It is the policy of the Fulton County School System not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program, or any other program, activity, or service. If you wish to make a complaint or request accommodation or modification due to discrimination in any program, activity, or service, contact Compliance Coordinator Ron Wade, 786 Cleveland Avenue, SW, Atlanta, Georgia 30315, or phone 404-763-4585. TTY 1-800-255-0135.
Grade/Course: American Government, Grades 9-12

Standards: CG 1, 2, 19
Traditional Schedule: 2 weeks
Block Schedule: 1 week

Unit One Focus: Foundations of American Government
Themes with Concepts/Topics:
- Limited Government
  - Three key English documents
  - Three key philosophers
- Popular Sovereignty
  - Declaration of Independence
  - The Social Contract Theory
- Civil Liberties/Rights
  - Rights established by key historical documents
- Comparative Governments
  - Structure and organization of world governments

Standards: CG 3, 4, 5, 6
Traditional Schedule: 3 weeks
Block Schedule: 1.5 week

Unit Two Focus: The United States Constitution
Themes with Concepts/Topics:
- Development and organization of U.S. government
  - Relationship between state and national governments
  - Powers denied state and national government
  - Ratification Debate
  - Supremacy Clause
  - Rule of Law
  - Republic, Democracy
- Popular Sovereignty
  - Fundamental principles of the Constitution
- Separation of Powers
  - Relationships among the branches
- Checks and Balances
  - Balance of power among three branches of government
- Judicial Review
  - Supremacy Clause
  - Power of the judiciary
- Civil Liberties/Rights
  - Bill of Rights
  - Historical development of liberties
  - Balance between individual rights vs. public interest
  - Democracy—equality for all

Standards: CG 9, 10, 11
Traditional Schedule: 2 weeks
Block Schedule: 1 week

Unit Three Focus: Legislative Branch
Themes with Concepts/Topics:
- Checks and Balances
  - Bicameralism
  - Legislation: How bill becomes law
  - Powers and Duties
  - Organization
  - Leadership
  - Amendment Process
- Democracy
  - Individual Rights v. Public Interest
  - Special Interest Groups
- Separation of Powers
  - Legislative process
  - Functions and influence of various leadership roles on legislative process

Standards: CG 12, 13, 14, 15, 20
Traditional Schedule: 2 weeks
Block Schedule: 1 week

Unit Four Focus: Executive Branch
Themes with Concepts/Topics:
- Separation of Powers
  - Bureaucracy
  - Roles of President
  - Functions of Cabinet
  - Foreign Policy Tools
- Limited Government
  - Qualifications for a president
  - Unwritten qualifications for a president
- Checks and Balances
  - Impeachment
  - Rule of Law
- Popular Sovereignty
  - Electoral college
  - Direct vote
Standards: CG 16, 21, 22
Traditional Schedule: 3 weeks
Block Schedule: 1.5 week

**Unit Five Focus:**
Judicial Branch

Themes with Concepts/Topics

**Separation of Powers**
- Power/jurisdiction the courts
- Types of courts

**Checks and Balances**
- Supreme Court power to interpret Constitution

**Judicial Review**
- Marbury v. Madison
- Balancing Activism and Restraint
- Constitutionality of laws
- Types of crimes
- Sentencing
- Appeals Process

**Civil Liberties/Rights**
- Supreme Court decisions
- Ideology and court opinions
- Balance between individual liberties and public welfare
- Different types of defenses
- Due process

Standards: CG 17, 18
Traditional Schedule: 2 weeks
Block Schedule: 1 week

**Unit Six Focus:**
State and Local Government

Themes with Concepts/Topics:

**Federalism**
- Sharing power, revenue, and services
- Structure of local and state governments

**Popular Sovereignty**
- Direct Democracy: recall, initiative, and referendum

**Separation of Powers**
- Power among local and state governments
- Current leadership and their obligation to their constituency

**Checks and Balances**
- Power in the local branches of government.

Standards: CG 7, 8
Traditional Schedule: 2 weeks
Block Schedule: 1 week

**Unit Seven Focus:**
Civic Responsibility

Themes with Concepts/Topics:

**Duties and responsibilities of the American citizen**
- Organization and role of major U.S. political parties
- Nomination and electoral process
- Right to vote – participation in politics

**Civil Liberties/Rights**
- Influence of media
American Government/Civics
Unit 1: Foundations of American Government

Elaborated Unit Focus: The focus of this unit is on the study of the political philosophies that influenced the Founding Fathers in the writing of the Declaration of Independence. This unit also examines why countries throughout the world develop different forms of government.

GPS Standards:

SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; unitary, and federal; autocratic, oligarchic, and democratic; and presidential and parliamentary.

SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.
   a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.
   b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government.

SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.
   b. Evaluate the Declaration of Independence as a persuasive argument.
Countries throughout the world develop different types of governments.

- Why do countries throughout the world develop different forms of government? (CG19)

The practical experience and writings of philosophers influence the development of a new government.

- What major ideas from European political thinkers were adopted by the Founding Fathers and how do these ideas affect our concept of government? (CG1, CG2, CG3)
American Government/Civics
Unit 2: The United States Constitution

Elaborated Unit Focus: The focus of this unit is on the structure of the U.S. Constitution. It focuses on the dispersion of power through principles of popular sovereignty, federalism, separation of powers, and checks and balances.

GPS Standards:

SSCG3 The student will demonstrate knowledge of the United States Constitution.
   a. Explain the main ideas in the debate over ratification; include those in The Federalist.
   b. Analyze the purpose of government stated in the Preamble of the United States Constitution.
   c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.
   a. Describe the structure and powers of the legislative, executive, and judicial branches.
   b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.
   a. Explain the relationship of state governments to the national government.
   b. Define the difference between enumerated and implied powers.
   c. Describe the extent to which power is shared.
   d. Identify powers denied to state and national governments.
   e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.
   f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.
   a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
   b. Analyze due process of law expressed in the 5th and 14th Amendments.
   c. Explain selective incorporation of the Bill of Rights.
   d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
   e. Explain every citizen’s right to be treated equally under the law.
Unit 2
Enduring Understandings and Unit Essential Questions

The power of the U.S. government is limited by the Constitution and the Bill of Rights.
  • How can a governmental system work effectively when it disperses power among
    levels and branches of government? (CG3, CG4, CG5)

A bill of rights guarantees fundamental individual rights to citizens.
  • How does the government maintain balance between an individual’s liberties and
    the public interest? (CG6)
**American Government/Civics**
**Unit 3: Legislative Branch**

**Elaborated Unit Focus:** The unit focuses on the legislative branch of government. Emphasis is placed on the powers and organization of the legislative branch and the role of lobbyists and special interest groups in the legislative process.

**GPS Standards:**

**SSCG9** The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.

**SSCG10** The student will describe the legislative process including the roles played by committees and leadership.
   a. Explain the steps in the legislative process.
   b. Explain the function of various leadership positions within the legislature.

**SSCG11** The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups in the legislative process.
   a. Explain the function of lobbyists.
   b. Describe the laws and rules that govern lobbyists.
   c. Explain the function of special interest groups.
Unit 3
Enduring Understandings and Unit Essential Questions

Each branch of government has its own unique powers and structure.

- How do lobbyists and special interest groups play a role in the development of laws, rules, and regulations? (CG11)
- How is each house of Congress different from the other? (CG9)
American Government/Civics
Unit 4: Executive Branch

Elaborated Unit Focus: This unit focuses on the executive branch of government. Emphasis is placed on the role of the executive branch in administering policy.

GPS Standards:

SSCG12 The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.

SSCG13 The student will describe the qualifications for becoming President of the United States.
   a. Explain the written qualifications for President of the United States.
   b. Describe unwritten qualifications common to past presidents.

SSCG14 The student will explain the impeachment process and its usage for elected officials.
   a. Explain the impeachment process as defined in the U.S. Constitution.
   b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.
   a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.
   b. Explain the functions of the Cabinet.

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions; and military intervention).
Unit 4
Enduring Understandings and Unit Essential Questions

Each branch of government has its own unique powers and structure.
- How is the role of the executive branch different from the legislative and judicial branches? (CG12, 20)
- How is the power of the executive checked by the Constitution and tradition? (CG13, 14)
American Government/Civics
Unit 5: Judicial Branch

**Elaborated Unit Focus:** The focus of this unit is on the judicial branch of government. Emphasis is placed on the structure of the courts and their role in maintaining the balance of powers and protecting civil liberties. The unit also considers the study of crime and what happens to individuals who commit criminal acts and become part of the criminal justice system. Emphasis is placed on an individual’s due process rights as they apply throughout the criminal justice process.

**GPS Standards:**

**SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.**
- a. Explain the jurisdiction of the Supreme Court, federal courts, and the state courts.
- b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison (judicial review).
- c. Describe how the Supreme Court decides cases.
- d. Compare the philosophies of judicial activism and judicial restraint.

**SSCG21 The student will describe the causes and effects of criminal activity.**
- a. Examine the nature and causes of crimes.
- b. Explain the effects criminal acts have on their intended victims.
- c. Categorize different types of crimes.
- d. Explain the different types of defenses used by perpetrators of crime.

**SSCG22 The student will demonstrate knowledge of the criminal justice process.**
- a. Analyze the steps in the criminal justice process.
- b. Explain an individual’s due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.
Unit 5
Enduring Understandings and Unit Essential Questions

Each branch of government has its own unique powers and structure.
- How are the powers of the judicial branch unique among the three branches of government? (CG16a, c)
- How does the principle of federalism work in the judicial branch?

Judicial review protects and extends constitutional rights.
- How have court decisions defined the Constitution and the civil liberties of American citizens? (CG16b, d)

Individuals commit crimes for different reasons.
- Why do people commit crimes and what effects do these criminal acts have on their intended victims? (CG21)

Due process rights are an essential part of the civil justice system in a democratic society.
- Why are due process rights important to individuals accused of committing a crime? (CG22)
American Government/Civics
Unit 6: State and Local Government

Elaborated Unit Focus: The focus of this unit is the study of the powers, organization, and responsibilities of the state government of Georgia and the various forms of local government (town, city, county). Themes and concepts previously examined in Unit 1 are revisited as they apply to state and local governments.

GPS Standards:

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.
   a. Examine the legislative, executive, and judicial branches.
   b. Examine the structure of local governments with emphasis on county, city, and town.
   c. Identify current state and local officials.
   d. Analyze the relationship among state and local governments.
   e. Evaluate direct democracy by the initiative, referendum, and recall processes.

SSCG18 The student will demonstrate knowledge of the powers of Georgia’s state and local governments.
   a. Examine the powers of state and local government.
   b. Examine the sources of revenue received by each level of government.
   c. Analyze the services provided by state and local government.
Unit 6
Enduring Understandings and Unit Essential Questions

The powers and structure of the state government often reflect the powers and structures of national governments.

- How is the state government of Georgia alike and different from the national government of the United State? (CG 17)

Local governments are created to help carry out the responsibilities of the state government.

- What is the function of local governments? (CG18)
- How does the relationship between local governments and the state government benefit citizens? (CG18)
Elaborated Unit Focus: The focus of this unit is the study of the duties and responsibilities of American citizens to participate in civic life while becoming informed citizens and participating in the political process.

GPS Standards:

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.
   a. Describe the organization, role, and constituencies of political parties.
   b. Describe the nomination and election process.
   c. Examine campaign funding and spending.
   d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.
Identify how amendments extend the right to vote.
Unit 7
Enduring Understandings and Unit Essential Questions

To participate effectively in civic life, American citizens need to participate in the political process (voting), perform public service, be informed about current issues, and respect the opinions of others.

- How can American citizens make a difference in their communities? (CG7)

Various groups influence American voters in local, state, and national elections.

- How do political parties, the media, and special interest groups influence the way Americans vote? (CG8)
American Government
Enduring Understandings Summary

Unit 1: Foundations of American Government
• The practical experience and writings of philosophers influence the development of a new government
• Countries throughout the world develop different types of governments.

Unit 2: The United States Constitution
• The power of the U.S. government is limited by the Constitution and the Bill of Rights.
• A bill of rights guarantees fundamental individual rights to citizens

Unit 3: Legislative Branch
• Each branch of government has its own unique powers and structure.

Unit 4: Executive Branch
• Each branch of government has its own unique powers and structure.

Unit 5: Judicial Branch
• Each branch of government has its own unique powers and structure.
• Judicial review protects and extends Constitutional rights.
• Individuals commit crimes for different reasons.
• Due process rights are an essential part of the civil justice system in a democratic society.

Unit 6: State and Local Government
• The powers and structure of the state government are similar to that of the national government.
• Local governments are created to help carry out the responsibilities of the state government.

Unit 7: Civic Responsibility
• To participate effectively in civic life, citizens participate in the political process (voting), perform public service, be informed about current issues, and respect the opinions of others.
• Various groups influence voters in local, state, and national elections.
**Social Studies Skills Matrices**

**MAP AND GLOBE SKILLS**

**GOAL:** The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

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<th>Map and Globe Skills</th>
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<td>1. use cardinal directions</td>
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<td>2. use intermediate directions</td>
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<td>3. use a letter/number grid system to determine location</td>
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<td>4. compare and contrast the categories of natural, cultural, and political features found on maps</td>
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<td>5. use inch to inch map scale to determine distance on map</td>
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<td>6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps</td>
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<td>7. use a map to explain impact of geography on historical and current events</td>
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<td>8. draw conclusions and make generalizations based on information from maps</td>
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<td>9. use latitude and longitude to determine location</td>
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<td>10. use graphic scales to determine distances on a map</td>
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<td>11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</td>
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<td>12. compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</td>
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August 2009 19
### INFORMATION PROCESSING SKILLS

**GOAL:** The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content  
D: indicates grade levels where the teacher must develop that skill using the appropriate content  
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations  
A: indicates grade levels where students will continue to apply and improve mastered skills

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<tr>
<td>1. compare similarities and differences</td>
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<td>2. organize items chronologically</td>
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<td>3. identify issues and/or problems and alternative solutions</td>
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<td>4. distinguish between fact and opinion</td>
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<td>5. identify main idea, detail, sequence of events, and causes and effect in a social studies context</td>
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<td>6. identify and use primary and secondary sources</td>
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<td>7. interpret timelines</td>
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<td>8. identify social studies reference resources to use for a specific purpose</td>
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<td>9. construct charts and tables</td>
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<td>10. analyze artifacts</td>
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<td>12. analyze graphs and diagrams</td>
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<td>13. translate dates into centuries, eras, or ages</td>
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<td>14. formulate appropriate research questions</td>
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<td>15. determine adequacy and/or relevancy of information</td>
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<td>16. check for consistency of information</td>
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