

American Government

Civic Participation and Skills

1 Opportunities for civic engagement within the structures of government are made possible through political and public policy processes. AMG.9-12.1

Complexity a

- a** Identify steps that need to be taken in order to make a positive change in the school or local community. AMG.9-12.1.A

Complexity b

- b** Contribute to planning or participating in a group activity to make a change in the school or community. AMG.9-12.1.B

Complexity c

- c** Actively participate in a group activity to make a change in the school. AMG.9-12.1.C

Learning Progression

- Between Complexity b and c: AMG.9-12.1.LP.A
- Understand that there is a planning process to organize civic action toward change (determine the problem, determine causes, explore solutions, gather input, present their idea(s), make group decision, engage in the selected action). AMG.9-12.1.LP.B
- Brainstorm ways students could work together to make changes in the school AMG.9-12.1.LP.C
- Identify a desired change in the school community. AMG.9-12.1.LP.D
- Engage in a group decision making process in the classroom. AMG.9-12.1.LP.E
- Actively participate/engage in a group activity. AMG.9-12.1.LP.F

2 Political parties, interest groups, and the media provide opportunities for civic involvement through various means. [AMG.9-12.2](#)

Complexity a

- a Research political parties, interest groups, and media outlets that provide opportunities for civic involvement through various means. [AMG.9-12.2.A](#)

Complexity b

- b Identify the various means through which a political party, interest group, or media outlet provides opportunities for civic involvement. [AMG.9-12.2.B](#)

Complexity c

- c Match a political party, interest group, or media outlet with its symbol (e.g., the Republican elephant, the Democratic donkey). [AMG.9-12.2.C](#)

Learning Progression

- Create a symbol to represent their classroom or other group. [AMG.9-12.2.LP.A](#)
- Participate in a classroom vote. [AMG.9-12.2.LP.B](#)
- Engage with people who have similar ideas/interests. [AMG.9-12.2.LP.C](#)

3 Issues can be analyzed through the critical use of credible sources. [AMG.9-12.3](#)

Complexity a

- a Select and/or use relevant and credible informational sources to investigate a current issue. [AMG.9-12.3.A](#)

Complexity b

- b Use two related credible sources of information to describe a current issue. [AMG.9-12.3.B](#)

Complexity c

- c Recognize a credible source of information that describes a current issue or issues. [AMG.9-12.3.C](#)

Learning Progression

- Identify features of credible sources (qualifications of the writer/author, purpose of the content, agreement with other credible sources, use of supporting evidence, disclosure of biases due to affiliation(s)). [AMG.9-12.3.LP.A](#)
- Recognize that credible sources convey accurate information supported by evidence. [AMG.9-12.3.LP.B](#)
- Understand that sources of information are not always credible. [AMG.9-12.3.LP.C](#)
- Engage in the use of information from a variety of sources. [AMG.9-12.3.LP.D](#)

4 The processes of persuasion, compromise, consensus building, and negotiation contribute to the Democratic process. AMG.9-12.4

Complexity a

- a Explain the processes of persuasion, compromise, consensus building, or negotiation and how they contribute to the Democratic process. AMG.9-12.4.A

Complexity b

- b Choose one of the following processes (persuasion, compromise, consensus building, or negotiation) and provide an example of how it can contribute to the Democratic process. AMG.9-12.4.B

Complexity c

- c Match one of the following processes (persuasion, compromise, consensus building, or negotiation) to its appropriate situation. AMG.9-12.4.C

Learning Progression

- Understand that persuasion and negotiation are used to influence others to change their opinion. AMG.9-12.4.LP.A
 - Understand that compromise is a decision-making process where both parties give something up and experience a benefit from the final decision. AMG.9-12.4.LP.B
 - Understand that a consensus decision is not a majority vote, but a group decision all participants can accept. AMG.9-12.4.LP.C
 - Participate in a vote to reach a group decision. Then, participate in a group discussion to reach a consensus decision. Identify the differences. AMG.9-12.4.LP.D
 - Contribute to a group decision by respectfully sharing own opinion. AMG.9-12.4.LP.E
 - Determine own opinion on a given topic. AMG.9-12.4.LP.F
 - Engage in a process to come to a group decision. AMG.9-12.4.LP.G
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Basic Principles of the U.S. Constitution

5 As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic, including its structure, powers, and relationship with the governed. AMG.9-12.5

Complexity a

- a Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism). **AMG.9-12.5.A**

Complexity b

- b Identify key principles of the U.S. Constitution that provide the structure to the government of the United States. **AMG.9-12.5.B**

Complexity c

- c Identify the U.S. Constitution is related to the creation of the government in the United States. **AMG.9-12.5.C**

Learning Progression

- Understand that the Constitution outlines the laws or rules of the United States. **AMG.9-12.5.LP.A**
- Identify the 1787 signing of the Constitution on a timeline of American history. **AMG.9-12.5.LP.B**
- Engage with a timeline that includes documents in American history. **AMG.9-12.5.LP.C**
- Engage with historic paintings or other representations of the Constitutional Convention. **AMG.9-12.5.LP.D**
- Engage with replica of the U.S. Constitution. **AMG.9-12.5.LP.E**

6 The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights. [AMG.9-12.6](#)

Complexity a

- a Research and explain (who, what, where, when, how/why) a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights. [AMG.9-12.6.A](#)

Complexity b

- b Research and explain (who, what, where, when, how/why) a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights. [AMG.9-12.6.B](#)

Complexity c

- c Identify a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights. [AMG.9-12.6.C](#)

Learning Progression

- Understand that the papers included letters, news columns, and pamphlets written by multiple authors expressing their views about federal government. [AMG.9-12.6.LP.A](#)
- Match the ideas of strong central government vs. states' and individual rights to the correct set of papers. [AMG.9-12.6.LP.B](#)
- Identify primary sources as Federalist (strong central government) and Anti-Federalist (power to the states and individual freedoms) Papers. [AMG.9-12.6.LP.C](#)
- Define a primary source as a first-hand account of an event. [AMG.9-12.6.LP.D](#)
- Identify public speaking and writing as a way to participate in a debate. [AMG.9-12.6.LP.E](#)
- Define debate as a public discussion that offers views from opposing sides on a given topic. [AMG.9-12.6.LP.F](#)
- Identify an appropriate way to express agreement/ disagreement with a rule or law. [AMG.9-12.6.LP.G](#)
- Recall a time when you agreed/disagreed with a rule or law. [AMG.9-12.6.LP.H](#)
- Engage to share an opinion about a rule or law. [AMG.9-12.6.LP.I](#)

7 Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation, and informal practices. [AMG.9-12.7](#)

Complexity a

- a** Explain how and why the U.S. Constitution has been or can be changed. [AMG.9-12.7.A](#)

Complexity b

- b** Identify a specific change to the U.S. Constitution resulting from informal practices. [AMG.9-12.7.B](#)

Complexity c

- c** Identify a method of change to the U.S. Constitution. [AMG.9-12.7.C](#)

Learning Progression

- Identify Supreme Court decisions as a method to change how our government works or acts. [AMG.9-12.7.LP.A](#)
- Identify legislation as a method to change how the government acts on the ideas of the Constitution. [AMG.9-12.7.LP.B](#)
- Amendments are used to change the U.S. Constitution. [AMG.9-12.7.LP.C](#)
- Define amendment as a change to a document. [AMG.9-12.7.LP.D](#)
- Propose a change to the classroom rules. [AMG.9-12.7.LP.E](#)
- Engage in conversations about changes in rules or expected behavior. [AMG.9-12.7.LP.F](#)

8 The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government. [AMG.9-12.8](#)

Complexity a

- a** Summarize a civil liberty protected in the Bill of Rights. [AMG.9-12.8.A](#)

Complexity b

- b** Identify a civil liberty listed in the Bill of Rights and its definition. [AMG.9-12.8.B](#)

Complexity c

- c** Match an amendment to the civil liberty it protects (e.g., 1st amendment to Freedom of Speech, Religion, Press, Petition and Assembly). [AMG.9-12.8.C](#)

Learning Progression

- Identify that the First Amendment lists civil liberties protected by the US Constitution. [AMG.9-12.8.LP.A](#)
- Understand that the Bill of Rights consists of 10 amendments to the U.S. Constitution. [AMG.9-12.8.LP.B](#)
- Engage with a replica of the U.S. Constitution, focusing on the Bill of Rights. [AMG.9-12.8.LP.C](#)
- Engage in freedom of speech by expressing oneself using any modality. [AMG.9-12.8.LP.D](#)

9 The constitutional amendments, known collectively as the Reconstruction Amendments, extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue. [AMG.9-12.9](#)

Complexity a

- a** Describe the constitutional amendments added during the Reconstruction period. [AMG.9-12.9.A](#)

Complexity b

- b** Identify the United States constitutional amendments added during the Reconstruction period. [AMG.9-12.9.B](#)

Complexity c

- c** Select a right added to the U.S. Constitution during the Reconstruction period. [AMG.9-12.9.C](#)

Learning Progression

- Associate specific amendments with the extension of rights to all African-Americans (Reconstruction Amendments: 13th Amendment - prohibited slavery, 14th Amendment - citizenship and protection for all persons, 15th Amendment - voting rights). [AMG.9-12.9.LP.A](#)
- Identify the focus of the Reconstruction Amendments as African-American rights. [AMG.9-12.9.LP.B](#)
- Amendments are added to the Constitution in response to societal/political changes. [AMG.9-12.9.LP.C](#)
- Identify a marginalized group of people during the time of Reconstruction [AMG.9-12.9.LP.D](#)
- Identify marginalized groups of people in today's society. [AMG.9-12.9.LP.E](#)
- Discuss a time when individuals felt/were left out. [AMG.9-12.9.LP.F](#)
- Actively engage or actively participate as a demonstration of equality. [AMG.9-12.9.LP.G](#)

10 Constitutional amendments have provided for civil rights, such as suffrage, for disenfranchised groups. [AMG.9-12.10](#)

Complexity a

- a** Describe the constitutional amendments that have provided civil rights for disenfranchised groups in the U.S. [AMG.9-12.10.A](#)

Complexity b

- b** Identify the constitutional amendments that have provided rights for disenfranchised groups. [AMG.9-12.10.B](#)

Complexity c

- c** Select a right added to the U.S. Constitution in order to provide for disenfranchised groups. [AMG.9-12.10.C](#)

Learning Progression

- Identify constitutional rights that have been extended to groups of people who have been disenfranchised. [AMG.9-12.10.LP.A](#)
- Identify people whose rights were limited e.g., women, African-Americans, impoverished, and 18-20 year olds (15th, 19th, 24 th , and 26th Amendments). [AMG.9-12.10.LP.B](#)
- Engage in learning around constitutional amendments. [AMG.9-12.10.LP.C](#)

11 Constitutional amendments have altered provisions for the structure and functions of the federal government. [AMG.9-12.11](#)

Complexity a

- a Explain how constitutional amendments have altered the structure and function of the federal government. [AMG.9-12.11.A](#)

Complexity b

- b Identify a constitutional amendment that has altered the structure and function of the government. [AMG.9-12.11.B](#)

Complexity c

- c Identify an amendment to the Constitution. [AMG.9-12.11.C](#)

Learning Progression

- Amendments are used to change the U.S. Constitution. [AMG.9-12.11.LP.A](#)
 - Understand that amendments are used to make changes to or clarify how government functions. [AMG.9-12.11.LP.B](#)
 - Match historic events to specific amendments (a health concern/assassination of the president led to the amendment, including presidential successions or FDR was elected four times and led to the amendment, including presidential term limits). [AMG.9-12.11.LP.C](#)
 - Identify historical amendments to structures and functions of federal government (12th Amendment - separate ballot for president and vice president, 23rd - DC. electoral votes, 22nd - presidential term limit, 25th - presidential successions). [AMG.9-12.11.LP.D](#)
 - Outline the two possible processes to make amendments to the U.S. Constitution. [AMG.9-12.11.LP.E](#)
 - Participate in discussions about why changes to rules and laws may be necessary. [AMG.9-12.11.LP.F](#)
 - Identify that federal governmental documents containing laws cannot be changed unless the amendment process is completed. [AMG.9-12.11.LP.G](#)
 - Define an amendment as a minor change in a document. [AMG.9-12.11.LP.H](#)
 - Engage in learning around constitutional amendments. [AMG.9-12.11.LP.I](#)
 - Engage in conversations about changes in rules or routines. [AMG.9-12.11.LP.J](#)
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Structure and Functions of the Federal Government

12 Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. AMG.9-12.12

Complexity a

- a Explain ways the different people/groups in government can limit each other's powers (e.g., checks and balances). AMG.9-12.12.A

Complexity b

- b Explain how the three branches of the government work together. AMG.9-12.12.B

Complexity c

- c Match the branches of government with one of their respective duties. AMG.9-12.12.C

Learning Progression

- Identify local, state, and federal personnel linked to each of the three branches (e.g., local - police - executive branch). AMG.9-12.12.LP.A
 - Identify the leaders of each of the three branches (e.g., president - executive Branch). AMG.9-12.12.LP.B
 - Match each branch of government to the building where it operates. AMG.9-12.12.LP.C
 - Identify the three branches of government. AMG.9-12.12.LP.D
 - Identify that governments help society run (e.g., trash collection, voting, military-national security). AMG.9-12.12.LP.E
 - Engage with personnel linked to the three branches of government. AMG.9-12.12.LP.F
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Structure and Functions of the Federal Government

13 The political process creates a dynamic interaction among the three branches of government in addressing current issues. [AMG.9-12.13](#)

Complexity a

- a Given an event, explain how it creates a dynamic interaction among the three branches of government (e.g., checks and balances). [AMG.9-12.13.A](#)

Complexity b

- b Explain a political process that creates a dynamic interaction between the three branches of government (e.g., checks and balances). [AMG.9-12.13.B](#)

Complexity c

- c Identify governments as the source of laws that protect the people by addressing current issues. [AMG.9-12.13.C](#)

Learning Progression

- Identify the roles or actions of the branches of government in a news story about a current issue. [AMG.9-12.13.LP.A](#)
 - Recognize the three branches of government as legislative, executive, and judicial. [AMG.9-12.13.LP.B](#)
 - Choose a story from a news source about a law. [AMG.9-12.13.LP.C](#)
 - Engage with a news source around a current issue. [AMG.9-12.13.LP.D](#)
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Role of the People

14 In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities, which help define how people use their rights and which require respect for the rights of others. AMG.9-12.14

Complexity a

- a Given a right from the U.S. Constitution, explain the right and the responsibilities AMG.9-12.14.A

Complexity b

- b Identify a right in the U.S. Constitution that affects high school students (e.g., voting age of 18, I turn 18 next month). AMG.9-12.14.B

Complexity c

- c Identify a right as provided by the U.S. Constitution. AMG.9-12.14.C

Learning Progression

- Define responsibilities as the expectation to use individual rights in ways that respect the rights of others. AMG.9-12.14.LP.A
- Define rights as personal freedoms protected by laws that balance individual rights and the good of the community (freedom within limits). AMG.9-12.14.LP.B
- Identify rights and responsibilities students have within the classroom, home, and community. AMG.9-12.14.LP.C
- Self-advocate for own rights. AMG.9-12.14.LP.D
- Engage in actions that respect the rights of others. AMG.9-12.14.LP.E

15 Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. [AMG.9-12.15](#)

Complexity a

- a** Explain the constitutional amendments that explicitly affect marginalized groups in the United States (e.g., women’s suffrage, civil rights, voting rights). [AMG.9-12.15.A](#)

Complexity b

- b** Identify constitutional amendments that affect marginalized groups in the United States (e.g., 14th, 15th, 19th and 24th Amendments). [AMG.9-12.15.B](#)

Complexity c

- c** Identify a constitutional amendment that increases opportunities for civic participation. [AMG.9-12.15.C](#)

Learning Progression

- Understand that civil rights have been extended to marginalized groups over time. [AMG.9-12.15.LP.A](#)
 - Define civil rights as rights protected by the U.S. Constitution. Civil rights include the right to vote and other opportunities for civic participation. [AMG.9-12.15.LP.B](#)
 - Define marginalized groups as people who are discriminated against and denied rights others have. [AMG.9-12.15.LP.C](#)
 - Engage in civic participation opportunities through freedoms of expression, press, assembly, and petition. [AMG.9-12.15.LP.D](#)
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Ohio's State and Local Governments

16 As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state. AMG.9-12.16

Complexity a

- a** Compare and contrast the Ohio Constitution with the federal Constitution to identify similarities that protect the people of Ohio. AMG.9-12.16.A

Complexity b

- b** Explain how the Ohio Constitution works together with the federal Constitution to protect people in Ohio. AMG.9-12.16.B

Complexity c

- c** Select ways the Ohio Constitution protects the needs of the people. AMG.9-12.16.C

Learning Progression

- Identify the differences between the Ohio and U.S. Constitutions, such as election of judges, term limits for legislators, and ability to make laws through public action. AMG.9-12.16.LP.A
- Recognize that the Ohio and U.S. Constitutions established three branches of government: legislative, executive, and judicial. AMG.9-12.16.LP.B
- Identify the U.S. Constitution as the supreme law of the land. State and local laws can exceed, but not contradict federal law. AMG.9-12.16.LP.C
- Understand that there are multiple levels of government in a federal system (e.g., federal, state, local). AMG.9-12.16.LP.D
- Create a timeline that includes the adoption of the U.S. Constitution and the adoption of Ohio's Constitution. AMG.9-12.16.LP.E
- Understand that constitutions establish the structure and function of governments and the role of citizens in their government. AMG.9-12.16.LP.F
- Engage in learning experiences referencing the Ohio Constitution AMG.9-12.16.LP.G

17 Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. *AMG.9-12.17*

Complexity a

- a Identify steps that need to be taken to make a positive change in the school or local community. *AMG.9-12.17.A*

Complexity b

- b Contribute to planning or participating in a group activity to make a change in the school or community. *AMG.9-12.17.B*

Complexity c

- c Actively participate in a group activity to make a change in the school. *AMG.9-12.17.C*

Learning Progression

- Understand that rights come with responsibilities using local and state examples (e.g., participating in community meetings, sharing your point of view with local leaders, volunteering at public events, voting). *AMG.9-12.17.LP.A*
- Identify problems that are directly affecting learners and their families in the local community. *AMG.9-12.17.LP.B*
- Define responsibilities as the expectation to use individual rights in ways that respect the rights of others. *AMG.9-12.17.LP.C*
- Engage in a classroom job that requires personal responsibility. *AMG.9-12.17.LP.D*

18 A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs. AMG.9-12.18

Complexity a

- a Describe an entity within the three branches of government at the federal, state and local levels. AMG.9-12.18.A

Complexity b

- b Identify an entity within the three branches of government at the federal, state and local levels. AMG.9-12.18.B

Complexity c

- c Match an entity with its appropriate branch of government. AMG.9-12.18.C

Learning Progression

- Define public policy as matters of discussion and debate related to needs of the community. AMG.9-12.18.LP.A
- Understand that multiple groups (entities) make decisions within the three branches of government. Entities could include committees, boards, and departments. AMG.9-12.18.LP.B
- Recognize the three branches of government: legislative, executive, and judicial. AMG.9-12.18.LP.C
- Match community/local and state leaders with their entity. AMG.9-12.18.LP.D
- Identify key community and state leaders. AMG.9-12.18.LP.E
- Engage in respectful discussions around public policy. AMG.9-12.18.LP.F

19 Individuals and organizations play a role within federal, state, and local governments in helping to determine public (domestic and foreign) policy.

AMG.9-12.19

Complexity a

- a Research and explain ways individuals and organizations play a role in shaping federal, state or local policy. AMG.9-12.19.A

Complexity b

- b Identify ways an individual or organization plays a role in shaping federal, state and local policy. AMG.9-12.19.B

Complexity c

- c Identify ways an individual plays a role in shaping federal, state and local policy (e.g., voting). AMG.9-12.19.C

Learning Progression

- Match public officials (e.g., mayor, assemblyman) or government entities (e.g., school board, board of health) with examples of public policy issues for which they are responsible. AMG.9-12.19.LP.A
 - Recognize ways to inform policy decisions, including campaigning for candidates, conducting a letter writing campaign, participating in public demonstrations, attending and offering comments at a public meeting, providing testimony before a committee, or meeting with elected officials. AMG.9-12.19.LP.B
 - Understand that citizens who support a common cause may join an organization to amplify their voice and influence elected officials. AMG.9-12.19.LP.C
 - Identify ways to engage in civic participation (e.g., voting, attending meetings, volunteering, communicating with elected representatives, participating in political demonstrations, volunteer with local agencies (e.g., libraries, police stations, fire stations, public health clinics). AMG.9-12.19.LP.D
 - Identify civic participation as a role an individual can play to shape public policy. AMG.9-12.19.LP.E
 - Sort public policy issues as local, state, or federal. AMG.9-12.19.LP.F
 - Engage with public officials and/or public policy issues. AMG.9-12.19.LP.G
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Government and the Economy

20 The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. [AMG.9-12.20](#)

Complexity a

- a** Research and explain what the federal government uses tax dollars for (e.g., infrastructure, education, defense, healthcare). [AMG.9-12.20.A](#)

Complexity b

- b** Match federal organizations or agencies supported by federal tax money with the services of the organization or agency. [AMG.9-12.20.B](#)

Complexity c

- c** Identify federal organizations or agencies that are supported by federal tax money. [AMG.9-12.20.C](#)

Learning Progression

- Identify the fiscal tools the federal government can use to influence the economy, including tax rates, spending, and regulation. [AMG.9-12.20.LP.A](#)
- Understand that the federal government can raise or lower taxes to impact the economy. For instance, raising taxes will increase the cost of goods and services, eventually making purchases more expensive for consumers. [AMG.9-12.20.LP.B](#)
- Understand that the federal government can increase or decrease spending to influence the economy. For instance, the government could spend more funds on highways, resulting in more jobs available for workers. [AMG.9-12.20.LP.C](#)
- Understand economic policy as the management of wealth and resources of a country or region. [AMG.9-12.20.LP.D](#)
- Recognize the federal government's role in maintaining a stable economy. [AMG.9-12.20.LP.E](#)
- Understand economic policy as the management of wealth and resources of a country or region. [AMG.9-12.20.LP.F](#)
- Understand economy as a system that organizes exchange of money, goods and services, and producers and consumers. [AMG.9-12.20.LP.G](#)
- Engage as a producer or consumer. [AMG.9-12.20.LP.H](#)

21 The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy **AMG.9-12.21**

Complexity a

- a** Explain the purpose of the Federal Reserve (e.g., who, what, where, and how it works; what it does). **AMG.9-12.21.A**

Complexity b

- b** Identify the three main functions of the Federal Reserve. **AMG.9-12.21.B**

Complexity c

- c** Match the Federal Reserve with its purpose. **AMG.9-12.21.C**

Learning Progression

- Understand that the Federal Reserve System makes decisions that impact the economy. For example, the Federal Reserve System sets the minimum amount of money banks must keep on hand. Raising or reducing the reserve requirement influences how much money is in circulation. **AMG.9-12.21.LP.A**
- Understand that the Federal Reserve System works to maintain economic stability. For instance, keeping prices from rising or falling too fast or making sure banks have enough money to pay their customers During the Great Depression many banks did not have enough money on hand. **AMG.9-12.21.LP.B**
- Engage with currency **AMG.9-12.21.LP.C**