|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 1 Citizenship**  **Learning Goal: Students will understand the shared principles, rights, and responsibilities of U.S. citizens and recognize the significant interdependence between citizens their governments as well as explain the obligations of citizens in society.** | | **Unit 1 Citizenship**  **Learning Goal: Students will understand the shared principles, rights, and responsibilities of U.S. citizens and recognize the significant interdependence between citizens their governments as well as explain the obligations of citizens in society.** | |
| **Benchmark:**  [**SS.7.C.2.1: Define the term "citizen," and identify legal means of becoming a United States citizen.**](http://floridacitizen.org/resources/middle/benchmark/ss7c21) | | **Benchmark:**  [**SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.**](http://floridacitizen.org/resources/middle/benchmark/ss7c22) | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Define the term "citizen," and identify legal means of becoming a United States citizen.**   * Students will evaluate the impact of the naturalization process on society, government, or the political process.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.**   * 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 evaluate the impact of civic participation on society, government, or the political process.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will describe the process of becoming a naturalized citizen. * Students will recognize terms related to the naturalization process, including, but not limited to, alien, immigrant, law of blood, law of soil, and resident.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will recognize the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship. * Students will identify the consequences or predict the outcome on society of citizens who do not fulfill their citizenship responsibilities. * Students will use scenarios to assess specific obligations of citizens. * **However, the student exhibits major errors or omissions regarding the more complex ideas and** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define citizenship as stated in the Fourteenth Amendment. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define the concept of the common good. * Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Citizenship**  **Learning Goal: Students will understand the shared principles, rights, and responsibilities of U.S. citizens and recognize the significant interdependence between citizens their governments as well as explain the obligations of citizens in society.** | | **Organizing Principle: Civic Engagement and Influencing the Government**  **Learning Goal: Students will understand the purpose of the United States political system and be able to explain the impact of elections on government and society.** | |
| **Benchmark:**  [**SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.**](http://floridacitizen.org/resources/middle/benchmark/ss7c19) | | **Benchmark:**  [**S.7.C.2.10: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.**](http://floridacitizen.org/resources/middle/benchmark/ss7c210) | |
| **Level 3 (Target)** | **The student understands and is able to:**  **Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.**   * 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).   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Examine the impact of media, individuals, and interest groups on monitoring and influencing government.**   * Students will evaluate the impact of media, individuals, and interest groups on the government. * Students will evaluate methods of influencing and/or monitoring government.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will distinguish between the characteristics of a society that operates under the rule of law and one that does not.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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 identify the methods of influencing and/or monitoring government.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define the concept of rule of law. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define vocabulary related to influencing government, including but not limited to, interest groups, media, lobbying, lobbyist political action committee, special interest, and watchdog) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Civic Engagement and Influencing the Government**  **Learning Goal: Students will understand the shared principles, rights, and responsibilities of U.S. citizens and recognize the significant interdependence between citizens their governments as well as explain the obligations of citizens in society.** | | | **Organizing Principle: Civic Engagement and Influencing the Government**  **Learning Goal: Students will understand the shared principles, rights, and responsibilities of U.S. citizens and recognize the significant interdependence between citizens their governments as well as explain the obligations of citizens in society.** |
| **Benchmark:**  [**SS.7.C.2.11: Analyze media and political communications (bias, symbolism, propaganda).**](http://floridacitizen.org/resources/middle/benchmark/ss7c211) | | | **Benchmark:**  [**SS.7.C.2.13: Examine multiple perspectives on public and current issues.**](http://floridacitizen.org/resources/middle/benchmark/ss7c213) |
| **Level 3 (Target)** | **The student understands and is able to:**  **Analyze media and political communications (bias, symbolism, propaganda).**   * Students will evaluate how bias, symbolism, and propaganda can impact public opinion.   **The student exhibits no major errors or omissions.** | **The student understands and is able to:**  **Examine multiple perspectives on public and current issues.**   * 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.   **The student exhibits no major errors or omissions.** | |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will use scenarios to identify bias, symbolism, and propaganda.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify groups that influence public perspectives.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define vocabulary related to media and political communication including but not limited to, bias, symbolism, and propaganda. | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define vocabulary related to multiple perspectives including but not limited to, perspective, deliberate, editorial, issue, non-profit organization, political party, special interest group, voting age population, symbolism, and propaganda. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Elections**  **Learning Goal: Students will understand the purpose of the United States political system and be able to explain the impact of elections on government and society.** | | **Organizing Principle: Elections**  **Learning Goal: Students will understand the purpose of the United States political system and be able to explain the impact of elections on government and society.** | |
| **Benchmark:**  [**SS.7.C.2.8: Identify America's current political parties, and illustrate their ideas about government.**](http://floridacitizen.org/resources/middle/benchmark/ss7c28) | | **Benchmark(s):**  **[SS.7.C.2.9: Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.](http://floridacitizen.org/resources/middle/benchmark/ss7c29)**  **[SS.7.C.2.7: Conduct a mock election to demonstrate the voting process and its impact on a school, community.](http://floridacitizen.org/resources/middle/benchmark/ss7c29)** | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Identify America's current political parties, and illustrate their ideas about government.**   * Students will compare current political parties’ ideas about government. * Students will evaluate the impact political parties have on society, government, or the political system.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.**   * 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.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify the viewpoints of major political parties including but not limited to the Democratic Party, Republican Party, Communist Party, Socialist Party, and the Libertarian Party.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify the constitutional requirements to run for federal, state, and local political office. * Students will identify additional qualifications of candidates for public office.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define vocabulary related to political parties including but not limited to political party, third party and two-party system. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define vocabulary related to candidates including, but not limited to; constitutional requirements for office and political office. |

|  |  |  |
| --- | --- | --- |
| **Organizing Principle: The Federal Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of the federal government of the United States.** | | **Organizing Principle: The Federal Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of the federal government of the United States.** |
| **Benchmark:** [**SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution.**](http://floridacitizen.org/resources/middle/benchmark/ss7c16) | | **Benchmark:** [**SS.7.C.3.3: 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.**](http://floridacitizen.org/resources/middle/benchmark/ss7c33) |
| **Level 3**  **Target** | **The student understands and is able to:**  **Interpret the intentions of the Preamble of the Constitution.**   * 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).   **The student exhibits no major errors or omissions.** | **The student understands and is able to:**  **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.**   * Students will compare the roles and responsibilities of the three branches of the federal government.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will define vocabulary related to the Preamble including, but not limited to, union, justice, insure, domestic, tranquility, defense, welfare, posterity, ordain. * 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.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify the general powers described in Articles I, II, and III of the U.S. Constitution.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will identify that the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government. | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize the structure of the legislative, executive, and judicial branches. * Students will define vocabulary related to the structure and function of government in Articles I, II, and III as established in the Constitution. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: The Federal Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of the federal government of the United States.** | | | **Organizing Principle: The Federal Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of the federal government of the United States.** |
| **Benchmark:** [**SS.7.C.3.3: 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.**](http://floridacitizen.org/resources/middle/benchmark/ss7c33) | | | **Benchmark:[SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.](http://floridacitizen.org/resources/middle/benchmark/ss7c38)**  **[Also Assesses SS.7.C.3.9 Illustrate the lawmaking process at the local, state, and federal levels.](http://floridacitizen.org/resources/middle/benchmark/ss7c38)** |
| **Level 3 (Target)** | **The student understands and is able to:**  **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.**   * Students will compare the roles and responsibilities of the three branches of the federal government.   **The student exhibits no major errors or omissions.** | **The student understands and is able to:**  **Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.**  **Illustrate the lawmaking process at the local, state, and federal levels.**  \*\*\*Students will be able to reach the target level at the conclusion of the local government organizing principle.\*\*\*   * Students will compare local, state, and federal lawmakers. * 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.   **The student exhibits no major errors or omissions.** | |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify the general powers described in Articles I, II, and III of the U.S. Constitution.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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 identify examples of laws at the federal level (acts). * Students will explain the lawmaking process at the federal level.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize the structure of the legislative, executive, and judicial branches. * Students will define vocabulary related to the structure and function of government in Articles I, II, and III as established in the Constitution. | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize vocabulary related to the structure and major functions of the federal government. * Students will identify leadership titles and roles of the federal government.   Students will identify federal lawmakers. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: The Federal Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of the federal government of the United States.** | | **Organizing Principle: State Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of local forms of government, as well as federal and state, focusing on the interdependence and interactions with various levels of government and the obligations and services provided to its citizenry.** | |
| **Benchmark:**  [**SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.**](http://floridacitizen.org/resources/middle/benchmark/ss7c17) | | **Benchmark:** [**SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.**](http://floridacitizen.org/resources/middle/benchmark/ss7c34) | |
| **Level 3 (Target)** | **The student understands and is able to:**  **Describe how the Constitution limits the powers of government through 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.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**   * Students will analyze how federalism limits government power. * Students will analyze the issues related to the tenth amendment of the U.S. Constitution.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will describe and distinguish between the concepts of separation of powers and checks and balances. * Students will define vocabulary related to limited government including, but not limited to, checks and balances, constitutional government, judicial review, limited government, Marbury v. Madison, separation of powers.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will compare concurrent, enumerated, reserved, and delegated powers.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will explain the concept of limited government as set forth in the U.S. Constitution. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define the system of federalism. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: State Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of local forms of government, as well as federal and state, focusing on the interdependence and interactions with various levels of government and the obligations and services provided to its citizenry.** | | **Organizing Principle: Local Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of local forms of government as well as federal and state, focusing on the interdependence and interactions with various levels of government and the obligations and services provided to its citizenry.** | |
| **Benchmark:[SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.](http://floridacitizen.org/resources/middle/benchmark/ss7c38)**  **[Also Assesses SS.7.C.3.9 Illustrate the lawmaking process at the local, state, and federal levels.](http://floridacitizen.org/resources/middle/benchmark/ss7c38)** | | [**Benchmark: SS.7.C.3.14: Differentiate between the local, state, and federal governments’ obligations and responsibilities.**](http://floridacitizen.org/resources/middle/benchmark/ss7c314) | |
| **Level 3 (Target)** | **The student understands and is able to:**  **Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.**  **Illustrate the lawmaking process at the local, state, and federal levels.**  \*\*\*Students will be able to reach the target level at the conclusion of the local government organizing principle.\*\*\*   * Students will compare local, state, and federal lawmakers. * 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.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**   * **Students will differentiate between the local, state, and federal governments’ obligations and responsibilities.** * 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.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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 identify examples of laws at the state level (statutes). * Students will explain the lawmaking process at the state level.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will compare the reserved, concurrent, expressed/enumerated powers of government. * Students will compare the obligations/powers of governments at each level.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will identify leadership titles and roles of the state government. * Students will identify state lawmakers. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**  Students will define reserved, concurrent, expressed/enumerated, implied, delegated and inherent powers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Local Government**  **Learning Goal: Students will understand and be able to explain the principles, functions, and organization of local forms of government, as well as federal and state, focusing on the interdependence and interactions with various levels of government and the obligations and services provided to its citizenry.** | | **Organizing Principle: Foundations of American Government**  **Learning Goal: Students will understand the political, social, religious, and economic influences and beliefs that led to the Declaration of Independence and be able to support the argument for independence and the development of an American democracy.** | |
| **Benchmark:[SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.](http://floridacitizen.org/resources/middle/benchmark/ss7c38)**  **[Also Assesses SS.7.C.3.9 Illustrate the lawmaking process at the local, state, and federal levels.](http://floridacitizen.org/resources/middle/benchmark/ss7c38)** | | **Benchmark:**  [**SS.7.C.1.1:** **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.**](http://floridacitizen.org/resources/middle/benchmark/ss7c11) | |
| **Level 3 (Target)** | **The student understands and is able to:**  **Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.**  **Illustrate the lawmaking process at the local, state, and federal levels.**  \*\*\*Students will be able to reach the target level at the conclusion of the local government organizing principle.\*\*\*   * Students will compare local, state, and federal lawmakers. * 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.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **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.**   * Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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 identify examples of laws at the state level (statutes). * Students will explain the lawmaking process at the state level.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will identify leadership titles and roles of the state government. * Students will identify state lawmakers. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define and recognize the importance of the term influence.   Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Foundations of American Government**  **Learning Goal: Students will understand the political, social, religious, and economic influences and beliefs that led to the Declaration of Independence and be able to support the argument for independence and the development of an American democracy.** | | **Learning Goal: Students will understand the political, social, religious, and economic influences and beliefs that led to the Declaration of Independence and be able to support the argument for independence and the development of an American democracy.** | |
| **Benchmark:**  [**SS.7.C.1.2 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.**](http://floridacitizen.org/resources/middle/benchmark/ss7c12) | | **Benchmark:**  [**SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.**](http://floridacitizen.org/resources/middle/benchmark/ss7c13) | |
| **Level 3**  **Target** | **The student understands and is able to:**  **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.**   * Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense had on the purposes of government.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.**  **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will trace the causal relationships between English/British policies, English responses to colonial grievances, and the writing of the Declaration of Independence.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will identify and define concepts related to the U.S. Constitution. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Foundations of American Government**  **Learning Goal: Students will understand the political, social, religious, and economic influences and beliefs that led to the Declaration of Independence and be able to support the argument for independence and the development of an American democracy.** | | **Organizing Principle: Constitution**  **Learning Goal: Students will understand and be able to explain the origin, purpose, structure, and function of the United States government as established by the Constitution and be able to the analyze the political, social, religious, and economic influences that led to the development of the U.S. Constitution.** | |
| **Benchmark:**  [**SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.**](http://floridacitizen.org/resources/middle/benchmark/ss7c14) | | **Benchmark:**  [**SS.7.C.1.5: Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.**](http://floridacitizen.org/resources/middle/benchmark/ss7c15) | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.**   * 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).   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Identify how the weaknesses of the Articles of**  **Confederation led to the writing of the Constitution.**  **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will analyze the relationship between natural rights and the role of government.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify the weaknesses of the government under the Articles of Confederation.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define independence and other vocabulary terms from the Declaration of Independence. * 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). | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will identify events and terms related to the Articles of Confederation including but not limited to confederation, debt, Shay’s Rebellion, and the Constitutional Convention. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Constitution**  **Learning Goal: Students will understand and be able to explain the origin, purpose, structure, and function of the United States government as established by the Constitution and be able to the analyze the political, social, religious, and economic influences that led to the development of the U.S. Constitution.** | | **Organizing Principle: Constitution**  **Learning Goal: Students will understand and be able to explain the origin, purpose, structure, and function of the United States government as established by the Constitution and be able to the analyze the political, social, religious, and economic influences that led to the development of the U.S. Constitution.** | |
| **Benchmark:**  [**SS.7.C.1.8: Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.**](http://floridacitizen.org/resources/middle/benchmark/ss7c18) | | **Benchmark:**  [**SS.7.C.3.5: Explain the constitutional amendment process.**](http://floridacitizen.org/resources/middle/benchmark/ss7c35) | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.**  **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Explain the constitutional 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.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize examples of amendment(s). |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Constitution**  **Learning Goal: Students will understand and be able to explain the origin, purpose, structure, and function of the United States government as established by the Constitution and be able to the analyze the political, social, religious, and economic influences that led to the development of the U.S. Constitution.** | | | **Organizing Principle: Amendments to the U.S. Constitution**  **Learning Goal: Students will understand the rights and protections provided by amendments to the United States Constitution and be able to evaluate the impact of those constitutional rights on individuals and society.** |
| **Benchmark:**  [**S.7.C.3.13: Compare the constitutions of the United States and Florida.**](http://floridacitizen.org/resources/middle/benchmark/ss7c313) | | | **Benchmark:**  [**SS.7.C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.**](http://floridacitizen.org/resources/middle/benchmark/ss7c24) |
| **Level 3**  **Target** | **The student understands and is able to:**  **Compare the constitutions of the United States and Florida.**   * Students will compare the amendment process of the U.S. and Florida constitutions.   **The student exhibits no major errors or omissions.** | **The student understands and is able to:**  **Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.**   * Students will evaluate how the Bill of Rights influences individual actions and social interactions. * Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.   **The student exhibits no major errors or omissions.** | |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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 U.S. Constitution as the supreme law of the land.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will recognize the five freedoms protected by the First Amendment. * Students will use scenarios to identify rights protected by the Bill of Rights.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize the basic outline of the U.S. and Florida constitutions (both have articles, amendments, and preambles). | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Amendments to the U.S. Constitution**  **Learning Goal: Students will understand the rights and protections provided by amendments to the United States Constitution and be able to evaluate the impact of those constitutional rights on individuals and society.** | | **Organizing Principle: Amendments to the U.S. Constitution**  **Learning Goal: Students will understand the rights and protections provided by amendments to the United States Constitution and be able to evaluate the impact of those constitutional rights on individuals and society.** | |
| **Benchmark:**  [**SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.**](http://floridacitizen.org/resources/middle/benchmark/ss7c36) | | **Benchmark:**  [**SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.**](http://floridacitizen.org/resources/middle/benchmark/ss7c37) | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Evaluate Constitutional rights and their impact on individuals and society.**   * 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.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Explain the constitutional amendment process.**   * Students will recognize how the amendments were developed to address previous civil rights violations. * Students will evaluate the impact these amendments have had on various social movements.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will analyze historical scenarios to examine how these amendments have affected participation in the political processes.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will identify how constitutional rights protect us as individuals as a society. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize the rights outlined in these amendments. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: The Legal System and Supreme Court Cases**  **Learning Goal: Students will understand the history, structure, purpose, and operations of the United States legal system and demonstrate its role as a societal safeguard of individual rights and liberties as well as analyze the impact of the legal system on society, government, and the American political system.** | | **Organizing Principle: The Legal System and Supreme Court Cases**  **Learning Goal: Students will understand the history, structure, purpose, and operations of the United States legal system and demonstrate its role as a societal safeguard of individual rights and liberties as well as analyze the impact of the legal system on society, government, and the American political system.** | |
| **Benchmark:**  [**SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.**](http://floridacitizen.org/resources/middle/benchmark/ss7c310) | | **[SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.](http://floridacitizen.org/resources/middle/benchmark/ss7c311)**  **[Also Assesses: SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.](http://floridacitizen.org/resources/middle/benchmark/ss7c311)** | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Identify sources and types (civil, criminal, constitutional, military) of law.**   * Students will compare civil, criminal, constitutional, and/or military law.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Diagram the levels, functions, and powers of courts at the state and federal levels.**   * Students will compare appellate and trial processes. * Students will examine the significance of the role of juries in the American legal system.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will recognize constitutional, statutory, case, and common law as sources of law.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. * Students will distinguish between the levels, functions, and powers of courts at the state and federal levels.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will use examples of historical law codes to identify how laws originated and developed in Western society. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**  Students will recognize terms related to the judicial branch and the court system. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: The Legal System and Supreme Court Cases**  **Learning Goal: Students will understand the history, structure, purpose, and operations of the United States legal system and demonstrate its role as a societal safeguard of individual rights and liberties as well as analyze the impact of the legal system on society, government, and the American political system.** | | **Organizing Principle: The Legal System and Supreme Court Cases**  **Learning Goal: Students will understand the history, structure, purpose, and operations of the United States legal system and demonstrate its role as a societal safeguard of individual rights and liberties as well as analyze the impact of the legal system on society, government, and the American political system.** | |
| **Benchmark:**  [**SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.**](http://floridacitizen.org/resources/middle/benchmark/ss7c25) | | **Benchmark:**  [**SS.7.C.3.12 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.**](http://floridacitizen.org/resources/middle/benchmark/ss7c312) | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Distinguish how the Constitution safeguards and limits individual rights.**   * Students will examine rationales for limiting individual rights. * Students will use scenarios to examine the impact of limits on individual rights on social behavior.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **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.**   * Students will evaluate how these U.S. Supreme Court cases have had an impact on society.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will examine the role of the judicial branch of government in protecting individual rights.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will recognize and/or apply constitutional principles and/or rights in relation to the relevant U.S. Supreme Court decisions. * Students will use primary sources to assess the significance of these U.S. Supreme Court cases.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize that rights are protected, but are not unlimited. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define vocabulary related to cases including but not limited to, Supreme Court, landmark, judicial branch. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: Forms of Government**  **Learning Goal: Students will understand and be able to explain different forms and systems of government.** | | **Organizing Principle: Forms of Government**  **Learning Goal: Students will understand and be able to explain different forms and systems of government.** | |
| **Benchmark:**  [**SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).**](http://floridacitizen.org/resources/middle/benchmark/ss7c31) | | **Benchmark:**  [**SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.**](http://floridacitizen.org/resources/middle/benchmark/ss7c32) | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).**   * Students will analyze scenarios describing various forms of government. * Students will apply their understanding of the definitions of the various forms of government.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Compare parliamentary, federal, confederal, and unitary systems of government.**   * Students will compare the organizational structures of systems of government. * Students will analyze scenarios describing various systems of government.   **The student exhibits no major errors or omissions** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify different forms of government based on its political philosophy or organizational structure.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will define parliamentary, federal, confederal, and unitary systems of government. * Students will recognize examples of these systems of government.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define anarchy and reasons for government forming. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define the term government and recognize that there are different systems of government. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Organizing Principle: International Relations**  **Learning Goal: Students will understand contemporary issues in world affairs, and be able to evaluate the role and impact of U.S. foreign policy.** | | **Organizing Principle: International Relations**  **Learning Goal: Students will understand contemporary issues in world affairs, and be able to evaluate the role and impact of U.S. foreign policy.** | |
| **Benchmark:**  [**SS.7.C.4.1: Differentiate concepts related to U.S. domestic and foreign policy.**](http://floridacitizen.org/resources/middle/benchmark/ss7c41) | | **Benchmark:**  [**SS.7.C.4.2: Recognize government and citizen participation in international organizations.**](http://floridacitizen.org/resources/middle/benchmark/ss7c42) | |
| **Level 3**  **Target** | **The student understands and is able to:**  **Differentiate concepts related to U.S. domestic and foreign policy.**   * Students will recognize the role of the U.S. State Department in foreign affairs. * Students will analyze the domestic implications of U.S. domestic and foreign policy.   **The student exhibits no major errors or omissions.** | | **The student understands and is able to:**  **Recognize government and citizen participation in international organizations.**   * 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.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify issues that relate to U.S. domestic and foreign policy. * Students will identify the goals and objectives of U.S. domestic and foreign policy   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * 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.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will recognize the difference between domestic and foreign policy. | | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define the terms international organizations, intergovernmental organizations, and nongovernmental organizations. |

|  |  |  |
| --- | --- | --- |
| **Organizing Principle: International Relations**  **Learning Goal: Students will understand contemporary issues in world affairs, and be able to evaluate the role and impact of U.S. foreign policy.** | | |
| **Benchmark:**  [**SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.**](http://floridacitizen.org/resources/middle/benchmark/ss7c43) | | |
| **Level 3 (Target)** | **The student understands and is able to:**  **Describe examples of how the United States has dealt with international conflicts.**   * Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.   **The student exhibits no major errors or omissions.** |
| **Level 2** | **There are no major errors or omissions regarding the simpler details and processes as the student is able to:**   * Students will identify the different methods used by the United States to deal with international conflicts. * Students will identify the reasons for the United States becoming involved in past international conflicts.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| **Level 1** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to:**   * Students will define terms related to international conflict. * Students will identify specific examples of international conflicts in which the United States has been involved. |