



This document provides an outline of iCivics games and curriculum mapped to specific state standards. The grey rows indicate games, and the white rows indicate lesson plans.

State: Michigan

Standards for Grades: Middle School

(The standards include "civics standards" and "content standards.")

The content standards start with the grade level and a C.)

Title:	Game or Lesson:	Unit:	Concepts:	State Standards:
State of the State	Lesson	Foundations of Government	<ul style="list-style-type: none"> Features of sovereign states Functions of government within the state 	<ul style="list-style-type: none"> (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.
Who Rules?	Lesson	Foundations of Government	<ul style="list-style-type: none"> Forms of Government including: Democracy (Representative and Direct), Autocracy (Monarchy and Dictatorship), Oligarchy, Theocracy, Anarchy. 	<ul style="list-style-type: none"> (Civics) 2.2. Distinguish between representative democracy in the United States and other forms of government. 7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
Limiting Government	Lesson	Foundations of Government	<ul style="list-style-type: none"> Limitations on government including Constitutions, consent of the governed, rule of law, minority rights, and separation of powers. 	<ul style="list-style-type: none"> 6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
Why	Lesson	Foundations of	<ul style="list-style-type: none"> John Locke’s writing on 	<ul style="list-style-type: none"> (Civics) Standard 1: All students will identify the

Government?		Government	<p>the purpose of government</p> <ul style="list-style-type: none"> Natural rights (life, liberty, property), state of nature, and social contract 	<p>purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.</p>
Roots of Democracy	Lesson	Foundations of Government	<ul style="list-style-type: none"> The key influences on the founding fathers as they developed a democracy with key principles such as consent of the governed, representative government, rule of law, individual rights, and checks and balances. 	<ul style="list-style-type: none"> (Civics) 2: All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Civics) 2. 1. Identify the essential ideas expressed in the Declaration of Independence and the origins of those ideas, and explain how they set the foundation for civic life, politics and government in the United States. 8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.
From King to Constitution: Get Off Our Backs!	Lesson	Foundational Lessons: Constitution	<ul style="list-style-type: none"> Experiences of American colonists leading up to the revolutionary war and formation of a new government Major types of government including monarchy, anarchy, direct democracy, and representative democracy; specific 	<ul style="list-style-type: none"> (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Civics) 2.2. Distinguish between representative democracy in the United States and other forms of government. 6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual

			benefits and drawbacks of each of these forms of government.	<p>rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</p> <ul style="list-style-type: none"> • 7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
Wanted: A “Just Right” Government	Lesson	Foundational Lessons: Constitution	<ul style="list-style-type: none"> • Purpose and powers of government • Declaration of Independence • Articles of Confederation • New Jersey and Virginia Plans • Purposes, structure and content of the Constitution • Branches of government 	<ul style="list-style-type: none"> • (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. • (Civics) 1.1. Describe how the federal government in the United States serves the purposes set forth in the Preamble to the Constitution. • 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western lands). • 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue. • 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise. • 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a

				strong central government.
Bill of Rights: You Mean I've Got Rights?	Lesson	Foundational Lessons: Constitution	<ul style="list-style-type: none"> • Purpose, origin, and content of the Bill of Rights and other important Amendments to the Constitution 	<ul style="list-style-type: none"> • (Civics) 2: All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. • (Civics) 4.2. Explain how the Constitution is maintained as the supreme law of the land. • 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. • 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
Do I Have A Right?	Game	Foundational Lessons: Constitution	<ul style="list-style-type: none"> • Bill of Rights and later amendments • Role of courts in protecting individual rights • Limited government 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power. • (Civics) 4.2. Explain how the Constitution is maintained as the supreme law of the land. • 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. • 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
Interpreting the Constitution: What Does That	Lesson	Foundational Lessons: Constitution	<ul style="list-style-type: none"> • Bill of Rights • Constitutional interpretation 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and

<p>Mean?</p>		<p>(or Federal Government: Judicial Branch)</p>	<ul style="list-style-type: none"> • Role of Supreme Court 	<p>legal processes created to make decisions, seek consensus and resolve conflicts in a free society.</p> <ul style="list-style-type: none"> • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. • (Civics) 4.2. Explain how the Constitution is maintained as the supreme law of the land. • 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.
<p>Argument Wars</p>	<p>Game</p>	<p>Foundational Lessons: Constitution (or Federal Government: Judicial Branch)</p>	<ul style="list-style-type: none"> • Landmark Supreme Court cases: <i>Brown v. Board of Education</i>, <i>New Jersey v. T.L.O.</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, <i>Texas v. Johnson</i> • Types of supports for effective legal arguments: precedents, constitutional excerpts, facts, and ideas. 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. • (Civics) 4.2. Explain how the Constitution is maintained as the supreme law of the land. • 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. • 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
<p>Separation of Powers: What’s for Lunch?</p>	<p>Lesson</p>	<p>The Federal Government: Three Branches</p>	<ul style="list-style-type: none"> • Executive, Legislative, and Judicial Branches • Separation of Powers, Checks and Balances 	<ul style="list-style-type: none"> • (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.

				<ul style="list-style-type: none"> • (Civics) 2.3. Explain means for limiting the powers of government established by the U.S. Constitution. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
Branches of Power	Game	The Federal Government: Three Branches	<ul style="list-style-type: none"> • Powers and responsibilities of each branch of government • Interaction among the three branches and checks on each other’s power • How a bill becomes a law • How citizens influence the lawmaking process • Current public policy issues 	<ul style="list-style-type: none"> • (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. • (Civics) 2.3. Explain means for limiting the powers of government established by the U.S. Constitution. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. • 6 and 8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. (P4 refers to “Citizen Involvement” within the “Social Studies Knowledge, Processes, and Skills” standards.) • 6 and 8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied. (P4 refers to “Citizen Involvement” within the “Social Studies Knowledge, Processes, and Skills” standards.)

<p>The Fourth Branch: You!</p>	<p>Lesson</p>	<p>The Federal Government: Three Branches</p>	<ul style="list-style-type: none"> • Three branches • Functions of each branch • Roles of elected officials • Citizen impact on and communication with elected officials 	<ul style="list-style-type: none"> • (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. • 6 and 8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. (P4 refers to “Citizen Involvement” within the “Social Studies Knowledge, Processes, and Skills” standards.) • 6 and 8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied. (P4 refers to “Citizen Involvement” within the “Social Studies Knowledge, Processes, and Skills” standards.)
<p>Why do we have a House and Senate anyway?</p>	<p>Lesson</p>	<p>The Federal Government: Legislative Branch</p>	<ul style="list-style-type: none"> • Why there is a House of Representatives and a Senate • Creating laws requires compromise 	<ul style="list-style-type: none"> • (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. • (Civics) 2.3. Explain means for limiting the powers of government established by the U.S. Constitution. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and

				federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
LawCraft	Game	The Federal Government: Legislative Branch	<ul style="list-style-type: none"> • Role of legislator responding to constituents • Role of constituents expressing their views • How a bill becomes a law • Political parties 	<ul style="list-style-type: none"> • (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. • (Civics) 2.3. Explain means for limiting the powers of government established by the U.S. Constitution. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. • 6 and 8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. (P4 refers to “Citizen Involvement” within the “Social Studies Knowledge, Processes, and Skills” standards.) • 6 and 8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied. (P4 refers to “Citizen Involvement” within the “Social Studies Knowledge, Processes, and Skills” standards.)
Represent Me	Mini-Game	The Federal Government: Legislative Branch	<ul style="list-style-type: none"> • Role of legislator responding to constituents 	<ul style="list-style-type: none"> • (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. • (Civics) 2.3. Explain means for limiting the powers of government established by the U.S. Constitution.

				<ul style="list-style-type: none"> • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
Voting in Congress: Just Yes or No?	Lesson	The Federal Government: Legislative Branch	<ul style="list-style-type: none"> • Limited Government • Constitutional Powers: expressed, implied, and prohibited • Factors Congress considers when voting: the Constitution, personal views, political party and constituents 	<ul style="list-style-type: none"> • (Civics) 1.1. Describe how the federal government in the United States serves the purposes set forth in the Preamble to the Constitution. • (Civics) 2: All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. • (Civics) 2.2. Describe provisions of the U.S. Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established. • (Civics) 2.3. Explain means for limiting the powers of government established by the U.S. Constitution. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
For the President, All in a Day’s Work	Lesson	The Federal Government: Executive Branch	<ul style="list-style-type: none"> • Presidential Powers • Executive Branch powers in the Constitution • Structure of the Executive Branch 	<ul style="list-style-type: none"> • (Civics) 2: All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. • (Civics) 2.2. Describe provisions of the U.S. Constitution which delegate to government the

				<p>powers necessary to fulfill the purposes for which it was established.</p> <ul style="list-style-type: none"> (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
Executive Command	Game	The Federal Government: Executive Branch	<ul style="list-style-type: none"> Executing federal laws Powers of the President: agenda setting, signing and vetoing laws Roles of the President: commander in chief, appointing cabinet officials, face of U.S. in international diplomacy 	<ul style="list-style-type: none"> (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (Civics) 5.2. Describe means used by the United States to resolve international conflicts.
Executive Roles: Money Doesn’t Grow on Trees?	Lesson	The Federal Government: Executive Branch	<ul style="list-style-type: none"> How does the executive branch affect people’s lives? Federal agencies carrying out laws 	<ul style="list-style-type: none"> (Civics) 2.3. Explain means for limiting the powers of government established by the U.S. Constitution. (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
Foreign Policy: War & Peace and Everything In Between	Lesson	The Federal Government: Executive Branch	<ul style="list-style-type: none"> Foreign policy v. domestic policy Role of executive branch in foreign policy 	<ul style="list-style-type: none"> (Civics) 2.3. Explain means for limiting the powers of government established by the U.S. Constitution. (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (Civics) 5: All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (Civics) 5. 1. Describe the purposes and functions of major international, governmental organizations. (Civics) 5.2. Describe means used by the United

				<p>States to resolve international conflicts.</p> <ul style="list-style-type: none"> • 6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)). • 7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).
Judicial Branch in a Flash!	Lesson	The Federal Government: Judicial Branch	<ul style="list-style-type: none"> • Judicial system • Federal and state judicial systems • Civil and criminal cases • Trial court • Courts of appeals • Supreme courts • U.S. circuit courts of appeals • U.S. Supreme Court 	<ul style="list-style-type: none"> • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 3.1. Distinguish between civil and criminal procedure. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. • (Civics) 4.2. Explain how the Constitution is maintained as the supreme law of the land.
Court Quest	Game	The Federal Government: Judicial Branch	<ul style="list-style-type: none"> • Structure of the state and federal court systems as they relate to specific cases • Jurisdiction of state and federal courts • Trial courts and courts of appeals • The unique role of the Supreme Court 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 3.1. Distinguish between civil and criminal procedure. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.

Judicial Deep Dive	Lesson	The Federal Government: Judicial Branch	<ul style="list-style-type: none"> • State vs. federal courts • Levels of courts 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
What Courts Do: James Bond in a Honda?	Lesson	The Federal Government: Judicial Branch	<ul style="list-style-type: none"> • Rule of law • The judicial process • Evidence • Applying the law 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
Trial Court “Go Fish”	Lesson	The Federal Government: Judicial Branch	<ul style="list-style-type: none"> • Role of judge, jury, lawyers, and other trial participants • Civil v. criminal cases • Process of a trial 	<ul style="list-style-type: none"> • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
Appellate Courts: Let's Take This Baby Up!	Lesson	The Federal Government: Judicial Branch	<ul style="list-style-type: none"> • Levels of the court system • Courts of appeal • Supreme Court • Legal precedent • Oral arguments 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system

				<p>provides for the exercise of power.</p> <ul style="list-style-type: none"> • (Civics) 4.2. Explain how the Constitution is maintained as the supreme law of the land.
Supreme Decision	Game	The Federal Government: Judicial Branch	<ul style="list-style-type: none"> • Supreme Court: how it works, how judges make decisions, federal court structure • Judicial review • 1st Amendment • Landmark Supreme Court Case: <i>Tinker v. Des Moines School District</i> 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. • (Civics) 4.2. Explain how the Constitution is maintained as the supreme law of the land. • 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.
The “Supreme” in Supreme Court	Lesson	The Federal Government: Judicial Branch	<ul style="list-style-type: none"> • The Supreme Court • Judicial Review • Precedent • Constitutional rights (especially 1st and 4th amendments) • Landmark cases (<i>Marbury v. Madison</i>, <i>Plessy v. Ferguson</i>, <i>Meyer v. Nebraska</i>, <i>Brown v. Board of Education</i>, <i>Gideon v. Wainwright</i>, <i>Tinker v. Des Moines School District</i>, <i>New Jersey v. T.L.O.</i>) 	<ul style="list-style-type: none"> • (Civics) 1.3. Explain how the rule of law protects individual rights and serves the common good. • (Civics) 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. • (Civics) 4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. • (Civics) 4.2. Explain how the Constitution is maintained as the supreme law of the land. • 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. • 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments

				to the Constitution.
Cast Your Vote	Mini-Game	Citizenship & Participation	<ul style="list-style-type: none"> • How citizens can take part in civic life 	<ul style="list-style-type: none"> • 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Identify public policy issues related to global topics and issues studied. Clearly state the issue as a question of public policy orally or in written form. • 7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Identify public policy issues related to global topics and issues studied. Clearly state the issue as a question of public policy orally or in written form. • 8 – P.3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue. Identify a national public policy issue. Clearly state the issue as a question of public policy orally or in written form. Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
Students Engage!	Lesson	Citizenship & Participation	<ul style="list-style-type: none"> • Active citizenship in the community • Problem-aligned solutions 	<ul style="list-style-type: none"> • 6 and 8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. • 6 and 8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied. • 6 and 8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Activate	Game	Citizenship & Participation	<ul style="list-style-type: none"> • Active citizenship on the personal, local , state, and national level • Targeted action plans for each level of engagement • Engaging for social change 	<ul style="list-style-type: none"> • (Civics) Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. • 6 and 8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. • 6 and 8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied. • 6 and 8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).
Up for Debate	Lesson	Citizenship & Participation	<ul style="list-style-type: none"> • Formal debate terminology and patterns • Analysis of argument strength and supporting evidence 	<ul style="list-style-type: none"> • (Civics) 4.1. Evaluate information and arguments from various sources in order to evaluate candidates for public office. • 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Identify public policy issues related to global topics and issues studied. Clearly state the issue as a question of public policy orally or in written form. • 7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Identify public policy issues related to global topics and issues studied. Clearly state the issue as a question of public policy orally or in written form. • 8 – P.3.1.1 Identify, research, analyze, discuss, and

				defend a position on a national public policy issue. Identify a national public policy issue. Clearly state the issue as a question of public policy orally or in written form. Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
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