

Curriculum Map  
4.1 & Common Core Standards  
Fulton Independent School District

<b>Subject/Course:</b>	Government
<b>Grade:</b>	9
<b>Revision Date:</b>	12-28-14

Timeline (Days or weeks/dates)	Kentucky Core Assessment Standard/4.1/EOC Standard	Learning Target	Introduce Progressing Master Review On Going (all must get to "M")	Assessment	Lesson/Content
WEEK #					
1-2	<p>Study of Civics SS-HS-1.1.1</p> <p>Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals</p>	<p>-Describe reasons why people study civics.</p> <p>-Explain various values of the American way of life.</p> <p>-Describe the roles and qualities of a good citizen.</p> <p>-Examine the trends of immigration to the United States.</p> <p>-Describe changes in immigration policy in the United States since the 1800s.</p> <p>-Describe the process in which one becomes an American citizen.</p>	Ongoing process	<p>-Daily Formative Assessments</p> <p>-Test on Topic</p>	<p>Civics</p> <p>Citizen</p> <p>Government</p> <p>Immigrants</p> <p>Quota</p> <p>Aliens</p> <p>Native-Born</p> <p>Naturalization</p> <p>Refugees</p> <p>Census</p> <p>Demographics</p> <p>Birthrate</p> <p>Death Rate</p> <p>Migration</p> <p>Push/Pull Factors</p>

Week	Standard	Target	Mastery Level	Assessment	Lesson/Content
		<ul style="list-style-type: none"> <li>-Describe what a census is and why it is important.</li> <li>-Explain ways in which the population grows and changes.</li> <li>-Describe changes in the American population over the years.</li> <li>-Examine reasons for the migration of Americans from one region to another.</li> </ul>			
3-4	<p>Foundations of Government SS-HS-1.1.1</p> <p>Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals</p>	<ul style="list-style-type: none"> <li>-Examine the main forms of government.</li> <li>-Explain the differences in a democracy and a republic.</li> <li>-Describe the purposes of government.</li> <li>-Explain how the US government guarantees freedom to its citizens.</li> <li>-Describe reasons why the Declaration of Independence is important.</li> <li>-Explain various weaknesses of the Articles of Confederation.</li> <li>-Describe the effects of a weak</li> </ul>	Ongoing process	<ul style="list-style-type: none"> <li>-Daily Formative Assessments</li> <li>-Test on Topic</li> </ul>	<ul style="list-style-type: none"> <li>Monarch</li> <li>Dictator</li> <li>Democracy</li> <li>Direct Democracy</li> <li>Representative Democracy</li> <li>Republic</li> <li>Constitution</li> <li>Human Rights</li> <li>Confederation</li> <li>Declaration of Ind. Sovereignty</li> <li>Parliament</li> <li>Federalism</li> <li>Articles of Confederation</li> <li>Compromise</li> <li>Ratification</li> <li>Federalists</li> <li>Antifederalists</li> </ul>

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		<p>national government on the United States before the Constitution.</p> <p>-Examine the historical principles of government that influenced the delegates at the Constitutional Convention.</p> <p>-Explain how the US government was stronger under the new Constitution.</p> <p>-Examine the ratification process and approval of the new Constitution.</p>			
5-6	<p>The US Constitution</p> <p>SS-HS-1.2.1</p> <p>Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).</p>	<p>-Explain how early Americans and the Pilgrims influenced the ideas in the Constitution.</p> <p>-Describe the goals of the government as outlined in the Constitution.</p> <p>-Explain the powers that the Constitution gives to the state and federal governments.</p> <p>-Examine the principle of checks and balances in the Constitution.</p> <p>-Describe the main powers and responsibilities of the three branches of government.</p>	Ongoing process	<p>-Daily Formative Assessments</p> <p>-Test on Topic</p>	<p>Popular Sovereignty</p> <p>Preamble</p> <p>Limited Government</p> <p>Majority Rule</p> <p>Delegated Powers</p> <p>Reserved Powers</p> <p>Concurrent Powers</p> <p>Separation of Powers</p> <p>Legislative Branch</p> <p>Executive Branch</p> <p>Judicial Branch</p> <p>Checks and Balances</p> <p>Veto</p> <p>Judicial Review</p> <p>Amendment</p> <p>Repeal</p> <p>Cabinet</p>

Week	Standard	Target	Mastery Level	Assessment	Lesson/Content
	<p>SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."</p>	<p>-Describe how the process of checks and balances work.</p> <p>-Explain the process of changing or amending the Constitution.</p> <p>-Describe ways in which the Constitution can be changed.</p>			
7-9	<p>Rights and Responsibilities</p> <p>SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).</p>	<p>-Describe the reasons that the Bill of Rights was added to the Constitution.</p> <p>-Examine the ways in which the First Amendment protects personal freedoms.</p> <p>-Explain the rights protected in the Bill of Rights.</p> <p>-Examine how the 13<sup>th</sup> and 14<sup>th</sup> Amendments extend civil rights.</p> <p>-Explain and identify which amendments extend voting rights.</p> <p>-Describe the meanings of various amendments in the US Constitution.</p>	Ongoing process	<p>-Daily Formative Assessments</p> <p>-Test on Topic</p>	<p>Bill of Rights</p> <p>Separation of Church and State</p> <p>Self-Incrimination</p> <p>Due Process</p> <p>Eminent Domain</p> <p>Bail</p> <p>Civil Rights</p> <p>Suffrage</p> <p>Poll Tax</p> <p>Draft</p> <p>Ration</p> <p>Jury Duty</p>

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	<p>SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."</p>	<ul style="list-style-type: none"> <li>-Examine and explain the duties of citizens.</li> <li>-Examine and explain the responsibilities of citizens.</li> <li>-Identify and describe the amendments following the Bill of Rights.</li> </ul>			
10-11	<p>Electing Leaders SS-HS-1.3.3  Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).</p>	<ul style="list-style-type: none"> <li>-Describe the role of political parties in the United States.</li> <li>-Explain the differences between two party and one party systems.</li> <li>-Describe the impact that third parties have had on the United States.</li> <li>-Explain how political parties are organized.</li> <li>-Describe how political parties operate at the local level.</li> <li>-Explain how candidates raise funds during political campaigns.</li> <li>-Explain the process of becoming a voter in the United States.</li> </ul>	Ongoing process	<ul style="list-style-type: none"> <li>-Daily Formative Assessments</li> <li>-Test on Topic</li> </ul>	<ul style="list-style-type: none"> <li>Political Party</li> <li>Nominate Candidate</li> <li>Political Spectrum</li> <li>Two-Party System</li> <li>Multiparty System</li> <li>Coalition</li> <li>One-Party System</li> <li>Third Parties</li> <li>Precincts</li> <li>Polling Place</li> <li>Independent Voters</li> <li>Primary Election</li> <li>General Election</li> <li>Closed Primary</li> <li>Open Primary</li> <li>Secret Ballot</li> <li>Popular Vote</li> <li>Electoral College</li> <li>Platform</li> </ul>

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		<ul style="list-style-type: none"> <li>-Compare the processes of the primary and general elections.</li> <li>-Summarize how voting has changed over the years in the United States.</li> <li>-Explain the main purpose of the electoral college.</li> <li>-Describe the nomination process at the national party conventions.</li> </ul>			Plank
12-14	<p>The Executive Branch SS-HS-1.2.1</p> <p>Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).</p>	<ul style="list-style-type: none"> <li>-Describe the qualifications and terms of office for the presidency.</li> <li>-Explain the duties of the vice president.</li> <li>-Describe the rules of succession for the presidency.</li> <li>-Describe the various leadership roles of the president.</li> <li>-Explain the various powers the president possesses.</li> <li>-Describe the duties of the Executive Office of the President.</li> <li>-Explain the role of the President's Cabinet.</li> <li>-Describe the purposes of the</li> </ul>	Ongoing process	<ul style="list-style-type: none"> <li>-Daily Formative Assessments</li> <li>-Test on Topic</li> </ul>	<ul style="list-style-type: none"> <li>Presidential Succession</li> <li>State of the Union</li> <li>Foreign Policy</li> <li>Diplomacy</li> <li>Treaties</li> <li>Reprieve</li> <li>Pardon</li> <li>Commutation</li> <li>Secretary</li> <li>Attorney General</li> <li>Ambassadors</li> <li>Embassy</li> <li>Consul</li> <li>Consulate</li> <li>Passports</li> <li>Visas</li> <li>Joint Chiefs of Staff</li> <li>Dept. of Homeland Sec.</li> <li>Independent Agencies</li> <li>Regulatory Commission</li> <li>Bureaucracy</li> </ul>

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		<p>Department of State and the Department of Defense.</p> <p>-Identify and describe other executive departments in the federal government.</p> <p>-Provide examples of, and explain various duties, of independent agencies.</p> <p>-Describe the purpose of a regulatory commission.</p> <p>-Explain the various facets of the federal bureaucracy.</p>			
15-16	<p>The Legislative Branch SS-HS-1.2.1</p> <p>Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a</p>	<p>-Identify and describe the original purposes for each house of Congress.</p> <p>-Describe the qualifications, salaries, and rules of conduct for members of Congress.</p> <p>-Describe the terms and sessions of Congress.</p> <p>-Explain how Congress is organized.</p> <p>-Explain the various types of powers granted to Congress.</p> <p>-Describe limits on the powers of</p>	Ongoing process	<p>-Daily Formative Assessments</p> <p>-Test on Topic</p>	<p>Bicameral Legislature Apportioned Gerrymandering Immunity Expulsion Censure Sessions Caucuses President Pro Tempore Whip Speaker of the House Implied Powers Elastic Clause Impeach Treason Bill Appropriation Bill Act</p>

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	whole when it interprets the Constitution).	<p>Congress.</p> <p>-Evaluate the role that Congress has when dealing with the other two branches of government.</p> <p>-Explain how a bill begins.</p> <p>-Summarize the means in which the House and Senate consider a bill.</p> <p>-Explain the process in which a bill becomes a law.</p> <p>-Describe the ways in which the president can act on bills before they become law.</p>			<p>Filibuster</p> <p>Cloture</p> <p>Veto</p> <p>Pocket Veto</p>
17-19	<p>The Judicial Branch SS-HS-1.2.1</p> <p>Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the</p>	<p>-Explain ways in which the United States is a nation of laws.</p> <p>-Describe the four sources of law in the United States.</p> <p>-Explain the roles that courts play in the United States.</p> <p>-Describe the purpose of the US district courts.</p> <p>-Explain how the US courts of appeals are different from the district courts.</p>	Ongoing process	<p>-Daily Formative Assessments</p> <p>-Test on Topic</p>	<p>Crime</p> <p>Criminal Law</p> <p>Civil Law</p> <p>Common Law</p> <p>Precedent</p> <p>Constitutional Law</p> <p>Appeal</p> <p>Jurisdiction</p> <p>District Courts</p> <p>Original Jurisdiction</p> <p>Courts of Appeals</p> <p>Appellate Jurisdiction</p> <p>Justices</p> <p>Judicial Review</p> <p>Remand</p>

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	people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).	<p>-Analyze the role of the US Supreme Court.</p> <p>-Describe the power of judicial review.</p> <p>-Explain the constitutional checks on the Supreme Court's powers.</p> <p>-Explain how the Supreme Court has strengthened constitutional rights.</p>			<p>Opinion</p> <p>Concurring Opinion</p> <p>Dissenting Opinion</p> <p>Affect</p> <p>Authority</p> <p>Explicitly</p>
20-22	<p>State Government SS-HS-1.2.1</p> <p>Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).</p>	<p>-Identify and explain the powers that state governments have.</p> <p>-Describe how states work together with other states.</p> <p>-Explain how the states share power with the national government.</p> <p>-Describe how state legislatures are organized to equally represent the citizens of their state.</p> <p>-Explain the process for passing laws at the state level.</p> <p>-Analyze different methods in which citizens can help create and influence state laws.</p>	Ongoing process	<p>-Daily Formative Assessments</p> <p>-Test on Topic</p>	<p>Delegated Powers</p> <p>Reserved Powers</p> <p>Concurrent Powers</p> <p>Full Faith and Credit Clause</p> <p>Extradition</p> <p>Bicameral</p> <p>Unicameral</p> <p>Constituents</p> <p>Initiative</p> <p>Referendum</p> <p>Recall</p> <p>Governor</p> <p>Patronage</p> <p>Lieutenant Governor</p> <p>Penal Code</p> <p>Missouri Plan</p>

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		<ul style="list-style-type: none"> <li>-Identify the state's chief executive.</li> <li>-Describe the chief executive's powers and duties.</li> <li>-Identify other officials in state executive branches.</li> <li>-Describe what types of cases state courts handle.</li> <li>-Explain how state court systems are organized.</li> <li>-Explain the method of selecting state court judges.</li> </ul>			
23-25	<p>Local Government SS-HS-1.2.1</p> <p>Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the</p>	<ul style="list-style-type: none"> <li>-Describe the process of establishing local governments.</li> <li>-Analyze specific reasons why local governments are needed.</li> <li>-Describe how a county government is organized.</li> <li>-Explain the main purposes of each level of county government.</li> <li>-Describe how local and state governments work together.</li> </ul>	Ongoing process	<ul style="list-style-type: none"> <li>-Daily Formative Assessments</li> <li>-Test on Topic</li> </ul>	<ul style="list-style-type: none"> <li>Municipality</li> <li>City</li> <li>County</li> <li>Sheriff</li> <li>Charter</li> <li>Ordinances</li> <li>Town</li> <li>Town Meeting</li> <li>Township</li> <li>Special District</li> <li>Home Rule</li> <li>City Council</li> <li>Mayor</li> <li>Commission</li> <li>Grants-In-Aid</li> <li>Block Grants</li> </ul>

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	Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).	<ul style="list-style-type: none"> <li>-Trace the origin of town governments.</li> <li>-Explain the purposes of a town meeting.</li> <li>-Describe the origins of townships and special districts, and how each functions.</li> <li>-Explain the purposes of villages and boroughs, and describe how each operates.</li> <li>-Describe how city governments are organized under the home rule system.</li> <li>-Identify and explain the different forms of city governments.</li> <li>-Describe how different levels of governments work together.</li> <li>-Explain how governments cooperate to meet people's needs.</li> <li>-Identify ways in which different levels of government are in competition.</li> </ul>			
26-28	Political System and Taxes SS-HS-13.3	-Describe public opinion and how it is shaped.	Ongoing process	-Daily Formative Assessments	Public Opinion Mass Media Propaganda

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	<p>Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).</p>	<ul style="list-style-type: none"> <li>-Define propoganda and describe common propoganda techniques.</li> <li>-Explain ways in which public opinion is measured.</li> <li>-Describe different types of interest groups.</li> <li>-Explain how lobbyists try to influence government and public opinion.</li> <li>-Explain ways in which American citizens can participate in government.</li> <li>-Explain the importance of voting and analyze reasons why so few US citizens vote.</li> <li>-Describe how volunteers and interest groups help political campaigns.</li> <li>-Analyze the reasons for the high cost of government.</li> <li>-Explain various purposes and principles of taxation.</li> <li>-Describe other means in which citizens are asked to pay for government.</li> </ul>		<p>-Test on Topic</p>	<p>Poll Interest Groups Lobby Lobbyist Public Interest Groups Volunteers Political Action Committees (PACs) Interest National Debt Revenue Fees Fine Bond Income Tax Profit Regressive Tax Property Tax Tariff Balanced Budget Surplus Deficit Audit</p>

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		<ul style="list-style-type: none"> <li>-Identify and describe the two main forms of income taxes.</li> <li>-Identify and describe other forms of taxes in the United States.</li> <li>-Explain how governments collect public money.</li> <li>-Describe the steps involved in spending public money.</li> <li>-Analyze how governments are accountable for public money raised and spent.</li> </ul>			
29-31	<p>Citizenship and the Law SS-HS-13.3</p> <p>Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).</p>	<ul style="list-style-type: none"> <li>-Identify and describe the five different types of crimes.</li> <li>-Explain various causes of crime.</li> <li>-Analyze specific methods in which the United States fights crime.</li> <li>-Describe the role of police officers in the criminal justice system.</li> <li>-Explain the function of the courts once a suspect has been arrested.</li> <li>-Describe how the corrections system punishing lawbreakers.</li> </ul>	Ongoing process	<ul style="list-style-type: none"> <li>-Daily Formative Assessments</li> <li>-Test on Topic</li> </ul>	<ul style="list-style-type: none"> <li>Crime</li> <li>Criminal Felonies</li> <li>Misdemeanors</li> <li>Victimless Crimes</li> <li>White-Collar Crimes</li> <li>Criminal Justice System</li> <li>Probable Cause</li> <li>Arrest Warrant</li> <li>Arraignment</li> <li>Acquit</li> <li>Plea Bargain</li> <li>Juvenile Delinquents</li> <li>Probation</li> </ul>

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		<ul style="list-style-type: none"> <li>-Describe how juvenile crime is different than crime as an adult.</li> <li>-Explain possible causes of juvenile crime in the United States.</li> <li>-Analyze how the judicial system handles juveniles who break the law.</li> <li>-Describe various ways to avoid trouble with the law.</li> <li>-Analyze aspects of the criminal justice process.</li> <li>-Describe and differentiate between crimes against persons and crimes against property.</li> </ul>			
32-36	<p>The American Economy SS-HS-3.2.1</p> <p>Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</p>	<ul style="list-style-type: none"> <li>-Describe how different economic systems help to satisfy people's needs.</li> <li>-Identify and describe types of economic systems.</li> <li>-Explain various factors that shape life in a market economy.</li> <li>-Explain the laws of supply and demand.</li> </ul>	Ongoing process	<ul style="list-style-type: none"> <li>-Daily Formative Assessments</li> <li>-Test on Topic</li> </ul>	<ul style="list-style-type: none"> <li>Market Economy</li> <li>Free Market</li> <li>Profit</li> <li>Scarcity</li> <li>Law of Supply</li> <li>Law of Demand</li> <li>Free Enterprise</li> <li>Capitalism</li> <li>Monopoly</li> <li>Sole Proprietorship</li> <li>Partnership</li> <li>Corporation</li> <li>Stock</li> <li>Stockholders</li> </ul>

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	<p>SS-HS-3.2.3</p> <p>Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).</p>	<ul style="list-style-type: none"> <li>-Describe aspects of the American economy.</li> <li>-Identify and explain different types of business organizations.</li> <li>-Describe how corporations function.</li> <li>-Explain the purpose of nonprofit organizations.</li> <li>-Identify and describe the four factors of production.</li> <li>-Analyze the government's role in the American economy.</li> <li>-Define goods and services.</li> <li>-Describe the main features of modern mass production.</li> <li>-Explain what role the service sector of the economy plays.</li> <li>-Analyze the correlations between profit, risk, and innovation.</li> <li>-Describe how goods are transported from manufacturers to consumers.</li> </ul>			<ul style="list-style-type: none"> <li>Dividends</li> <li>Nonprofit Organizations</li> <li>Natural Resources</li> <li>Capital</li> <li>Labor</li> <li>Entrepreneur</li> <li>Goods</li> <li>Services</li> <li>Gross Domestic Product</li> <li>Mass Production</li> <li>Profit</li> <li>Marketing</li> <li>Mass Marketing</li> <li>Consumer</li> <li>Brand</li> <li>Generic Product</li> <li>Debit Card</li> <li>Charge Account</li> <li>Credit Cards</li> <li>Business Cycle</li> <li>Expansion</li> <li>Inflation</li> <li>Costs of Production</li> <li>Peak</li> <li>Contraction</li> <li>Recession</li> <li>Trough</li> <li>Depression</li> <li>Fiscal Policy</li> <li>Monetary Policy</li> <li>Labor Unions</li> <li>Collective Bargaining</li> <li>Strike</li> </ul>

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		<ul style="list-style-type: none"> <li>-Explain how goods and services are marketed to consumers in the US.</li> <li>-Describe traits of a responsible consumer.</li> <li>-Identify and explain the different parts of the business cycle.</li> <li>-Identify and describe the Great Depression.</li> <li>-Explain various causes of the Great Depression.</li> <li>-Describe various responses by the US government to the Great Depression.</li> <li>-Describe the role that governments can play in the economy.</li> <li>-Describe the role that consumers can play in the economy.</li> <li>-Explain the factors that led to the rise of factories in the 1800s.</li> <li>-Describe the role of labor unions in employer/employee relations.</li> </ul>			<ul style="list-style-type: none"> <li>Picketing</li> <li>Job Action</li> <li>Mediation</li> <li>Arbitration</li> </ul>