

Civics Companion to the Louisiana Comprehensive Curriculum
Terrebonne Parish School District 2006

Note: If you want to change the activity that is required, it must be an equivalent activity and you must send a copy to the Social Studies Curriculum Specialist.

| Text | Comprehensive Curriculum | | | GLE/obj. Code | Objectives | Topics/Suggestions or Comments |
|------|--------------------------|------------|----------------|---------------|--|--|
| | Unit # | Activity # | Modify/Replace | | | |
| | | | | C-1D-H1 | Define the meaning of civics and citizenship. | |
| 1.1 | 1 | 1 | Required | SSGLE1 | Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary. | Need for government |
| 1.1 | 1 | 3 | Required | SSGLE2 | Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) | Need for government Replace essay with large group discussion |
| | | | | SSGLE3 | Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants) | |
| 1.1 | 1 | 5 | Modify | SSGLE5 | 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). | Forms of government |
| | | | | C-1A-H2 | Examine the relationship between a type of government and its economic system. | |
| 1.1 | 1 | 4 | Modify | SSGLE1 | Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary. | Purposes of government |
| | | | | SSGLE4 | 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). | |
| | | | | SSGLE5 | 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). | |
| | | | | C-1A-H2a | Evaluate the effectiveness of various types of government. | |
| 1.1 | 1 | 7 | Modify | SSGLE5 | 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). | Forms of government |
| 1.1 | 1 | 6 | Modify | SSGLE5 | 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). | Comparing political systems |
| | | | | C-1A-H2b | Examine the relationship between a type of government and its economic system | |

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| 3.2 | 1 | 2 | Modify | SSGLE1 | Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary. | Purpose of government |
| | | | | SSGLE4 | 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). | |
| | | | | SSGLE17 | Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment). | |
| | | | | C-1B-H2 | Summarize major components of the Constitution. | |
| 2.1 | 2 | 10 | Required | SSGLE25 | Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States. | Historical documents |
| | | | | C-1B-H1 | Explain the advantages and disadvantages of the Articles of Confederation and describe how these led to the Constitution. | |
| 2.2 | 2 | 12 | Required | SSGLE27 | Analyze central ideas in American historical documents and explain the document's significance in shaping the U.S. Constitution. | Mayflower Compact |
| 3.1 | 2 | 14 | modify | SSGLE31 | Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution. | Compromises |
| | | | | C-1B-H2 | Summarize major components of the Constitution. | |
| 3.1 | 2 | 11 | Modify | SSGLE26 | Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas. | Philosophers |
| 3.1 | 2 | 3 | Modify | SSGLE10 | Explain the structure and functions of the three branches of the federal government, including independent regulatory agencies and the court system. | Three branches of government |
| | | | | SSGLE11 | Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials. | |
| 3.1 | 2 | 2 | Required | SSGLE9 | 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). | Checks and Balances |

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| 3.2 | 2 | 1 | Modify | SSGLE6 | Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government. | Articles IV, V, VI, VII |
| | | | | SSGLE7 | Categorize governmental powers as delegated, reserved, concurrent or implied. | |
| | | | | SSGLE8 | Identify powers denied to federal or state governments by the U.S. Constitution. | |
| | | | | SSGLE9 | 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). | |
| 3.3 | 2 | 4 | Replace | SSGLE6 | Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government. | Federalism |
| | | | | SSGLE7 | Categorize governmental powers as delegated, reserved, concurrent or implied. | |
| | | | | SSGLE8 | Identify powers denied to federal or state governments by the U.S. Constitution. | |
| | | | | SSGLE9 | 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). | |
| | | | | C-1A-H3 | Analyze the reasons why the Founding Fathers chose a federal system. | |
| 3.4 | 2 | 6 | Modify | SSGLE15 | Explain the processes and strategies of how a bill becomes a law at the federal and state levels. | How a Bill becomes law. |
| | | | | C-1B-H1 | Identify the cause of national government changing over time (e.g., Great Depression). | |
| 3.2 | 2 | 5 | Required | SSGLE10 | Explain the structure and functions of the three branches of the federal government, including independent regulatory agencies and the court system. | Local government |
| | | | | SSGLE12 | Explain the functions and structure of state, parish and local governments. | |
| | | | | SSGLE13 | Identify the advantages and disadvantages of various types of local government. | |
| | | | | SSGLE14 | Compare and contrast constitutional provisions concerning the relationship between federal and state governments. | |

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| | Unit # | Activity # | Modify/ Replace | | | |
| 9.4 | 2 | 7 | Required | SSGLE15 | Explain the processes and strategies of how a bill becomes a law at the federal and state levels. | Legislative process |
| 3.4 | 2 | 8 | Required | SSGLE16 | Evaluate a specific law or court ruling on given criteria (e.g., Marbury v. Madison) | Supreme Court rulings |
| 3.3 | 2 | 13 | Replace | SSGLE16 | Evaluate a specific law or court ruling on given criteria (e.g., Marbury v. Madison) | Supreme Law – U.S. Constitution Replace role-play with large group discussion |
| | | | | SSGLE28 | Explain the meaning and importance of principles of U.S. constitutional democracy in American society. | |
| | | | | SSGLE29 | 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. | |
| 4 | 4 | 4 | Modify | SSGLE30 | Identify and describe examples of freedoms enjoyed today but denied to earlier Americans. | Freedoms today vs. the past |
| 4.1 | 2 | 9 | Modify | SSGLE17 | Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment). | Bill of Rights |
| | | | | C-1D-H1 | Evaluate the argument that all rights have limits. | |
| 4.2 | 4 | 7 | Required | SSGLE34 | Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws). | Individual Rights |
| | | | | SSGLE49 | Distinguish between personal, political, and economic rights of citizenship. | |
| | | | | SSGLE53 | Assess the difference between personal and civic responsibilities. | |
| 4.2 | 4 | 8 | Required | SSGLE50 | Describe the importance of various rights of citizenship to the individual or to society at large. | Freedom of speech |
| 4.3 | 4 | 9 | Required | SSGLE51 | 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). | 19th Amendment |
| 5.1 | 4 | 6 | Required | SSGLE33 | Analyze a given example of American political or social conflict, and state and defend a position on the issue. | Conflicts |
| 4.3 | 4 | 5 | Required | SSGLE32 | Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case). | Primary sources |

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| | Unit # | Activity # | Modify/Replace | | | |
| 4.2 | 4 | 10 | Modify | SSGLE52 | Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens. | Bill of Rights |
| 5.3 | 3 | 13 | Required | SSGLE57 | Identify examples of public service, and describe the importance of public service to American society. | Citizenship |
| 5 & 6 | 3 | 14 | Replace | SSGLE58 | Evaluate and defend the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry. | Politics and citizenship |
| 1.3 | 3 | 9 | Replace | SSGLE36 | Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system. | Census |
| 6.1 | 3 | 4 | Required | SSGLE38 | Identify key platform positions of the major political parties. | Political party spectrum |
| 6.2 | 3 | 1 | Required | SSGLE35 | Explain the two-party system and assess the role of third parties in the election process. | Political parties |
| 6 | 3 | 3 | Modify | SSGLE35 | Explain the two-party system and assess the role of third parties in the election process. | Political parties/ Modify w/ handouts |
| 7.1 | 3 | 11 | Required | SSGLE54 | Describe various forms of political participation. | Voter participation |
| 7.2 | 3 | 5 | Required | SSGLE36 | Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system. | Advertising in political campaigns |
| | | | | SSGLE37 | Analyze the use and effects of propaganda. | |
| | | | | SSGLE38 | Identify key platform positions of the major political parties. | |
| 7.2 | 3 | 6 | Required | SSGLE39 | Evaluate the role of the media and public opinion in American politics. | Campaign finance |
| 8.2 | 3 | 7 | Required | SSGLE36 | Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system. | Campaign finance |
| 6.2 | 3 | 2 | Modify | SSGLE35 | Explain the two-party system and assess the role of third parties in the election process. | Political parties and elections |
| 7.3 | 3 | 8 | Required | SSGLE36 | Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system. | Electoral college |
| 8.2 | 3 | 10 | Modify | SSGLE40 | Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics. | Interest groups |
| | | | | SSGLE54 | Describe various forms of political participation. | |

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| Not in text | 3 | 12 | Required | SSGLE55 | Evaluate current and past political choices that individuals, groups and nations have made, taking into account historical context. | Elected officials and political bias |
| | | | | SSGLE56 | Describe the importance of political leadership to American society, and identify ways in which a citizen can exercise leadership. | |
| 7 | 3 | 15 | Required | SSGLE59 | Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present. | Comparing political leaders |
| Not in text | 5 | 1 | Modify | SSGLE18 | Define domestic and foreign policies. | Forming American foreign policy |
| | | | | C-1A-H6 | Describe ways in which Americans can influence domestic and foreign policy (e.g., Vietnam protests). | |
| Not in text | 5 | 2 | Modify | SSGLE18 | Define domestic and foreign policies. | Domestic and foreign policies |
| | | | | SSGLE19 | Analyze responsibilities of the federal government for domestic and foreign policy (e.g., monetary policy, national defense). | |
| | | | | SSGLE20 | Analyze a past or present domestic or foreign policy issue from a news article or editorial. | |
| Not in text | 5 | 3 | Modify | SSGLE20 | Analyze a past or present domestic or foreign policy issue from a news article or editorial. | Jackson and the national bank |
| 23 | 5 | 4 | Modify | SSGLE41 | Identify the political divisions of the world and the factors that contribute to those divisions. | International and regional associations |
| | | | | C-1A-H6 | Describe the purposes and functions of major international organizations (e.g. United Nations, World Bank). | |
| 23 | 5 | 5 | Modify | SSGLE42 | Analyze and assess the various ways that nation-states interact. | Regional conflicts |
| 23.2 | 5 | 6 | Modify | SSGLE43 | Explain the role of the United Nations or other international organizations in political interactions and conflicts. | United Nations |
| 23 | 5 | 7 | Modify | SSGLE44 | Analyze ways in which the interactions of nation-states or international organizations affect the U.S. | International organizations |
| 23.1 | 5 | 8 | Modify | SSGLE45 | 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). | National security |
| | | | | SSGLE48 | Describe ways in which ideas, actions, and problems of other nations impact the United States. | |

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| 23.1 | 5 | 9 | Modify | SSGLE46 | 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. | Foreign policy |
| 23.1 | 5 | 10 | Modify | SSGLE47 | Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the world. | Foreign policy |
| 23.2 | 5 | 11 | Modify | SSGLE48 | Describe ways in which ideas, actions, and problems of other nations impact the United States. | United Nations |
| 20 | 4 | 1 | Required | SSGLE21 | Explain how government is financed (e.g., taxation, fines, user fees, borrowing). | Taxes |
| | | | | SSGLE22 | Identify the major sources of tax revenues at the federal, state, and local levels. | |
| | | | | SSGLE23 | Analyze or evaluate various uses of tax dollars (e.g., the public's need for services versus the public's resistance to taxation). | |
| 20.3 | 4 | 2 | Required | SSGLE21 | Explain how government is financed (e.g., taxation, fines, user fees, borrowing). | Deficits |
| | | | | SSGLE22 | Identify the major sources of tax revenues at the federal, state, and local levels. | |
| | | | | SSGLE23 | Analyze or evaluate various uses of tax dollars (e.g., the public's need for services versus the public's resistance to taxation). | |
| Not in text | 4 | 3 | Required | SSGLE24 | Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice. | Evaluating taxes |
| | | | | C-1D-H1 | Explain ways in which a person can become an American citizen. | |
| | | | | C-1D-H3 | Identify the amendments involving suffrage and civil rights and evaluate their effects on public policy. | |