

**West Baton Rouge Parish**  
Model Curriculum Mapping Template

Subject/Grade: Civics

Textbook: Miller, American Government

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
<b>Unit 1: Principles of Government and Political Systems</b>							
C-1A-H1	1	<ul style="list-style-type: none"> <li>Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary</li> </ul>	Ch. 1 sec. 1-3 pp. 4-15	<b>Activity 1:</b> Creating an Island Scenario to Explain the Need for Government (GLE: 1)		Textbook	Work with students to create a project rubric
C-1A-H1	1	<ul style="list-style-type: none"> <li>Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary</li> </ul>	Ch. 3 sec. 1 pp. 65-66	<b>Activity 2:</b> Using Primary Sources to Define the Purposes of Government (GLEs: 1, 4, 17)		Primary source documents	Informally assess group interaction; establish a scoring matrix to score skits and murals
C-1A-H1	4	<ul style="list-style-type: none"> <li>Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare)</li> </ul>			VHS Tape or DVD: <u>Schoolhouse Rock</u>		
C-1A-H5	17	<ul style="list-style-type: none"> <li>Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, the Fourteenth Amendment)</li> </ul>					
C-1A-H1	2	<ul style="list-style-type: none"> <li>Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education)</li> </ul>	Ch. 1 Sec 1, 2 pp. 5-11	<b>Activity 3:</b> The Need for Government (GLEs: 2, 3)			Monitor consensus building among students; develop a rubric to assess political cartoons and essays
C-1A-H1	3	<ul style="list-style-type: none"> <li>Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants)</li> </ul>					
C-1A-H1	1	<ul style="list-style-type: none"> <li>Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary</li> </ul>	Ch. 1 sec. 3 pp. 11-12	<b>Activity 4:</b> Defining the Purposes of Government by Researching a State (GLEs: 1, 4, 5)		Access to internet	Use sample rubric in LA Comprehensive Curriculum: p. 8
C-1A-H1	4	<ul style="list-style-type: none"> <li>Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare)</li> </ul>	Internet				
C-1A- H2	5	<ul style="list-style-type: none"> <li>Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin)</li> </ul>					
C-1A- H2	5	<ul style="list-style-type: none"> <li>Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin)</li> </ul>	Ch. 1 sec. 4 pp. 16-20	<b>Activity 5:</b> Classifying Forms of Government; Modeling a Direct Democracy (GLE: 5)		Poster board	Guide and informally monitor class discussion
C-1A- H2	5	<ul style="list-style-type: none"> <li>Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin)</li> </ul>	Ch. 2 sec. 1 pp. 32-35		<b>Activity 6:</b> Comparing Political Systems (GLE: 5)		

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<b>Unit I: Principles of Government and Political Systems</b>							
C-1A- H2	5	<ul style="list-style-type: none"> <li>Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin)</li> </ul>	Ch. 1 sec. 4 pp. 16-20 ch. 2 sec. 1 pp. 32-35	<b>Activity 7:</b> Applying Governmental Concepts (GLE: 5)			Teacher-constructed unit exam.

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<b>Unit II: United States Constitution and Government</b>							
C-1A-H3	6	<ul style="list-style-type: none"> <li>Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government</li> <li>Categorize governmental powers as delegated, reserved, concurrent, or implied</li> <li>Identify powers denied to federal or state governments by the U.S. Constitution</li> <li>Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government; roles and responsibilities of the three branches)</li> </ul>	Ch. 3 sec. 2 pp. 67-70 ch. 4 sec. 2 pp. 91-96	<b>Activity 1:</b> Government in Action (GLEs: 6, 7, 8, 9)			Guide and check for understanding students' responses & investigation
C-1A-H3	7						
C-1A-H3	8						
C-1A-H3	9						
C-1A-H3	9	<ul style="list-style-type: none"> <li>Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government; roles and responsibilities of the three branches)</li> </ul>	Ch. 3 sec. 2 pp. 67-70	<b>Activity 2:</b> Applying Concepts of Checks and Balances (GLE: 9)			Monitor, informally assess class debate
C-1A-H4	10	<ul style="list-style-type: none"> <li>Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system</li> <li>Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials</li> </ul>	Ch. 5 sec. 1-5 pp. 63-83	<b>Activity 3:</b> Analyzing the Three Branches of Government (GLEs: 10, 11)		Worksheets Primary sources  U.S. Constitution (art. I, II, III)	Guide discussions of each article to reinforce student information and to correct errant student knowledge
C-1A-H4	11						
C-1A-H3	6	<ul style="list-style-type: none"> <li>Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)</li> <li>Categorize governmental powers as delegated, reserved, concurrent, or implied</li> <li>Identify powers denied to federal or state governments by the U.S. Constitution</li> <li>Explain the structure and functions of state, parish, and local governments</li> </ul>	Ch. 4 sec. 1 pp. 87-91	<b>Activity 4:</b> Defining Federalism (GLEs: 6, 7, 8, 12)		Charts illustrating similarities & differences between federal & state gov'ts	Summative quiz
C-1A-H3	7						
C-1A-H3	8						
C-1A-H4	12						
C-1A-H4	10	<ul style="list-style-type: none"> <li>Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system</li> <li>Explain the structure and functions of state, parish, and local governments</li> <li>Discuss the advantages or disadvantages of various types of local government</li> <li>Examine constitutional provisions concerning the relationship between federal and state governments</li> </ul>	Ch. 4 sec. 2 pp. 91-97	<b>Activity 5:</b> Analyzing Local Government (GLEs: 10, 12, 13, 14)		Wall charts	Direct class discussion of charts.  Develop scoring rubric for descriptive paragraphs
C-1A-H4	12						
C-1A-H4	13						
C-1A-H4	14						

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<b>Unit II: United States Constitution and Government</b>							
C-1A-H5	15	<ul style="list-style-type: none"> <li>Explain the processes and strategies of how a bill becomes a law at the federal and state level</li> </ul>	Ch. 16 sec. 2, 3 pp. 430-443	<b>Activity 6:</b> A Bill Becomes a Law Chart		Internet access	Monitor student discussion; entire class to critique each student's proposed legislation
C-1A-H5	15	<ul style="list-style-type: none"> <li>Explain the processes and strategies of how a bill becomes a law at the federal and state level</li> </ul>	Ch. 16 sec. 2, 3 pp. 423-443	<b>Activity 7:</b> Examining the Legislative Process (GLE: 15)			Construct scoring rubric for newspaper articles
C-1A-H5	16	<ul style="list-style-type: none"> <li>Evaluate a specific law or court ruling on given criteria</li> </ul>	Various throughout textbook	<b>Activity 8:</b> Analyzing a Supreme Court Ruling (GLE: 16)		Internet access	Supervise student research; Informally check for understanding
C-1A-H5	17	<ul style="list-style-type: none"> <li>Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, the Fourteenth Amendment)</li> </ul>	Various throughout textbook	<b>Activity 9:</b> Evaluating the Role of Law in a Democracy and the Bill of Rights (GLE: 17)		Poster board	Develop comprehensive assessment matrix to score students' presentations, political cartoons, and essays
C-1B-H1	25	<ul style="list-style-type: none"> <li>Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States</li> </ul>	Ch. 2 sec. 1-3 pp. 31-48	<b>Activity 10:</b> Historical Origins of American Government (GLE: 25)		Copies of summaries	Guide discussion of each summary and assess student descriptions for understanding
C-1B-H1	26	<ul style="list-style-type: none"> <li>Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1)</li> </ul>	Ch. 2 sec. 1 pp. 32-34	<b>Activity 11:</b> Philosophers and the American Constitution (GLE: 26)			Oversee biographic research of students Use rubric to score students' written and presented speeches
C-1B-H1	27	<ul style="list-style-type: none"> <li>Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1)</li> </ul>	Ch. 2 sec. 2 pp. 35-38	<b>Activity 12:</b> Using Primary Resources on Government (GLE: 27)		Mayflower Compact, worksheets	Audit worksheets for completeness
C-1A-H5	16	<ul style="list-style-type: none"> <li>Evaluate a specific law or court ruling on given criteria</li> </ul>	Ch. 6 sec. 3 pp. 155-158	<b>Activity 13:</b> Principles of Constitutional Government and Supreme Law (GLEs: 16, 28, 29)		Poster board Court case(s)	Provide informal critique of student role-play presentations
C-1B-H1	28	<ul style="list-style-type: none"> <li>Explain the meaning and importance of principles of U.S. constitutional democracy in American society</li> </ul>	ch. 7 sec. 2 pp. 174-176				
C-1B-H1	29	<ul style="list-style-type: none"> <li>Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. Constitutional government has helped shape American society</li> </ul>					
C-1B-H2	31	<ul style="list-style-type: none"> <li>Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution</li> </ul>		<b>Activity 14:</b> Compromise and the United States Constitution (GLE: 31)		Internet access	Teacher-constructed Unit exam

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<b>Unit III: Citizen Participation in Government</b>							
C-1B-H5	35	<ul style="list-style-type: none"> <li>Explain the two-party system and assess the role of third parties in the election process</li> </ul>	Ch. 10 sec. 1, 2 pp. 264-278	<b>Activity 1:</b> Political Parties and the American Government (GLE: 35)		Textbook, internet, 2-column charts headed "Why?" and "Why not?"	Use rubric on p. 46 of Civics Comprehensive Curriculum (CCC) to assess student timelines
C-1B-H5	35	<ul style="list-style-type: none"> <li>Explain the two-party system and assess the role of third parties in the election process</li> </ul>	Ch. 10 sec. 4 pp. 283-289 Ch. 11 sec. 1, 2 pp. 290-302	<b>Activity 2:</b> Invitation to Speak (GLE: 35)		Textbook, Internet, political party organization chart of showing local, state, and national levels	Critique student-formulated questions for guest speaker, guide group graphic organizer development
C-1B-H5	35	<ul style="list-style-type: none"> <li>Explain the two-party system and assess the role of third parties in the election process</li> </ul>	Chs. 10 & 11 General reference	<b>Activity 3:</b> The Impact of Political Parties		Textbook, Internet, chart (p. 34 CCC)	Informally evaluate participation and understanding
C-1B-H5	38	<ul style="list-style-type: none"> <li>Identify key platform positions of the major political parties</li> </ul>	Ch. 9 sec. 3 pp. 244-246	<b>Activity 4:</b> Right, Left or Middle (GLE: 38)		Student research on candidates with list of political position statements	Monitor class discussion; check for understanding
C-1B-H5 C-1B-H5 C-1B-H6	36 37 39	<ul style="list-style-type: none"> <li>Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system</li> <li>Analyze the use and effects of propaganda</li> <li>Evaluate the role of the media and public opinion in American politics</li> </ul>	Ch. 12 sec. 1, 2 pp. 320-330	<b>Activity 5:</b> Advertising and Political Campaigns (GLEs: 36, 37, 39)		Textbook, resource information	Supervise student research; use a checklist to confirm that each group used at least three propaganda techniques
C-1B-H6	39	<ul style="list-style-type: none"> <li>Evaluate the role of the media and public opinion in American politics</li> </ul>	Ch. 11 sec. 3 pp. 303-308	<b>Activity 6:</b> Campaign Finance and the Media		Textbook	Oversee class interaction in discussion; assess for active involvement
C-1B-H5	36	<ul style="list-style-type: none"> <li>Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system</li> </ul>	Ch. 11 sec. 2 pp. 297-302	<b>Activity 7:</b> Campaign Finance and Free Speech (GLE: 36)		Textbook	Teacher-administered assessment quiz
C-1B-H5	36	<ul style="list-style-type: none"> <li>Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system</li> </ul>	Ch. 12 sec. 1 pp. 312-316	<b>Activity 8:</b> The Electoral College (GLE: 36)		Textbook	Monitor class discussion Develop a rubric to score student timelines

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C-1B-H5	36	<ul style="list-style-type: none"> <li>Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system</li> </ul>	Ch. 14 sec. 1 pp. 372-378	<b>Activity 9:</b> The Census and You (GLE: 36)		Textbook  Class copies of Article I, Sec. 2 of U.S. Constitution	Develop Essay rubric  Student-constructed quiz on group presentations
C-1B-H6	40	<ul style="list-style-type: none"> <li>Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics</li> </ul>	Ch. 9 sec. 3-5 pp. 244-263	<b>Activity 10:</b> Special Interest Groups of the Past (GLEs: 40, 54)		Textbook CCC chart (p. 41)	Informal assessment of student letters and charts
C-1D-H3	54	<ul style="list-style-type: none"> <li>Describe various forms of political participation</li> </ul>					
C-1D-H3	54	<ul style="list-style-type: none"> <li>Describe various forms of political participation</li> </ul>	N/a	<b>Activity 11:</b> Voter Participation		Overhead projector Poster board	Monitor mock election
C-1D-H3	55	<ul style="list-style-type: none"> <li>Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context</li> </ul>	Various throughout textbook	<b>Activity 12:</b> Elected Officials and History (GLEs: 55, 56)		Textbook, resource information on noted political leaders	Work with students to devise a rubric for essays
C-1D-H4	56	<ul style="list-style-type: none"> <li>Describe the importance of political leadership to American society, and identify ways in which citizens can exercise leadership</li> </ul>					
C-1D-H4	57	<ul style="list-style-type: none"> <li>Identify examples of public service, and describe the importance of public service to American society</li> </ul>	Ch. 25 sec. 1, 2 pp. 674-688	<b>Activity 13:</b> Public Service (GLE: 57)		Textbook	Guide the interactive class discussion; provide informal assessment
C-1D-H4	58	<ul style="list-style-type: none"> <li>Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry</li> </ul>	N/a	<b>Activity 14:</b> Politics and Citizenship (GLE: 58)		Instruction and scenarios for student role-playing	Supervise role-play activity
C-1D-H4	59	<ul style="list-style-type: none"> <li>Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present</li> </ul>	Ch. 11 sec. 2 pp. 297-302	<b>Activity 15:</b> Comparing Political Leaders (GLE: 59)		Textbook	Teacher-administered exam for Unit III

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<b>Unit IV: Rights and Responsibilities of Citizens</b>							
C-1A-H7	21	<ul style="list-style-type: none"> <li>Explain how government is financed (e.g., taxation, fines, user fees, borrowing)</li> </ul>	Ch. 21 sec. 1, 2 pp. 562-572	<b>Activity 1:</b> Rights and Responsibilities of Citizenship–Focus on Taxes (GLEs: 21, 22, 23)		Textbook	Guide class discussion and check for understanding
C-1A-H7	22	<ul style="list-style-type: none"> <li>Identify the major sources of tax revenue at the federal, state, and local level (C-1A-H7)</li> </ul>					
C-1A-H7	23	<ul style="list-style-type: none"> <li>Analyze or evaluate various uses of tax dollars (e.g., the public’s need for services versus the public’s resistance to taxation) (C-1A-H7)</li> </ul>					
C-1A-H7	21	<ul style="list-style-type: none"> <li>Explain how government is financed (e.g., taxation, fines, user fees, borrowing)</li> </ul>	Ch. 21 sec. 2, 3 pp. 571-584	<b>Activity 2:</b> Government Borrowing and Deficits (GLEs: 21, 22, 23)		Local Newspapers; Internet: <a href="http://www.federalbudget.com">www.federalbudget.com</a> Notes from Unit II	Oversee student research; teacher and students create a rubric to grade reports
C-1A-H7	22	<ul style="list-style-type: none"> <li>Identify the major sources of tax revenue at the federal, state, and local level (C-1A-H7)</li> </ul>					
C-1A-H7	23	<ul style="list-style-type: none"> <li>Analyze or evaluate various uses of tax dollars (e.g., the public’s need for services versus the public’s resistance to taxation) (C-1A-H7)</li> </ul>					
C-1A-H7	24	Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice	Ch. 21 sec. 1-3 pp. 562-584	<b>Activity 3:</b> Evaluating Taxes (GLE: 24)		Textbook Internet: <a href="http://www.statetaxcentral.com/Louisiana/">http://www.statetaxcentral.com/Louisiana/</a>	Supervise student work in small groups; assess for participation
C-1B-H1	30	<ul style="list-style-type: none"> <li>Identify and describe examples of freedoms enjoyed today but denied to earlier Americans</li> </ul>	N/a	<b>Activity 4:</b> Freedom in Democratic Societies		Resource information on the ACLU	Use rubric found in CCC (p. 55) to assess debate
C-1B-H2	32	<ul style="list-style-type: none"> <li>Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case)</li> </ul>	N/a	<b>Activity 5:</b> Using Primary Sources (GLE: 32)		Student copies of Martin Luther King’s “I Have a Dream” speech and FDR’s Declaration of War	Score student papers with aid of a rubric
C-1B-H3	33	<ul style="list-style-type: none"> <li>Analyze a given example of American political or social conflict, and state and defend a position on the issue</li> </ul>	N/a	<b>Activity 6:</b> Analyzing Conflicted Issues (GLE: 33)		Internet	Guide student research; critique and informally assess student papers
C-1B-H4	34	<ul style="list-style-type: none"> <li>Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection v Jim Crow laws)</li> <li>Distinguish between personal, political, and economic rights of citizenship</li> <li>Assess the difference between personal and civic responsibilities</li> </ul>	Ch. 5 sec. 1, 2 pp. 118-130	<b>Activity 7:</b> Democratic Ideals and Practice (GLEs: 34, 49, 53)		Textbook	Monitor class discussion; develop a rubric to score student papers
C-1D-H1	49		ch. 6 sec. 1-3 pp. 146-160				
C-1D-H2	53						

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C-1D-H1	50	Describe the importance of various rights of citizenship to the individual or to society at large	Ch. 20 sec. 1-5 pp. 534-560	<b>Activity 8:</b> Determining Limits on Personal Freedoms			Oversee class inquiry and exploration; assess for validity and comprehension
C-1D-H1	51	<ul style="list-style-type: none"> <li>Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act)</li> </ul>	Ch. 7 sec. 5 pp. 189-191	<b>Activity 9:</b> New Freedoms Through Amendments (GLE: 51)		Textbook	Grade student plays with a rubric developed by the students and teacher
C-1D-H1	52	<ul style="list-style-type: none"> <li>Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens</li> </ul>	Ch. 23 sec. 3 pp. 628-631	<b>Activity 10:</b> Assessing the Rights of Citizens (GLE: 52)		Textbook Internet	Teacher-administered exam for Unit IV

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<b>Unit 5: International Relations</b>							
C-1A-H6	18	Define domestic and foreign policies	Ch.. 22 pp. 587-606 Ch. 23 pp. 611-639	Activity 1: Forming American Foreign Policy		Textbook	Discussion Q & A
C-1A-H6 C-1A-H6 C-1A-H6	18 19 20	Define domestic and foreign policies Analyze responsibilities of the federal government for domestic and foreign policy (e.g., monetary policy, national defense) <ul style="list-style-type: none"> <li>Analyze a past or present domestic or foreign policy issue from a news article or editorial</li> </ul>	Ch. 22 & 23 pp. 587-639	Activity 2: Classifying Domestic and Foreign Policy Issues (GLEs: 18, 19, 20)		Reading: "Bush's New Rules...."	Monitor and informally assess participation;  Develop rubric for essays and presentations
C-1A-H6	20	Analyze a past or present domestic or foreign policy issue from a news article or editorial	Ch. 22 & 23 pp. 587-639	Activity 3: Viewing History and Domestic Policies		Internet access	Work with students to develop rubric for simulation  Essay rubric
C-1C-H1	41	Identify the political divisions of the world and the factors that contribute to those divisions	Ch. 23 pp. 611-639	Activity 4: International and Regional Associations		Internet access	Discussion Q & A Jigsaw exercise
C-1C-H1	42	<ul style="list-style-type: none"> <li>Analyze and assess the various ways that nation-states interact</li> </ul>	Ch. 23 pp. 611-639	Activity 5: Analyzing the Way Nations Interact		Internet access	Develop rubric for articles used in display; Essay rubric
C-1C-H1	43	Explain, analyze, and assess the role of the United Nations or other international organizations in political interactions and conflicts	Ch. 23 sec. 5 pp. 632-639	Activity 6: Reflecting on United Nations Actions		Internet access Textbook Poster board	Discussion; Essay rubric
C-1C-H1	44	<ul style="list-style-type: none"> <li>Analyze ways in which the interactions of nation-states or international organizations affect the United States</li> </ul>	Ch. 23 pp. 611-639	Activity 7: Assessing the Impact of International Organizations on United States		Internet access to several websites listed in FE curriculum	Guide and monitor discussion
C-1C-H2 C-1C-H3	45 48	<ul style="list-style-type: none"> <li>Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties)</li> <li>Describe ways in which ideas, actions, and problems of other nations impact the United States</li> </ul>	Ch. 23 pp. 611-639	Activity 8: Attaining U.S. Foreign Policy Objectives		Textbook Internet access	Rubric for scoring student reports
C-1C-H2	46	Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world	Ch. 23 pp. 611-639	Activity 9: Assessing an American Foreign Policy)		News editorials	Debate rubric
C-1C-H3	47	<ul style="list-style-type: none"> <li>Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the world</li> </ul>	Ch. 22 & 23 pp. 587-639	Activity 10: Examining the Complexities of a Foreign Policy Issue			Student position papers

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C-1C-H3	48	<ul style="list-style-type: none"> <li>Describe ways in which ideas, actions, and problems of other nations impact the United States</li> </ul>	Ch. 23 pp. 611-639	Activity 11: Forces Influencing American Foreign Policy			Guide and monitor discussion
		<ul style="list-style-type: none"> <li></li> </ul>					