe the circumstances under which civil disobedience might be justified.	SE: 410, 705 <i>Appeals for Democracy</i> 705 <i>The Power of Protest</i> 705 <i>Section Assessment</i> 707 <i>Reviewing Key Terms</i> 714 TWE: MLS 704 CA 705 ICA 706 SAA 707 NOTE: Classroom debate on these passages will provide fodder for discussion of the justification of civil disobedience.

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4. Demonstrate an understanding of the processes of voter registration and voter participation.	SE: 397, 481-484, 492-497 <i>Participating in Government</i> 478 <i>Section Assessment</i> 484, 497 <i>Voter's Handbook</i> 486-491 <i>Politics and You</i> 530 TWE: MLS 483 T 487 ICA 490 PY 530
CIVICS AND GOVERNMENT B. PURPOSE AND TYPES OF GOVERNMENT Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:	
MIDDLE GRADES 5-8	
1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.	SE: 398-405, 410, 702-705, 706-707 <i>Appeals for Democracy</i> 705 <i>Section Assessment</i> 707 TWE: T 703 MLS 704 DC 705 PG 706 ICA 706 SAA 707
2. Compare and contrast the structures of local, state, and national government.	SE: 95-102, 637-640, 641-647, 648-654, 656-658, 663-668 <i>Congressional Quarterly's Government at a Glance</i> 97, 129, 652 TWE: FCO 636B ECP 636 C 654
3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.	SE: <i>State Initiatives</i> 639 <i>Concepts in Action</i> 654 <i>Participating in State Government</i> 661 <i>Reader's Guide</i> 669 TWE: CLA 638, 642 CA 639 ID 643 C 647 ICA 652 CBTQ 661 RG 669

OBJECTIVES	PAGE REFERENCES
<p>4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.</p>	<p>SE: <i>Congressional Quarterly's Government at a Glance</i> 125, 306, 314 <i>Congressional Quarterly's Congress A to Z</i> 152-153 <i>Why It's Important</i> 212 <i>Settling Disputes</i> 313 <i>Concepts in Action</i> 647 <i>Participating in State Government</i> 661</p> <p>TWE: SC T7 CP 152 PG 153 ETC 396</p>
<p>5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).</p>	<p>SE: 9-11, 21 <i>Section Assessment</i> 11 <i>Cover Story</i> 12 <i>Supreme Court Cases to Debate</i> 655</p> <p>TWE: CTA 8 ID 9 C 11, 647 SAA 11 CLA 638 MLS 639</p>
<p>6. Explain the history and functions of Maine state government including the Constitution of Maine.</p>	<p>SE: 637-640, 641-647, 648-654, 656-658 <i>Section Assessment</i> 640 <i>Congressional Quarterly's Government at a Glance</i> 652 <i>Recalling Facts</i> 660 <i>Current Events Journal</i> 660</p> <p>TWE: FCO 636B ECP 636 CTA 644 C 654</p>
SECONDARY GRADES	
<p>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.</p>	<p>SE: 18-20, 702-705, 706-707 <i>Appeals for Democracy</i> 705 <i>Section Assessment</i> 707</p> <p>TWE: CTA 21 T 703 MLS 704 DC 705 PG 706 ICA 706 SAA 707</p>

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<p>2. Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.</p>	<p>SE: 102 <i>Congressional Quarterly's Government at a Glance</i> 97 <i>Critical Thinking</i> 97 <i>Concurrent Powers</i> 98 <i>Federal and State Struggles</i> 99 <i>State Initiatives</i> 639 <i>McCulloch vs. Maryland</i> 761</p> <p>TWE: FCO 94B CLA 96, 638 CQ 97 PG 98</p>
<p>3. Analyze the major arguments for and against representative government as distinguished from direct democracy.</p>	<p>SE: 19-20, 223-226 <i>Recounting Ballots</i> 224 <i>Section Assessment</i> 226 <i>Issues to Debate</i> 227 <i>Debating the Issue</i> 227</p> <p>TWE: MLS 20 CTA 223 SAA 226 SD 227 CTD 227 MA 227</p>
<p>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.</p>	<p>SE: 189-192, 656-658 <i>Cover Story</i> 189, 656 <i>Section Assessment</i> 192, 658</p> <p>TWE: LPP 148 CLA 190, 657 SAA 192, 658 CT 657</p>
<p>5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion.</p>	<p>SE: 194-198, 534-541 <i>Influencing Congress</i> 148 <i>Influencing Government</i> 195 <i>Political Processes</i> 196 <i>Calling Witnesses</i> 205</p> <p>TWE: PG 101, 196 TT 156D CLA 195 T 195 CA 195</p>

OBJECTIVES	PAGE REFERENCES
CIVICS AND GOVERNMENT	
C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS	
Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:	
MIDDLE GRADES 5-8	
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: 8, 19-21, 40, 65-67, 68-75 <i>Congressional Quarterly's Government at a Glance</i> 65, 66 <i>Constitutional Safeguards</i> 67 TWE: CQ T15, 66 FCO 34B CTA 66
2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.	SE: 83-90 <i>The Law and You</i> 84 <i>Congressional Quarterly's Government at a Glance</i> 86, 88 <i>Civil Rights</i> 87 TWE: F 83 LY 83 MLS 85 CQ 86 CTA 86 CA 87 ETC 89
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: 83-84 <i>Issues to Debate</i> 41 <i>Debating the Issue</i> 41 <i>Participating in Government</i> 79 <i>The Law and You</i> 84 TWE: SD 41 LY 84 MLS 85 CTA 361 ICA 362 ETC 363 C 364
4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.	SE: 24, 37, 54-56, 410, 416-417 <i>Participating in Government</i> 22 <i>Concepts in Action</i> 24 <i>Speaking of Washington</i> 107, 410 TWE: PG 22 SAA 24
SECONDARY GRADES	
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: 35-40, 44-47, 48-52, 53-58, 63-67 <i>Recalling Facts</i> 60 <i>Historic Documents</i> 802, 803, 804, 805 TWE: CLA 36 MLS 37

OBJECTIVES	PAGE REFERENCES
2. Evaluate the Federalist and anti-Federalist positions on the ratification of the Constitution in light of historical developments.	SE: 56-57, 812-814, 815-816, 817 <i>Congressional Quarterly's Government at a Glance</i> 57 <i>The Constitutional Debate</i> 58 <i>Section Assessment</i> 58 <i>Understanding Concepts</i> 60 TWE: CQ 57 SAA 58 UC 60
3. Evaluate the effectiveness of the Constitution as a vehicle for change.	SE: 13-14, 76-79 <i>Understanding Concepts</i> 76 <i>Congressional Quarterly's Government at a Glance</i> 77 <i>Political Processes</i> 78 <i>Participating in Government</i> 79 TWE: CTA 56, 79 F 76 CLA 77 PG 79 CQ 79
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: 9-11, 20-21, 23-24, 65-67 <i>Government Concepts</i> 1 <i>Landmark Case</i> 363-364 <i>Defending Beliefs</i> 364 TWE: HUD T31 MIR 2 CA 364 C 364
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: 65-67, 247-248, 249, 250, 336-337, 761 <i>Congressional Quarterly's Government at a Glance</i> 66 <i>Checks and Balances</i> 249 <i>Supreme Court Cases to Debate</i> 251 <i>Supreme Court Case Summaries</i> 761 TWE: CA 249
6. Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.	SE: 83-84 <i>Issues to Debate</i> 41 <i>Debating the Issue</i> 41 <i>Participating in Government</i> 79 <i>The Law and You</i> 84 TWE: SD 41 LY 84 MLS 85 CTA 361 ICA 362 ETC 363 C 364

OBJECTIVES	PAGE REFERENCES
7. Examine civil rights issues related to well-known Supreme Court decisions.	SE: 337, 356-357, 360, 361, 362, 363 <i>Speaking of Washington</i> 356 <i>Landmark Case</i> 359, 361, 363-364 TWE: FCO 330B T 356
CIVICS AND GOVERNMENT	
D. INTERNATIONAL RELATIONS	
Students will understand the political relationships between the United States and other nations.	
Students will be able to:	
MIDDLE GRADES 5-8	
1. Explain the foreign policy powers which the Constitution gives to the branches of the government.	SE: 162-163, 614-620 <i>North Korean Flag</i> 163 <i>Recalling Facts</i> 178 <i>Constitution of the United States</i> 780, 781, 782, 784-785 TWE: RF 178 F 614 CLA 615 L1 615
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: 610-613 <i>Brokering Peace</i> 615 <i>Diplomatic Moves</i> 617 <i>Presidential Actions</i> 618 <i>Issues to Debate</i> 626 <i>Debating the Issue</i> 626 <i>Speaking of Washington</i> 628 TWE: CLA 615, 628 MLS 616 CA 617 MA 626
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: 627-629 <i>Technology Activity</i> 33 <i>Cover Story</i> 614 <i>Reader's Guide</i> 627 <i>Section Assessment</i> 630 TWE: CLA 615, 628 MLS 616, 629 MA 626 RG 627 L1 628
SECONDARY GRADES	
1. Analyze the processes used to develop foreign policy.	SE: 162-163, 614-620, 627-629 <i>Recalling Facts</i> 178 <i>Diplomatic Moves</i> 617 <i>Speaking of Washington</i> 628 TWE: V 163 RF 178 CLA 615, 628 C 620 F 627

OBJECTIVES	PAGE REFERENCES
<p>2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming).</p>	<p>SE: 693-694, 702-705, 706-707 <i>Brokering Peace</i> 615 <i>Diplomatic Moves</i> 617 <i>Issues to Debate</i> 626 <i>Debating the Issue</i> 626 <i>Cover Story</i> 627, 696</p> <p>TWE: MA 626 CLA 628 ICA 706</p>
<p>3. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples.</p>	<p>SE: 195-196 <i>Concepts in Action</i> 192 <i>Presidential Actions</i> 618 <i>Cover Story</i> 627 <i>Section Assessment</i> 630</p> <p>TWE: DYK 164 CIA 192 MLS 616, 623 C 620 CLA 628</p>
<p>4. Evaluate the benefits and difficulties of international cooperation, using specific examples.</p>	<p>SE: 6-17, 627-629 <i>Destruction and Development</i> 16 <i>Cover Story</i> 614 <i>Diplomatic Moves</i> 617 <i>A Change of Policy</i> 619</p> <p>TWE: CTA 15 ICA 16 CA 16, 619 CLA 615 MLS 616</p>

Codes Used for TWE Pages

C	Close
CA	Caption Answer
CBTQ	Chapter Bonus Test Question
CC	Curriculum Connection
CD	Class Debate
CIA	Concepts in Action
CLA	Cooperative Learning Activity
CP	Congress A to Z Project
CQ	Congressional Quarterly's Government at a Glance
CT	Comparing Taxes
CTA	Critical Thinking Activity
CTD	Concluding the Debate
DC	Drawing a Continuum
DCA	Debating the Case Answers
DYK	Did you know?
ECP	Extra Credit Project
ETC	Extending the Content
F	Focus
FCO	From the Classroom of...
HUD	How to Use the Declaration of Independence in Your Classroom
ICA	Interdisciplinary Connections Activity
ID	Issues to Debate
L1	L1
LPP	Linking Past & Present
LY	The Law and You
MA	More About...
MIR	Making It Relevant
MLS	Multiple Learning Styles
PG	Participating in Government
PP	Portfolio Project
PY	Politics and You
RF	Recalling Facts
RG	Reader's Guide
SAA	Section Assessment Answers
SC	The Supreme Court
SCCD	Supreme Court Cases to Debate
SD	Setting up the Debate
T	Teach
TT	Teaching Transparency
UC	Understanding Concepts
V	Videodisc