

# Pinellas County Schools

## Middle School Education

### Civics Curriculum Guide



**SOCIAL STUDIES**  
PINELLAS COUNTY SCHOOLS

**2019-2020**

**PCS Vision:** 100% Student Success

**PCS Mission:** Educate and Prepare Each Student for College, Career, and Life

**Teaching and Learning Mission:**

The mission of Teaching and Learning is to provide quality curricular, instructional, and assessment resources to support staff and student learning.

August 2019										January 2020									
1 2 3					<b>Preschool</b>					1 2 3 4					5 6 7 8 9 10 11				
4 5 6 7 8 9 10					<b>Building Community</b>					<b>Federal Government: Part 2</b>					12 13 14 15 16 17 18				
11 12 13 14 15 16 17					<b>Citizen You!</b>					SS.7.C.1.7 SS.7.C.3.3					19 20 21 22 23 24 25				
18 19 20 21 22 23 24					SS.7.C.2.1 SS.7.C.2.2, SS.7.C.2.3,					<b>Florida State &amp; Local Government</b>					26 27 28 29 30 31				
25 26 27 28 29 30 31					SS.7.C.1.9 SS.7.C.2.14					SS.7.C.3.8/3.9 SS.7.C.3.4					February 2020				
September 2019					<b>Engaged Citizens</b>					SS.7.C.3.14 SS.7.C.3.13					1				
1 2 3 4 5 6 7					SS.7.C.2.10 SS.7.C.2.11					SS.7.C.2.12					2 3 4 5 6 7 8				
8 9 10 11 12 13 14					SS.7.C.2.13					<b>My Rights and Liberties</b>					9 10 11 12 13 14 15				
15 16 17 18 19 20 21					<b>Running for Office</b>					SS.7.C.2.4 SS.7.C.2.5					16 17 18 19 20 21 22				
22 23 24 25 26 27 28					SS.7.C.2.8 SS.7.C.2.9/2.7					SS.7.C.3.6 SS.7.C.3.7					23 24 25 26 27 28 29				
29 30					October 2019					PMT Cycle 3 (Optional) and catch-up/review or Model UN					March 2020				
1 2 3 4 5					<b>PMT Cycle 1/DBQ Propaganda or Should Citizens Be Required to Vote?</b>					1 2 3 4 5 6 7					8 9 10 11 12 13 14				
6 7 8 9 10 11 12					<b>Forms and Systems of Government</b>					<b>Legal System</b>					15 16 17 18 19 20 21				
13 14 15 16 17 18 19					SS.7.C.3.1 SS.7.C.3.2					SS.7.C.3.10 SS.7.C.3.11/2.6					22 23 24 25 26 27 28				
20 21 22 23 24 25 26					<b>The Founding: From Colonies to the United States</b>					SS.7.C.3.12					29 30 31				
27 28 29 30 31					November 2019					<b>The US and the World</b>					April 2020				
1 2					SS.7.C.1.1 SS.7.C.1.2					1 2 3 4					5 6 7 8 9 10 11				
3 4 5 6 7 8 9					SS.7.C.1.3 SS.7.C.1.4					SS.7.C.4.1 SS.7.C.4.2					12 13 14 15 16 17 18				
10 11 12 13 14 15 16					SS.7.C.1.5					SS.7.C.4.3					19 20 21 22 23 24 25				
17 18 19 20 21 22 23					<b>Federal Government: Part 1</b>					December 2019					26 27 28 29 30				
24 25 26 27 28 29 30					SS.7.C.1.6 SS.7.C.1.8					<b>PMT Cycle 2 and begin 3.3</b>					May 2020				
December 2019					<b>EOC WINDOW and Civic Action Project (on eLearn) or Mock Trial</b>					1 2					3 4 5 6 7 8 9				
1 2 3 4 5 6 7					1 2 3 4 5 6					3 4 5 6 7 8 9					10 11 12 13 14 15 16				
8 9 10 11 12 13 14					1 2 3 4 5 6					10 11 12 13 14 15 16					17 18 19 20 21 22 23				
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22 23 24 25 26 27 28					1 2 3 4 5 6					24 25 26 27 28 29 30					31				
29 30 31					1 2 3 4 5 6					June 2020					1 2 3 4 5 6				

Remember that the Cycle assessments are 1 class period but we have a larger testing window. Do not purposefully plan to need that time to catch up if you are behind in pacing. Use that time for review at higher levels of thinking or use it for enrichment activities.



# Civics Curriculum Guide 2019-2020

## Per Unit

### Formative Assessments

The suggested formative assessments are specific to our benchmarks and allow students to reflect not just on the content, but their processing of the content. In other words, they allow students to become aware of the preconceptions, misconceptions and understanding about the content. It is essential that these formative assessments are read by you and returned with specific, actionable feedback to the student in a timely manner.

### HOT Questions and Cross-Curricular Connections

Higher order thinking (HOT) questions ask students to go above the level of the benchmark to think deeply about the content and apply the learning in different ways. For questions that use thinking skills that are common to other content areas, that designation is made with which core academic content area it connects to. The questions can be used formatively or summatively. They often work best as writing prompts but could be used to create student projects or to build student portfolios. *They directly connect to the Performance Indicators at the end of this document.* These Performance Indicators are the four core standards of our Civics content with a rubric that can be used throughout the entire year to gauge student growth. Taken collectively, the HOT questions will help build students to a clear mastery of the content that is measurable and aligned to the standards. For the link between the rubric and each of our Civics benchmarks, click here to go to the [alignment documents](#) on our eLearn site.

## Per Benchmark

### Learning Goals (benchmarks) and Targets (benchmark clarifications)

The Social Studies Curriculum Guides follow a progression that will assist in lesson planning. It is the expectation that lesson plans begin with a deep look at the benchmark and the intent of the benchmark which is given to us by the FDOE as the benchmark specifications. These are not the entirety of what could be taught, but the content that could be assessed on the EOC. As such, we use them as a guideline of what the benchmark writing team intended should be addressed in the Civics classroom. ALL lesson planning begins with close attention to the benchmark and the benchmark specifications to give a focus to instruction. You will find that the verbs have been bolded and underlined. This is to draw attention to what the benchmark writing team intended that students should be able to do with the content. NOTE: there are benchmark specifications that use a verb that is of a higher cognitive complexity than the benchmark itself. This is intended to denote that the benchmark is not, in itself, of a low level. The complexity of the benchmark is not determined by the verb alone, it is inclusive of the content.

### Vocabulary

You will see that vocabulary is divided by benchmark but begins with tier 2 vocabulary terms. For your understanding, research done by Beck, McKeown, and Kucan (2013) classified words as follows:

**Tier 1:** These are the common, everyday words that most children enter school knowing already. We don't explicitly teach these (exception: ELL, ESE, etc. may require assistance with tier 1 words)

**Tier 2:** This tier consists of words that are used across the content areas and are important for students to know and understand. Included here are process words like *analyze* and *evaluate* that students will run into on many standardized tests and that are also used at the university level, in many careers, and in everyday life. We really want to get these words into students' long-term memory. Because they are used across the span of our core academic courses, we have common definitions for them. In the curriculum guide, we have pulled the words from the benchmarks and the benchmark specifications in each unit to highlight as appropriate to direct instruction.

**Tier 3:** This tier consists of content-specific vocabulary—the words that are often defined in textbooks or glossaries. These words are important for imparting ideas during lessons and helping to build students'

background knowledge. In Civics, these words were highlighted by the curriculum writing team at the Florida Joint Center for Citizenship.

### Essential Question

The next step in lesson planning is to look at the end goal, the summative assessment. You must ask yourself: what should the student be able to do as a result of the instruction? In the guide you will find the overarching **standard** turned into an essential question followed by **benchmark** specific questions that take into account the entirety of the individual benchmarks. While this could be used as a culminating assessment in itself, it should be used to help the students see the content unfold over the course of the whole year and allow them to build their understanding of that standard over time and study. Use this as an opportunity to help students build a conceptual framework that becomes more fleshed out as you revisit the standard in the different units of study.

### McGraw-Hill Resources

The McGraw-Hill textbook is a **resource** for teaching the Florida State Sunshine State Standards for Civics. Being a national publisher, it does not meet all of the specifications for the Civics benchmarks. Where it does meet our benchmarks/specifications, the page numbers are referenced (Teacher's Edition, Student Edition, and Student Workbook). **Teachers should take the time to look carefully look at the textbook resources to determine how fully the materials cover the benchmarks and plan for additional resources as needed.**

### Additional Resources

The next step in lesson planning is to determine the resources available for instruction. Here you will find direct correlations between the McGraw Hill textbook and the benchmarks, and the most commonly used (and recommended by our master teachers) additional resources from iCivics, floridastudents.org, and others. At the end of this section you will see unit resources that include resources for **writing in response to text**-this is a link that will take you to a document in eLearn that has a specific, brief, piece of text aligned to each benchmark and guiding questions to pose to students. These are recommended to be used as formative assessments.

**Civics360**-this is a website created and maintained by the FJCC that includes comprehensive materials for each benchmark but is organized by the same unit designations that PCS has adopted.

**FLREA**-the Florida Law Related Association is a branch of the Florida Bar Association that has their own lesson plans and resources that are written from a legal perspective.

**Instructional Strategies**-to meet the needs of English Language Learners, students with accommodations (IEP or 504 plans), and to amply support all students are linked at the end of this section. The [Teacher Toolkit](#) includes AVID strategies that are most often used in the Social Studies classroom as identified by our master teachers. The toolkit addresses the need of our teachers to provide differentiated instruction and specific supports for students who may be struggling with content (including graphic organizers and ideas for helping students with close reading tasks) and to bring additional collaborative protocols into the classroom (directions for philosophical chairs and Socratic seminars with sample student tasks). We have not highlighted specific strategies per benchmark or per unit, you will need to use your formative assessments to determine which strategies or supports will be needed.

### Sample Assessment Items

Finally, you will find sample assessment items with their DOK levels in multiple choice format. These are in the format of the EOC and written by EOC item writers (including PCS teachers and others across the state). These are offered to be used as explicitly teaching the test format with specific benchmark content, as items you may add to your own class assessments, as review items or even pre-teaching items.

## Task Neutral Scoring Rubric

This rubric was created for teachers to use for assessing any task based on the student's level of proficiency.

Performance Indicators for Standards	Emerging	Progressing	Proficient	Exceeds
A. Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.	<u>Define</u> concepts related to international organizations, international conflicts, and foreign policy.	<u>Summarize</u> contemporary world issues and conflicts	<u>Analyze</u> the role and impact of US foreign policy.	<u>Investigate</u> a real-world international issue and <u>evaluate</u> US foreign policy options.
B. Examine the origins and purposes of government, law, and the American political system.	<u>Identify</u> founding documents and thinkers that led to the creation of the modern US Government	<u>Explains</u> how founding documents and thinkers influenced the modern US Government.	<u>Analyze</u> the origins and purposes of government, law, and the American political system.	<u>Evaluate</u> the significance of the various influences on the purposes of government, law, and the American political system.
C. Examine the principles, functions, and organization of government.	<u>Define</u> forms, systems, structures, and functions in government.	<u>Distinguish</u> the differences between different forms and systems of government. <u>Describe</u> the branches and levels of US Government.	<u>Compare</u> and <u>contrast</u> forms of government and systems of government. <u>Explain</u> relationships between structures, functions, & processes of branches and levels of government.	<u>Hypothesize</u> potential outcomes of a government proposal and assess the importance of various functions and structures of US Government on the success of the proposal.
D. Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<u>Identify</u> the rights and responsibilities of citizens outlined in the Constitution. <u>Identify</u> the paths to US citizenship.	<u>Describe</u> how citizens actively participate in society and the political system.	<u>Explain</u> how the US Government protects and limits rights of citizens and the impact of those rights on individuals and society.	<u>Apply</u> the understanding of rights to determine a method of active participation in the community and the political system.



# Unit 1: Citizen You - 13 days

## Standard and Essential Question

Standard 2: How do the roles, rights, and responsibilities of United States citizens determine methods of active participation in society, government, and the political system?

## Formative Assessments

**2.1 Misconception Check** (#6 from "[Tools For...](#)"). Present students with common or predictable misconceptions about citizenship. Ask them whether they agree or disagree and explain why. Try statements like "Only people born in the US can become citizens" or "There are three ways to become a US Citizen" or "Naturalized citizens don't have the same rights as other citizens".

**2.2 Summary Poem Activity** (#1 from "[53 Ways...](#)") List ten key words about the obligations of citizenship, such as: obligation, citizen, obey, taxes, defend, jury, laws, participate, serve, and common good. Have students write a free verse poem from the words. Then have them write a summary based on the words.

**2.3 Anticipation Guide** (#29 from "[53 Ways...](#)") Before the lesson, create a few T/F statements to gauge prior knowledge about the roles, rights, and responsibilities of US Citizens. Have students answer before the lesson and then afterwards, keep or change their previous answers – and reflect on their learning. Try statements like these or use your own: Voting is an obligation of citizenship. Voting is all you need to do to be an active citizen. Only men have to serve in the selective service. If you do not want to serve on a jury, you don't have to. Citizens participate actively to make our society better.

**1.9 Twitter Post** (#39 from "[53 Ways...](#)") Define the rule of law and recognize its influence on the development of American legal, political, and governmental systems – in 140 characters or less.

## HOT Questions and Cross-Curricular Connections

**2.1** The naturalization process has created millions of new American citizens over many decades of this country's history. What is the impact of the naturalization process on the U.S.?

**ELA -- Analyzing interactions between individuals, events, and ideas**

**2.2** Based on what you have learned about obligations and responsibilities of citizens in this lesson, choose two obligations and two responsibilities and write an informational paragraph to explain what occurs if citizens do not fulfill the obligation or responsibility and the benefit to the common good when they do fulfill the obligation or responsibility.

**Science -- Developing explanations and designing solutions**

**1.9** President Theodore Roosevelt made the following statement: "No man is above the law and no man is below it..." Using what you have learned in this lesson and citing specific examples from the videos and lesson activities, explain this quote in your own words and how it relates to the concept of rule of law.

**Math -- Construct viable arguments and critique the reasoning of others**

## Rubric for Assessment

Standard 2	Emerging	Progressing	Proficient	Exceeds
Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>Identify</b> the rights and responsibilities of citizens outlined in the Constitution. <b>Identify</b> the paths to US citizenship.	<b>Describe</b> how citizens actively participate in society and the political system.	<b>Explain</b> how the US Government protects and limits rights of citizens and the impact of those rights on individuals and society.	<b>Apply</b> the understanding of rights to determine a method of active participation in the community and the political system.

## 2.1 Citizenship

### Learning Goal

- **Define** the term “citizen,” and **identify** legal means of becoming a U.S. citizen.

### Learning Targets

- Students will **define** citizenship as stated in the Fourteenth Amendment.
- Students will **describe** the process of becoming a naturalized citizen.
- Students will **evaluate** the impact of the naturalization process on society, government, or the political process.

### Content Limits

- Items will not require students to list the steps of the naturalization process.

### Vocabulary

Tier 2: **define, describe, evaluate, identify**

Tier 3: citizen, immigrant, law of blood, law of soil, legal permanent resident, naturalization/naturalize, resident

### Essential Question

How do the pathways to citizenship impact society, government, and the political process?

### McGraw-Hill Resources

ConnectEd Ch3 L2

Teacher edition pgs. 37-40, 106 (14<sup>th</sup> Amendment)

Student textbook pgs. 55-60, 78-80, 186 (14<sup>th</sup> Amendment)

Student workbook pgs. 64-67, 80, 83-84, 86, 170 (14<sup>th</sup> Amendment)

### Additional Resources

**BrainPop:** Citizenship video <https://www.brainpop.com/socialstudies/usgovernment/citizenship/>

**Florida Students:** It All Starts Here! <http://floridastudents.org/PreviewResource/StudentResource/116268>

**Florida Students:** Show Your Citizenship! <http://floridastudents.org/PreviewResource/StudentResource/12033>

**Mr. Raymond:** Becoming a Citizen video from <https://www.youtube.com/watch?v=sVBw-sZmXV4>

**iCivics:** game Immigration Nation <https://www.icivics.org>

**Florida Law Related Association, Inc:** Lessons (requires a free subscription) <http://flrea.org/civics-curriculum/>

**Annenberg Foundation:** A Conversation on the Constitution

<http://www.annenbergclassroom.org/page/conversation-14th-amendment>

**FJCC:** full lesson plans per benchmark and teacher background info: <http://floridacitizen.org/resources/middle/ss7c21>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.



### Low Complexity

Which is a requirement for a person to become a naturalized U.S. citizen?

- A. Marrying a U.S. citizen and having a child with that person
- B. Being a legal resident of the U.S. for at least five years
- C. Gaining employment in the U.S. for at least five years
- D. Reaching age eighteen while living in the U.S. capital

### Medium Complexity

The events below describe the use of a government document.

Laura was born in France and lived in France until she immigrated to the U.S. at age 21. At age 25, Laura visited China on vacation.

Why did Laura use a U.S. passport to travel?

- A. Laura was a resident alien of the U.S.
- B. Laura was a resident national of the U.S.
- C. Laura was a U.S. citizen by the law of soil
- D. Laura was a U.S. citizen by the law of blood

### Medium Complexity

The passage below describes a court decision.

The Burlingame Treaty (1870) allowed the U.S. to deny citizenship to persons born in the U.S. whose parents were born outside the U.S. The U.S. Supreme Court granted writ of certiorari to a case challenging the constitutionality of the treaty.

How did the court apply the 14<sup>th</sup> Amendment to decide this case?

- A. To deny a native person citizenship rights does not support constitutional principles.
- B. A naturalized citizen possesses all the rights of a native citizen according to the Constitution.
- C. Persons born outside the U.S. are not permitted to pursue citizenship because they are unemployed.
- D. Persons born outside the U.S. are not permitted to pursue citizenship because they do not own property.

## 2.2 Obligations and 2.3 Responsibilities, 2.14 Service Project

### Learning Goal

- **Evaluate** the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- **Experience** the responsibilities of citizens at the local, state, or federal levels.
- **Conduct** a service project to further the common good.

### Learning Targets

- Students will **distinguish** between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government, and running for office.
- Students will **recognize** the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship.
- Students will **evaluate** the obligations and/or responsibilities of citizens as they relate to active participation in society and government.
- Students will **examine** the significant contributions of citizens to a democratic society.
- Students will use scenarios to **assess** specific obligations of citizens.
- Students will **identify** the consequences or predict the outcome on society of citizens who do not fulfill their citizenship responsibilities.
- Students will **evaluate** the impact of civic participation on society, government, or the political process.

### Content Limits

- Items will not require specific content knowledge of events with local significance.
- Items will not require students to make judgments about ranking the responsibilities of citizens.

### Vocabulary

Tier 2: **assess, conduct, distinguish, evaluate, examine, experience, identify, recognize**

Tier 3: common good, obligation, responsibility, selective service

### Essential Question

What is the purpose of the concept of the “common good” and what is its relation to the obligation of citizens?

### McGraw-Hill Resources

ConnectEd Ch3 L3

Teacher edition pgs. 41-43

Student textbook pgs. 62-69

Student workbook pgs. 68-71

### Additional Resources

**Florida Students:** Show Your Citizenship!

<http://floridastudents.org/PreviewResource/StudentResource/12033>

**Florida Students:** Finding Civic Solutions

<http://floridastudents.org/PreviewResource/StudentResource/126037>

**iCivics:** lesson on Students Engage: <https://www.icivics.org/teachers/lesson-plans/students-engage>

**iCivics:** lesson on Civic Action: <https://www.icivics.org/teachers/lesson-plans/civic-action-and-change>

**Mr. Raymond:** Citizenship Duties, Obligations and Responsibilities

<https://www.youtube.com/watch?v=oynRofbXB4s>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c22>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Low Complexity**

Which right do citizens have?

- A. Attending public schools
- B. Owning property
- C. Holding a job
- D. Voting

**Medium Complexity**

Which type of service project would help promote the common good?

- A. Planning a neighborhood recycling program
- B. Participating in a neighborhood party
- C. Completing homework on time
- D. Visiting public libraries

**High Complexity**

The image below describes a citizen obligation.



Source: United States Postal Service

Based on this image, what can be presumed about citizen obligations?

- A. Citizens support attending civic meetings
- B. Citizens support securing individual rights
- C. Citizens resist registering for selective service
- D. Citizens resist contributing to the common good

# 1.9 Rule of Law

## Learning Goal

- **Define** the rule of law and **recognize** its influence on the development of the American legal, political, and governmental systems.

## Learning Targets

- Students will **distinguish** between the characteristics of a society that operates under the rule of law and one that does not.
- Students will **assess** the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will **evaluate** the impact of the rule of law on governmental officials and institutions (accountability to the law, fair procedures, decisions based on the law, consistent application, enforcement of the law, and transparency of institutions).

## Content Limits

- Items will not require students to judge the appropriateness of specific laws.

## Vocabulary

Tier 2: **assess, define, distinguish, evaluate, recognize**

Tier 3: law, rule of law

## Essential Question

Why does a democracy need the rule of law?

## McGraw-Hill Resources

ConnectEd Ch5 L4

Teacher edition pgs.

Student textbook pgs. 138

Student workbook pgs.

## Additional Resources

**Florida Students:** Understanding Rule of Law

<http://floridastudents.org/PreviewResource/StudentResource/118748>

**FLREA:** Lessons <http://flrea.org/civics-curriculum/>

**Virginia Bar Association** - <http://www.ruleoflaw-vba.org>.

**iCivics** Rule of Law: <https://www.icivics.org/teachers/lesson-plans/rule-law>

Nixon video: <https://www.youtube.com/watch?v=dMt8qCl5fPk>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c19>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

### Low Complexity

The diagram below shows characteristics of a political system.

?
✓ Transparency
✓ Due Process
✓ Accountability
✓ Fair Procedures

Which title completes the diagram?

- A. Autocracy
- B. Checks and balances
- C. Federalism
- D. Rule of law

### Medium Complexity

The quote below is from a 1977 interview with President Richard Nixon.

“Well, when the President does it, that means that it is not illegal.”

Source: New York Times

Based on the quote, what can be presumed about the rule of law?

- A. It requires judicial review
- B. It promotes fair procedures
- C. It requires consistent application
- D. It promotes institutional transparency

### High Complexity

The statement below is from the Magna Carta written in 1215.

“To no one will we sell, to no one will we refuse or delay, right or justice.”

Source: U.S. National Archives and Records Administration

Which political principle justifies this statement?

- A. The right to trial protects political institutions
- B. The rule of law guarantees fair legal treatment
- C. Checks and balances prevent tyranny in government
- D. Separation of powers permits shared government authority



## Unit 2: Engaged Citizens - 12 days

### Standard and Essential Question

Standard 2: How do the roles, rights, and responsibilities of United States citizens determine methods of active participation in society, government, and the political system?

### Formative Assessments

**2.10** Decisions, Decisions (Philosophical Chairs) (#37 on "[Tools for...](#)") Ask students to use informed opinions decide which has the most impact on monitoring and influencing the government: media, individuals, or interest groups. Have them go to the corresponding corner of the room to their answer, share their reasoning. Students are allowed to change corners after discussion.

**2.11** 3-2-1 (#27 on "[53 Ways...](#)") Write three things you learned about media & political communication, two effects of media and political communications on citizens, and one question you still have.

**2.13** Quickwrite (#33 on "[Tools for...](#)") Ask students to respond in a set time period (2-5 minutes) to respond to an open-ended question, like "How do multiple perspectives effect who participates politically and how they participate?"

### HOT Questions and Cross-Curricular Connections

**2.10** Write a well-crafted argument explaining why it is or is not important for citizens to be aware of the methods individuals, the media, and interest groups use to monitor and influence government. Cite specific examples to support your argument.

**Science-Engaging in argument from evidence**

**2.11** Explain how bias, symbolism, propaganda impact how information is used in media and political communication and why it is important to be aware of these techniques.

**Science-Obtaining, evaluating, and communicating information**

**2.13** Using what you have learned during the deliberation activity, explain your perspective on the issue of compulsory voting. Cite evidence from both sides of the issue to explain your perspective. Also explain if your perspective changed from what you wrote on the index card at the beginning of the activity.

### Rubric for Assessment

Standard 2	Emerging	Progressing	Proficient	Exceeds
Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>Identify</b> the rights and responsibilities of citizens outlined in the Constitution. <b>Identify</b> the paths to US citizenship.	<b>Describe</b> how citizens actively participate in society and the political system.	<b>Explain</b> how the US Government protects and limits rights of citizens and the impact of those rights on individuals and society.	<b>Apply</b> the understanding of rights to determine a method of active participation in the community and the political system.

## 2.10 Monitoring and Influencing Government

### Learning Goal

- **Examine** the impact of media, individuals, and interest groups on monitoring and influencing government.

### Learning Targets

- Students will **identify** the methods used by interest groups to monitor and/or influence the government.
- Students will **identify** the methods used by the media to monitor and/or influence the government.
- Students will **evaluate** the impact of media, individuals, and interest groups on the government.
- Students will **identify** and evaluate methods of influencing and/or monitoring government.

### Content Limits

- Items should only focus on the significant methods used involving media, interest groups, and individuals that have influenced the government.

### Vocabulary

Tier 2: **evaluate, examine, identify**

Tier 3: interest group, lobbying, petitioning the government, political action committee (PAC), public agenda, public sphere, watchdog

### Essential Question

What is the role of PAC's, special interest groups, and the media in American Politics?

### McGraw-Hill Resources

ConnectEd Ch12 L1-3

Teacher edition pgs. 202-215

Student textbook pgs. 325-345

Student workbook pgs. 334-345

### Additional Resources

**Florida Student:** Influencing Government tutorial

<http://floridastudents.org/PreviewResource/StudentResource/126611>

**Mr. Raymond's** video Political Interest Groups <https://www.youtube.com/watch?v=cHSQ1udAIuM>

**Mr. Raymond's** video The Media <https://www.youtube.com/watch?v=PVIkWk9lPr0>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c210>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.



### Low Complexity

Who do lobbyists represent in their attempts to influence government?

- A. Military officers
- B. Elected officials
- C. Interest groups
- D. Circuit judges

### Medium Complexity

How might a political action committee influence government?

- A. Send a letter to a U.S. Senator's supporters
- B. Contribute money to a U.S. Senate campaign
- C. Write a letter to a newspaper about a U.S. Senator
- D. Contribute money to a charity in a U.S. Senator's state

### High Complexity

The statements below are taken from a government document.

Executive Order 13490 -- Ethics Commitments

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Ethics Pledge. Every appointee in every executive agency appointed on or after January 20, 2009, shall sign...and...pledge...

As a condition, and in consideration, of my employment in the United States Government in a position invested with the public trust, I commit myself to the following obligations...

I will not accept gifts from registered lobbyists or lobbying organizations for the duration of my service as an appointee.

**Source: The White House**

According to the statements, what impact have lobbyists had on government?

- A. Lobbyists impact how the media endorse elected officials.
- B. Lobbyists impact how individuals use the media.
- C. Lobbyists impact congressional lawmaking.
- D. Lobbyists impact judicial decision-making.

## 2.11 Media and Political Communication

### Learning Goal

- **Analyze** media and political communications (bias, symbolism, propaganda).

### Learning Targets

- Students will use scenarios to **identify** bias, symbolism, and propaganda.
- Students will **evaluate** how bias, symbolism, and propaganda can impact public opinion.

### Content Note

- There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

### Vocabulary

Tier 2: **analyze, evaluate, identify**

Tier 3: bias, propaganda, symbolism, testimonial

### Essential Question

How do citizens make decision in elections free from bias or propaganda that may be in advertisements and social media?

### McGraw-Hill Resources

ConnectEd Ch12 L3

Teacher edition pgs. 213

Student textbook pgs. 344-345

Student workbook pgs. 344-345

### Additional Resources

**Mr. Raymond** video The Media <https://www.youtube.com/watch?v=PVlkWk9lPr0>

**iCivics** lesson What's the Message <https://www.icivics.org/teachers/lesson-plans/propaganda-whats-message>

**The Living Room Candidate**: Presidential Campaign Commercials 1952-2016  
<http://www.livingroomcandidate.org/>

**FJCC**: full lesson plans per benchmark and teacher background info  
<http://floridacitizen.org/resources/middle/ss7c211>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Medium Complexity**

Which source would give the **most** accurate information about the views held by an incumbent running for Congress?

- A. Special interest group ratings of that Congress member
- B. A television commercial sponsored by a political party
- C. The voting record of the candidate while in Congress
- D. Flyers sent through the mail by the candidate

**High Complexity**

The poster below was used in a presidential campaign.



**Source: Collection of the U.S. House of Representatives**

Which government action would this presidential candidate likely support?

- A. An executive order requiring that executive branch employees complete their work in an honest manner
- B. An executive order requiring that executive branch agencies guarantee equal employment opportunity
- C. An executive order requiring that executive agencies work together to coordinate ocean-related matters
- D. An executive order requiring that a commission be established focusing on Central America

## 2.13 Multiple Perspectives

### Learning Goal

- **Examine** multiple perspectives on public and current issues.

### Learning Targets

- Students will **identify** groups that influence public perspectives.
- Students will use scenarios to **understand** the reaction or perspective of different groups.
- Students will **examine** how multiple perspectives shape participation in the political process.

### Content Limits

- Items will not ask students to make value judgments concerning public and current issues.

### Vocabulary

Tier 2: **examine, identify, understand**

Tier 3: editorial, nonprofit organization, political party, special interest group

### Essential Question

Why should citizens understand that there may be other ways of seeing or understanding an issue, from another person's perspective?

### McGraw-Hill Resources

Search ConnectEd online for "Issues to Debate"

### Additional Resources

**Mini-DBQ:** Should Americans Be Required to Vote

**Civics360.org:** Engaged Citizens <http://civics360.org/focusAreas/H1B-ezKNe>

Pros and Cons of Controversial Issues: <https://www.procon.org/>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c213>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit

**Medium Complexity**

Which option reflects a long-term policy goal?

- A. Collecting canned food to give to the poor
- B. Collecting signatures to run for public office
- C. Collecting soap and shampoo to send overseas
- D. Collecting signatures to put an amendment on the ballot

**High Complexity**

Below are views related to education.

1. Civics should be taught in public schools.
2. Good citizenship is learned in communities.

Which conclusion can be drawn from these views?

- A. Political conflict is a threat to strong societies.
- B. Civic participation should be learned at home.
- C. Political conflict should be reduced through legislation.
- D. Civic involvement is important to building strong societies.



## Unit 3: Running for Office – 9 days

### Standard and Essential Question

Standard 2: How do the roles, rights, and responsibilities of United States citizens determine methods of active participation in society, government, and the political system?

### Formative Assessments

#### Formative Assessments:

**C.2.8 Three Minute Pause** (#8 on "[Tools for...](#)") *The Three Minute Pause provides a chance for students to stop, reflect on the concepts and ideas, make connections to prior knowledge or experience, and seek clarification.*

*-I became more aware of...*

*-I was surprised about...*

*-I related to...*

**C.2.9 Pamphlet** (#43 on "[53 Ways...](#)") *Create a pamphlet for a fictional, ideal candidate for office. Make sure to include his or her qualifications, experience, platforms, debates and political ads for a particular office.*

**C.2.7 Exit Card** (#11 on "[Tools for...](#)") *Have students complete an exit card about the mock election and how that mock election impacts the class – and how a similar real election can impact a community*

### HOT Questions and Cross-Curricular Connections

**2.8** Write an argument explaining the impact of political parties on society, government or the political system. Use specific examples and evidence to support your argument.

**2.9** Write a well-crafted paragraph explaining how understanding a candidate’s experience, platform, performance in debates and their political advertisements provide important information when evaluating a candidate for office.

You overhear a friend say, “It doesn’t matter who you vote for. All candidates are the same.” Using what you have learned during this lesson and citing specific evidence, write a well-crafted explanation of how you would respond to your friend.

**Math - Make sense of problems and persevere in solving them.**

**2.7** Reflect on your experience participating in a voting simulation. Consider if the election simulation was an actual election and explain what you think the impact would be on the community or state.

**Science - Planning and carrying out investigations.**

### Rubric for Assessment

Standard 2	Emerging	Progressing	Proficient	Exceeds
Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b><i>Identify</i></b> the rights and responsibilities of citizens outlined in the Constitution. <b><i>Identify</i></b> the paths to US citizenship.	<b><i>Describe</i></b> how citizens actively participate in society and the political system.	<b><i>Explain</i></b> how the US Government protects and limits rights of citizens and the impact of those rights on individuals and society.	<b><i>Apply</i></b> the understanding of rights to determine a method of active participation in the community and the political system.

## 2.8 Political Parties

### Learning Goal

- **Identify** America's current political parties, and illustrate their ideas about government.

### Learning Targets

- Students will **compare** current political parties' ideas about government.
- Students will **evaluate** the impact political parties have on society, government, or the political system.

### Content Limits

- Items will not require students to identify specific individuals associated with political parties.
- Items will not ask students to evaluate the efficacy of any specific political party.

### Vocabulary

Tier 2: **compare, evaluate, identify**

Tier 3: candidate, Communist Party, Democratic Party, Libertarian Party, party platform, Republican Party, Socialist Party, third party, two-party system

### Essential Question

How do political parties' party platforms inform citizens about their beliefs on government?

### McGraw-Hill Resources

ConnectEd Ch10 L1-2

Teacher edition pgs. 176-179

Student textbook pgs. 286-293

Student workbook pgs. 287-292

### Additional Resources

**BrainPop** Political Parties <https://www.brainpop.com/socialstudies/usgovernment/politicalparties/>

**BrainPop** Political Beliefs <https://www.brainpop.com/socialstudies/usgovernment/politicalbeliefs/>

**Florida Students;** Political Parties

<http://www.floridastudents.org/PreviewResource/StudentResource/118772>

**Civics360** <http://civics360.org/modules/BjvEEstlg>

**Mr. Raymond** Political Candidates video <https://www.youtube.com/watch?v=NEfmcD22EXs>

**Florida Law Related Association, Inc.** <http://flrea.org/civics-curriculum/>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c28>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit



**Medium Complexity**

The statement below is from a political party platform.

“We, the workers and our allies, need to take power from the hands of the wealthy few, their corporations, and their political operatives.”

Which political party’s position is represented in the statement?

- A. Communist
- B. Democratic
- C. Republican
- D. Socialist

**High Complexity**

The table below describes political party associations of governors.

Year	Number of Democratic Governors	Number of Republican Governors
2013	19	30
2011	20	29
2009	26	24
2007	29	21

Based on the table, what has been an impact of political parties on policy making?

- A. More Republican issue positions have shaped federal policy.
- B. More Democratic issue positions have shaped federal policy.
- C. The number of Democrats nominated for governor increased.
- D. The number of Republicans nominated for governor increased.

## 2.9 Candidate Evaluation and 2.7 Mock Election

### Learning Goal

- **Evaluate** candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
- **Conduct** a mock election to demonstrate the voting process and its impact on a school, community, or local level.

### Learning Targets

- Students will **identify** the constitutional requirements to run for federal political office.
- Students will **recognize** the requirements to run for state and local political offices.
- Students will be able to **analyze** and/or **evaluate** the qualifications of candidates for public office based on their experience, platforms, debates, and political advertisements.

### Content Limits

- Items will not require students to recall the qualifications of specific candidates.

### Vocabulary

Tier 2: **analyze, conduct, evaluate, identify, recognize**

Tier 3: elector, natural-born citizen, political office, vote

### Essential Question

How do citizens make informed decisions for voting?

### McGraw-Hill Resources

ConnectEd Ch11 L2

Teacher edition pgs. 198

Student textbook pgs. 208-209, 319-322

Student workbook pgs. 315-316

### Additional Resources

#### iCivics

- mock election <https://www.icivics.org/teachers/lesson-plans/mock-election?ga=1.98458847.1530473883.1440334235>
- Candidate Evaluation: <https://www.icivics.org/teachers/lesson-plans/candidate-evaluation>
- Cast Your Vote: <https://www.icivics.org/games/cast-your-vote>

**BrainPop** Presidential Election: <https://www.brainpop.com/socialstudies/usgovernment/presidentialelection/>

#### Florida Student:

- Who Will You Choose? <http://www.floridastudents.org/PreviewResource/StudentResource/119050>
- Election Time <http://www.floridastudents.org/PreviewResource/StudentResource/126031>

Debate clips from **NY Times**– Start at 2:18 and end at 4:20. Teacher note: this video begins with a 30 second commercial advertisement, be sure to cue the video before class. This video begins with three debate examples and then concludes with a summary of the importance of debates for voters.

<http://www.nytimes.com/video/2012/09/28/us/politics/10000001814028/presidential-debate-moments.html>

#### Mr. Raymond's

- Evaluate Candidates <https://www.youtube.com/watch?v=NEfmcD22EXs>
- Political Candidates <https://www.youtube.com/watch?v=NEfmcD22EXs>

**Civics360** <http://civics360.org/modules/ry46jiF8g>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c29>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit

## Sample Assessment Items-- answers on page 96

### Low Complexity

Which is a constitutional requirement to run for Congress?

- A. At least 25 years old
- B. At least 30 years old
- C. U.S. permanent resident
- D. U.S. citizen

### Medium Complexity

A local newspaper endorsed Mayor Sanford in a state senate race over his opponent. Why might the newspaper endorse Mayor Sanford?

- A. Mayor Sanford owns a local farm.
- B. Mayor Sanford is an elected official.
- C. Mayor Sanford is an experienced teacher.
- D. Mayor Sanford owns a local radio station.



# Unit 4: Forms and Systems of Government – 7 days

## Standard and Essential Question

Standard 3: What are the principles, functions, and organization of government?

## Formative Assessments

**3.1 Four Corners** (#29 on "[Tools for...](#)") Students choose a corner based on their level of expertise. Based on your knowledge of forms of government, which corner would you choose?

- *Corner 1: The Dirt Road (There's so much dust, I can't see where I'm going! Help!)*
- *Corner 2: The Paved Road (It's fairly smooth but there are many potholes along the way)*
- *Corner 3: The Highway (I'm fairly confident but have occasional slowdowns)*
- *Corner 4: The Interstate (I'm travelling along and could easily give someone else directions)*

Once kids have chosen corners, have them discuss their progress. Then, pair Corner 1 with corner 3, and Corner 2 with corner 4 for peer tutoring.

**3.2 The Muddiest Moment** (#30 on "[Tools for...](#)") Have students complete a one-minute paper asking, "What was the muddiest (the least clear, most confusing) part about the systems of government?"

## HOT Questions and Cross-Curricular Connections

**3.1** "It has been said that democracy is the worst form of government except all those other forms that have been tried from time to time." (Winston Churchill, former British prime minister). Using information you have learned about different forms of government, explain why Churchill would make this statement.

**ELA - Determine central idea and how the author distinguishes his or her position from that of others**

**3.2** Write a well-crafted paragraph that compares the unitary and federal systems of government. Use evidence from what you have learned to support your answer.

## Rubric for Assessment

Standard 3	Emerging	Progressing	Proficient	Exceeds
Examine the principles, functions, and organization of government.	<b>Define</b> forms, systems, structures, and functions in government.	<b>Distinguish</b> the differences between different forms and systems of government. <b>Describe</b> the branches and levels of US Government.	<b>Compare</b> and <b>contrast</b> forms of government and systems of government. <b>Explain</b> relationships between structures, functions, & processes of branches and levels of government.	<b>Hypothesize</b> potential outcomes of a government proposal and assess the importance of various functions and structures of US Government on the success of the proposal.

# 3.1 Forms of Government

## Learning Goal

- **Compare** different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

## Learning Targets

- Students will **identify** different forms of government based on its political philosophy or organizational structure.
- Students will **analyze** scenarios describing various forms of government.
- Students will **apply** their understanding of the definitions of the various forms of government.

## Content Limits

- Items will not require students to identify specific countries by a form of government.
- Items will not require students to evaluate the efficacy of different forms of government.

## Vocabulary

Tier 2: **analyze, apply, compare, identify**

Tier 3: absolute monarchy, anarchy, communism, democracy, dictatorship, monarchy, oligarchy, representative democracy, republic, socialism

## Essential Question

What are forms of government? How do they compare to each other?

## McGraw-Hill Resources

ConnectEd Ch3 L4, Ch4 L1

Teacher edition pgs. 44-47, 54

Student textbook pgs. 73-76, 84-85

Student workbook pgs. 72-75, 78, 81, 83, 92

## Additional Resources

**Florida Student:** "Which Government is Which?"

<http://floridastudents.org/PreviewResource/StudentResource/119941>

**Florida Virtual School** Forms of Gov (Coconuts)

<https://www.youtube.com/watch?v=vdh9xo47OWM&t=162s>

**BrainPop**

- Communism <https://www.brainpop.com/socialstudies/worldhistory/communism/>
- Democracy <https://www.brainpop.com/socialstudies/worldhistory/democracy/>

**Mr. Raymond's** Types & Forms of Government <https://www.youtube.com/watch?v=tfz1J7yGOnQ>

**iCivics** "Who Rules?" activity, lesson pg. 5 <https://www.icivics.org/teachers/lesson-plans/who-rules>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c31>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit

### Low Complexity

The scenario below describes a government decision.

A self-appointed council amends the country's constitution.

Based on the scenario, which form of government is taking action?

- A. Dictatorship
- B. Monarchy
- C. Oligarchy
- D. Republic

### Medium Complexity

The picture below shows a government leader.



Source: Wikimedia Commons

Which form of government would have this type of leader?

- A. Democracy
- B. Monarchy
- C. Oligarchy
- D. Theocracy

### High Complexity

Below is a scenario:

The worldwide soccer tournament held every four years is called the "World Cup". Countries compete to host the World Cup because it brings income, tourism, and positive media attention to the host country. International attention was directed at the World Cup organization because the head of the country selected to host the World Cup in 2022 was accused of bribery and corruption in the host nation selection process.

Which conclusion can be drawn about the 2022 World Cup being awarded to that host country?

- A. The head of the 2022 host country is an absolute monarch.
- B. The head of the World Cup organization is an absolute monarch.
- C. The head of the 2022 host country could be impeached by the U.S. Congress.
- D. The head of the World Cup organization could be impeached by the U.S. Congress.

## 3.2 Systems of Government

### Learning Goal

- **Compare** parliamentary, federal, confederal, and unitary systems of government.

### Learning Targets

- Students will **define** parliamentary, federal, confederal, and unitary systems of government.
- Students will **compare** the organizational structures of systems of government.
- Students will **recognize** examples of these systems of government.
- Students will **analyze** scenarios describing various systems of government.

### Content Limits

- Items will not ask students to name the system of government for countries other than the United States.
- Item will not ask students to identify the origins of these systems of government.

### Vocabulary

Tier 2: **analyze, compare, define, recognize**

Tier 3: confederal, federal, parliamentary, president, prime minister, unitary

### Essential Question

How is power distributed in different systems of government?

### McGraw-Hill Resources

ConnectEd Ch3 L4

Teacher edition pgs. 46

Student textbook pgs. 77

Student workbook pgs. 75-76, 78, 82, 83

### Additional Resources

#### Florida Student:

- Parliamentary and Presidential Systems <http://floridastudents.org/PreviewResource/StudentResource/128055>
- Government: A “Systematic” Approach <http://floridastudents.org/PreviewResource/StudentResource/167293>

Florida Virtual School Systems of Gov (Coconuts Part 2)

<https://www.youtube.com/watch?v=SL6eGwP0JTg&t=25s>

Mr. Raymond’s Systems of Government <https://www.youtube.com/watch?v=YNWVM3liOK0>

FJCC: full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c32>

eLearn has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit



**Low Complexity**

Where is power concentrated in a unitary system of government?

- A. Central government
- B. State government
- C. Dictator
- D. Military

**Medium Complexity**

The table below describes a type of government.

?	
Executive	Elected by the legislature
Legislature	Elected by the people

Which title completes the table?

- A. Confederal government
- B. Federal government
- C. Parliamentary government
- D. Unitary government

**High Complexity**

The statement below was made by President Barack Obama on June 4, 2009.

No system of government can or should be imposed by one nation by any other.  That does not lessen my commitment, however, to governments that reflect the will of the people. Each nation gives life to this principle in its own way, grounded in the traditions of its own people.
---

Source: Office of the White House Press Secretary

Based on this statement, which action would President Obama justify to Congress?

- A. Conflict resolution within a country between a military dictator and a monarch
- B. Conflict resolution within a country between a president and a military dictator
- C. Development of diplomatic alliances with a newly selected oligarch
- D. Development of diplomatic alliances with a newly elected prime minister

# Unit 5: The Founding: From Colonies to Constitution - 17 days

## Standard and Essential Question

Standard 1: What are the origins and purpose of government, laws, and the American political system?

## Formative Assessments

**1.1 One Question and One Comment** (#60 from "[Tools For...](#)") *After learning about how Enlightenment ideas influenced the Founding Fathers, students will create one question and one comment about the content. Each student shares at least one comment or question. As the discussion moves from student to student, the next person can answer a previous question, respond to a comment, or share their own question or comment. As the activity builds, the conversation becomes more in-depth and students learn more perspectives.*

**1.2 Web/Concept Map** (#5 on "[Tools for...](#)"). *Have students create a [graphic organizer](#) with "Colonists' view on Government" in the middle circle. Each of the four outside circles should be labeled with one of the influential documents (Magna Carta, English Bill of Rights, Mayflower Compact, Common Sense). On the line that connects the outside circle to the inside one, students should explain how each impacted the Colonists' Views.*

**1.3 Top Ten List** (#47 from "[53 Ways...](#)") *Students should create a list of the top ten English policies and/or colonial reactions that led to the writing of the Declaration of Independence, written with humor.*

**1.4 Intrigue Journal** (#16 from "[53 Ways...](#)") *List the five most interesting, controversial, or impactful ideas you learned from the ideas and complaints set forth in the Declaration of Independence.*

**1.5 Newspaper Headline** (#57 from "[Tools for...](#)") *Create a newspaper headline that may have been written about the weaknesses of the Articles of Confederation. Capture the main idea of how those weaknesses led to the writing of the Constitution.*

## HOT Questions and Cross-Curricular Connections

**1.1** Explain how John Locke and Baron de Montesquieu influenced the Founding Fathers. Provide a specific example for Locke and Montesquieu.

**1.2** Explain how the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense have impacted the purposes of government.

**ELA - Analyze structure an author uses to organize a text and how it contributes to the whole and the development of ideas**

**1.3** In 1963 Dr. Martin Luther King, Jr. wrote the following statement as part of his Letter in Birmingham Jail: *We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.* Based on what you have learned and citing specific examples the reading and activity sheet, how does this statement relate to the events leading up to the writing of the Declaration of Independence?

**ELA - Trace and evaluate the argument and specific claims in a text**

**1.4** Using what you have learned from analyzing the Declaration of Independence, write a well-crafted informative text explaining the relationship between natural rights and the role of government and how the colonists' complaints are related to the concept of natural rights.

**Math - Attend to precision**

**1.5** Write an argument explaining the weaknesses of the Articles of Confederation. Cite specific evidence from the reading to support your argument.

## Rubric for Assessment

<b>Standard 1</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exceeds</b>
Examine the origins and purposes of government, law, and the American political system.	<b><i>Identify</i></b> founding documents and thinkers that led to the creation of the modern US Government	<b><i>Explains</i></b> how founding documents and thinkers influenced the modern US Government.	<b><i>Analyze</i></b> the origins and purposes of government, law, and the American political system.	<b><i>Evaluate</i></b> the significance of the various influences on the purposes of government, law, and the American political system.

# 1.1 Enlightenment Ideas

## Learning Goal

- **Recognize** how Enlightenment ideas including Montesquieu's view of separation of powers and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

## Learning Targets

- Students will **identify** and **describe** the Enlightenment ideas of separation of powers, natural law, and social contract.
- Students will **examine** how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.
- Students will **evaluate** the influence of Montesquieu's and Locke's ideas on the Founding Fathers.

## Content Limits

Items will not require students to match a particular Enlightenment philosopher with a corresponding theory.

## Vocabulary

Tier 2: **describe, evaluate, examine, identify, recognize**

Tier 3: checks and balances, consent of the governed, enlightenment, natural law, natural rights, separation of powers, social contract

## Essential Question

How did the ideas of Montesquieu and Locke influence the Founding Fathers?

## McGraw-Hill Resources

Not covered fully, refer to additional resources

## Additional Resources

**Florida Student:** Enlightenment and the Founding Fathers

<http://www.floridastudents.org/PreviewResource/StudentResource/101384>

**Mr. Raymond's** The Enlightenment Influences <https://www.youtube.com/watch?v=r52-7jMRXA>

**Visual Lecture Notes** [https://www.youtube.com/watch?v=CP8k\\_f3PFq8](https://www.youtube.com/watch?v=CP8k_f3PFq8) (11:55 min)

**Civics360** Video <http://civics360.org/modules/rkiIVhF8l> (8:41 min)

**iCivics:**

- Enlightenment Period [https://www.icivics.org/viewpdf.html?path=/sites/default/files/uploads/The Enlightenment.pdf](https://www.icivics.org/viewpdf.html?path=/sites/default/files/uploads/The%20Enlightenment.pdf)
- John Locke <https://www.icivics.org/viewpdf.html?path=/sites/default/files/uploads/Locke.pdf>
- Baron de Montesquieu <https://www.icivics.org/viewpdf.html?path=/sites/default/files/uploads/Montesquieu.pdf>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c11>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit

**Low Complexity**

The image below concerns government.



Source: U.S. House of Representatives

Which Enlightenment idea is represented by the image?

- A. Separation of powers
- B. Checks and balances
- C. Social contract
- D. Natural law

**Medium Complexity**

Which right is an example of an Enlightenment idea?

- A. First Amendment freedom of religion guarantees
- B. First Amendment freedom of speech guarantees
- C. Fourth Amendment search and seizure protection
- D. Fifth Amendment self-incrimination protection

# 1.2 Influential Documents

## Learning Goal

- **Trace** the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's Common Sense had on colonists' views of government.

## Learning Targets

- Students will **identify** the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense.
- Students will **evaluate** the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense had on the purposes of government.

## Content Limits

- Items will not require students to address the origin of ideas in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense.

## Vocabulary

Tier 2: **evaluate, identify, trace**

Tier 3: compact, due process, limited government, limited monarchy, popular sovereignty (self-government), preamble, rule of law

## Essential Question

What were some of the key influences on the colonists' views of government?

## McGraw-Hill Resources

ConnectEd Ch4 L1, Ch4 L3

Teacher edition pgs. 54-57, 62, 64

Student textbook pgs. 86-87, 90-91, 103-104

Student workbook pgs. 93-94, 96, 113

## Additional Resources

**BrainPop** Magna Carta: <https://www.brainpop.com/socialstudies/worldhistory/magnacarta/>

**Florida Students:** Colonists <http://floridastudents.org/PreviewResource/StudentResource/102484>

**Mr. Raymond's** Foundations of Democracy <https://www.youtube.com/watch?v=j-cZnBPy9c>

**Horrible Histories** Epic Magna Carta Rap Battle [https://www.youtube.com/watch?v=F\\_5My8XH-n0](https://www.youtube.com/watch?v=F_5My8XH-n0)

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c12>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit

### Low Complexity

Which idea is from the Magna Carta?

- A. The people should be completely free from the government.
- B. The people should support a strong central government.
- C. The government should give people a fair and speedy trial.
- D. The government should have unlimited power to tax.

### High Complexity

The passage below was written by Thomas Paine in his 1776 pamphlet, *Common Sense*.

*"And as he hath shown himself such an ... enemy to liberty, and discovered such a thirst for ... power, is he, or is he not, a proper man to say to these colonies, "You shall make no laws but what I please"?"*

Source: U.S. National Archives and Records Administration

Based on this passage, how is the author's view reflected in the U.S. political system?

- A. The monarchy creates limited government.
- B. The monarchy supports self-government.
- C. Representatives are appointed.
- D. Representatives are elected.

## 1.3 Colonial Concerns

### Learning Goal

- **Describe** how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

### Learning Targets

- Students will **trace** the **causal relationships** between English/British policies, English responses to colonial grievances, and the writing of the Declaration of Independence.
- Students will **recognize** the underlying themes of English colonial policies concerning taxation, representation, and individual rights that formed the basis of the American colonists' desire for independence.

### Content Limits

- Items will focus on the period from the French and Indian War (1754) to 1776.

### Vocabulary

Tier 2: **causal relationships, describe, recognize, trace**

Tier 3: duty, export, goods, import, legislature, levy, oppression, tax, representation

### Essential Question

What led to the writing of the Declaration of Independence?

### McGraw-Hill Resources

ConnectEd Ch4 L2-3

Teacher edition pgs. 52-53, 60-65

Student textbook pgs. 96-105

Student workbook pgs. 102-106

### Additional Resources

**Florida Students:** Britain vs. America

<http://www.floridastudents.org/PreviewResource/StudentResource/107763>

**Brainpop** Causes of the American Revolution:

<https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/>

**SchoolHouse Rock:** No More Kings <https://www.youtube.com/watch?v=WvOZs3g3qIo>

**Video:** Too Late to Apologize [https://www.youtube.com/watch?v=A\\_56cZGRMx4](https://www.youtube.com/watch?v=A_56cZGRMx4)

**Video:** Viva la Vida King George III Parody <https://www.youtube.com/watch?v=lhFKB036gyM>

**Music:** Hamilton's "You'll Be Back" <https://www.youtube.com/watch?v=fdxLohjwhoQ>

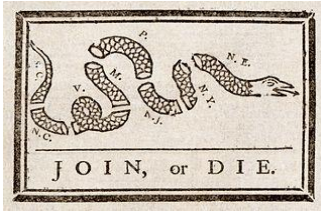
**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c13>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.



### Medium Complexity

The political cartoon below was created by Benjamin Franklin in 1754.



Source: Library of Congress

Which action did colonists use this cartoon to support?

- A. Declaring independence from the British monarchy
- B. Declaring loyalty to the British monarchy
- C. Dissolving colonial charters
- D. Dissolving colonial legislatures

### High Complexity

Why did Parliament eventually repeal the Stamp Act, which taxed goods such as newspapers and playing cards?

- A. The colonists established a blockade against British goods.
- B. The colonists were able to produce their own goods.
- C. The colonists started destroying British goods.
- D. The colonists began boycotting British goods.

## 1.4 The Declaration of Independence

### Learning Goal

- **Analyze** the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

### Learning Targets

- Students will **explain** the concept of natural rights as expressed in the Declaration of Independence.
- Students will **identify** the natural rights specifically expressed in the Declaration of Independence (life, liberty, and the pursuit of happiness).
- Students will **analyze** the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government.
- Students will **recognize** the connection between specific grievances in the Declaration of Independence and natural rights' violations.
- Students will **recognize** colonial complaints as identified in the Declaration of Independence (imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving legislatures).

### Content Limits

- Items will examine the Declaration of Independence from the perspective of the colonists, not from the British perspective.

### Vocabulary

Tier 2: **analyze, explain, identify, recognize**

Tier 3: abolish, assent, derive, despotism, endow, grievance, quarter, tyranny, tyrant, unalienable rights, usurpation

### Essential Question

What are the ideas and complaints in the Declaration of Independence?

### McGraw-Hill Resources

ConnectEd Ch 4 L3

Teacher edition pgs. 64-65, 68-69

Student textbook pgs. 104-105, 109-112

Student workbook pgs. 105-106

### Additional Resources

**Florida Students:** Analyzing the Declaration of Independence

<http://www.floridastudents.org/PreviewResource/StudentResource/116503>

**Brainpop** the Declaration of Independence:

<https://www.brainpop.com/socialstudies/ushistory/declarationofindependence/>

**Mr. Raymond's** Declaration of Independence <https://www.youtube.com/watch?v=msD3xszpVPI>

**School House Rock** video: Fireworks <https://www.youtube.com/watch?v=ZCkfa3pqihU>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c14>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Medium Complexity**

The passage below is from a historical document.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights...

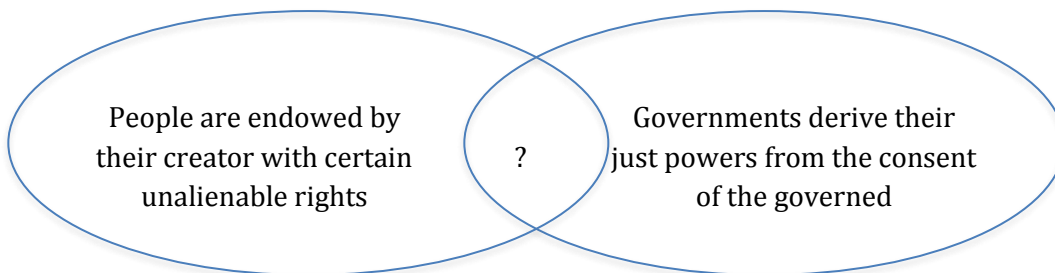
Source: U.S. National Archives and Records Administration

What is the main idea of this passage?

- A. Only citizens can enjoy the rights guaranteed by a government.
- B. People have rights that cannot be denied by any government.
- C. Government must equally distribute power among people.
- D. Government is necessary to promote equality.

**Medium Complexity**

Below is a diagram.



Which statement completes the diagram?

- A. It is the role of government to determine natural rights.
- B. It is the role of government to protect natural rights.
- C. People establish natural rights.
- D. People possess natural rights.

## 1.5 The Articles of Confederation

### Learning Goal

- **Identify** how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

### Learning Targets

- Students will **identify** the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade, or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; and changes to the Articles required unanimous consent of the 13 states).

### Content Limits

- Items should focus on the significance of the context of the document, but should not require students to recall passages from the document.

### Vocabulary

Tier 2: **identify**

Tier 3: Articles of Confederation, Constitutional Convention, debt

### Essential Question

What were the weaknesses of the Articles of Confederation? How did the weaknesses lead to the writing of the Constitution?

### McGraw-Hill Resources

ConnectEd Ch5 L1-2

Teacher edition pgs. 74-78

Student textbook pgs. 117-124

Student workbook pgs. 122, 124-127

### Additional Resources

**Florida Students:** From Confederation to Constitution

<http://www.floridastudents.org/PreviewResource/StudentResource/116010>

**Brainpop** the Articles of Confederation:

<https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/>

**Mr. Raymond's**

- Articles of Confederation <https://www.youtube.com/watch?v=NC52DF2uzQo>

- Principles of the Constitution – Civics State Exam <https://www.youtube.com/watch?v=v9CXreKdnYI>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c15>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Medium Complexity**

Which weakness of the Articles of Confederation led to Shays's Rebellion?

- A. The national government lacked a national court system.
- B. The national government lacked central leadership.
- C. The national government lacked the power to regulate trade.
- D. The national government lacked the power to tax.

**Medium Complexity**

What was the state-level response to Shays's Rebellion?

- A. Judicial protection against taxation without representation
- B. Taxes were declared unconstitutional
- C. Executive regulation of farm trade
- D. Debt relief was enacted

# Unit 6: Federal Government - 15 days

## Standard and Essential Question

Standard 1: What are the origins and purpose of government, laws, and the American political system?

Standard 3: What are the principles, functions, and organization of government?

## Formative Assessments

**1.8 Summary Frames** (#22 on "[Tools For...](#)") Have students explain the viewpoints of the Federalists and the Antifederalists regarding the ratification of the Constitution and the inclusion of a bill of rights. Try: When talking about ratifying the constitution, \_\_\_\_\_ and \_\_\_\_\_ are similar in that they both \_\_\_\_ but \_\_\_\_\_, while \_\_\_\_\_. The Bill of Rights is \_\_\_\_ for \_\_\_\_\_.

**1.6 Mind Map** (#15 on "[53 Ways...](#)") Have students write "Preamble" in the middle circle. In the [six outside circles](#), have students write the six goals of the constitution, as laid out in the Preamble. Then, outside each circle, have students explain in writing or illustration what each phrase means.

**3.3 Index Card Summaries** (#1 on "[Tools for...](#)") On side one of an index card, ask students to list a big idea of the structure and function of the Three Branches that the student DOES understand and word it as a summary statement. On the other side, ask students to identify something about the structure and function of the three branches that they do not yet fully understand and word it as a statement or a question.

**1.7 RSQC2** (#35 on "[Tools for...](#)") In two minutes, students recall and rank the most important ideas they learned about separation of powers and checks and balances. In two more minutes, they summarize those points in a single sentence and write one major question they want answered. Then they identify a thread or theme to connect this material to the big ideas of Civics.

**3.5 Advertisement** (#17 on "[53 Ways...](#)") Create an ad, with visuals and text, to "sell" and explain the constitutional amendment process.

**3.8 A-B-C Summaries** (#16 on "[Tools for...](#)") Each student in the class is assigned a different letter of the alphabet and they must select a word or phrase starting with that letter that is related to the structure, functions, and processes of the three branches of government.

**3.9 Comic Book** (#34 on "[53 Ways...](#)") Use a comic book creation tool like <http://stripgenerator.com/> or [toonadoo.com](http://toonadoo.com) or on pencil-and-paper to illustrate the lawmaking process at the local, state, and federal levels.

## HOT Questions and Cross-Curricular Connections

**1.8** Anti-Federalist Patrick Henry made the following statement: "As long as we can preserve our ... rights, we are in safety." Explain how this statement is related to the Anti-Federalists' reason for including a bill of rights in the Constitution.

**1.6** Explain where the government gets its power and what the six goals and purposes of government are according to the Preamble.

**3.3** Although many people believe that the three branches of government are equal, the legislative branch is actually the most powerful. Use evidence to argue why you think this statement is correct or incorrect.

Explain what you think are the most important functions and powers of each branch. Use evidence to explain your argument.

1.7 In *Federalist No. 47*, James Madison wrote the following: “...Montesquieu was guided... in saying ‘There can be no liberty where the legislative and executive powers are united in the same person, or body’ ... he did not mean that these departments ought to have ... no CONTROL over, the acts of each other.”

Explain the passage in your own words and how this passage is related to the concept of checks and balances

3.5 Select an amendment and trace the journey of the amendment from proposal to ratification. Include the social, economic, or political issues that impacted the amendment process at each phase of ratification.

Explain why there is a low success rate of amending the U.S. Constitution.

3.8/3.9 Why do you think the process of a bill becoming a law at the federal level has many steps?

How does the lawmaking process in Florida differ from the lawmaking process in the US Congress?

**Rubric for Assessment**

Standard 1	Emerging	Progressing	Proficient	Exceeds
Examine the origins and purposes of government, law, and the American political system.	<b><i>Identify</i></b> founding documents and thinkers that led to the creation of the modern US Government	<b><i>Explains</i></b> how founding documents and thinkers influenced the modern US Government.	<b><i>Analyze</i></b> the origins and purposes of government, law, and the American political system.	<b><i>Evaluate</i></b> the significance of the various influences on the purposes of government, law, and the American political system.

Standard 3	Emerging	Progressing	Proficient	Exceeds
Examine the principles, functions, and organization of government.	<b><i>Define</i></b> forms, systems, structures, and functions in government.	<b><i>Distinguish</i></b> the differences between different forms and systems of government. <b><i>Describe</i></b> the branches and levels of US Government.	<b><i>Compare</i></b> and <b><i>contrast</i></b> forms of government and systems of government. <b><i>Explain</i></b> relationships between structures, functions, & processes of branches and levels of government.	<b><i>Hypothesize</i></b> potential outcomes of a government proposal and assess the importance of various functions and structures of US Government on the success of the proposal.

# 1.8 Federalists and Anti-Federalists

## Learning Goal

- **Explain** the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

## Learning Targets

- Students will **identify** the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will **compare** the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will **recognize** the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

## Content Limits

- Items will not require students to identify Federalist and Anti-Federalist viewpoints on issues other than ratification of the U.S. Constitution.

## Vocabulary

Tier 2: **compare, explain, identify, recognize**

Tier 3: Anti-Federalist Papers, Anti-Federalists, Bill of Rights, Federalist Papers, Federalists, ratification

## Essential Question

What were the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the Constitution? What were the Anti-Federalists' reasons for the inclusion of a bill of rights?

## McGraw-Hill Resources

ConnectEd Ch5 L2

Teacher edition pgs. 78-81

Student textbook pgs. 127-129

Student workbook pgs. 130

## Additional Resources

**Florida Students:** Federalists vs. Anti-Federalists

<http://floridastudents.org/PreviewResource/StudentResource/117965>

**iCivics:** Federalists vs. Anti-Federalists

[https://cdn.icivics.org/sites/default/files/uploads/Federalists%20%26%20Anti-Federalists\\_0.pdf?ga=1.224778265.2090624596.1493471852](https://cdn.icivics.org/sites/default/files/uploads/Federalists%20%26%20Anti-Federalists_0.pdf?ga=1.224778265.2090624596.1493471852)

**Mr. Raymond:** Federalists v. Anti-Federalists: Ratifying the Constitution

[https://www.youtube.com/watch?v=9dG-gUT\\_ftw](https://www.youtube.com/watch?v=9dG-gUT_ftw)

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c18>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.



### Medium Complexity

The statement below appeared in a 1787 essay by James Winthrop.

“It is impossible for one code of laws to suit Georgia and Massachusetts.”

-Source: Letters of Agrippa, No. 4

What does this statement reflect?

- A. Anti-Federalist views
- B. Federalist views
- C. A cause of Shays’s Rebellion
- D. A cause of the Great Compromise

### High Complexity

The passage below was written by James Madison in 1787.

“Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens”

-Source: Federalist Paper #10

Based on this passage, what change in modern political society would Madison support?

- A. Expanding the size of the Cabinet
- B. Expanding the size of the Electoral College
- C. Expanding the number of candidates in campaigns
- D. Expanding the role of special interest groups in campaigns

# 1.6 The Preamble

## Learning Goal

- **Interpret** the intentions of the Preamble of the Constitution.

## Learning Targets

- Students will **explain** how the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government.
- Students will **identify** the goals and purposes of government as set forth in the Preamble of the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).
- Students will **recognize** that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.

## Content Limits

- Items will be limited to addressing the intent of the Preamble, rather than interpretations throughout other periods in history.

## Vocabulary

Tier 2: **explain, identify, interpret, recognize**

Tier 3: defense, domestic, insure, justice, ordain, posterity, preamble, tranquility, union, welfare

## Essential Question

What are the goals and purposes of government, according to the Preamble?

## McGraw-Hill Resources

ConnectEd Ch5 L3

Teacher edition pgs. 80-88

Student textbook pgs. 130-131

Student workbook pgs. 132, 135

## Additional Resources

**Florida Students:** Understanding the Preamble

<http://floridastudents.org/PreviewResource/StudentResource/117894>

**Mr. Raymond:** Preamble to the Constitution Civics EOC and SOL Updated

<https://www.youtube.com/watch?v=oFkQXV4oz6A>

**Schoolhouse Rocks!** The Preamble <https://www.youtube.com/watch?v=yHp7sMqPL0g>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c16>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Low Complexity**

Which part of the U.S. Constitution states the six purposes of government?

- A. Article I
- B. Article IV
- C. Bill of Rights
- D. Preamble

**Medium Complexity**

This newspaper headline describes an event in U.S. history



Which government purpose identified in the Preamble is reflected in the headline?

- A. Ensure domestic tranquility
- B. Promote the general welfare
- C. Provide for the common defense
- D. Secure the blessings of liberty

**Medium Complexity**

The statement below was made by President Lyndon B. Johnson during an address to the nation on March 31, 1968.

"I shall not seek, and I will not accept, the nomination of my party for another term as your President."

Source: Lyndon B. Johnson Presidential Library

Which intention of the Preamble is reflected in the statement?

- A. Government holds frequent elections
- B. Government exists to serve the people
- C. Government promotes the general welfare
- D. Government provides for the common defense

## 3.3 Branches of Government

### Learning Goal

- **Illustrate** the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

### Learning Targets

- Students will **recognize** the structure of the legislative, executive, and judicial branches.
- Students will **compare** the roles and responsibilities of the three branches of the federal government.
- Students will **identify** the general powers described in Articles I, II, and III of the U.S. Constitution.

### Content Limits

- Items will not include comparison of U.S. government to other forms of government.

### Vocabulary

Tier 2: **compare, identify, illustrate, recognize**

Tier 3: Armed Forces, Article, coin and print money, concurrent powers, declare war, delegated powers, Elastic Clause, enumerated powers, executive branch, foreign relations, immigration, impeach, implied powers, judicial branch, legislative branch, naturalization laws, Necessary and Proper Clause, president, presidential appointments and approval, regulate, trade, U.S. Congress, U.S. House of Representatives, U.S. Senate, U.S. Supreme Court

### Essential Question

What is the structure and function of the U.S. government?

### McGraw-Hill Resources

ConnectEd Ch5 L3, Ch7 L1-3, Ch8 L1-2 and 4, Ch9 L1-3

Teacher edition pgs. 80, 82, 115-117, 120-125, 134-141, 146-147, 154-156, 158-165

Student textbook pgs. 131-132, 196-200, 203-206, 209, 212, 223-229, 232-236, 245-247, 253-255, 259-261, 264-270

Student workbook pgs. 133, 187-190, 193-196, 198, 201-203, 222-224, 227-230, 236, 253, 255, 257, 261-262, 264-265

### Additional Resources

**Florida Students:** The Three Branches: Check Yourself!

<http://floridastudents.org/PreviewResource/StudentResource/126030>

**The Constitution for Kids** <https://www.usconstitution.net/constkidsK.html>

**National Archives:** Separation of Powers or Shared Powers lesson

<https://www.docsteach.org/activities/teacher/separation-of-powers-or-shared-powers>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c33>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Medium Complexity**

Which list included roles of the president?

- A. Chief Justice, Commander-in-Chief
- B. Commander-in-Chief, Chief Executive
- C. Speaker of the House, Chief Executive
- D. Speaker of the House, Chief Justice

**High Complexity**

The statement below is from a congressional document, July 27, 1974.

“Richard M. Nixon has acted in a manner contrary to his trust as President and subversive of constitutional government, to the great prejudice of the cause of law and justice, and to the manifest injury of the people of the United States”

-Source: U.S. House of Representatives Committee on the Judiciary

How have similar statements influenced modern congressional actions?

- A. Presidential impeachment
- B. Presidential nomination
- C. Presidential election
- D. Presidential veto

# 1.7 Limiting the Government

## Learning Goal

- **Describe** how the Constitution limits the powers of government through separation of powers and checks and balances.

## Learning Targets

- Students will **explain** the concept of limited government as set forth in the U.S. Constitution.
- Students will **describe** and **distinguish** between the concepts of separation of powers and checks and balances.
- Students will **analyze** how government power is limited by separation of powers and/or checks and balances.
- Students will be able to **recognize** examples of separation of powers and checks and balances.

## Content Limits

(None)

## Vocabulary

Tier 2: **analyze, describe, distinguish, explain, recognize**

Tier 3: checks and balances, constitutional government, judicial review, limited government, *Marbury v. Madison*, separation of powers

## Essential Question

How does the Constitution limit the powers of the government?

## McGraw-Hill Resources

ConnectEd Ch5 L4

Teacher edition pgs. 84-85, 87

Student textbook pgs. 138-139

Student workbook pgs. 138

## Additional Resources

**Mr. Raymond:** Checks and Balances <https://www.youtube.com/watch?v=3PUXlHwqyv4>

**Video:** Checks and Balances <http://corg.indiana.edu/checks-and-balances>

**National Archives:** The Big Ideas of the U.S. Constitution <https://www.docsteach.org/activities/teacher/the-big-ideas-of-the-us-constitution>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c17>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Low Complexity**

Which principle does the U.S. Supreme Court apply when it declares an act of Congress unconstitutional?

- A. Advice and consent
- B. Checks and balances
- C. Executive privilege
- D. Separation of powers

**Low Complexity**

Which option describes checks and balances?

- A. Testifying before Congress
- B. Participating in a community service project
- C. Voting on a presidential nomination
- D. Speaking at a city council meeting

**High Complexity**

Which principle supports President Eisenhower's action to uphold the U.S. Supreme Court's decision that public schools should be integrated?

- A. Judicial review
- B. Checks and balances
- C. Separation of powers
- D. Constitutional government

## 3.5 Amending the Constitution

### Learning Goal

- **Explain** the constitutional amendment process.

### Learning Targets

- Students will **recognize** the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will be able to **identify** the correct sequence of each amendment process.
- Students will **identify** the importance of a formal amendment process.
- Students will **recognize** the significance of the difficulty of formally amending the U.S. Constitution.

### Content Limits

- Items will not ask students to recall the content of specific amendments.
- Items will not require students to be familiar with the historical context of any amendment.

### Vocabulary

Tier 2: **explain, identify, recognize**

Tier 3: amend, amendment, propose, ratify

### Essential Question

How can the U.S. Constitution be amended? Why is the amendment process difficult?

### McGraw-Hill Resources

ConnectEd Ch5 L3

Teacher edition pgs. 82-83

Student textbook pgs. 133-135

### Additional Resources

**iCivics** “Anatomy of the Constitution”, page 7

<https://www.icivics.org/viewpdf.html?path=/sites/default/files/Anatomy of Constitution 2.pdf>

**Florida Students:** “Do You Have an Eraser?”

<http://floridastudents.org/PreviewResource/StudentResource/119043>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c35>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.



### Low Complexity

Which government institution may vote on constitutional amendments?

- A. The cabinet
- B. The president
- C. The Supreme Court
- D. The legislative branch

### Medium Complexity

The timeline below provides details about a constitutional amendment.

1917: Amendment prohibiting alcohol manufacture, sale or transportation voted on by Congress.

1919: 18th Amendment prohibiting alcohol manufacture, sale or transportation is ratified by the states.

1933: 21st Amendment reversing the 18th Amendment is added to the U.S. Constitution.

According to the timeline, what happened between 1919 and 1933?

- A. The 21<sup>st</sup> Amendment was approved by state ratifying conventions.
- B. The 21<sup>st</sup> Amendment was overturned by the U.S. Supreme Court.
- C. The 21<sup>st</sup> Amendment was vetoed by Congress.
- D. The 21<sup>st</sup> Amendment was vetoed by the president.

### High Complexity

The passage below is from an 1848 speech by Elizabeth Cady Stanton.

“In the United States of America, women [are] unrepresented in this government – our rights and interests wholly overlooked.”

Source: Public domain

Based on the passage, which action in the modern political system would Elizabeth Cady Stanton support?

- A. Amending the U.S. Constitution to extend suffrage
- B. Amending the U.S. Constitution to guarantee due process
- C. Congress enacting a law limiting freedom of association rights
- D. Congress enacting a law limiting freedom of speech rights

## 3.8 Government Processes and 3.9 Lawmaking At the Federal Level

### Learning Goal

- **Analyze** the structure, functions, and processes of the legislative, executive, and judicial branches.
- **Illustrate** the lawmaking process at the local, state, and federal levels.

### Learning Targets

- Students will **examine** the processes of the legislative (e.g., how a bill becomes a law, appointment confirmation, committee selection), executive (e.g., executive order, veto, appointments), and judicial (e.g., judicial review, court order, writ of certiorari, summary judgment) branches of government.
- Students will **compare** local, state, and federal lawmakers (city/county commissioners/council members; state legislators [representatives and senators]; and U.S. congressmen/congresswomen [representatives and senators]).
- Students will **distinguish** among ordinances, statutes, and acts on the local, state, and federal levels.
- Students will **compare and contrast** the lawmaking process at the local, state, and federal levels.

### Content Limits

- Items will not require students to recall specific individual names related to the three branches of government at any level.
- Items will not require students to recall the content of specific legislation, executive actions, or court proceedings.
- Items will not include any specific city/county ordinances. Items will not include any state processes other than those of Florida.

### Vocabulary

Tier 2: **analyze, compare, contrast, distinguish, examine, illustrate**

Tier 3: act, appointment, bicameral, bill, cabinet, constituents, impeach, judicial review, jurisdiction, nominate, pardon, legislator, senator, veto, writ of certiorari

### Essential Question

What are the processes of the three branches? How are laws made at the federal level of government?

### McGraw-Hill Resources

ConnectEd Ch7 L1-2 and 4, Ch8 L2, Ch9 L3

Teacher edition pgs. 118-119, 122, 128-129, 138-140, 164-167

Student textbook pgs. 201-202, 206, 216-219, 233-234, 270-271, 274

Student workbook pgs. 190-192, 195, 205-208, 265, 269-270

### Additional Resources

#### Florida Students:

- The Three Branches of Government in Action  
<http://floridastudents.org/PreviewResource/StudentResource/126595>
- How are Laws Made <http://floridastudents.org/PreviewResource/StudentResource/115322>

#### Mr. Raymond:

- The Legislative Branch <https://www.youtube.com/watch?v=1X1nuYGqH9M>
- Executive Branch <https://www.youtube.com/watch?v=qCfBzdXJ6so>
- Judicial Branch <https://www.youtube.com/watch?v=YQ5mffIIItU&t=2s>

- How a Bill Becomes a Law – Congress II <https://www.youtube.com/watch?v=oySykZoKBqs>

### Brainpop

- Branches of Government  
<https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/>
- How a Bill Becomes a Law  
<https://www.brainpop.com/socialstudies/usgovernment/howabillbecomesalaw/>

**National Archives:** Congress at Work: The Legislative Process

<https://www.archives.gov/legislative/resources/education/process>

**iCivics** lesson on The Fourth Branch: You! <https://www.icivics.org/teachers/lesson-plans/fourth-branch-you>

**Schoolhouse Rock!** I’m Just a Bill <https://www.youtube.com/watch?v=FFroMQIKiag>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c38>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

## Sample Assessment Items-- answers on page 96

### Low Complexity

Which action formally accuses a government official of “wrongdoing”?

- Filibuster
- Impeachment
- Override
- Pardon

### High Complexity

The headline below describes an event.

Cabinet nominee promises to support equal rights.
---

Which action might occur due to this event?

- The president issues an executive order to reduce pollution
- Congress votes to improve employment protections
- State governors decide to raise the minimum wage
- Two-thirds of the governors confirm the appointment



# Unit 7: Florida State and Local Government - 14 days

## Standard and Essential Question

Standard 3: What are the principles, functions, and organization of government?

## Formative Assessments

**3.8, 3.9 Muddiest Moment** (#19 form "[53 Ways...](#)") *Ask students what frustrates them the most about the structure, functions, and processes of the three branches. Use this info to plan "next steps".*

**3.4 Top Ten List** (#47 on "[Tools for...](#)") *Have students work individually or in pairs to list the top ten "takeaways" about the relationship and division of powers between the federal government and the state governments, preferably with humor.*

**3.13 3-2-1** (#31 on "[Tools for...](#)") *Students list three differences between the US Constitution and the Florida Constitution, two interesting facts from the two constitutions, and one question they still have.*

**3.14 Twitter Post** (#39 on "[53 Ways...](#)") *Have students explain the difference between local, state, and federal governments' obligations and services in 140 characters or less.*

## HOT Questions and Cross-Curricular Connections

**3.8, 3.9** Thousands of bills are proposed each year and less than five percent of the bills actually become laws. Citing evidence from the video and your handout, explain why you think there is a low passage rate.

**3.4** Write an informative paragraph explaining this quote from James Madison providing specific examples of federal and state powers. "The powers delegated by the proposed Constitution to the federal government, are few and defined. Those which are to remain in the State governments are numerous and indefinite. The former will be exercised principally on external objects, as war, peace, negotiation, and foreign commerce; with which last the power of taxation will, for the most part, be connected. The powers reserved to the several States will extend to all the objects which, in the ordinary course of affairs, concern the lives, liberties, and properties of the people, and the internal order, improvement, and prosperity of the State." – James Madison, *The Federalist #45*

**3.13** The purpose of a constitution is to provide a framework for government, to limit government authority, and to protect the rights of the people. Using evidence from "Comparative Constitutions", find specific examples for each purpose from each constitution. Summarize your findings in two paragraphs, one for each constitution

**3.14** Many citizens are unaware that the three levels of government provide different services. How would you explain the services of the federal, state, and local governments to an unaware citizen?

## Rubric for Assessment

Standard 3	Emerging	Progressing	Proficient	Exceeds
Examine the principles, functions, and organization of government.	<b>Define</b> forms, systems, structures, and functions in government.	<b>Distinguish</b> the differences between different forms and systems of government. <b>Describe</b> the branches and levels of US Government.	<b>Compare</b> and <b>contrast</b> forms of government and systems of government. <b>Explain</b> relationships between structures, functions, & processes of branches and levels of government.	<b>Hypothesize</b> potential outcomes of a government proposal and assess the importance of various functions and structures of US Government on the success of the proposal.

## 3.8 Government Processes and 3.9 Lawmaking At the State and Local Levels

### Learning Goal

- **Analyze** the structure, functions, and processes of the legislative, executive, and judicial branches.
- **Illustrate** the lawmaking process at the local, state, and federal levels.

### Learning Targets

- Students will **examine** the processes of the legislative (e.g., how a bill becomes a law, appointment confirmation, committee selection), executive (e.g., executive order, veto, appointments), and judicial (e.g., judicial review, court order, writ of certiorari, summary judgment) branches of government.
- Students will **compare** local, state, and federal lawmakers (city/county commissioners/council members; state legislators [representatives and senators]; and U.S. congressmen/congresswomen [representatives and senators]).
- Students will **distinguish** among ordinances, statutes, and acts on the local, state, and federal levels.
- Students will **compare** and **contrast** the lawmaking process at the local, state, and federal levels.

### Content Limits

- Items will not require students to recall specific individual names related to the three branches of government at any level.
- Items will not require students to recall the content of specific legislation, executive actions, or court proceedings.
- Items will not include any specific city/county ordinances. Items will not include any state processes other than those of Florida.

### Vocabulary

Tier 2: **analyze, compare, contrast, distinguish, examine, illustrate**

Tier 3: governor, home rule, mayor, ordinance, statute

### Essential Question

What are the processes of the three branches at different levels? How are laws made at the state and local levels of government?

### McGraw-Hill Resources

ConnectEd Ch13 L2-4, Ch14 L1-2

Teacher edition pgs. 220-221, 226-228, 230-234, 240-243, 246-248

Student textbook pgs. 351-353, 364-366, 369-376, 383-389, 394-397

Student workbook pgs. 364-365, 368-373, 389-390, 393-396

### Additional Resources

#### Florida Students:

- We Have Two Governments? <http://floridastudents.org/PreviewResource/StudentResource/109855>
- We Have 3 Governments? tutorial  
<http://floridastudents.org/PreviewResource/StudentResource/121428>
- Sunshine State Government <http://floridastudents.org/PreviewResource/StudentResource/119321>

iCivics State Powers: Got a Reservation <https://www.icivics.org/teachers/lesson-plans/state-power-got-reservation>

Mr. Raymond's Federalism <https://www.youtube.com/watch?v=MR73zSKKFPA>

**Video:** What is Federalism?

[https://www.youtube.com/watch?annotation\\_id=annotation\\_3185115719&feature=iv&src\\_vid=ie6mvIDU2y4&v=4PJKe12mUvs](https://www.youtube.com/watch?annotation_id=annotation_3185115719&feature=iv&src_vid=ie6mvIDU2y4&v=4PJKe12mUvs)

**Video:** USA State and Federal Powers <https://www.youtube.com/watch?v=0IsRmNhwauc>

**Ben's Guide:** Federal vs. State Government <https://bensguide.gpo.gov/journeyperson-federal-versus-state-government>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c38>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

## Sample Assessment Items-- answers on page 96

### Low Complexity

Who is responsible for breaking a tie vote between the two houses of the Florida Legislature?

- A. The Speaker of the House of Representatives
- B. The Chief Justice of the Supreme Court
- C. The lieutenant governor
- D. The governor

### Medium Complexity

What powers do the Florida governor and U.S. president have in common?

- A. Deliver State of the Union address, four-year term, commander-in-chief, grant pardons
- B. Six-year term, grant pardons, make treaties, commander-in-chief
- C. Grant pardons, veto, deliver State of the Union address, six-year term
- D. Veto, grant pardons, chief executive, four-year term

## 3.4 Federalism

### Learning Goal

- **Identify** the relationship and division of powers between the federal government and state governments.

### Learning Targets

- Students will **define** the system of federalism. Students will analyze how federalism limits government power.
- Students will **compare** concurrent powers, enumerated powers, reserved powers, and delegated powers as they relate to state and federal government.
- Students will **analyze** the issues related to the Tenth Amendment of the U.S. Constitution.

### Content Limits

- Items will not ask students to evaluate the efficacy of the Tenth Amendment.

### Vocabulary

Tier 2: **analyze, compare, define, identify**

Tier 3: concurrent powers, delegated powers, enumerated powers, federalism, federal government, reserved powers, state government, Supremacy Clause

### Essential Question

What is federalism? How is power divided between the federal and state governments?

### McGraw-Hill Resources

ConnectEd Ch5 L4, Ch13 L1

Teacher edition pgs. 86, 88, 104, 222, 236

Student textbook pgs. 140-141, 143, 183, 354-357, 380-381

Student workbook pgs. 139-140, 359-360

### Additional Resources

iCivics:

- State Power: Got a Reservation Lesson <https://www.icivics.org/teachers/lesson-plans/state-power-got-reservation>
- States Rule! Webquest: <http://www.icivics.org/web-quests/states-rule>

FJCC: full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c34>

eLearn has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.



**Low Complexity**

Which constitutional provision forbids conflict between state and federal laws?

- A. Elastic Clause
- B. Ex post facto
- C. Habeas corpus
- D. Supremacy Clause

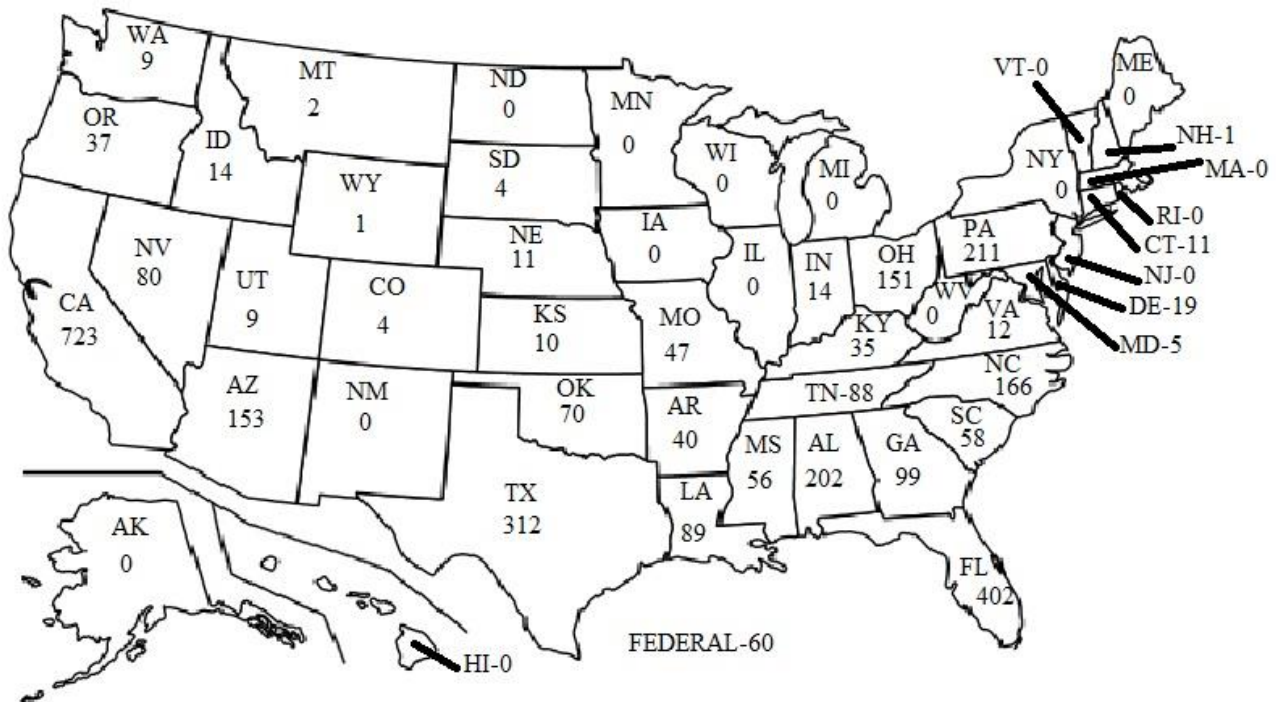
**Medium Complexity**

Which is an example of a Tenth Amendment issue?

- A. State governments oversee public schools
- B. State governments coin money
- C. National governments make treaties
- D. National governments declare war

**High Complexity**

The map below describes the number of people on death row in the United States as of 2012.



Source: Adapted from the Death Penalty Information Center

What constitutional relationship does the map illustrate?

- A. Concurrent powers
- B. Delegated powers
- C. Enumerated powers
- D. Reserved powers

## 3.13 Comparing Constitutions

### Learning Goal

- **Compare** the constitutions of the United States and Florida.

### Learning Targets

- Students will **identify** the purposes of a constitution (provides a framework for government, limits government authority, protects the rights of the people).
- Students will **recognize** the basic outline of the U.S. and Florida constitutions (both have articles, amendments, and preambles).
- Students will **compare** the amendment process of the U.S. and Florida constitutions.
- Students will **recognize** the U.S. Constitution as the supreme law of the land.

### Content Limits

- Items will not require students to identify constitutional language with particular sections.

### Vocabulary

Tier 2: **compare, identify, recognize**

Tier 3: amendment, article, constitution, preamble, prohibit

### Essential Question

How are the U.S. and Florida constitutions similar? How are they different?

### McGraw-Hill Resources

ConnectEd Ch13 L2-3

Teacher edition pgs. 104, 224-226

Student textbook pgs. 183, 358-362

Student workbook pgs. 361-363

Use iCivics lesson “Comparative Constitutions”

### Additional Resources

iCivics lesson Comparative Constitutions <https://www.icivics.org/teachers/lesson-plans/comparative-constitutions>

**Florida Students:** Comparing Constitutions: Florida vs. the United States

<http://floridastudents.org/PreviewResource/StudentResource/122672>

**Mr. Raymond's** Comparing Constitutions: Florida's State Constitution vs the U.S. Constitution

<https://www.youtube.com/watch?v=XvO-srXAPbU>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c313>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Low Complexity**

Which part of the Florida Constitution protects individual rights?

- A. Amendments
- B. Bill of Rights
- C. Declaration of Rights
- D. Preamble

**Medium Complexity**

Which statement describes a similarity between the Florida Constitution and the U.S. Constitution?

- A. Neither protects individual rights.
- B. Both include an amendment process.
- C. Neither provides for a chief executive.
- D. Both include a nine-member Supreme Court.

**High Complexity**

The headline below describes an action taken by citizens.



What conclusion can be drawn from the headline?

- A. Citizens can be involved in policy making through their representatives.
- B. Citizens can be directly involved in policy making.
- C. Only elected officials may change constitutions.
- D. Only elected officials make policy.

## 3.14 Government Obligations and Services

### Learning Goal

- **Differentiate** between local, state, and federal governments' obligations and services.

### Learning Targets

- Students will **evaluate** scenarios in order to determine which level of government provides specific services.
- Students will **classify** government services according to level of government in order to evaluate the role that each plays in their lives.
- Students will **compare** the obligations/powers of governments at each level.
- Students will **compare** the reserved, concurrent, expressed/ enumerated powers of government.

### Content Limits

- Items will not include recall information regarding specific agencies or government officials.
- Items will not include specific powers listed in local charters.
- Items may focus on the enumerated powers as listed in the U.S. Constitution (Article I, Section 8).

### Vocabulary

Tier 2: **classify, compare, differentiate, evaluate**

Tier 3: implied powers, inherent powers, local government

### Essential Question

What are the differences between local, state, and federal government obligations and services? Why do we have these differences in our form of government?

### McGraw-Hill Resources

ConnectEd Ch13 L1-2, Ch14 L1-2

Teacher edition pgs. 222-224, 228, 242, 246

Student textbook pgs. 354-357, 367-368, 386, 395-396

Student workbook pgs. 359-360, 366, 389, 393

### Additional Resources

**Video:** Counties Matter <https://www.youtube.com/watch?v=j6y4J6PLkPg>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c314>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

### Low Complexity

Which level of government regulates drivers' licenses?

- A. County
- B. Federal
- C. Municipal
- D. State

### Medium Complexity

The statement below was made during a speech by President Barack Obama on September 9, 2009.

"I am not the first President to take up this cause, but I am determined to be the last. It has now been nearly a century since Theodore Roosevelt first called for healthcare reform. And ever since, nearly every president and Congress, whether Democrat or Republican, has attempted to meet this challenge in some way."

Source: The White House Office of the Press Secretary

According to the statements, which power did President Obama ask Congress to exercise?

- A. Confirm Cabinet appointments
- B. Confirm Supreme Court appointments
- C. Declare war
- D. Lay and collect taxes

### High Complexity

The statement below is from a document.

"Without support from Congress or the President, efforts to avoid compliance with enacted law are not likely to succeed."

Source: legal memorandum

What conclusion can be drawn from the statement?

- A. It is illegal to suspend fire services.
- B. It is illegal to suspend mail delivery.
- C. It is illegal to suspend police services.
- D. It is illegal to suspend trash collection.

## 2.12 State and Local Issues

### Learning Goal

- **Develop** a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

### Learning Targets

- Students will **identify** the appropriate level of government to resolve specific problems.
- Students will **identify** appropriate government agencies to address state or local problems.
- Students will **analyze** public policy alternatives to resolve state and local problems.
- Students will **compare** public policy solutions and private community service solutions.

### Content Limits

- Items will not ask students to evaluate the effectiveness of a specific public agency.
- Items will not require students to recall specific policies within any agency.
- Items will not require students to have intricate knowledge of the vast number of governmental agencies.

### Vocabulary

Tier 2: **analyze, compare, develop, identify**

Tier 3: None

### Essential Question

None

### McGraw-Hill Resources

None

### Additional Resources

**Florida Students:** Finding Civic Solutions

<http://floridastudents.org/PreviewResource/StudentResource/126037>

**iCivics** Students Engage: <https://www.icivics.org/teachers/lesson-plans/students-engage>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c212>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Medium Complexity**

The newspaper headline below describes a community problem



What problem was the ordinance meant to address?

- A. Concerns about local businesses
- B. Threats to public education
- C. Concerns about parking
- D. Threats to public safety

**Medium Complexity**

Shrimp and seafood industries in Florida are concerned about the freshwater supply from Georgia. If the freshwater supply is reduced, Florida's shrimp and seafood industries could be harmed. Who is responsible for resolving this dispute?

- A. Federal legislative branch
- B. Federal executive branch
- C. State legislative branch
- D. State judicial branch

# Unit 8: My Rights and Liberties - 13 days

## Standard and Essential Question

Standard 2: How do the roles, rights, and responsibilities of United States citizens determine methods of active participation in society, government, and the political system?

Standard 3: What are the principles, functions, and organization of government?

## Formative Assessments

**2.4 Likert Scale** (# 39 on "[Tools For...](#)") Ask students to reflect and discuss based on their answers to the scale.

- The Bill of Rights gives Americans all the rights they need.
- The first amendment is the most important right in the Bill of Rights.
- We should add another right to the Bill of Rights.

*Strongly agree/agree/disagree/strongly disagree*

**2.5 Take and Pass** (#44 from "[Tools For...](#)") In small groups, students each silently respond to the following prompt: "What are some ways that the Constitution keeps our rights safe and what are some ways it can limit our rights?". Students write a response, then pass to the student to the right and then add their response to the next paper and continue until they get their paper back and then discuss out loud.

**3.6 Interview You** (#32 on "[53 Ways...](#)") Ask kids to discuss in groups about which constitutional rights are most useful and how those rights impact individuals and our country as a whole. Choose one student from each group to be the "guest expert" on 60 Minutes. Ask them to explain 1) what are the component parts of Constitutional rights and 2) how do they impact individuals and society?

**3.7 Twitter Post** (#39 from "[53 Ways...](#)") Explain the impact of the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments on participation of minority groups in the American political process.

## HOT Questions and Cross-Curricular Connections

**2.4** Your friend complains to you about learning about the Bill of Rights. "Who cares about learning about a document that was written hundreds of years ago!" she says. Write an argument explaining the importance of learning about the Bill of Rights to your friend. Explain the role the Bill of Rights plays in protecting rights and what can happen when rights are violated. Cite examples from at least three amendments contained in the Bill of Rights.

**Math -- Construct viable arguments and critique the reasoning of others**

**2.5** Explain the role of the judicial branch in protecting or limiting individual rights. Does the role of the judicial branch in protecting or limiting individual rights emphasize the need for an independent judiciary? Explain your answer.

**Science -- Developing explanations**

**3.6** Property rights are important in a democratic society, but they should be limited. Using what you have learned during this case study, argue for or against this statement. Cite specific examples from the case study readings, activity sheets and discussion to support your argument.

**Science -- Obtaining, evaluating, and communicating information**

**3.7** How has the passage of the amendments and other laws you have learned about in this lesson support President Lyndon B. Johnson's statement that, "In our system the first and most vital of all our rights is the right to vote." Use specific evidence from the lesson activities to explain your answer

**ELA -- Determine central idea and analyze its development over course of text**



**Rubric for Assessment**

<b>Standard 2</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exceeds</b>
Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b><u>Identify</u></b> the rights and responsibilities of citizens outlined in the Constitution. <b><u>Identify</u></b> the paths to US citizenship.	<b><u>Describe</u></b> how citizens actively participate in society and the political system.	<b><u>Explain</u></b> how the US Government protects and limits rights of citizens and the impact of those rights on individuals and society.	<b><u>Apply</u></b> the understanding of rights to determine a method of active participation in the community and the political system.

<b>Standard 3</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exceeds</b>
Examine the principles, functions, and organization of government.	<b><u>Define</u></b> forms, systems, structures, and functions in government.	<b><u>Distinguish</u></b> the differences between different forms and systems of government. <b><u>Describe</u></b> the branches and levels of US Government.	<b><u>Compare</u></b> and <b><u>contrast</u></b> forms of government and systems of government. <b><u>Explain</u></b> relationships between structures, functions, & processes of branches and levels of government.	<b><u>Hypothesize</u></b> potential outcomes of a government proposal and assess the importance of various functions and structures of US Government on the success of the proposal.

## 2.4 The Bill of Rights and Other Amendments

### Learning Goal

- **Evaluate** rights contained in the Bill of Rights and other amendments to the Constitution.

### Learning Targets

- Students will **recognize** that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will **recognize** the five freedoms protected by the First Amendment.
- Students will **evaluate** how the Bill of Rights influences individual actions and social interactions.
- Students will **use scenarios** to **identify** rights protected by the Bill of Rights.
- Students will **use scenarios** to **recognize** violations of the Bill of Rights or other constitutional amendments.

### Content Limits

- Items will not require students to identify protected rights by specific amendment numbers.

### Vocabulary

Tier 2: **evaluate, identify, recognize, use scenarios**

Tier 3: bear arms, Bill of Rights, double jeopardy, due process, eminent domain, legal counsel, search and seizure, suffrage, unenumerated rights

### Essential Question

Which rights are protected by the Bill of Rights and other amendments to the U.S. Constitution?

### McGraw-Hill Resources

ConnectEd Ch 6 L1-2, Ch 15 Laaq2

Teacher edition pgs. 93-95, 98-106, 262-265, U.S. Constitution

Student textbook pgs. 158-167, 169-184

Student workbook pgs. 159-168, 421-423

### Additional Resources

#### Florida Students:

- Know Your Rights: <http://floridastudents.org/PreviewResource/StudentResource/119020>
- Exploring the First Amendment  
<http://floridastudents.org/PreviewResource/StudentResource/119035>

**BrainPop:** Bill of Rights <https://www.brainpop.com/socialstudies/usgovernment/billofrights/>

**Video:** Finger Tricks to Remember the Bill of Rights <https://www.youtube.com/watch?v=3DrQ-LmWzV0&t=35s>

**Mr. Raymond's** Bill of Rights <https://www.youtube.com/watch?v=BawRxfK0zDg>

**Music:** Bill of Rights Rap – Smart Songs <https://www.youtube.com/watch?v=tl6R1KD4E0>

**Music:** Mr. Bett's Bill of Rights video (parody of Thriller) <https://www.youtube.com/watch?v=HShqKnW2hj4>

**National Archives:** The First Amendment – Seeing the Big Picture  
<https://www.docsteach.org/activities/teacher/the-first-amendment>

**FJCC:** full lesson plans per benchmark and teacher background info  
<http://floridacitizen.org/resources/middle/ss7c24>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

### Low Complexity

Which three rights are guaranteed by the Bill of Rights?

- A. Freedom of speech, right to work, right to petition the government
- B. Right to bear arms, right to a speedy trial, right to an education
- C. Freedom of speech, right to bear arms, right to a speedy trial
- D. Right to vote, right to work, right to a speedy trial

### Medium Complexity

Which constitutional principle is applied when police inform suspects of their rights?

- A. Due process of law
- B. Eminent domain
- C. Double jeopardy
- D. Trial by jury

### High Complexity

The statement below was made by President Dwight Eisenhower upon signing Public Law 396 in 1954 which added "under God" to the Pledge of Allegiance.

*"To anyone who truly loves America, nothing could be more inspiring than to contemplate this rededication of our youth, on each school morning, to our country's true meaning."*

Which First Amendment protections have been cited in opposition to this change?

- A. Establishment and free exercise
- B. Establishment and association
- C. Speech and free exercise
- D. Association and speech

## 2.5 Safeguarding and Limiting Rights

### Learning Goal

- **Distinguish** how the Constitution safeguards and limits individual rights.

### Learning Targets

- Students will **recognize** that rights are protected, but are not unlimited.
- Students will **examine** rationales for limiting individual rights.
- Students will **use scenarios** to **examine** the impact of limits on individual rights on social behavior.
- Students will **examine** the role of the judicial branch of government in protecting individual rights.

### Content Limits

- Items will not require students to cite specific court cases or specific amendments to the U.S. Constitution.

### Vocabulary

Tier 2: **distinguish, examine, recognize, use scenarios**

Tier 3: appellate, *ex post facto*, *habeas corpus*, independent judiciary, precedent

### Essential Question

How does the U.S. Constitution safeguard and limit individual rights?

### McGraw-Hill Resources

ConnectEd Ch6 L1-2, Ch7 L2, Ch15 L2

Teacher edition pgs. 98-110,122, 262

Student textbook pgs. 169-192, 206-207, 419-420

Student workbook pgs. 163-164, 196-197

### Additional Resources

**Florida Students:** <http://floridastudents.org/PreviewResource/StudentResource/119035>

**National Archives:** Seeing the Big Picture <https://www.docsteach.org/activities/teacher/the-first-amendment>

**Civics360.org:** My Rights and Liberties <http://civics360.org/focusAreas/H1g5xfVg>

**Online lesson:** What is Judicial Independence? <https://judiciallearningcenter.org/judicial-independence/>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c25>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Medium Complexity**

What is the significance of the U.S. Supreme Court opinion that words creating a “clear and present danger” are not protected by the First Amendment?

- A. The Constitution limits individual rights.
- B. The Constitution safeguards individual rights.
- C. The Constitution does not limit individual rights.
- D. The Constitution does not safeguard individual rights.

**High Complexity**

The timeline below shows events related to the death penalty.

<u>YEAR</u>	<u>EVENT</u>
1957-1972	Several states abolish the death penalty.
1968	The U.S. Supreme Court forbids jurors from being dismissed because they oppose the death penalty.
1988	The U.S. Supreme Court rules the death penalty for persons 16 and under to be unconstitutional.
1994	President Clinton signs a crime bill that allows expanded use of the death penalty.
1996	Death penalty by hanging and by gas chamber ends.
2012	Connecticut repeals the death penalty.

What constitutional protections have resulted from these events?

- A. Constitutional protections from cruel and unusual punishment are limited while executions continue.
- B. Constitutional protections from cruel and unusual punishment are safeguarded while executions continue.
- C. Constitutional protections of due process of law are limited while executions continue.
- D. Constitutional protections of due process of law are safeguarded while executions continue.

## 3.6 Constitutional Rights

### Learning Goal

- **Evaluate** constitutional rights and their impact on individuals and society.

### Learning Targets

- Students will **recognize** how individual rights shape involvement in the social, political, and economic systems.
- Students will **recognize** how the social, political, and economic systems in the United States are dependent upon individual rights.
- Students will **use scenarios** to **recognize** and/or **evaluate** options for exercising constitutional rights.
- Students will **evaluate** the impact of the government upholding and/or restricting individual constitutional rights.

### Content Limits

- Items will not require students to recall specific events in history.
- Items will not require students to identify characteristics of a specific economic system.

### Vocabulary

Tier 2: **evaluate, recognize, use scenarios**

Tier 3: civil disobedience, internment, property rights

### Essential Question

How do constitutional rights impact individual citizens? How do constitutional rights impact our society?

### McGraw-Hill Resources

ConnectEd Ch6 L3

Teacher edition pgs. 106-108

Student textbook pgs. 185-189

Student workbook pgs. 308-309, 161-168

### Additional Resources

#### Florida Students:

- Exploring the 1<sup>st</sup> Amendment <http://floridastudents.org/PreviewResource/StudentResource/119035>
- The Supreme Court and Equal Rights: Two Famous Cases tutorial <http://floridastudents.org/PreviewResource/StudentResource/120141>

**National Archives:** Seeing the Big Picture <https://www.docsteach.org/activities/teacher/the-first-amendment>

**Civics360.org:** My Rights and Liberties <http://civics360.org/focusAreas/H1g5xfVg>

**iCivics** lesson on Korematsu v. United States <https://www.icivics.org/teachers/lesson-plans/korematsu-v-united-states-1944>

**Annenberg:** Korematsu and Civil Liberties <http://www.annenbergclassroom.org/page/korematsu-civil-liberties>

**Teaching Tolerance:** Selma: The Bridge to the Ballot <https://www.tolerance.org/classroom-resources/film-kits/selma-the-bridge-to-the-ballot>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c36>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

## Sample Assessment Items-- answers on page 96

### Medium Complexity

During the Civil Rights Movement, many college students participated in sit-ins, “freedom rides”, and peaceful demonstrations across the nation.

Which action best describes the way in which these students exercised their constitutional rights?

- A. Summary judgment
- B. Quartering soldiers
- C. Civil disobedience
- D. Double jeopardy

### High Complexity

The passage below is from Executive Order 9066, President Franklin D. Roosevelt, February 19, 1942.

*“...By... the authority vested in me as President of the United States,... I hereby authorize... the Secretary of War... whenever he... deems such action necessary... to prescribe military areas in such places and of such extent as he... may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War... may impose in his discretion.”*

Source: U.S. National Archives and Records Administration

According to this passage, what impact does government have on the people?

- A. Citizens are protected from forced internment.
- B. Citizens may be subjected to forced internment.
- C. Citizens may be required to perform military service.
- D. Citizens are protected from required military service.

## 3.7 Voting Rights

### Learning Goal

- **Analyze** the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

### Learning Targets

- Students will **recognize** the rights outlined in these amendments.
- Students will **evaluate** the impact these amendments have had on various social movements.
- Students will **analyze** historical scenarios to **examine** how these amendments have affected participation in the political processes.
- Students will **recognize** how the amendments were developed to address previous civil rights violations.

### Content Limits

- Items will not require students to recall rights by specific amendment number.

### Vocabulary

Tier 2: **analyze, evaluate, examine, recognize**

Tier 3: amendment, civil rights, discrimination, literacy test, poll tax, prohibit, segregation, states' rights

### Essential Question

How have voting and civil rights expanded over time? What has been the impact of this expansion?

### McGraw-Hill Resources

ConnectEd Ch11 L1, Ch6 L3

Teacher edition pgs. 190, 106-108

Student textbook pgs. 306-309, 185-189

Student workbook pgs. 169-172, 306-309, 312, 324

### Additional Resources

**Florida Students:** Expansion of Democracy

<http://floridastudents.org/PreviewResource/StudentResource/119044>

**iCivics** lesson on Voting Rights <https://www.icivics.org/teachers/lesson-plans/voting-rights>

**Mr. Raymond's** Voting Rights Amendments <https://www.youtube.com/watch?v=qW-RaZFziHI>

**Civics360.org:** My Rights and Liberties <http://civics360.org/focusAreas/H1g5xfFVg>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c37>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.



**Medium Complexity**

How are 14th Amendment due process protections related to the Civil Rights Act of 1968?

- A. Congress may not enact discriminatory employment policies.
- B. Congress may not enact discriminatory housing statutes.
- C. State legislatures may not enact discriminatory employment policies.
- D. State legislatures may not enact discriminatory housing statutes.

**Medium Complexity**

The chart below describes amendments to the U.S. Constitution.

AMENDMENT	DESCRIPTION
15	Right to vote not denied by race
19	Right to vote not denied to women
24	Right to vote not denied to those who could not pay a poll tax
26	Right to vote not denied to those 18-20 years old

How did these amendments affect participation in the American political process?

- A. More citizens could vote.
- B. Fewer immigrants could vote.
- C. More candidates could be nominated.
- D. Fewer candidates could be confirmed.



## Unit 9: The Legal System – 13 days

### Standard and Essential Question

Standard 3: What are the principles, functions, and organization of government?

### Formative Assessments

**3.10 Slap It** (#46 from "[Tools for...](#)") *Students are divided into two teams to identify scenario questions from the teacher. Students use a fly swatter to slap the correct response posted on the wall.*

**3.11 Circle, Triangle, Square** (#50 from "[Tools for...](#)") *Students write about something that is still going "around" in their head (the circle), Something "pointed" that stood out in their mind (triangle), and something that "squared" with their thinking (square)*

**2.6 Think-Write-Pair-Share** (#25 on "[Tools for...](#)") *Students think individually, write their thinking, pair and discuss with partner, then share with the class. Use a prompt like "How does the trial process work and why does the US use juries?"*

**3.12 Word Sort** (#42 on "[Tools for...](#)") *Use the court case names as the "words" (put one case on each notecard) and have students sort the court cases into categories that make sense to them. Have them title each category and explain them. Then, have the kids use the same words and put them in a new set of categories.*

### HOT Questions and Cross-Curricular Connections

**3.10** Explain the different types of law you have learned about in this lesson by explaining each type in your own words, supporting each explanation with evidence from the reading and explaining how each type of law compares with the other types you have learned about.

**Math -- Attend to precision**

**3.11** Explain the difference between the trial process and the appellate process.

**3.12** Write a well-crafted informative text to explain how U.S. Supreme Court cases have had an impact on society. Provide examples from at least three U.S. Supreme Court cases you have learned about in this lesson.

**Math -- Look for and express regularity in repeated reasoning**

**1.9** President Theodore Roosevelt made the following statement: "No man is above the law and no man is below it..." Using what you have learned in this lesson and citing specific examples from the videos and lesson activities, explain this quote in your own words and how it relates to the concept of rule of law.

**ELA -- Determine central idea and analyze its development over course of text**

### Rubric for Assessment

Standard 3	Emerging	Progressing	Proficient	Exceeds
Examine the principles, functions, and organization of government.	<b>Define</b> forms, systems, structures, and functions in government.	<b>Distinguish</b> the differences between different forms and systems of government. <b>Describe</b> the branches and levels of US Government.	<b>Compare</b> and <b>contrast</b> forms and systems of government. <b>Explain</b> relationships between structures, functions, & processes of branches and levels of government.	<b>Hypothesize</b> potential outcomes of a government proposal and assess the importance of various functions and structures of US Government on the success of the proposal.

## 3.10 Sources and Types of Law

### Learning Goal

- **Identify** sources and types (civil, criminal, constitutional, military) of law.

### Learning Targets

- Students will **use examples** of historical law codes to **identify** how laws originated and developed in Western society.
- Students will **recognize** constitutional, statutory, case, and common law as sources of law.
- Students will **compare** civil, criminal, constitutional, and/or military law.

### Content Limits

- Items will not require specific recall of historical law codes.

### Vocabulary

Tier 2: **compare, identify, recognize, use examples**

Tier 3: case law, civil law, Code of Hammurabi, common law, constitutional law, criminal law, juvenile law, military law, regulation, statutory law

### Essential Question

What are the sources and types of law?

### McGraw-Hill Resources

ConnectEd Ch15 L1, Ch16 L1-3

Teacher edition pgs. 258-260, 266, 272, 274-276, 278-282

Student textbook pgs. 412, 414-417, 426-428, 432-434, 437-439, 445-447, 450-451

Student workbook pgs. 413-419, 438-443, 448-451

### Additional Resources

**Florida Students:** What's Law Got to Do With It

<http://www.floridastudents.org/PreviewResource/StudentResource/119511>

**Mr. Raymond's** Rule of Law, Types of Law and Sources of Law

[https://www.youtube.com/watch?v=Zl\\_7rt9cLnQ&t=126s](https://www.youtube.com/watch?v=Zl_7rt9cLnQ&t=126s)

What is Statutory Law? <http://legalcareerpath.com/statutory-law/>

**FJCC:** full lesson plans per benchmark and teacher background info

<http://floridacitizen.org/resources/middle/ss7c310>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Low Complexity**

The Code of Hammurabi (1772 BC) includes laws focusing on contracts. What type of U.S. law is based on the Code of Hammurabi?

- A. Civil
- B. Constitutional
- C. Criminal
- D. Military

**Medium Complexity**

Which situation would most likely lead to a civil case?

- A. A person robs another person at gunpoint.
- B. A person is caught breaking into a house.
- C. A person breaks a leg at a friend's house.
- D. A person fails to stop at a red light.

## 3.11 Court Systems and 2.6 The Trial Process

### Learning Goal

- **Diagram** the levels, functions, and powers of courts at the state and federal levels.
- **Simulate** the trial process and the role of juries in the administration of justice.

### Learning Targets

- Students will **distinguish** between the levels, functions, and powers of courts at the state and federal levels.
- Students will **recognize** that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will **compare** appellate and trial processes.
- Students will **examine** the significance of the role of juries in the American legal system.

### Content Limits

- Items referring to state courts will be limited to those within the state of Florida.

### Vocabulary

Tier 2: **compare, diagram, distinguish, examine, recognize, simulate**

Tier 3: appeal, appellate court, bailiff, case, chief justice, circuit courts, cross-examination, defendant, jurisdiction, jury/juror, plaintiff, prosecution, verdict

### Essential Question

How are courts organized and structured at the federal and state levels? What is the trial process and what is the role of a jury?

### McGraw-Hill Resources

ConnectEd Ch9 L1-4, Ch13 L4, Ch16 L1-3

Teacher edition pgs. 156-160, 164, 166, 170, 232-243, 236, 272-274, 278, 282

Student textbook pgs. 256-263, 270, 274, 282, 374-376, 381, 435-436, 442-443, 459

Student workbook pgs. 255-263, 269-270, 371-373

### Additional Resources

#### Florida Students:

- Journey Through Justice: Our Federal Courts  
<http://www.floridastudents.org/PreviewResource/StudentResource/118766>
- Trial by Jury: You Decide? tutorial  
<http://floridastudents.org/PreviewResource/StudentResource/128054>

#### Brainpop

- Court System <https://www.brainpop.com/socialstudies/usgovernment/courtsystem/>
- the Supreme Court <https://www.brainpop.com/socialstudies/usgovernment/supremecourt/>
- Trials <https://www.brainpop.com/socialstudies/usgovernment/trials/>

Mr. Raymond's Judicial Branch" <https://www.youtube.com/watch?v=YQ5mfflItU>

Court Video <http://youtu.be/IkBkc2Fxe3I>

iCivics "James Bond in a Honda" mock trial <https://www.icivics.org/teachers/lesson-plans/james-bond-honda-trial-simulation-lesson>

FJCC: full lesson plans per benchmark and teacher background info  
<http://floridacitizen.org/resources/middle/ss7c311>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Sample Assessment Items-- answers on page 96**

**High Complexity**

The graph below describes appeals filed by type of appeal in the U.S. Courts of Appeals, 1990-2010.

<b>Year</b>	<b>Civil</b>	<b>Criminal</b>
1990	27116	9493
1995	34203	10162
2000	35780	10707
2005	32818	16060
2010	55992	12797

**Source: United States Courts**

Based on the graph, what conclusion can be drawn about court cases in the U.S.?

- A. More civil cases are being filed without legal representation.
- B. More criminal cases are being filed without legal representation.
- C. More criminal actions are being dropped before trial.
- D. More civil actions are being dropped before trial.

## 3.12 Supreme Court Cases

### Learning Goal

- **Analyze** the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *In re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.

### Learning Targets

- Students will **use primary sources** to **assess** the significance of these U.S. Supreme Court cases.
- Students will **evaluate** how these U.S. Supreme Court cases have had an impact on society.
- Students will **recognize** and/or **apply** constitutional principles and/or rights in relation to the relevant U.S. Supreme Court decisions.

### Content Limits

- Items will not require students to recall specific details of any U.S. Supreme Court case.

### Vocabulary

Tier 2: **analyze, apply, assess, evaluate, recognize, use primary sources**

Tier 3: judicial review, landmark, opinion, prosecute, self-incrimination, Supremacy Clause, unanimous

### Essential Question

What are the outcomes of select landmark SCOTUS cases? Why are these cases significant?

### McGraw-Hill Resources

ConnectEd Ch9 L3-4

Teacher edition pgs. 102, 140, 164, 166, 168, 194, 210, 234, 244, 262, 266, 278, 366

Student textbook pgs. 177, 237, 270-271, 273, 277-278, 314, 340, 379, 393, 418, 426, 444, 577

Student workbook pgs. 265-272

### Additional Resources

#### Florida Students:

- The Supreme Court and Equal Rights: Two Famous Cases <http://floridastudents.org/PreviewResource/StudentResource/120141>
- Understanding Rule of Law <http://floridastudents.org/PreviewResource/StudentResource/118748>

#### iCivics

- Marbury v. Madison <https://www.icivics.org/teachers/lesson-plans/marbury-v-madison-1803>
- Plessy v. Ferguson <https://www.icivics.org/teachers/lesson-plans/plessy-v-ferguson-1896>
- Brown v. Board of Education <https://www.icivics.org/teachers/lesson-plans/brown-v-board-education-1954>
- Gideon v. Wainwright <https://www.icivics.org/teachers/lesson-plans/gideon-v-wainwright-1963>
- Miranda v. Arizona <https://www.icivics.org/teachers/lesson-plans/miranda-v-arizona-1966>
- U.S. v. Nixon <https://www.icivics.org/teachers/lesson-plans/us-v-nixon-1974>

#### BrainPop:

- Brown vs. Board of Education <https://www.brainpop.com/socialstudies/usgovernment/brownvsboardofeducationoftopeka/>
- Miranda Rights <https://www.brainpop.com/socialstudies/usgovernment/mirandarights/>

**Annenberg:** The Right to Remain Silent: Miranda v. Arizona <http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c312>



**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

## Sample Assessment Items-- answers on page 96

### Low Complexity

Which principle was the focus of the U.S. Supreme Court decision in *Miranda v. Arizona* (1966)?

- A. Freedom of expression
- B. Freedom of speech
- C. Right to counsel
- D. Self-incrimination

### Medium Complexity

Juveniles accused of crimes continue to be afforded many of the same due process rights as adults as a result of which U.S. Supreme Court case?

- A. *District of Columbia v. Heller* (2008)
- B. *Hazelwood v. Kuhlmeier* (1988)
- C. *In re Greene* (1930)
- D. *In re Gault* (1967)



# Unit 10: The U.S. and the World - 13 days

## Standard and Essential Question

Standard 4: Evaluate the role and impact of United States foreign policy in contemporary issues of world affairs.

## Formative Assessments

**4.1 Illustrate** (#24 from "[53 Ways...](#)") Draw a picture that illustrates the difference between "foreign policy" and "domestic policy" that includes the ideas of the US State Department, issues of each, and domestic consequences of each. Explain your illustration in one brief paragraph.

**4.2 So What Journal** (#5 from "[53 Ways...](#)") Identify the main idea of the lesson on government and citizen participation in international organizations. Please explain briefly why it is important.

**4.3 Whiparound** (#41 on "[Tools for...](#)") Teacher asks class to explain something about examples of how the US has dealt with international conflict. Students write 3 possible responses on scrap paper. The teacher then randomly calls on each student to share one of their responses. Students may not repeat the same responses as another student – so they should cross off any answers that have already been shared. AS the teacher listens, he or she can determine the general level of understanding or if there are gaps in the students' thinking.

## HOT Questions and Cross-Curricular Connections

**4.1** Why do you think the framers of the Constitution gave the President so much power over foreign policy? Provide two reasons to support your opinion.

**Science -- Engaging in argument from evidence**

**4.2** Using what you have learned from the reading, presentations, and internet research on international organizations, choose three organizations and explain the function of the organization and how a country or individual citizens can participate and/or support the organization.

**Science -- Obtaining, evaluating, and communicating information**

**4.3** Using what you have learned from the reading and presentations on international conflicts, identify the reasons for the U.S. becoming involved in past international conflicts. Cite specific evidence to support your explanation

**Science -- Obtaining, evaluating, and communicating information**

## Rubric for Assessment

Standard 4	Emerging	Progressing	Proficient	Exceeds
Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.	<b>Define</b> concepts related to international organizations, international conflicts, and foreign policy.	<b>Summarize</b> contemporary world issues and conflicts	<b>Analyze</b> the role and impact of US foreign policy.	<b>Investigate</b> a real-world international issue and <b>evaluate</b> US foreign policy options.

## 4.1 U.S. Domestic and Foreign Policy

### Learning Goal

- **Differentiate** concepts related to U.S. domestic and foreign policy.

### Learning Targets

- Students will **recognize** the difference between domestic and foreign policy.
- Students will **identify** issues that relate to U.S. domestic and foreign policy.
- Students will **analyze** the domestic implications of U.S. domestic and foreign policy.
- Students will **identify** the goals and objectives of U.S. domestic and foreign policy.
- Students will **recognize** the role of the U.S. State Department in foreign affairs.

### Content Limits

- Items will not require students to recall details of any specific domestic or foreign policies.

### Vocabulary

Tier 2: **analyze, differentiate, identify, recognize**

Tier 3: alliance, allies, ambassador, diplomacy, diplomat, domestic affairs, domestic policy, embassy, foreign affairs, foreign policy, international relations, treaty

### Essential Question

What are the differences between domestic and foreign policy?

### McGraw-Hill Resources

ConnectEd Ch8 L3, Ch25 L1

Teacher edition pgs. 142-146, 416-417

Student textbook pgs. 238-249, 645-653, 670

Student workbook pgs. 228, 236, 681-683, 687-689

### Additional Resources

**Florida Students:** Foreign and Domestic Policy

<http://floridastudents.org/PreviewResource/StudentResource/118977>

**Mr. Raymond's** U.S. Foreign Policy <https://www.youtube.com/watch?v=Ix9Y9FV4gTk>

**iCivics** Foreign policy: War & Peace and Everything in Between <https://www.icivics.org/teachers/lesson-plans/foreign-policy-war-peace-and-everything-between>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c41>  
**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

**Low Complexity**

What is a responsibility of the U.S. Senate in foreign policy?

- A. Introducing tax bills
- B. Negotiating treaties
- C. Nominating ambassadors
- D. Ratifying treaties

**Low Complexity**

Which is an example of a domestic policy decision?

- A. The president asks Congress to declare war.
- B. The president nominates an ambassador.
- C. Congress votes to increase the income tax.
- D. The Senate votes to ratify a treaty.

**High Complexity**

The statement below was made by Secretary of State John Kerry on February 25, 2015.

“Republican and Democrat alike, who put us on a course to win the battle against tyranny and dictatorship and to win the battle for democracy and human rights and freedom for a lot of people. And no country on the face of this planet has expended as much blood, put as many people on the line, lost as much of our human treasure to offer other people an opportunity to embrace their future, not tell them what it has to be.”

Source: Testimony Before the U.S. House of Representatives Foreign Affairs Committee

Based on the passage, what is the relationship between U.S. domestic affairs and foreign affairs

- A. Increases in education spending will influence the president’s decision to negotiate a treaty with an autocratic government.
- B. Increases in military spending will influence the president’s decision to form an alliance with an autocratic government.
- C. Increases in education spending will influence the president’s decision to recognize a newly independent nation.
- D. Increases in military spending will influence the president’s decision to form an alliance with a newly independent nation.

## 4.2 International Organizations

### Learning Goal

- **Recognize** government and citizen participation in international organizations.

### Learning Targets

- Students will **identify** major international organizations in which government plays a role.
- Students will **recognize** that international organizations may be located in the United States.
- Students will **describe** ways that individual citizens and government can seek participation in international organizations.
- Students will **examine** the ways that government and individuals may support international organizations.

### Content Limits

- Items will not require students to recall any specific policies related to domestic or international organizations.
- Items will not require students to evaluate the efficacy of any specific domestic or international organization.

### Vocabulary

Tier 2: **describe, examine, identify, recognize**

Tier 3: intergovernmental organization (IGO), international organization, non-governmental organization (NGO), United Nations

### Essential Question

What are international organizations? How can governments and individual citizens support and play a role in them?

### McGraw-Hill Resources

ConnectEd Ch25 L1-2

Teacher edition pgs. 418-422

Student textbook pgs. 654-659, 668, 670

Student workbook pgs. 670-674, 681, 684

### Additional Resources

**Florida Students:** International Organizations

<http://floridastudents.org/PreviewResource/StudentResource/118879>

**BrainPop** on the United Nations <https://www.brainpop.com/socialstudies/worldhistory/unitednations/>

**Mr. Raymond's** International Organizations <https://www.youtube.com/watch?v=00ZEyubkQkM>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c42>

**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

### Low Complexity

Which international agreement involved the United States, Canada, and Mexico?

- A. North American Fair Transit Agreement
- B. North American Free Travel Agreement
- C. North American Fair Travel Agreement
- D. North American Free Trade Agreement

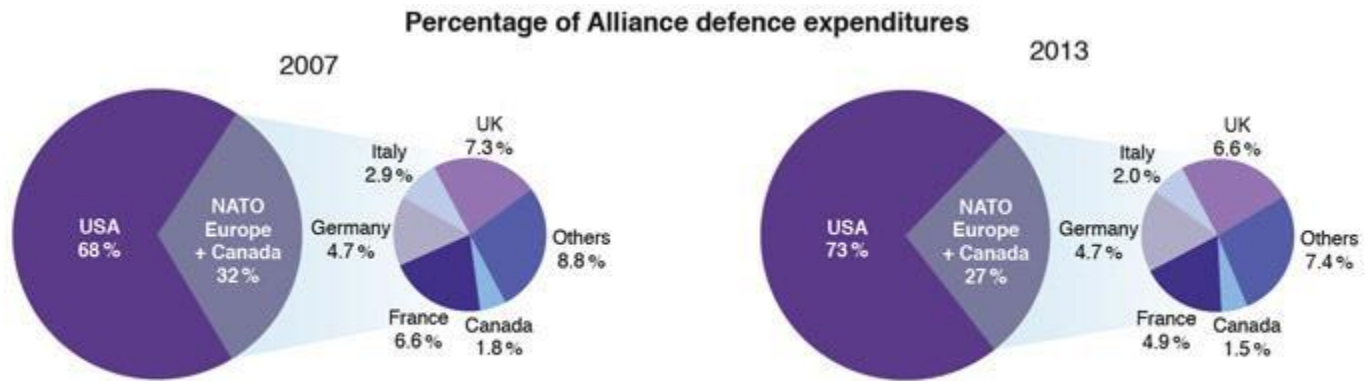
### Medium Complexity

Which is an example of a way that a citizen can seek participation in an international organization?

- A. E-mail about job opportunities with the Red Cross / Red Crescent
- B. "Like" the Facebook page of the World Trade Organization
- C. Request a trial before the World Court
- D. Ask to join the United Nations

### High Complexity

The graph below shows defense expenditures from NATO member nations.



Source: NATO Defence Planning Capability Review 2013-14. Based on 2005 prices and exchange rates. Estimates for 2013.  
Note: Figures have been rounded off in the small pie charts.

What conclusion about NATO member nations can be drawn from the graph?

- A. They have maintained international values.
- B. They have maintained democratic participation.
- C. They have maintained world peace.
- D. They have maintained terrorism.

## 4.3 International Conflicts

### Learning Goal

- **Describe** examples of how the United States has dealt with international conflicts.

### Learning Targets

- Students will **identify** specific examples of international conflicts in which the United States has been involved.
- Students will identify the reasons for the United States becoming involved in past international conflicts.
- Students will **analyze** primary source documents pertaining to international incidents to determine the course of action taken by the United States.
- Students will **identify** the different methods used by the United States to deal with international conflicts.

### Content Limits

- Items will not require students to evaluate the efficacy of any decision made by the United States.
- Items will not require students to evaluate the consequences of U.S. involvement in any international conflict.
- Items are not limited to identified war, but also include humanitarian efforts, peacekeeping operations, conflict resolution, etc.

### Vocabulary

Tier 2: **analyze, describe, identify**

Tier 3: Bay of Pigs, conflict, Cuban Missile Crisis, Gulf Wars I and II, Humanitarian, Iran Hostage Crisis, Korean War, military action, peacekeeping, terrorism, Vietnam War, World Wars I and II

### Essential Question

Which international conflicts has the U.S. been involved in? Why did the U.S. become involved? What actions did the U.S. take in these conflicts?

### McGraw-Hill Resources

ConnectEd Ch25 L3

Teacher edition pgs. 424-429

Student textbook pgs. 660-667, 668, 670

Student workbook pgs. 232-233, 678-680, 685, 687

### Additional Resources

#### Florida Students:

- International Conflicts: 1914-1975  
<http://floridastudents.org/PreviewResource/StudentResource/122028>
- International Conflicts: 1961 to Present  
<http://floridastudents.org/PreviewResource/StudentResource/124689>

iCivics Diplomacy <https://www.icivics.org/teachers/lesson-plans/diplomacy>

#### Brainpop:

- World War I <https://www.brainpop.com/socialstudies/ushistory/worldwari/>
- World War II <https://www.brainpop.com/socialstudies/ushistory/worldwarii/>
- World War II Causes <https://www.brainpop.com/socialstudies/worldhistory/worldwariicauses/>



- Korean War <https://www.brainpop.com/socialstudies/ushistory/koreanwar/>
- Vietnam War <https://www.brainpop.com/socialstudies/ushistory/vietnamwar/>

**Mr. Raymond's** U.S. Foreign Wars & Conflicts <https://www.youtube.com/watch?v=wSdlDYmNl2o>

**FJCC:** full lesson plans per benchmark and teacher background info <http://floridacitizen.org/resources/middle/ss7c43>  
**eLearn** has the FJCC lesson plans reworked to fit our pacing as well as student work pages to match-divided by unit.

## Sample Assessment Items-- answers on page 96

### Low Complexity

During which conflict did the U.S. declare war on Japan?

- World War I
- World War II
- Korean War
- Vietnam War

### Medium Complexity

Which presidential action was based on Article I of the U.S. Constitution?

- President John Kennedy's statements about missiles in Cuba
- President Franklin Roosevelt asking Congress to declare war on Japan
- President Dwight Eisenhower's statements about communism in Africa
- President George H. W. Bush asking Congress to commit troops for Gulf War I

### High Complexity

The following is an excerpt from the War Powers Resolution passed by Congress on October 12, 1973.

"The President in every possible instance shall consult with Congress before introducing United States Armed Forces into hostilities or into situations where imminent involvement in hostilities is clearly indicated by the circumstances...."

Source: United States Code, Title 50, Chapter 33, Sections 1541-48

Based on the excerpt, what has been a long term result shaping the relationship between the president and Congress?

- Congress is more likely to ratify treaties with foreign nations.
- The president is more likely to ask Congress to declare war.
- Congress is more likely to override the president's veto on a declaration of war.
- The president is more likely to notify Congress after ordering a military intervention in a foreign nation.

## Sample Item Answers

7 B D A (2.1)  
9 D A B (2.2)  
11 D C B (1.9)  
15 C B C (2.10)  
17 C A (2.11)  
19 D D (2.13)  
23 A A (2.8)  
25 D B (2.9)  
29 C B A (3.1)  
31 A C D (3.2)  
35 A C (1.1)  
37 C D (1.2)  
39 A D (1.3)  
41 B B (1.4)  
43 B D (1.5)  
47 A D (1.8)  
49 D A B (1.6)  
51 B A (3.3)  
53 B C D (1.7)  
55 D A A (3.5)  
57 B D (3.8/9)  
61 C D (3.8/9)  
63 D A D (3.4)  
65 C B B (3.13)  
67 C D B (3.14)  
69 D B (2.12)  
73 C A A (2.4)  
75 A B (2.5)  
77 C B (3.6)  
79 D A (3.7)  
83 A C (3.10)  
85 A (3.11)  
87 D D (3.12)  
91 D C D (4.1)  
93 D A B (4.2)  
95 B B D (4.3)

## **Curriculum Guide 2019-20 Appendix**

- A. Civics Unit Assessment Schedule
- B. Item Complexity Descriptions
- C. Civics Thinking Maps
- D. Formative Assessment Strategies
  - 1. 53 Ways to Check for Understanding
  - 2. Tools for Formative Assessment: 60 Techniques to Check for Understanding

# 2019-2020 Middle School Civics Unit Assessments



Civics (2106010)

Civics ADV (2106020)

<b>Date</b>	<b>Topic</b>	<b>Standard</b>
9/5	Unit 1: Citizen You!	SS.7.C.2.1, 2.2, 1.9
9/23	Unit 2: Engaged Citizens	SS.7.C.2.10, 2.11, 2.13
10/4	Unit 3: Running for Office	SS.7.C.2.8, 2.9
10/23	Unit 4: Forms and Systems of Government	SS.7.C.3.1, 3.2
11/1	Unit 5: The Founding from Colonies to the United States <b>Part 1</b>	SS.7.C.1.1, 1.2
11/15	Unit 5: The Founding from Colonies to the United States <b>Part 2</b>	SS.7.C.1.3, 1.4, 1.5
12/10	Unit 6: Federal Government <b>Part 1</b>	SS.7.C.1.6, 1.8
1/17	Unit 6: Federal Government <b>Part 2</b>	SS.7.C.1.7, 3.3, 3.5, 3.8/9
2/7	Unit 7: Florida State & Local Government	SS.7.C.3.8, 3.4, 3.14
2/28	Unit 8: My Rights and Liberties	SS.7.C.2.4, 2.5, 3.6, 3.7
4/9	Unit 9: The Legal System	SS.7.C.3.10, 3.11, 3.12
4/30	Unit 10: The U.S. and the World	SS.7.C.4.1, 4.2, 4.3

## Cognitive Complexity of Multiple Choice Items on PCS Assessments

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

<b>Examples of Activities across Cognitive Complexity Levels</b>		
<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
<ul style="list-style-type: none"> <li>Identify or recall common historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Apply or infer cause-and-effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Solve or predict the outcome of a problem.</li> </ul>
<ul style="list-style-type: none"> <li>Use a chart, table, diagram, graph, or image to recall or recognize information.</li> </ul>	<ul style="list-style-type: none"> <li>Identify outcomes of particular cause-and-effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Generalize or draw conclusions when presented with historical or contemporary information.</li> </ul>
<ul style="list-style-type: none"> <li>Identify characteristics of a particular group, place, or event.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Provide justification for events, actions, or issues in the past and current American experience.</li> </ul>
	<ul style="list-style-type: none"> <li>Categorize historical or contemporary people, places, events, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Predict a long-term result, outcome, or change within society.</li> </ul>
	<ul style="list-style-type: none"> <li>Determine the relationship between historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how changes have influenced people or institutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain historical or contemporary problems, patterns, or issues.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and explain historical or contemporary misconceptions.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze similarities and differences.</li> </ul>

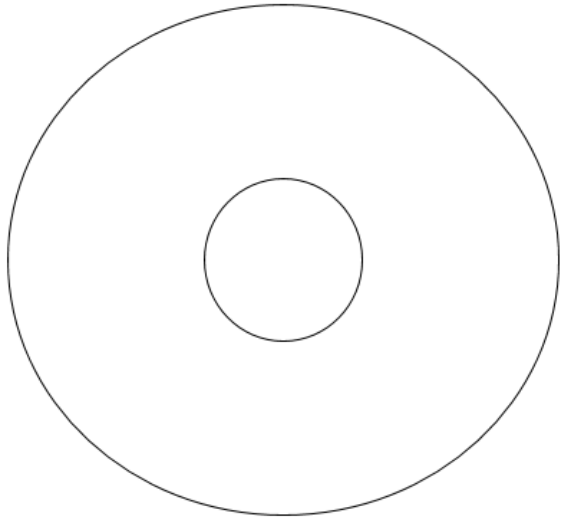
The table below shows the target ranges for the percentage of points by cognitive complexity level on each PCS Assessment Based on the ranges on the Civics EOC.

### Percentage of Points by Cognitive Complexity Level for Civics EOC Assessment

<b>Course</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Civics	15%–25%	45%–65%	15%–25%

<b>Benchmark</b>	<b>Thinking Map</b>	<b>Cognitive Process</b>
C.1.1	Multi-Flow Map	Cause/Effect
C.1.2	Tree Map	Classifying
C.1.3	Flow Map	Sequencing
C.1.4	Tree Map	Classifying
C.1.5	Bubble Map	Describing
C.1.6	Circle Map	Defining in Context
C.1.7	Double Bubble Map	Comparing and Contrasting
C.1.8	Double Bubble Map	Comparing and Contrasting
C.1.9	Circle Map	Defining in Context
C.1.9	Multi-Flow Map	Cause/Effect
C.2.1	Circle Map	Defining in Context
C.2.1	Flow Map	Sequencing
C.2.2	Bridge Map	Seeing Relationships/Analogies
C.2.4	Tree Map	Classifying
C.2.5	Multi-Flow Map	Cause/Effect
C.2.8	Double Bubble Map	Comparing and Contrasting
C.2.9	Double Bubble Map	Comparing and Contrasting
C.2.10	Multi-Flow Map	Cause/Effect
C.2.10	Bridge Map	Seeing Relationships/Analogies
C.2.11	Tree Map	Classifying
C.2.12	Multi-Flow Map	Cause/Effect
C.2.13	Double Bubble Map	Comparing and Contrasting
C.3.1	Double Bubble Map	Comparing and Contrasting
C.3.2	Double Bubble Map	Comparing and Contrasting
C.3.3	Tree Map	Classifying
C.3.4	Tree Map	Classifying
C.3.5	Flow Map	Sequencing
C.3.6	Multi-Flow Map	Cause/Effect
C.3.7	Double Bubble Map	Comparing and Contrasting
C.3.8	Double Bubble Map	Comparing and Contrasting
C.3.10	Double Bubble Map	Comparing and Contrasting
C.3.10	Circle Map	Defining in Context
C.3.11	Double Bubble Map	Comparing and Contrasting
C.3.12	Multi-Flow Map	Cause/Effect
C.3.13	Double Bubble Map	Comparing and Contrasting
C.3.14	Double Bubble Map	Comparing and Contrasting
C.4.1	Double Bubble Map	Comparing and Contrasting
C.4.2	Bubble Map	Describing
C.4.3	Bubble Map	Describing

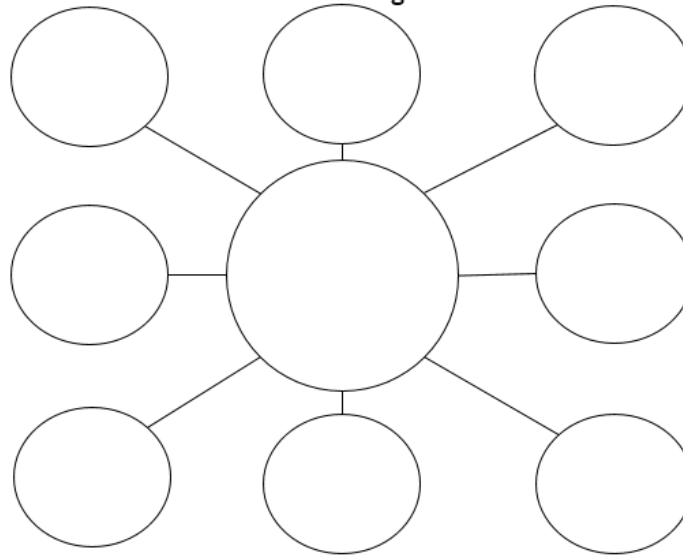
**Brainstorming or Defining in Context**



**Circle Map**

Define  
Brainstorm  
List  
Identify  
Tell everything...

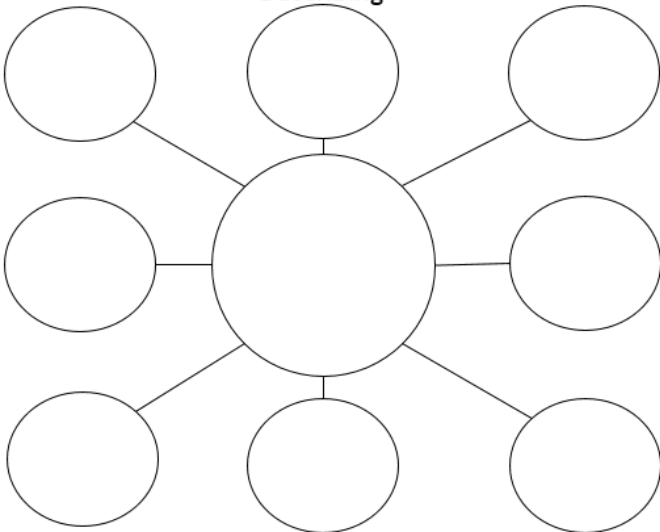
**Describing**



**Bubble Map**

Describe  
Identify characteristics  
Identify properties  
Identify qualities

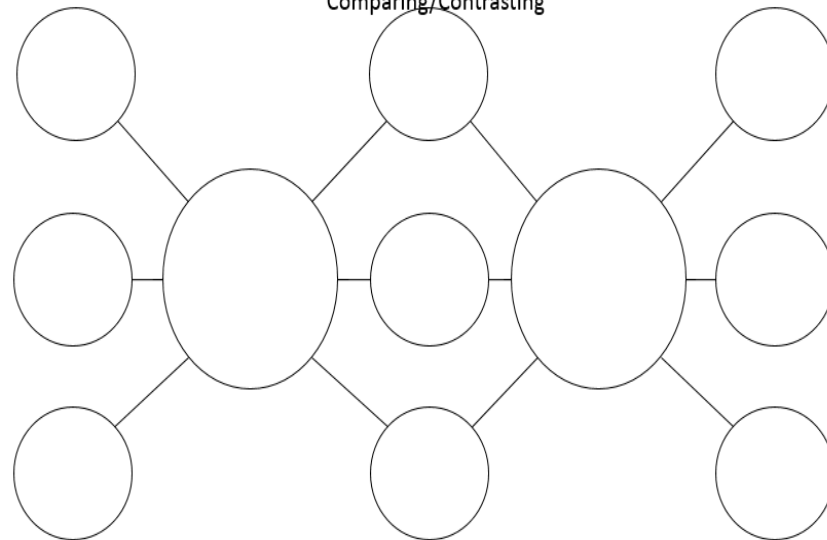
**Describing**



**Bubble Map**

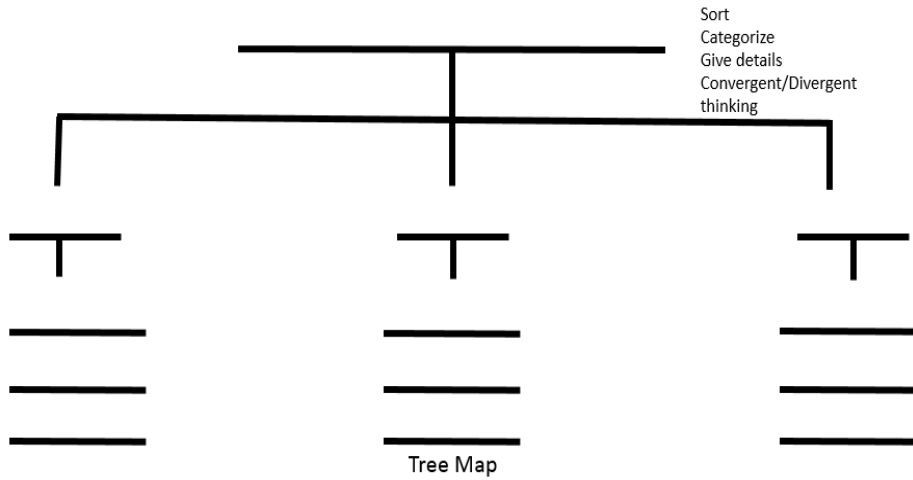
Describe  
Identify characteristics  
Identify properties  
Identify qualities

**Comparing/Contrasting**



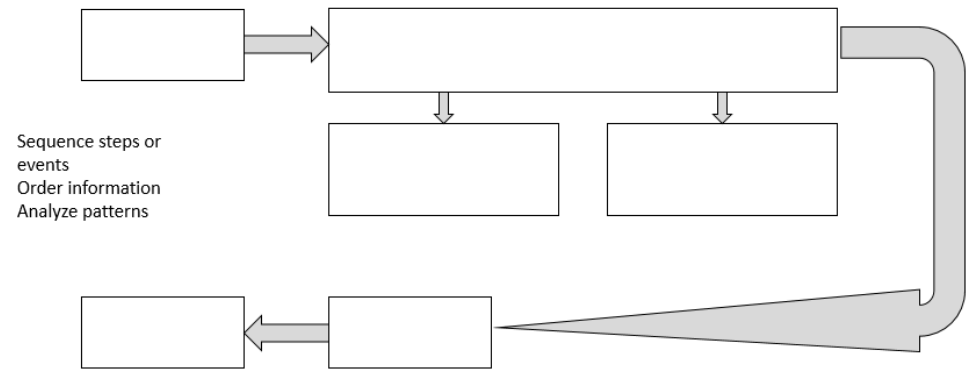
**Double Bubble Map**

### Classifying

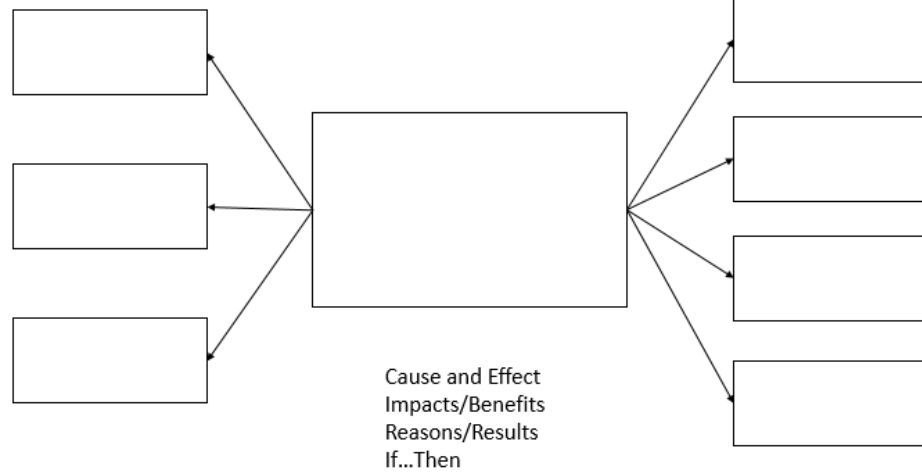


Tree Map  
Cause and Effect

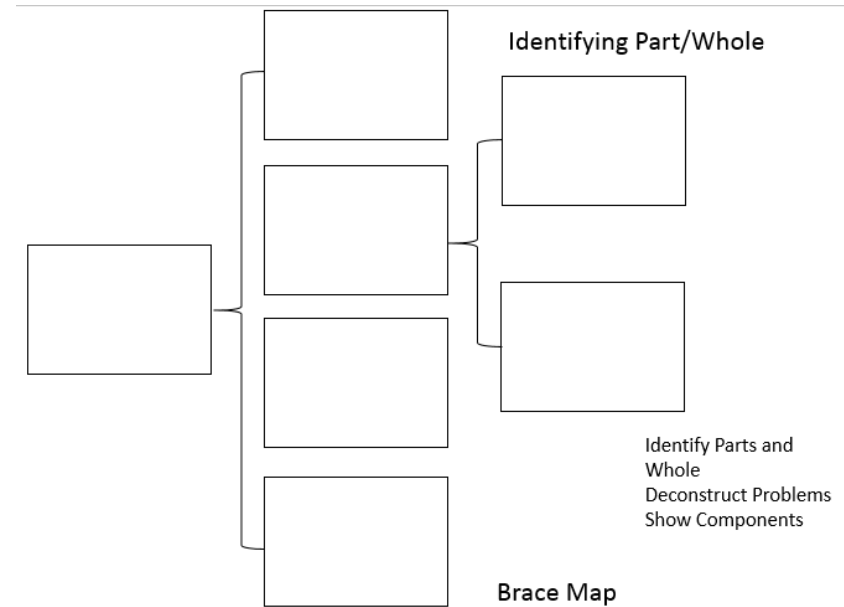
### Sequencing



Flow Map



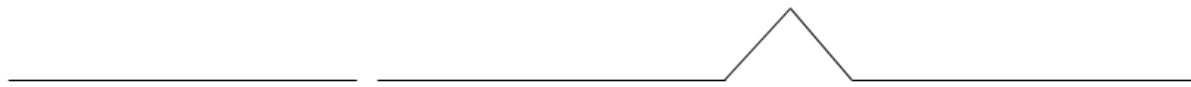
Multi-Flow Map



Brace Map



## Seeing Analogies



Relating Factor

Connect related ideas and relationships  
Understand analogies and metaphors

**Bridge Map**

# 53 WAYS

## To Check for Understanding

### 1. Summary Poem Activity:

- List 10 key words from an assigned text.
- Do a free verse poem with the words you highlighted.
- Write a summary of the reading based on the words you highlighted.

### 2. Invent the Quiz

- Write 10 higher-order text questions related to the content. Pick 2 and answer them in half a page.

### 3. The 411

- Describe the author's objective.

### 4. Opinion Chart

- List opinions about the content in one half of a T-chart, and support your opinions in the right column.

### 5. So What? Journal

- Identify the main idea of the lesson. Why is it important?

### 6. Rate Understanding

### 7. Clickers (Response System)

### 8. Teacher Observation Checklist

### 9. Explaining

- Explain the main idea using an analogy.

### 10. Evaluate

- What is the author's main point? What are the arguments for and against this idea?

### 11. Describe

- What are the important characteristics or features of the main concept or idea of the reading?

### 12. Define

- Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

### 13. Compare & Contrast

- Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

### 14. Question Stems

- I believe that \_\_\_\_\_ because \_\_\_\_\_ .
- I am confused by \_\_\_\_\_ .

### 15. Mind Map

- Create a mind map that represents a concept using a diagram-making tool (like Gliffy). Provide your teacher / classmates with the link to your mind map.

### 16. Intrigue Journal

- List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

### 17. Advertisement

- Create an ad, with visuals and text, for the newly learned concept.

### 18. 5 Words

- What 5 words would you use to describe \_\_\_\_\_ ? Explain and justify your choices.

### 19. Muddy Moment

- What frustrates and confuses you about the text? Why?

### 20. Collage

- Create a collage around the lesson's themes. Explain your choices in one paragraph.

### 21. Letter

- Explain \_\_\_\_\_ in a letter to your best friend.

### 22. Talk Show Panel

- Have a cast of experts debate the finer points of \_\_\_\_\_ .

### 23. Study Guide

- What are the main topics, supporting details, important person's contributions, terms, and definitions?

### 24. Illustration

- Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

### 25. KWL Chart

- What do you know, what do you want to know, and what have you learned?

### 26. Sticky Notes Annotation

- Use sticky notes to describe key passages that are notable or that you have questions about.

### 27. 3-2-1

- 3 things you found out, 2 interesting things, and 1 question you still have.

### 28. Outline

- Represent the organization of \_\_\_\_\_ by outlining it.

## 29. Anticipation Guide

- Establish a purpose for reading and create post-reading reflections and discussion.

## 30. Simile

- What we learned today is like \_\_\_\_\_ .

## 31. The Minute Paper

- In 1 minute, describe the most meaningful thing you've learned.

## 32. Interview You

- You're the guest expert on *60 Minutes*. Answer:
  - 1) What are component parts of \_\_\_\_\_ ?
  - 2) Why does this topic matter?

## 33. Double Entry Notebook

- Create a two-column table. Use the left column to write down 5–8 important quotations. Use the right column to record reactions to the quotations.

## 34. Comic Book

- Use a comic book creation tool like Bitstrips to represent understanding.

## 35. Tagxedo

- What are key words that express the main ideas? Be ready to discuss and explain.

## 36. Classroom TED Talk

## 37. Podcast

- Play the part of a content expert and discuss content-related issues on a podcast, using the free Easypodcast.

## 38. Create a Multimedia Poster

## 39. Twitter Post

- Define \_\_\_\_\_ in under 140 characters.

## 40. Explain Your Solution

- Describe how you solved and academic solution step-by-step.

## 41. Dramatic Interpretation

- Dramatize a critical scene from a complex narrative.

## 42. Ballad

- Summarize a narrative that employs a poem or song structure that using short stanzas.

## 43. Pamphlet

- Describe the key features of \_\_\_\_\_ in a visually and textually compelling pamphlet.

## 44. Study Guide

- Create a study guide that outlines main ideas.

## 45. Bio Poem

- To describe a character or a person, write a poem that includes:
  - Line 1) First Name
  - Line 2) 3–4 adjectives that describe the person
  - Line 3) Important relationship
  - Line 4) 2–3 things, people, or ideas that the person loved
  - Line 5) 3 feelings the person experienced
  - Line 6) 3 fears the person experienced
  - Line 7) Accomplishments
  - Line 8) 2–3 things the person wanted to see happen or wanted to experience
  - Line 9) His or her residence
  - Line 10) Last name

## 46. Sketch

- Visually represent new knowledge.

## 47. Top 10 List

- What are the most important takeaways, written with humor?

## 48. Color Cards

- Red = Stop, I need help.
- Green = Keep going, I understand.
- Yellow = I'm a little confused.

## 49. Quickwrite

- Without stopping, write what most confuses you.

## 50. Conference

- A short, focused discussion between the teacher and student.

## 51. Debrief

- Reflect immediately after an activity.

## 52. Exit Slip

- Have students reflect on lessons learned during class.

## 53. Misconception Check

- Given a common misconception about a topic, students explain why they agree or disagree with it.

**- Tools for Formative Assessment -  
- Techniques to Check for Understanding -  
- Processing Activities -**

<b>1. Index Card Summaries/ Questions</b>	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
<b>2. Hand Signals</b>	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
<b>3. One Minute Essay</b>	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
<b>4. Analogy Prompt</b>	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
<b>5. Web or Concept Map</b>	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. <a href="http://www.graphic.org/concept.html">http://www.graphic.org/concept.html</a>
<b>6. Misconception Check</b>	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
<b>7. Student Conference</b>	One on one conversation with students to check their level of understanding.
<b>8. 3-Minute Pause</b>	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> <li>• I changed my attitude about...</li> <li>• I became more aware of...</li> <li>• I was surprised about...</li> <li>• I felt...</li> <li>• I related to...</li> <li>• I empathized with...</li> </ul>
<b>9. Observation</b>	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> <li>•Anecdotal Records</li> <li>•Conferences</li> <li>•Checklists</li> </ul>
<b>10. Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>11. Exit Card</b>	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
<b>12. Portfolio Check</b>	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
<b>13. Quiz</b>	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: <ul style="list-style-type: none"> <li>• Multiple Choice</li> </ul>

	<ul style="list-style-type: none"> <li>• True/False</li> <li>• Short Answer</li> <li>• Paper and Pencil</li> <li>• Matching</li> <li>• Extended Response</li> </ul>
<b>14. Journal Entry</b>	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
<b>15. Choral Response</b>	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
<b>16. A-B-C Summaries</b>	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
<b>17. Debriefing</b>	A form of reflection immediately following an activity.
<b>18. Idea Spinner</b>	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
<b>19. Inside-Outside Circle</b>	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
<b>20. Reader's Theater</b>	From an assigned text have students create a script and perform it.
<b>21. One Sentence Summary</b>	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
<b>22. Summary Frames</b>	<p><u>Description:</u> A _____ is a kind of _____ that ...</p> <p><u>Compare/Contrast:</u> _____ and _____ are similar in that they both.... but _____, while _____.....</p> <p><u>Problem/Solution:</u> _____ wanted....., but ....., so .....</p> <p><u>Cause/Effect:</u> _____ happens because ....</p>
<b>23. One Word Summary</b>	Select (or invent) one word which best summarizes a topic.
<b>24. Think-Pair- Share/ Turn to Your Partner</b>	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
<b>25. Think-Write-Pair-Share</b>	Students think individually, write their thinking, pair and discuss with partner, then share with the class.
<b>26. Talk a Mile a Minute</b>	Partner up – giver and receiver... Kind of like "Password" or "Pyramid." Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. First group done stands up
<b>27. Oral Questioning</b>	<ul style="list-style-type: none"> <li>- How is _____ similar to/different from _____?</li> <li>- What are the characteristics/parts of _____?</li> <li>- In what other ways might we show show/illustrate _____?</li> <li>- What is the big idea, key concept, moral in _____?</li> <li>- How does _____ relate to _____?</li> <li>- What ideas/details can you add to _____?</li> <li>- Give an example of _____?</li> <li>- What is wrong with _____?</li> <li>- What might you infer from _____?</li> <li>- What conclusions might be drawn from _____?</li> <li>- What question are we trying to answer? What problem are we trying to solve?</li> </ul>

	<ul style="list-style-type: none"> <li>- What are you assuming about _____?</li> <li>- What might happen if _____?</li> <li>- What criteria would you use to judge/evaluate _____?</li> <li>- What evidence supports _____?</li> <li>- How might we prove/confirm _____?</li> <li>- How might this be viewed from the perspective of _____?</li> <li>- What alternatives should be considered _____?</li> <li>- What approach/strategy could you use to _____?</li> </ul>
<b>28. Tic-Tac-Toe/ Think-Tac-Toe</b>	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels.
<b>29. Four Corners</b>	<p>Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose?</p> <p>Corner 1: The Dirt Road –(There’s so much dust, I can’t see where I’m going! Help!!)</p> <p>Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.)</p> <p>Corner 3: The Highway ( I feel fairly confident but have an occasional need to slowdown.)</p> <p>Corner 4: The Interstate (I ’m traveling along and could easily give directions to someone else.)</p> <p>Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher.</p> <p>Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.</p>
<b>30. Muddiest (or Clearest) Point</b>	This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?".
<b>31. 3-2-1</b>	3 things you found out 2 interesting things 1 question you still have
	3 differences between ____ 2 effects of __ on ____ 1 question you still have about the topic
	3 important facts 2 interesting ideas 1 insight about yourself as a learner
	3 key words 2 new ideas 1 thought to think about
	Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)
<b>32. Cubing</b>	Display 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.

33. Quick Write	The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.
34. Directed Paraphrasing	Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.
35. RSQC2	In two minutes, students <i>recall</i> and list in rank order the most important ideas from a previous day's class; in two more minutes, they <i>summarize</i> those points in a single sentence, then write one major <i>question</i> they want answered, then identify a thread or theme to <i>connect</i> this material to the course's major goal.
36. Writing Frames	<p style="text-align: center;">Problem/Solution Paragraph</p> <p>_____ present(s) a dilemma that is _____. The problem is _____  _____ . This <i>has/have</i> occurred because _____  _____  _____. A resolution <i>is/was</i> possible. To solve <i>it/this</i>, it  <i>will be/has been</i> necessary to _____  _____. The solution(s) include(s)  _____.</p> <p style="text-align: center;">Compare and Contrast Paragraph</p> <p>There are several differences between _____ and _____. They ____  _____. In contrast to _____, _____ has _____  _____. Unlike _____, _____ does not _____  _____. On the other hand, _____  _____.</p> <p style="text-align: center;">Description Paragraph</p> <p>Have you ever _____? _____ <i>has/have</i> very interesting characteristics.  <i>It/they has/have</i> _____. For instance, <i>it/they</i>  <i>has/have</i> _____ which enhances  _____. <i>It/they</i> also _____. For these reasons,  _____.</p> <p style="text-align: center;">Cause and Effect Paragraph</p> <p>_____ is influenced by _____. Since _____  _____ happened, then _____.  Therefore, _____. This provides explanation for _____  _____ and _____. The  impact is _____.</p> <p style="text-align: center;">Sequence Paragraph</p> <p>The <i>events/process</i> of _____ is _____. The first _____  _____. Then, _____  _____. Next, _____  _____. Finally, _____.</p>

<b>37. Decisions, Decisions (Philosophical Chairs)</b>	Given a prompt, class goes to the side that corresponds to their opinion on the topic, side share out reasoning, and students are allowed to change sides after discussion
<b>38. Somebody Wanted But So</b>	Students respond to narrative text with structured story grammar either orally, pictorially, or in writing. (Character(s)/Event/Problem/Solution)
<b>39. Likert Scale</b>	Provide 3-5 statements that aren't clearly true or false, but are somewhat debatable. The purpose is to help students reflect on a text and engage in discussion with their peers afterwards. These scales focus on generalizations about characters, themes, conflicts, or symbolism. There are no clear cut answers in the book. They help students to analyze, synthesize and evaluate information) One question on a Likert Scale might look like this: 1. The character (name) should not have done (action).  _____ <p style="text-align: center;">strongly agree                      disagree                      agree                      strongly agree</p>
<b>40. I Have the Question, Who Has the Answer?</b>	The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. <i>A variation is to make cards into a chain activity:</i> The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his card for the second time.
<b>41. Whip Around</b>	The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students' thinking."
<b>42. Word Sort</b>	Given a set of vocabulary terms, students sort in to given categories or create their own categories for sorting
<b>43. Triangular Prism (Red, Yellow, Green)</b>	Students give feedback to teacher by displaying the color that corresponds to their level of understanding
<b>44. Take and Pass</b>	Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.
<b>45. Student Data Notebooks</b>	A tool for students to track their learning: Where am I going? Where am I now? How will I get there?
<b>46. Slap It</b>	Students are divided into two teams to identify correct answers to questions given by the teacher. Students use a fly swatter to slap the correct response posted on the wall.
<b>47. Say Something</b>	Students take turns leading discussions in a cooperative group on sections of a reading or video
<b>48. Flag It</b>	Students use this strategy to help them remember information that is important to them. They will "flag" their ideas on a sticky note or flag die cut...



<b>49. Fill In Your Thoughts</b>	Written check for understanding strategy where students fill the blank. (Another term for rate of change is ____ or ____.)
<b>50. Circle, Triangle, Square</b>	Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that “Squared” or agreed with your thinking.
<b>51. ABCD Whisper</b>	Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group.
<b>52. Onion Ring</b>	Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself.
<b>53. ReQuest/ Reciprocal Questioning</b>	ReQuest, or reciprocal questioning, gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. The ReQuest strategy can be used with most novels or expository material. It is important that the strategy be modeled by the teacher using each genre. A portion of the text is read silently by both the teacher and the students. The students may leave their books open, but the teacher's text is closed. Students then are encouraged to ask the teacher and other students questions about what has been read. The teacher makes every attempt to help students get answers to their questions. The roles then become reversed. The students close their books, and the teacher asks the students information about the material. This procedure continues until the students have enough information to predict logically what is contained in the remainder of the selection. The students then are assigned to complete the reading
<b>54. K-W-L &amp; KWL+</b>	Students respond as whole group, small group, or individually to a topic as to “What they already Know, what they want to learn, what they have learned”. PLUS (+) asks students to organize their new learnings using a concept map or graphic organizer that reflects the key information. Then, each student writes a summary paragraph about what they have learned.
<b>55. Choral Reading</b>	Students mark the text to identify a particular concept and chime in, reading the marked text aloud in unison
<b>56. Socratic Seminar</b>	Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.
<b>57. Newspaper Headline</b>	Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event.
<b>58. Numbered Heads Together</b>	Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.
<b>59. Gallery Walk</b>	After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams. 6.Graffiti – Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.
<b>60. One Question and One Comment</b>	Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups for discussion. Each student shares at least one comment or question. As the discussion moves student by student around the room, the next person can answer a previous question posed by another student, respond to a comment, or share their own comments and questions. As the activity builds around the room, the conversation becomes in-depth with opportunity for all students to learn new perspectives on the text.

