



NEW HAMPSHIRE
Social Studies Curriculum Framework – Civics and Government
End of Grades Six and Ten
United States Government: Democracy in Action © 2003

PROFICIENCY STANDARDS	PAGE REFERENCES
<p>Purpose. The major goal of civics and government education is to enable students to become responsible citizens who are committed to preserving and enhancing American constitutional democracy. Central to this objective is the development of students' knowledge relative to the purpose, structure, and functions of government at all levels as well as an understanding of the political process and the role of law. Equally important is the development of the skills and motivation necessary to apply their knowledge through civic participation.</p>	
<p>Curriculum Standard 1. Students will demonstrate an understanding of the purpose of government and how government is established and organized.</p>	
<p><u>End-of-Grade 6</u> (Elementary) Students will be able to:</p>	
<p>◆ 1.6.1. Describe the major things governments do in their school, community, state, and nation including making school rules; building and maintaining highways; establishing courts of law; and providing for the defense of the nation.</p>	<p>SE: 648-654 <i>Transportation Programs</i> 600-602 <i>Roads West</i> 601 <i>National Security</i> 608 <i>The Department of Defense</i> 623-625 <i>Issues to Debate</i> 626 <i>Debating the Issue</i> 626 <i>Government and You</i> 649</p> <p>TWE: ICA 601 CA 601 FCO 606B</p>
<p>◆ 1.6.2. Describe, by using examples, government in terms of the people and institutions that make, apply, and enforce rules and laws including the resolution of disputes about rules and laws.</p>	<p>SE: 406-410, 412-418, 427-428 <i>Guaranteeing Equal Rights</i> 407 <i>Supreme Court Cases to Debate</i> 411, 429 <i>Government and You</i> 417</p> <p>TWE: CD 411, 429 PG 414 CLA 649</p>
<p>◆ 1.6.3. Identify and apply criteria for evaluating the effectiveness and fairness of rules and laws in the classroom, school, and community.</p>	<p>SE: <i>Debating the Case</i> 411 <i>Equality vs. Freedom</i> 413 <i>Personal Privacy</i> 418 <i>Equity</i> 426</p> <p>TWE: CTA 409, 415 TCD 411, 655 DCA 411 DYK 414 CA 418</p>

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<p>◆ 1.6.4. Explain that the basic purposes of government in the United States are to protect the inalienable rights of individuals and to promote the common good.</p>	<p>SE: <i>Women in the Armed Forces</i> 416 <i>Protecting All Americans</i> 428 <i>Supreme Court Cases to Debate</i> 655</p> <p>TWE: L1 415 CA 416 GY 417 ID 425 CA 428 C 602 CLA 649 CD 655</p>
<p>End-of-Grade 10 (Secondary) In addition to the above, students will be able to:</p>	
<p>◆ 1.10.1 Evaluate, take, and defend positions on the purposes government should serve and why government and politics are necessary.</p>	<p>SE: 9-11 <i>Government and You</i> 9 <i>Participating in Government Activity</i> 9 <i>Debating the Case</i> 655</p> <p>TWE: CTA 8 ID 9 ICA 9, 427 C 410 DCA 655</p>
<p>◆ 1.10.2. Compare power and authority and explain that, in the United States, civil authority comes from custom, law, and the consent of the governed.</p>	<p>SE: 8, 426, 427-428, 430-432 <i>Free Elections</i> 22 <i>Section Assessment</i> 428 #2 <i>Concepts in Action</i> 428 <i>America's Legal Heritage</i> 434</p> <p>TWE: SAA 428 CC 432 CA 434</p>
<p>◆ 1.10.3 Describe the major forms of limited and unlimited governments including monarchy, oligarchy, democracy, authoritarian, and totalitarian.</p>	<p>SE: 18-20 <i>Comparative Government</i> 19 <i>Comparing Governments</i> 20 <i>Free Elections</i> 22</p> <p>TWE: CLA 19 CA 19 CG 20 MLS 20 CTA 21 ETC 23</p>
<p>◆ 1.10.4. Discuss why limiting the powers of government is essential to the protection of individual rights.</p>	<p>SE: 850 <i>Limited Government</i> 35-36, 67 <i>Section Assessment</i> 40 #2 <i>Protecting All Americans</i> 428</p> <p>TWE: ID 9 MLS 20 CA 37, 428 TCD 655</p>

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<p>◆ 1.10.5. Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss why, in a representative democracy, decisions are made by the majority with minority rights protected.</p>	<p>SE: 20, 37, 847, 853 <i>Free Elections</i> 22 <i>Beginnings of Representative Government in America</i> 37 <i>Colonial Legislature</i> 39-40 <i>Electoral College Issues</i> 223-226 <i>Issues to Debate</i> 227 <i>Debating the Issue</i> 227</p> <p>TWE: MLS 20 CA 37</p>
<p>Curriculum Standard 2. Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p>	
<p><u>End-of-Grade 6</u> (Elementary) Students will be able to:</p>	
<p>◆ 2.6.1. Discuss the importance of the following ideals and principles to American democracy-- individual rights and responsibilities; concern for the well-being of the community; tolerance for others; minority rights; equality of opportunity and equal protection under the law; and the importance of education, work, and volunteerism.</p>	<p>SE: 20-21, 406-408 <i>We the People</i> 15 <i>The Soil of Democracy</i> 23-24 <i>Concepts in Action</i> 24, 491 <i>Participating in Government</i> 36</p> <p>TWE: WTP 15 L1 19 C 24 PG 36</p>
<p>◆ 2.6.2. Discuss the importance of the following to the creation and preservation of American constitutional democracy—the Declaration of Independence; the United States Constitution; the Bill of Rights; the Constitution of New Hampshire; and the Pledge of Allegiance.</p>	<p>SE: 46-47, 63-67, 83-87 <i>We the People</i> 43 <i>Why It's Important</i> 62 <i>Congressional Quarterly's Government at a Glance</i> 65 <i>Critical Thinking</i> 65 <i>Cover Story</i> 83 <i>The Law and You</i> 84</p> <p>TWE: CLA 64 MLS 65</p>
<p>◆ 2.6.3. Explain that, in the United States, constitutional democracy is founded on the conviction that Americans are united as a nation by the ideals and principles they share rather than the race, religion, or country of origin of the nation's people.</p>	<p>SE: 6, 8, 24 <i>Section Assessment</i> 11 <i>Cover Story</i> 12 <i>Democracy</i> 19-20 <i>Majority Rule with Minority Rights</i> 21 <i>Free Elections</i> 22</p> <p>TWE: SAA 11 CA 23</p>

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<p>◆ 2.6.4. Explain that the United States Constitution, including the Bill of Rights and other amendments, and the New Hampshire Constitution, including its amendments, are written documents that set forth the purposes and organization of the federal and state government.</p>	<p>SE: 63-67, 83-87, 637-640, 774-779 <i>Congressional Quarterly's Government at a Glance</i> 86, 88 <i>Critical Thinking</i> 86 <i>The Power of the Ballot</i> 87 <i>Understanding Concepts</i> 637</p> <p>TWE: FCO 62B ETC 89 CA 638</p>
<p>◆ 2.6.5. Describe and compare the primary functions of the three branches of government including the passing of laws by the legislative branch; the carrying out and enforcement of laws by the executive branch; and the interpretation of laws and the protection of rights by the judicial branch.</p>	<p>SE: 68-75 <i>Congressional Quarterly's Government at a Glance</i> 66 <i>Checks and Balances</i> 67 <i>Cover Story</i> 68 <i>Presidential Leadership</i> 71 <i>Federal and State Struggles</i> 99 <i>Article II. The Executive Branch</i> 782-785 <i>Article III. The Judicial Branch</i> 785-786</p> <p>TWE: CQ 66 CLA 69 C 102</p>
<p>◆ 2.6.6. Identify, describe, and compare the structure and major responsibilities and services of government at the local, county, state, and federal levels.</p>	<p>SE: 95-102, 641-647, 663-668 <i>Congressional Quarterly's Government at a Glance</i> 97 <i>Concurrent Powers</i> 98 <i>Why It's Important</i> 662 <i>Understanding Concepts</i> 663</p> <p>TWE: ECP 94 CA 98 FCO 636B CTA 644</p>
<p>◆ 2.6.7. Describe how public officials are chosen and how laws and/or policies are made at the local, county, state, and federal levels.</p>	<p>SE: 641-647, 648-654 <i>Concepts in Action</i> 647 <i>Government and You</i> 649</p> <p>TWE: SAA 647 F 648 L1 649 MLS 650 ICA 652 C 654</p>
<p>◆ 2.6.8. Identify and describe the roles and responsibilities of the major components of the New Hampshire judicial system including law enforcement and the courts.</p>	<p>SE: 646-647 <i>Concepts in Action</i> 640 <i>Judicial Powers</i> 645 <i>Section Assessment</i> 647 #4, 654 #4 <i>Protecting Life and Property</i> 651-653 <i>Participating in Government Activity</i> 665</p> <p>TWE: SAA 640, 647, 654 CC 652</p>

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<p>End-of-Grade 10 (Secondary) In addition to the above, students will be able to:</p>	
<p>◆ 2.10.1 Identify and discuss the political, legal, philosophical, and religious traditions that the early settlers brought to the development and establishment of American democracy.</p>	<p>SE: 5, 37, 38 <i>Cover Story</i> 35 <i>Growth of Democracy</i> 37 <i>The Three-Fifths Compromise</i> 55 <i>Constitutional Ideals</i> 55 <i>The Slavery Question</i> 55-56 <i>The New England Town</i> 665 TWE: CTA 38 CLA 664</p>
<p>◆ 2.10.2. Discuss the creation and ratification of the United States Constitution and Bill of Rights including the significance of the Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, and the Federalist Papers.</p>	<p>SE: 13-14, 35-36, 39, 46-47, 48-52, 63-67, 812-817 <i>Speaking of Washington</i> 10, 40 <i>Political Processes</i> 39 TWE: CTA 45 MLS 55</p>
<p>◆ 2.10.3. Discuss the contributions of significant individuals, including Thomas Hobbes, John Locke, Montesquieu, John Milton, George Washington, James Madison, Alexander Hamilton, Benjamin Franklin, and Thomas Jefferson, to the development and adoption of the United States Constitution and Bill of Rights.</p>	<p>SE: 8, 37-38, 52, 53-54, 812-814 <i>Maintaining Social Order</i> 9-10 <i>Cover Story</i> 12 <i>We the People</i> 43 TWE: UC 35 WTP 43 MLS 44</p>
<p>◆ 2.10.4. Describe how fundamental ideals and principles of American democracy, including popular sovereignty, rule of law, checks and balances, minority rights, civilian control of the military, separation of church and state, public or common good, and individual rights and responsibilities, are incorporated in the United States Constitution and Bill of Rights.</p>	<p>SE: 63-67 <i>Congressional Quarterly's Government at a Glance</i> 64, 65, 66 <i>Checks and Balances</i> 67 TWE: FCO 62B CQ 64, 65, 66 CLA 64 MLS 65</p>
<p>◆ 2.10.5. List the purposes of government as stated in the Preamble to the United States Constitution and explain how the Constitution gives government the power to fulfill these purposes.</p>	<p>SE: 63, 65-67, 68-75, 774, 775 <i>Congressional Quarterly's Government at a Glance</i> 64 <i>Section Assessment 67 #4</i> TWE: F 63, 68 SAA 67</p>
<p>◆ 2.10.6. Explain how the United States Constitution is a living document by analyzing its evolution through amendments and Supreme Court interpretations and decisions.</p>	<p>SE: 76-81, 336-339, 774, 775-799 <i>Concepts in Action</i> 75, 81 <i>Cover Story</i> 76 <i>Participating in Government</i> 79 <i>Presidential Influence</i> 80 TWE: CTA 71 CLA 77 MLS 78</p>

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<p>◆ 2.10.7. Describe how statements and events related to the following movements contributed to the evolution of the United States Constitution--ratification process including the Federalist Papers; states' rights; abolition; universal suffrage; prohibition; and civil rights.</p>	<p>SE: 89, 106-107, 481-484 <i>Find Out</i> 106 <i>The Fight for the Right to Vote</i> 415 <i>Supreme Court Cases to Debate</i> 485 TWE: WTP 43 CTA 51 MLS 55, 108 PP 89</p>
<p>◆ 2.10.8. Discuss the relationship of the New Hampshire Constitution to the United States Constitution and explain that the United States Constitution is the highest law in the land and that no government can make laws that take away the rights it guarantees.</p>	<p>SE: 424-426, 637-638 <i>State Constitutions</i> 424 TWE: CA 424 CTA 426 NOTE: The local nature of a state constitution can be covered during class discussion.</p>
<p>◆ 2.10.9. Discuss the major responsibilities of government at the local, county, state, and federal levels; how these governments are funded; and the purposes for which funds are used.</p>	<p>SE: 65-67, 68-75, 95-102, 641-647, 648-654, 656-658, 669-675 <i>Trekking Through the City</i> 670 TWE: CLA 657, 670 FCO 662B</p>
<p>◆ 2.10.10. Describe the legislative and political processes by which a bill becomes a law or a governmental policy is established at the state and federal levels.</p>	<p>SE: 181-188, 648-654 <i>Politics and You</i> 182 <i>Congressional Quarterly's Government at a Glance</i> 185 <i>Government and You</i> 649 <i>Participating in Government</i> 649 TWE: FCO 180B ETC 186, 653 F 648 MLS 650</p>
<p>◆ 2.10.11. Describe the organization and operation of the United States legal system including the justice system and the courts.</p>	<p>SE: 305-310, 312-317 <i>Rulings of Federal Courts</i> 313 <i>Congressional Quarterly's Government at a Glance</i> 314 <i>The Law and You</i> 315, 378 TWE: FCO 304B CTA 308, 379 F 312 CLA 313</p>

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<p>◆ 2.10.12. Discuss how individual rights are protected in the United States legal system.</p>	<p>SE: 83-90 <i>Why It's Important</i> 62 <i>The Law and You</i> 84 <i>Congressional Quarterly's Government at a Glance</i> 86 <i>Critical Thinking</i> 86 <i>Civil Rights</i> 87</p> <p>TWE: F 83 LY 84 MLS 85 CQ 86 ETC 653</p>
<p>◆ 2.10.13. Explain why American constitutional democracy has survived for more than 200 years and why it has become a model governmental framework.</p>	<p>SE: 65-67, 76-78 <i>Constitutional Amendments</i> 85 <i>Concepts in Action</i> 90</p> <p>TWE: ECP 62 C 67 F 76 CA 78, 85 ETC 88</p>
<p>Curriculum Standard 3. Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.</p>	
<p>End-of-Grade 6 (Elementary) Students will be able to:</p>	
<p>◆ 3.6.1. Explain how the world is divided into different nations with their own governments.</p>	<p>SE: 5-8, 689-694, 696-701, 702-707 <i>Attempting to Ensure National Security</i> 608</p> <p>TWE: ECP 62 CLA 608, 615, 622, 628 ICA 618 C 620</p>
<p>◆ 3.6.2. Describe the major ways nations interact with one another including trade; diplomacy; international meetings and exchanges; treaties and agreements; and use of military force.</p>	<p>SE: 607-613, 615-617 <i>Why It's Important</i> 606 <i>Issues to Debate</i> 626 <i>Cover Story</i> 627</p> <p>TWE: FCO 606B F 607 L1 608 THC 609 MLS 616 CTA 617</p>
<p>◆ 3.6.3. Explain why it is important for nations to work together to resolve problems.</p>	<p>SE: 708-712, 732-736 <i>World Peace</i> 608 <i>Security and Trade</i> 608 <i>Humanitarian Policies</i> 609 <i>Peace Agreement</i> 615 <i>More About...</i> 626</p> <p>TWE: CA 609 MLS 629 C 736</p>

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End-of-Grade 10 (Secondary) In addition to the above, students will be able to:	
♦ 3.10.1. Explain how the world is organized politically, and discuss that no political organization at the international level has power comparable to that of an individual nation.	SE: 609-610, 627-629, 689-694 <i>Cover Story</i> 621 <i>Key Terms</i> 627 <i>Understanding Concepts</i> 627 <i>Speaking of Washington</i> 628 TWE: CC 610 YDS 611 ICA 618 RG 627
♦ 3.10.2. Discuss, using historical and contemporary examples, the national and international consequences of interactions between and among nations.	SE: <i>Cover Story</i> 607, 614 <i>A Change of Policy</i> 619 TWE: CLA 608, 615 FF 609 ID 609 MLS 609 CTA 610 ETC 619 CA 619
♦ 3.10.3. Discuss the reasons for conflicts between and among nations, and describe the role of governmental international organizations in the search for and maintenance of order.	SE: 707, 708-710 <i>Cover Story</i> 708 <i>Terrorist Attack</i> 709 <i>Congressional Quarterly's Government at a Glance</i> 711 <i>North Atlantic Treaty Organization</i> 711-712 <i>The United Nations</i> 712 <i>Concepts in Action</i> 712 TWE: F 708 CA 709 CQ 711
♦ 3.10.4. Discuss the nature, importance, and potential impacts on world affairs of political, demographic, environmental, pathogenic, economic, technological, and cultural developments, and identify and examine possible responses to these developments.	SE: <i>Why It's Important</i> 574 <i>Free Trade</i> 575-576 <i>Trade Policy</i> 576 <i>The New Global Agenda</i> 613 <i>The European Union</i> 710-711 <i>North American Trade Agreement</i> 711 TWE: ETC 580 ICA 652 MLS 710 CTA 711

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<p>◆ 3.10.5. Discuss the impact of the American concept of democracy on world affairs.</p>	<p>SE: 689-694, 696-701 <i>Why It's Important</i> 688 <i>Democracy and Parties</i> 700 <i>Concepts in Action</i> 701</p> <p>TWE: ECP 688 MLS 691 CTA 692 ICA 693 ID 694 CA 700</p>
<p>Curriculum Standard 4. Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organization, and operation of American government through the political process and citizen involvement.</p>	
<p><u>End-of-Grade 6 (Elementary)</u> Students will be able to:</p>	
<p>◆ 4.6.1. Discuss why it is important to participate in community and government affairs.</p>	<p>SE: 23 <i>Government and You</i> 9 <i>We the People</i> 15 <i>Participating in Government</i> 101, 256 <i>Politics and You</i> 460 <i>Participating in Government Activity</i> 460</p> <p>TWE: WTP 15 PG 256, 460 PP 352</p>
<p>◆ 4.6.2. Discuss what it means to be a citizen of the United States including the rights and responsibilities of citizenship.</p>	<p>SE: 396-397 <i>Participating in Government</i> 22, 36 <i>Responsible Citizens</i> 396 <i>Section Assessment</i> 397 <i>Concepts in Action</i> 397</p> <p>TWE: PG 101 CA 396 ETC 396 SAA 397</p>
<p>◆ 4.6.3. Describe basic elements of the voting process including eligibility to vote and alternative methods of casting votes (for example, voice, show of hands, secret ballot).</p>	<p>SE: 475-479, 481-484 <i>Cover Story</i> 5, 475 <i>Appealing to Voters</i> 461 <i>Participating in Government</i> 478 <i>Voter's Handbook</i> 486-491</p> <p>TWE: PP 352 C 484 CC 490 ICA 490</p>
<p>◆ 4.6.4. Name the persons who represent them in Congress and the heads of the executive branch of their local, state, and federal governments.</p>	<p>SE: <i>Participating in Government</i> 120 <i>Concepts in Action</i> 647 <i>Presidents of the United States</i> 746-753</p> <p>TWE: MLS 643</p> <p>NOTE: Since the lists of elected officials are volatile, this objective can be covered during class discussion.</p>

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<p>◆ 4.6.5. Explain how they can contact their representatives and other government officials.</p>	<p>SE: <i>Participating in Government</i> 36, 79, 210, 414, 552 TWE: PG 101, 460, 414, 646 L3 643</p>
<p>End-of-Grade 10 (Secondary) In addition to the above, students will be able to:</p>	
<p>◆ 4.10.1. Analyze those dispositions or traits of character that lead individuals to become independent members of society and that foster respect for individual worth and human dignity including self-discipline; self-governance; individual responsibility; respect for the rights and decisions of others; concern for the well-being of others; tolerance; and the ability to compromise.</p>	<p>SE: <i>We the People</i> 72, 113, 133, 170, 324, 482, 720 TWE: WTP 72, 133, 170, 465</p>
<p>◆ 4.10.2. Describe and analyze the ways Americans can effectively participate in civic and political life at the school, community, state, and national levels and discuss how such participation can lead to the attainment of both individual and public goals.</p>	<p>SE: 23 <i>Government and You</i> 9 <i>We the People</i> 15 <i>Participating in Government</i> 101, 256 <i>Politics and You</i> 460 <i>Participating in Government Activity</i> 460 TWE: WTP 15 PG 256, 460 PP 352</p>
<p>◆ 4.10.3. Name the persons who represent them in legislative bodies and the heads of the executive, legislative, and judicial branches of their local, county, state, and federal governments, and explain which level(s) of government they should contact to express their opinions or to get information or help on specific problems and issues.</p>	<p>SE: <i>Participating in Government</i> 120 <i>Concepts in Action</i> 647 <i>Presidents of the United States</i> 746-753 TWE: MLS 643 NOTE: Since the lists of elected officials are so volatile, this objective can be covered during class discussion.</p>
<p>◆ 4.10.4. Demonstrate an understanding of how an individual participates in primary and general elections including registering to vote; identifying the major duties, responsibilities, and qualifications required for a particular position; becoming informed about candidates and issues; declaring or changing party affiliation; and obtaining, marking, and depositing a ballot.</p>	<p>SE: 464-470, 475-479, 481-484 <i>Cover Story</i> 5, 475 <i>Appealing to Voters</i> 461 <i>Participating in Government</i> 478 <i>Voter's Handbook</i> 486-491 TWE: PP 352 C 484 CC 490 ICA 490</p>
<p>◆ 4.10.5. Explain why, in a given situation, people may differ over which ideals and principles are most important (for example, the right of a person to a fair trial and the right of freedom of the press).</p>	<p>SE: <i>Supreme Court Cases to Debate</i> 25, 290, 365, 695 <i>Debating the Case</i> 25, 290, 365, 695 TWE: DCA 25, 290, 365, 695</p>

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◆ 4.10.6. Discuss ways misunderstandings and conflicts between members of different groups can be prevented, managed, or resolved in a fair and peaceful manner that respects individual rights and promotes the common good.	SE: <i>Participating in Government</i> 2, 22, 101, 352, 414 <i>We the People</i> 43 <i>Democracy in Action Workshop</i> 268-271 TWE: WTP 43 PG 101, 414
◆ 4.10.7. Discuss, using historical examples, efforts to more fully realize the fundamental ideals and principles of American constitutional democracy including abolitionism and the universal suffrage and civil rights movements.	SE: 89, 406-410, 414-416, 481-484 <i>Congressional Quarterly's Government at a Glance</i> 409 <i>Speaking of Washington</i> 410 <i>The Fight for the Right to Vote</i> 415 <i>Supreme Court Cases to Debate</i> 485 TWE: C 410 CTA 415
◆ 4.10.8. Analyze the assertion that constitutional democracy is fragile and that it requires the participation of an attentive, knowledgeable, and competent citizenry.	SE: 19-21, 76-78 <i>The Soil of Democracy</i> 23-24 <i>Why It's Important</i> 62 <i>Participating in Government</i> 79 <i>Concepts in Action</i> 491 TWE: CTA 79, 489 PG 79 MLS 488 LPP 490

Codes Used for TWE Pages

C	Close	ICA	Interdisciplinary Connections Activity
CA	Caption Answer	ID	Issues to Debate
CC	Curriculum Connection	L1	L1
CD	Class Debate	L3	L3
CG	Comparing Governments	LPP	Linking Past & Present
CLA	Cooperative Learning Activity	LY	The Law and You
CQ	Congressional Quarterly's Government at a Glance	MLS	Multiple Learning Styles
CTA	Critical Thinking Activity	PG	Participating in Government
DCA	Debating the Case Answers	PP	Political Profiles
DYK	Did You Know?	RG	Reader's Guide
ECP	Extra Credit Project	SAA	Section Assessment Answers
ETC	Extending the Content	TCD	The Court's Decision
F	Focus	THC	The History Channel
FCO	From the Classroom of...	UC	Understanding Concepts
FF	Facts on File	WTP	We the People
GY	Government and You	YDS	You Don't Say...