

COURSE DESCRIPTION: The 7th Grade Civics course consists of the following content area strands: Civics, Geography, and Economics. The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

General information regarding the Curriculum Map:

- The curriculum maps outline the required curriculum for social studies, grades K-12, in St. Johns County Public Schools.
- The Social Studies curriculum maps are to be utilized by all teachers when planning for social studies instruction.
- The curriculum maps outline the required sequence in which the grade level or course objectives are to be taught.
- The curriculum map outlines the pacing in which instruction should occur. Specifically, the curriculum maps are divided into 9 week segments. Teachers should make every effort to stay on pace and to complete the topics in a given nine weeks. **District Formative Assessments will be made based on the pacing of the curriculum maps.** Slight variations in pacing occur due to professional decisions made by the teacher or because of changes in school schedules.
- **Note: Content benchmarks that are highlighted in yellow are benchmarks that are tested on the FLDOE End of Course Exam for MS Civics. There are 35 tested content benchmarks and one tested skill benchmark.**
- **Associated with each tested FLDOE End of Course Exam benchmark is a link to the pages from the FLDOE Item Specifications which provides a clarification and breakdown of the benchmark; highlighted in green.**
- **Note: Also assessed benchmarks are highlighted in light blue throughout the curriculum maps. These also assessed benchmarks fall under the scope of the 18 tested benchmarks. Content related to the assessed benchmark needs to be covered when teaching the 18 tested benchmarks.**

The Curriculum Map is divided into the following heading/categories to assist teachers in developing lesson plans:

- Course Code – The FLDOE Course Code is listed.
- Strand – The strand from the NGSSS is listed
- Quarter – The quarter in which the material should be covered is listed
- Essential Content – This critically important column provides a detailed list of content/topics and sub topics to be addressed during instruction.
- NGSSS Benchmarks – This column lists the required instructional benchmarks that are related to the topic/strand.
- Instructional Resources – This section provides suggested resources and activities to assist the teacher in developing engaging lessons and pedagogically sound instructional practices.
- **DBQ Project Resources: Civics teachers are required to complete one pre-selected DBQ Project lesson per quarter. It is highly recommended that teachers also incorporate aspects of other DBQ Project lessons throughout the year.**

Common Core Literacy and Writing Standards for History/Social Studies 6-12:

- When planning lessons for instruction, teachers should address these national standards during their teaching of social studies content to ensure a systematic and proven approach to literacy and writing development. The Common Core Standards are research and evidenced-based, aligned with college and work expectations, rigorous, and internationally benchmarked. For a complete listing of all Common Core Standards, please visit: <http://www.corestandards.org>.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP			
COURSE # 2106110	COURSE NAME: M/J Civics	QUARTER: Throughout the year	PACING: All year
UNIT/ORGANIZING PRINCIPLE/STRAND:	Language Arts Standards for Reading/Writing from the Common Core State Standards (CCSS) Math Standards from the Common Core State Standards (CCSS)		
BENCHMARKS	LEARNING TARGETS/SKILLS		
<u>LACC.68.RH.1.1</u>	Cite specific textual evidence to support analysis of primary and secondary sources.		
<u>LACC.68.RH.1.2</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
<u>LACC.68.RH.1.3</u>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		
<u>LACC.68.WHST.1.1</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 		
<u>LACC.68.WHST.1.2</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. 		

	<p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p><u>MACC.K12.MP.1.1</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.3.1</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>

<u>MACC.K12.MP.5.1</u>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts</p>
<u>MACC.K12.MP.6.1</u>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<u>LACC.68.RH.2.4</u>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<u>LACC.68.RH.2.6</u>	<p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<u>LACC.68.WHST.2.4</u>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<u>LACC.68.WHST.2.5</u>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>

<u>LACC.68.WHST.2.6</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.68.RH.3.7</u>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<u>LACC.68.RH.3.8</u>	Distinguish among fact, opinion, and reasoned judgment in a text.
<u>LACC.68.RH.3.9</u>	Analyze the relationship between a primary and secondary source on the same topic.
<u>LACC.68.WHST.3.8</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LACC.68.WHST.3.9</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LACC.68.WHST.4.10</u>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: What is Civics	QUARTER:1 Pacing: 3 days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system. Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
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. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.9.pdf	<ul style="list-style-type: none"> • Purpose of Government <ul style="list-style-type: none"> ○ Need for Government – to provide order, services, security, and to guide community (public policy) ○ Levels of Government – national, state, local ○ Fundamental Principles of American Democracy - rule of law, limited government, consent of the governed, individual rights, and representative government • Citizenship <ul style="list-style-type: none"> ○ Rights and Responsibilities ○ Volunteerism ○ Citizen by birth ○ Immigration ○ Naturalization Process
SS.7.C.2.1	Define the term “citizen”, and identify legal means of becoming a United States Citizen. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.1.pdf	
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.2.pdf	
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels. Correlating to benchmark SS.7.C.2.2	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Civics, citizen, naturalization, alien, immigrant, deportation, democracy, consent, representative, voluntarism, rule of law, law of blood, law of soil, resident, selective service, law, legal system, political system, governmental system, society, general will, law enforcement, statute, citizenship, naturalized citizen, civil rights, immigration, illegal immigration, resident alien, native-born citizens, agriculture, federal agency, reserved powers, concurrent powers, expressed/enumerated powers.

Technology - Some URL's may need to be copied and pasted into your browser if the link does not work.

Center for Civic Education

<http://www.civiced.org/>

Various Topics- Citizenship, Branches of National, State Government:

<http://www.laits.utexas.edu/gov310/CF/>

Various Topics- Citizenship, Branches of National, Elections:

<http://www.congressforkids.net/>

Various Topics on Civics

<http://government.pppst.com/>

Geography Review:

<http://bensguide.gpo.gov/6-8/nation/index.html>

Need for Government:

<http://pbskids.org/democracy/govandme/>

Animated Educational Site, various topics:

<http://www.brainpop.com/socialstudies/>

Citizen Participation Website: <http://centeroncongress.org/citizen-participation-home>

Citizenship Forms:

<http://www.uscis.gov/portal/site/uscis>

Ben's Guide: Citizenship:

<http://bensguide.gpo.gov/6-8/citizenship/index.html>

Make A Difference Day:

<http://www.usaweekend.com/article/99999999/mdday/100126004>

More Suggested Activities

DBQ Project Lesson: "What Types of Citizens Does a Democracy Need?" – This is not a required DBQ

Have students create a main idea web/graphic organizer on the need for government.

Have students write a five paragraph expository essay explaining the purpose of government.

Have students create a role play situation that would explain the fundamental principles of government.

Have students use a nursery rhyme melody to create a new song about the fundamental principles of government.

Have students review a predetermined list of actions and identify which demonstrates good citizenship; ask each group to present and explain their conclusion.

Have students create a brochure for new immigrants outlining the process of becoming a citizen.

Have students debate viewpoints on the issue of illegal immigration.

Have students create a Venn Diagram to compare and contrast immigration to the United States today with immigration during the early 1900's. Have students participate in a simulation activity by going through the complete naturalization process: fill out the application for citizenship, have students fingerprinted, and take the U.S. Citizenship test. (This assessment can be used as a pre-test) and recite the oath of citizenship.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

monarchy, legislature, Parliament, precedent, common law, colony, charter, compact, boycott, repeal, delegates, independence, constitution, bicameral, confederation, ratify, amend, absolute monarchy, republic, governor, president, prime minister, democracy, direct democracy, representative democracy, dictatorship, socialism, communism, oligarchy, autocracy, constitutional monarchy, theocracy, anarchy, political state, federal, confederal, unitary, parliamentary, compromise, federalism, Federalists, Anti-Federalists.

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Center for Civic Education
<http://www.civiced.org/>

Types of government:
<http://government.pppst.com/types.html>

World Fact book:
<https://www.cia.gov/library/publications/the-world-factbook/>

More Suggested Activities

Have students create four column notes on the forms of government retrieving details from the Internet.

Have students identify different forms of government by matching pictures of popular leaders with descriptions of specified government on index cards.

Have students compare and contrast different forms of government using a Venn diagram.

Have students draw visual symbols to represent the various forms of government. Then have students write a paragraph to explain their symbol.

Have students write acrostic poems using words that describe the various forms of government. For example, for "Monarchy," words might include "might," "old," "nationalism," etc.

Have students create a world map to show which countries have different forms of government. Students should create a map key using different colors for different forms of government, and color the map accordingly.

Have students create a three circled-Venn-diagram comparing the three types of political states.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: Roots of American Democracy	QUARTER:1 Pacing: 7 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.7.C.1.1	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.1.pdf</p>	<ul style="list-style-type: none"> • REQUIRED DBO PROJECT LESSON: <ul style="list-style-type: none"> ▪ “The Ideals of The Declaration: Which is Most Important?”
SS.7.C.1.2	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” has on colonists’ views of government.</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.2.pdf</p>	<ul style="list-style-type: none"> • Philosophers <ul style="list-style-type: none"> ○ Montesquieu ○ John Locke
SS.7.C.1.3	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.3.pdf</p>	<ul style="list-style-type: none"> • Influence From England’s Early Government <ul style="list-style-type: none"> ○ Magna Carta ○ Parliament ○ English Bill of Rights ○ Common Law
SS.7.C.1.4	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.4.pdf</p>	<ul style="list-style-type: none"> • Early American Heritage <ul style="list-style-type: none"> ○ Virginia House of Burgesses ○ Mayflower Compact • Colonial Resistance <ul style="list-style-type: none"> ○ 1st and 2nd Continental Congress ○ Declaration of Independence (3 parts) ○ Articles of Confederation: The first national constitution

SS.7.C.1.5

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

Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications:

<http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.5.pdf>

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Parliament, common law, colony, charter, compact, independence, delegates, boycott, repeal, confederation, limited monarchy, self-government, assent, oppression, self-evident, tyranny, Shay's Rebellion, debt, Constitutional Convention, natural rights, government, liberty, state of nature, social contracts, life, bill of rights, monarch, sovereign, banish, vassals, feudal system, unalienable rights, just powers, consent of the governed, self-evident, goal (British), Federalists, federalism, Anti-Federalists, Great Compromise, Preamble, amendment, limited government, individual rights, popular sovereignty, separation of powers, checks and balances, republicanism, article, debt, ordain.

Technology - Some URL's may need to be copied and pasted into your browser if the link does not work.

Center for Civic Education

<http://www.civiced.org/>

Colonial House (PBS mini-series):

<http://www.pbs.org/wnet/colonialhouse/>

Mayflower:

<http://www.cyberlearning-world.com/nhhs/amrev/mayflow.htm>

The First Thanksgiving:

http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm

Boston Tea Party:

<http://www.eyewitnesstohistory.com/teaparty.htm>

Declaration of Independence:

<http://www.pbs.org/wnet/historyofus/web01/segment8.html>

Colonial Resistance

<http://www.pbs.org/wnet/historyofus/web01/segment3.html>

Revolution:

<http://www.pbs.org/ktca/liberty/index.html>

Suggested Activities

Have students read John Locke's idea of good government and write a social contract between a president and a citizen.

Have students analyze the following quote: "To become truly great, one has to stand with people, not above them."- Montesquieu

Have students research one of the philosophers whose ideas contributed to the foundations of American democracy and create a small poster with pictures and written information. Then have students connect their posters to create a class "quilt" of important philosophers.

Have students analyze the following primary documents: the Magna Carta and the English Bill of Rights and compare the similarities and differences.

Have students analyze the power of the monarch by researching King Henry VIII and his authority over church and state.

Have students view "Colonial House" (PBS mini-series) to understand the voyage to America and foundations of a British colony.

Have students create a news show reporting colonial resistance to British rule in America.

Have students create a "Wanted!" poster for King George III for all the injustices in the colonies.

Have students create a timeline of events leading up to the American Revolution. Events may include British policies like the Stamp Act, the Boston Tea Party, meeting of the First Continental Congress, signing of the Declaration of Independence, etc.

Have students imagine they were a Patriot who participated in the Boston Tea Party, and write a journal entry describing their experience.

Have students rewrite the Preamble of the Declaration of Independence in their own words and create a new symbol that reflects the concepts and principles in their new Preamble.

Have students review the Declaration of Independence and have a debate on:
“...all men are created equal...”
Have students create a chart listing the strengths and weaknesses of the Articles of Confederation.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: The Constitution		QUARTER:1 Pacing: 6 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	<p>Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.</p>		
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT	
SS.7.C.1.1	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.1.pdf</p>	<ul style="list-style-type: none"> • Constitutional Convention <ul style="list-style-type: none"> ○ Delegates ○ Virginia Plan ○ New Jersey Plan ○ Great Compromise ○ 3/5 Compromise ○ Electoral College ○ Federalism ○ Federalist v. Anti-Federalist • Principles Underlying the Constitution <ul style="list-style-type: none"> ○ Popular Sovereignty ○ Checks and Balances ○ Separation of Power • The Structure of the Constitution <ul style="list-style-type: none"> ○ Preamble ○ Articles <ul style="list-style-type: none"> I : Legislative II : Executive III: Judicial IV : State Rights V : Amendment Process VI : Supreme Law of the Land VII : Ratification 	
SS.7.C.1.6	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.6.pdf</p>		
SS.7.C.1.7	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.7.pdf</p>		
SS.7.C.1.8	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.8.pdf</p>		
SS.7.C.3.3	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United</p>		

<p>SS.7.C.3.4 – Concept of federalism will be tested in the first quarter. State and federal government will be taught in depth during 3rd quarter.</p> <p>SS.7.C.3.5</p>	<p>States as established in the Constitution. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.3.pdf</p> <p>Identify the relationship and division of powers between the federal government and state governments. – This benchmark will not be tested in the first quarter but should be taught in relation to the concept of federalism. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.4.pdf</p> <p>Explain the Constitutional Amendment process. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.5.pdf</p>	<ul style="list-style-type: none"> ○ Amendments
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INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Constitutional Convention, Federalists, federalism, Anti-Federalists, Great Compromise, separation of powers, popular sovereignty, checks and balances, Preamble, amendment, Bill of Rights, income tax, ordain, constitutional

Suggested Activities

DBQ Project Lesson: “The Preamble and the Federal Budget: Are We Slicing the Pie Correctly?” – This is not a required DBQ

government, Anti-Federalist Papers, Federalist Papers, appellate process, *ex post facto*, *habeas corpus*, independent judiciary, precedent, privacy, summary judgment, approval of presidential appointments, armed forces, coin and print money, concurrent powers, declare war, delegated powers, elastic clause, enumerated powers, foreign relations, impeachment, implied powers, naturalization laws, necessary and proper, regulation of immigration, regulation of trade, supremacy clause, caucus, Parliament, common law, colony, charter, compact, independence, delegates, boycott, repeal, monarch, confederation, limited government, individual rights, republicanism, Shays' Rebellion, government, article, debt, ordain, natural rights, Framers, constitution, federal, check, checking powers, branches, legislative, Article I, bill, unconstitutional, Congress, House of Representatives, representatives, Senate, senators, sponsored, veto, executive, Article II, justices, U.S. Supreme Court, judicial review, judges, appeal, federal courts, interpret, concurrent, democracy, Founding Fathers, individual rights, cabinet, Chief Justice, committees (standing, special, conference), impeach, majority leader, majority vote, mayor, minority leader, pardon, President pro tempore of the Senate, presidential appointment, school boards, Speaker of the House, special interest groups, amend, Articles of Confederation, currency, goods, ratify (ratification, ratifying), republic, tariff, vulnerable, assembly, bail, double jeopardy, due process, eminent domain, grand jury, indictment, jury, jury trial, lawsuit, libel, limits, Miranda rights, petition, press, reserved powers, search warrant, slander, rights, proposal, ratification, civil liberties, censorship, petition, liable, discrimination, civil rights, affirmative action, cruel and unusual punishment, equal protection under the law, pleading the fifth, right to bear arms, right to legal counsel, search and seizure, suffrage, trial by jury, enumerated rights (Ninth Amendment), appellate process, *ex post facto*, *habeas corpus*, independent judiciary, precedent, privacy, summary judgment, unicameral.

Technology - Some URL's may need to be copied and pasted into your browser if the link does not work.

Center for Civic Education

<http://www.civiced.org/>

Interactive Constitution:

<http://www.constitutioncenter.org/constitution/>

Ben's Guide: The writing of the US Constitution

Have students play the "Name the Delegate" hat game. One student will wear a hat with a delegate's name on it. The rest of the students will give clues in order for him/her to guess which delegate's name is on their hat.

Have students create a three Venn Diagram comparing the Virginia Plan, New Jersey Plan, and the Great Compromise.

Have students draw a tree to explain the three branches of government and draw leaves connected to the branches for each of their powers.

Have students assume the roles of the delegates in the Constitutional Convention, and participate in a mock convention in class in which they simulate the various debates and compromises that were made.

Have students write a journal entry or a letter from the perspective of one of the delegates at the Constitutional Convention describing their experience.

Have students compare and contrast the U.S. Constitution with the Articles of Confederation using a Venn Diagram.

Have students debate the viewpoints of the Federalists and the Anti-Federalists.

Have students imagine they are either a Federalist or Anti-Federalist and then write a 5-paragraph persuasive essay arguing why the Constitution either should or should not be ratified.

Have students play a Constitution Scavenger Hunt challenge.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

<http://bensguide.gpo.gov/9-12/documents/constitution/background.html>

Primary Documents:

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

White House Website on the Constitution:

<http://www.whitehouse.gov/our-government/the-constitution>

Preamble:

<http://www.schoolhouserock.tv/Preamble.html>

Map of Historic Philadelphia in the Late 18th Century:

<http://teachingamericanhistory.org/convention/map/>

About the Signers:

<http://www.constitutionfacts.com/index.cfm?section=constitution&page=aboutTheSigners.cfm>

Comparing the Articles of Confederation to the Constitution:

<http://www.usconstitution.net/constconart.html>

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: Constitutional Amendments, The Bill of Rights, and Supreme Court Cases	QUARTER:2 Pacing: 9 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system. Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
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. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.1.8.pdf	<p>Required DBQ Project Lesson: "Should Schools Be Allowed to Limit Students' Online Speech?"</p> <ul style="list-style-type: none"> • Constitutional Amendments <ul style="list-style-type: none"> ○ Amending the Constitution (proposal and ratification) • The Bill of Rights <ul style="list-style-type: none"> ○ Amendment I: 5 basic freedoms ○ Limitation to Freedoms ○ Amendment II – X: Other Rights Guaranteed • Extension of the Bill of Rights <ul style="list-style-type: none"> ○ Civil Rights – 13th, 14th, 15th, 24th, Amendments ○ Voting Rights – 15th, 19th, 26th Amendments
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.4.pdf	
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.5.pdf	
SS.7.C.3.5	Explain the Constitutional amendment process. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.5.pdf	
SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.6.pdf	

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.

Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications:

<http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.7.pdf>

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, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, and Bush v. Gore.

Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications:

<http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.12.pdf>

- Women's Rights – 19th Amendments

- **Landmark Decisions of the U.S. Supreme Court**

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Preamble, amendment, rights, proposal, ratification, civil liberties, censorship, petition, slander, liable, search warrant, due process, eminent domain, bail, suffrage, poll tax, discrimination, segregation, civil rights, affirmative action, racial profiling, Anti-Federalist Papers, Federalist Papers, cruel and unusual punishment, double jeopardy, equal protection under the law, pleading the fifth, right to bear arms, right to legal counsel, search and seizure, trial by jury, enumerated rights (Ninth Amendment), appellate process, *ex post facto*, *habeas corpus*, independent judiciary, precedent, privacy, summary judgment, caucus, civil disobedience, economic freedom, forced internment, property rights, Civil Rights Acts of 1964, Civil Rights Acts of 1968, Equal Rights Amendment, states' rights, Voting Rights Act of 1965, infringement, usurpation, overruled, oppressed, convention, House of Representatives, legislative branch, majority, propose, ratify, Senate, Bill of Rights, Constitutional Convention, Federalists, federalism, Anti-Federalists, Great Compromise, separation of powers, popular sovereignty, checks and balances, Bill of Rights, amend, ratify, U.S. Supreme Court, trial court, *District of Columbia v. Heller*, juvenile rights, rights of the accused, segregation.

Technology – Some URL's may need to be copied and pasted into your browser if the link does not work.

Center for Civic Education

<http://www.civiced.org/>

Primary Documents:

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

US Department of Justice: Civil Rights Division:

<http://www.justice.gov/crt/about/vot/>

Voting Rights Act 1965:

http://www.core-online.org/History/voting_rights.htm

Civil Rights Era: Illustrated

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9b.html>

Suggested Activities

DBQ Project Lesson: "Search and Seizure: Did the Government Go Too Far?" – This is not a required DBQ

Have students respond and identify the five freedoms of expression found in the first amendment through teacher created scenarios.

Have students research the Peter Zenger case of 1735 and discuss if freedom of the press in this country owes its origins, in part, to this German immigrant.

Have students pick an important social issue; allow the students to create their own picket sign and explain how the Constitution protects their rights.

Have students analyze and compare the following two landmark Supreme Court cases that pertain to freedom of expression: "Tinker v. Des Moines Independent Community School District" and "Hazelwood v. Kuhlmer."

Have students read and analyze the speech: "I Have a Dream" by Dr. Martin Luther King Jr. and discuss whether his dream has been realized.

Have students make an illustrated table or chart for all 10 amendments in the Bill of Rights, including the number, a written description, and a symbol for each.

Have students write and act out a skit that illustrates how one or more rights in the Bill of Rights may be applied to a real word situation.

Have students find a current events news article that relates to one of the rights in the Bill of Rights, and then write a paragraph to explain how the Bill of Rights relates to the current event.

Have students create a timeline dating from 1865-1965 highlighting major civil rights events.

Have students debate on the Arizona Immigration Law v. the 14th Amendment.

Have students research a famous woman in the feminist movement and create a

State of Florida's Task Force on African American History

<http://afroamfl.org/>

Voting Rights Act Political Cartoon:

<http://www.spartacus.schoolnet.co.uk/USAvoting65.htm>

Bill of Rights:

http://www.archives.gov/exhibits/charters/bill_of_rights.html

Bill of Rights Interactive Game:

<http://teacher.scholastic.com/histmyst/start.asp?Game=11>

Bill of Rights Interactive Game:

<http://constitutioncenter.org/billofrightsgame/>

The Bill of Rights Match Game:

<http://www.texaslre.org/BOR/billofrights.html>

Amendments 11-27:

http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

Supreme Court Landmark Cases:

<http://www.streetlaw.org/en/landmark.aspx>

flyer on construction paper that includes the following: picture, brief biography, their role in the movement, and a quote.

Have students research and discuss the life of Al Capone and his relationship with the 18th and 21st Amendments.

Have students create either a poem or rap that would include at least ten amendments and celebrate by having a "Karaoke Party."

Have students read Amendment XXV (order of succession) and research presidents who have died in office and the vice-presidents who completed their term.

Have students debate on Amendments XXVI (Voting Age and Military Service age) v. the legal age to consume alcohol (National Minimum Drinking Age Act 1984)

Have students create a chart that includes a brief description of the issues involved in a landmark case, the arguments presented by both sides, and the Supreme Court's decision in that case.

Have students research landmark Supreme Court cases, summarize and explain if they agree with the verdict.

Have students research landmark Supreme Court case decisions and create a poster, PowerPoint, or display board to share the information.

Have students create a flip-book of notable Supreme Court cases. They should include the name of the case, a brief description, the outcome, and a picture for each.

Have students take on the role of a Supreme Court justice, and write their own opinion of a notable Supreme Court case.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: Political Parties, Voting, and Elections	QUARTER:2 Pacing: 7 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
<p>SS.7.C.2.7</p> <p>SS.7.C.2.8</p> <p>SS.7.C.2.9</p> <p>SS.7.C.2.11</p>	<p>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</p> <p>Identify America's current political parties, and illustrate their ideas about government. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.8.pdf</p> <p>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.9.pdf</p> <p>Analyze media and political communications (bias, symbolism, propaganda). Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.11.pdf</p>	<ul style="list-style-type: none"> • Development of American Political Party <ul style="list-style-type: none"> ○ Origins of Our Two-Party System: (i.e., Jeffersonians v. Hamiltonians) ○ Democrats ○ Republicans ○ Third Parties ○ Other Party Systems: (One Party, Two Party, Multi-Party systems) ○ American Political Party Organization: (National, State, Local) • Voting <ul style="list-style-type: none"> ○ Voting Process ○ Voting Requirements • Elections and Campaigning <ul style="list-style-type: none"> ○ Presidential Elections ○ Nomination ○ Primary ○ General ○ Campaigning ○ Financing ○ Endorsements

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Political party, two-party system, third party, platform, plank, national committee, ward, national party chairperson, nomination, direct primary, closed primary, open primary, plurality, runoff primary, petition, delegate, caucus, precinct, ward, county chairperson, political machine, polling place, precinct, ballot, absentee ballot, returns, exit poll, electorate, apathy, initiative, proposition, referendum, recall, Electoral College, elector, winner-take-all system, propaganda, soft money, political action committee (PAC), incumbent, Communist Party, Democratic Party, Libertarian Party, Republican Party, Socialist Party, Green Party

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Center for Civic Education:

<http://www.civiced.org/>

White House Website: Elections and voting:

<http://www.whitehouse.gov/our-government/elections-and-voting>

Ben's Guide to US government: The Election Process:

<http://bensguide.gpo.gov/6-8/election/index.html>

Zoom out the vote: Why voting matters:

<http://pbskids.org/zoom/fromyou/elections/elections101.html>

Kids Voting USA:

<http://www.kidsvotingusa.org/>

Time for Kids Fact Files/ Election Connection:

<http://www.timeforkids.com/minisite/election-2012>

Inside the Voting Booth | PBS KIDS GO!:

<http://pbskids.org/democracy/>

US Presidential Election:

<http://www.historycentral.com/elections/index.html>

Suggested Activities

DBQ Project Lessons: "Should Americans Be Required to Vote?" and Should the Electoral College Be Abolished?" – These are not required DBQs

Have students compare and contrast the two major political parties (Democrats and Republicans) using a Venn diagram.

Have students research the platform of a modern political party and write a 5-paragraph expository essay explaining the party's beliefs.

Have students create their own political parties working in cooperative groups. They should create a name, symbol, posters, campaign materials, and a party platform. Have groups participate in a mock political party convention in which groups present their platform to the class.

Have students create a brochure to explain the voting process and how to vote. The brochure should include written information, pictures, etc.

Have students write a 5-paragraph essay giving reasons why it is important for people to exercise their right to vote.

Have students create a political parties main idea web diagram titled: "Political Parties in the United States" to explain each major party platform.

Have students produce graphic organizers to present a topic to the class relating to political processes and organization (nomination, campaign, patronage, etc.).

Have students fill out a voter registration form and issue a voting identification card that will be used in the mock election.

Have students nominate a classmate for the "President of the Classroom" position. The nominees should then prepare for debates and develop propaganda flyers or, posters, commercials, etc.

<p>Electing a President: http://www2.lhric.org/pocantico/election/election.htm</p> <p>National Voting Rights Museum: http://www.nvrm.org/</p> <p>Atlas of US Presidential Elections: http://www.uselectionatlas.org/</p> <p>Electoral College: http://www.270towin.com/</p> <p>http://www.timeforkids.com/photos-video/video/electoral-college-and-swing-states-54101</p>	<p>Have the nominees debate on current issues and express (and/or debate) their platform ideals in front of an audience (another class can be invited to watch) and vote on the best candidate in the mock election.</p> <p><u>Assessment</u> Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p>
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ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: Influencing the Government	QUARTER:2 Pacing: 4 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
<p>SS.7.C.2.10</p> <p>SS.7.C.2.11</p> <p>SS.7.C.2.13</p>	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.10.pdf</p> <p>Analyze media and political communications (bias, symbolism, propaganda). Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.11.pdf</p> <p>Examine multiple perspectives on public and current issues. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.13.pdf</p>	<ul style="list-style-type: none"> • Public Opinion <ul style="list-style-type: none"> ○ Mass Media ○ Print Media ○ Electronic Media ○ Public Agenda ○ Watch Dog Role • Measuring Public Opinions <ul style="list-style-type: none"> ○ Public Opinion Polls • Interest Groups <ul style="list-style-type: none"> ○ Economic Interest Groups (e.g., Labor Unions) ○ Public Interest Groups ○ Social Interest Groups • Public Policy <ul style="list-style-type: none"> ○ Election Activities ○ Challenging Laws in Court ○ Lobbyists • Propaganda <ul style="list-style-type: none"> ○ Various Techniques

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Public opinion, mass media, interest group, public opinion poll, pollster, print media, electronic media, public agenda, leak, prior restraint, libel, public interest group, public policy, political action committee (PAC), lobbyist, lobbying, special interest, watchdog

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Center for Civic Education:

<http://www.civiced.org/>

Interest groups index:

<http://www.opensecrets.org/industries/index.php>

Habitat for Humanity International:

http://www.habitat.org/youthprograms/ages_9_13/ages_9_13_default.aspx

Interest Group Critical Thinking Activity:

http://www.learner.org/courses/democracyinamerica/dia_14/dia_14_ct.html

Suggested Activities

DBQ Project Lesson: "Campaign Propaganda: Which Strategies Would You Use?" – This is not a required DBQ.

Have the students plan a talk radio program with a political message. Have students form groups with the following roles: talk show host, government official and a call-in listener. The students can also include a commercial break supporting the political message being aired.

Have students create a PowerPoint for an interest group or influential person from an interest group, such as Cesar Chavez, A. Philip Randolph, etc.

Have students research environmental issues of concern that would warrant the support of an interest group. Encourage students to research the environment in their neighborhood to discover environmental problems that need to be addressed.

Have students write a job description for a professional lobbyist. The description should include the skills and experience required for the job as well as a list of duties

Have students design graphics and illustrations that depict the methods used by special interest groups to influence the public, such as television advertising, newspaper articles, bumper stickers, flyers, etc.

Have students research and debate on the following Supreme Court decision: Citizens United v. Federal Election Commission which eliminated the limit of endorsements for political campaigns

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: Legislative Branch	QUARTER:3 Pacing: 6 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
<p>SS.7.C.3.3</p> <p>SS.7.C.3.4</p> <p>SS.7.C.3.8</p> <p>SS.7.C.3.9</p>	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.3.pdf</p> <p>Identify the relationship and division of powers between the federal government and state governments. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.4.pdf</p> <p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.8.pdf</p> <p>Illustrate the law making process at the local, state, and federal levels.</p>	<p>Required DBQ Project Lesson – “How Did the Constitution Guard Against Tyranny?”</p> <ul style="list-style-type: none"> • Legislative Branch <ul style="list-style-type: none"> ○ Bicameral ○ Terms of Congress (e.g. 111th Congress began in 2009) ○ Senate: requirements, leaders, committees ○ House of Representatives: requirements, leaders, committees ○ Powers of Congress: Legislative (expressed and implied), Non-legislative ○ Limits on Power (according to Article I) ○ Benefits (e.g. franking privilege) ○ Congressional staff and agencies ○ How A Bill Becomes A Law: committee action, floor debates, voting, presidential action ○

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

bicameral, census, constituent, gerrymander, majority party, minority party, standing committee, special committee, conference committee, seniority, expressed powers, implied powers, elastic clause, impeach, writ of habeas corpus, bill of attainder, ex post facto law, franking privilege, lobbyist, casework, pork-barrel project, joint resolution, special-interest group, rider, filibuster, cloture, voice vote, roll-call vote, veto, pocket veto, approval of presidential appointments, armed forces, coin and print money, concurrent powers, declare war, delegated powers, elastic cause, enumerated powers, foreign relations, impeachment, implied powers, naturalization laws, necessary and proper, regulation of immigration, regulation of trade, cabinet, Chief Justice, impeach, majority leader, majority vote, mayor, minority leader, pardon, President pro tempore of the Senate, presidential appointment, school boards, Speaker of the House, special interest groups

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Center for Civic Education:

<http://www.civiced.org/>

Various topics-Branches of National , State Government:

<http://www.laits.utexas.edu/gov310/CF/>

Various topics- Citizenship, Branches of National , Elections:

<http://www.congressforkids.net/>

Learn about Congress:

<http://centeroncongress.org/learn-about-congress>

Democracy Kids: Interactive Activities about Congress:

http://www.democracykids.org/demo_kids_1/main.swf

White House Website: Legislative Branch

<http://www.whitehouse.gov/our-government/legislative-branch>

Suggested Activities

Have students play the Redistricting Game after learning about gerrymandering. <http://www.redistrictinggame.org/>

Have students create a map of the Congressional districts in the state of Florida, analyze the map, and then evaluate the district boundaries to determine if any districts appear to have been gerrymandered.

Have students classify the powers of Congress using the following categories: money powers, commerce powers, military and foreign policy powers and other.

Have students work in small groups to create a bulletin board profiling the senators and representatives from their state. Also, have them research which committees the legislators serve on and any bills they have sponsored or supported.

Have the students perform a mock legislative session simulating the process of how a bill becomes a law. (The class president will participate in signing or vetoing the bill.)

Have students research a current bill in Congress. Have the students summarize their findings and present them to the class.

Have students compare and contrast the Senate and House of Representatives using a Venn diagram.

Have students create a flow-chart illustrating the federal law-making process.

Have students research notable members of Congress, either from the present day or past, and make a poster, PowerPoint, or display board to present their information.

Have students find out who their Congressional representative is, and write a letter to that person about an issue affecting their community.

<p>US Senate: http://www.senate.gov/</p> <p>US House of Representatives: http://www.house.gov/</p> <p>Ben's Guide to US Government: The Legislative Branch http://bensguide.gpo.gov/6-8/government/national/legislative.html</p> <p>History of US Tax System: http://www.ustreas.gov/education/fact-sheets/taxes/ustax.shtml</p> <p>Bill Search: http://www.senate.gov/pagelayout/legislative/g_three_sections_with_tea_sers/legislative_home.htm</p>	<p><u>Assessment</u></p> <p>Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p>
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ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: The Executive Branch	QUARTER:3 Pacing: 3 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the principles, functions, and organization of government. Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
<p>SS.7.C.3.3</p> <p>SS.7.C.3.8</p> <p>SS.7.C.4.1</p> <p>SS.7.C.4.2</p> <p>SS.7.C.4.3</p>	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.3.pdf</p> <p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.8.pdf</p> <p>Differentiate concepts related to United States domestic and foreign policy. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.4.1.pdf</p> <p>Recognize government and citizen participation in international organizations.</p> <p>Describe examples of how the United States has dealt with international conflicts. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.4.3.pdf</p>	<ul style="list-style-type: none"> • Executive Branch <ul style="list-style-type: none"> ○ Presidential Qualifications ○ Electoral College: Map the 50 states, 50 capitals and number of electors per state ○ Term of Office ○ Benefits ○ Vice President ○ Presidential Succession (25th Amendment) ○ Constitutional Powers ○ Roles of the President ○ President and Foreign Policy ○ Executive Office of the President (EOP) ○ Cabinet Departments: Federal Bureaucracy

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Electoral College, elector, executive order, pardon, reprieve, amnesty, foreign policy, national security, treaty, executive agreement, ambassador, trade sanction, embargo, federal bureaucracy, independent agency, government corporation, political appointee, approval of presidential appointments, armed forces, coin and print money, concurrent powers, declare war, delegated powers, elastic clause, enumerated powers, foreign relations, impeachment, implied powers, naturalization laws, necessary and proper, regulation of immigration, regulation of trade, alliances, allies, ambassadors, diplomacy, diplomats, doctrine, domestic affairs, embassies, foreign affairs, international relations, Secretary of State, Non-Governmental Organizations/International Non-Governmental Organizations (NGO/INGO), North American Free Trade Agreement (NAFTA), North Atlantic Treaty Organization (NATO), International Red Cross/Red Crescent, United Nations (UN), United Nations Children's Fund (UNICEF), World Court, and World Trade Organization (WTO), Bay of Pigs, Cuban Missile Crisis, Gulf Wars I and II, Iran Hostage Crisis, Korean War, terrorism, Vietnam War, World War I, World War II

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Brief biographies of all the Presidents:

<http://www.whitehouse.gov/history/presidents/>
<http://millercenter.org/academic/americanpresident>

President for a day:

<http://pbskids.org/democracy/presforaday/>

George Washington:

<http://www.history.com/presidents/washington>

If you were president survey:

http://teacher.scholastic.com/scholasticnews/games_quizzes/electiongame/game.asp

White House Website: The Executive Branch

<http://www.whitehouse.gov/our-government/executive-branch>

Ben's Guide to US Government: Executive Branch

<http://bensguide.gpo.gov/6-8/government/national/executive.html>

How laws are made:

<http://bensguide.gpo.gov/6-8/lawmaking/index.html>

Suggested Activities

Have students research ten U.S. presidents, and then organize information acquired by order of year in office, political party, and an important fact.

Have students create an "Executive Department" matching game on note cards. Create a card for each executive department and a card for a specific duty for each department. Have students exchange cards to play game.

Have students list the cabinet members and write advice that those cabinet members would give to the president.

Have students research past presidents and create a museum display, including pictures, information, and associated artifacts. Then hold a museum "gallery walk" in class, and allow students to browse each display.

Have students research one of the executive cabinet departments and prepare a brief paper describing what their department does and why it is important. Then hold a mock "cabinet meeting" where each student presents their information to the group.

Hold a mock cabinet meeting, where students pretend to be cabinet members and advise the president on how to handle an important contemporary issue.

Have students research past presidents, and choose who they think the three most significant U.S. presidents were. Then write a 5-paragraph essay explaining why the three presidents chosen are the most important.

Have students break up into predetermined groups and create a board game with the information from the Executive branch. They should come up with the board design, instructions, and trivia questions. Determine a "game day" were groups can play the games.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: Judicial Branch	QUARTER:3 Pacing: 7 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system. Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
<p>SS.7.C.2.6</p> <p>SS.7.C.3.3</p> <p>SS.7.C.3.8</p> <p>SS.7.C.3.11</p> <p>SS.7.C.3.12 – The majority of these cases should be covered in Q2 and will be tested in Q2. Exception is U.S. v. Nixon</p>	<p>Simulate the trial process and the role of juries in the administration of justice.</p> <p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.3.pdf</p> <p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.8.pdf</p> <p>Diagram the levels, functions, and powers of courts at the state and federal levels. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.11.pdf</p> <p>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. Kuhlmer, United States v. Nixon, and Bush v. Gore. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.12.pdf</p>	<ul style="list-style-type: none"> • Judicial Branch <ul style="list-style-type: none"> ○ Federal Court System (Article III) ○ Cases heard in Federal Court System ○ Levels of Federal Court System (organization)– District courts, Appellate Courts and the Supreme Court ○ Selection and Tenure of Federal Judges ○ U.S. Supreme Court ○ Landmark Decisions of the U.S. Supreme Court

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

jurisdiction, exclusive jurisdiction, concurrent jurisdiction, district courts, original jurisdiction, appeals courts, appellate jurisdiction, constitutional, judicial review, docket, brief, majority opinion, dissenting opinion, concurring opinion, approval of presidential appointments, armed forces, coin and print money, concurrent powers, declare war, delegated powers, elastic clause, enumerated powers, foreign relations, impeachment, implied powers, naturalization laws, necessary and proper, regulation of immigration, regulation of trade, cabinet, Chief Justice, committees (special, standing, conference), impeach, majority leader, majority vote, mayor, minority leader, pardon, President pro tempore of the Senate, presidential appointment, school boards, Speaker of the House, special interest groups, appeal, circuit courts, county courts, District Court of Appeals, Florida Supreme Court, judge, U.S. Circuit Court of Appeals, U.S. District Courts, U.S. Supreme Court, trial court, *District of Columbia v. Heller*, juvenile rights, rights of the accused, segregation.

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

The Center for Civic Education:
www.civiced.org

Court System interactive games:
www.ourcourts.org

Supreme Court Landmark Cases:
<http://www.streetlaw.org/en/landmark.aspx>

Loving v. Virginia (1967):
<http://www.npr.org/templates/story/story.php?storyId=10889047>

American Bar Association:
<http://www.abanet.org/publiced/schoolshome.html>

Suggested Activities

Have students analyze the “Case of the Shipwrecked Sailors” to introduce how punishment varies on where the crime was committed
<http://www.law.washington.edu/Clinics/Streetlaw/lessons/ShipwreckedSailors.pdf>

Have students discuss the significance of judicial review and review landmark cases. Then have students write an editorial on a Supreme Court decision.

Have students perform a mock Supreme Court trial on a landmark decision.

Have students research landmark Supreme Court cases, summarize and explain if they agree with the verdict.

Have students create a flow chart illustrating how a case passes through the federal court system, from the district courts to the Supreme Court.

Have students find a current events article dealing with a federal court case, and write a summary of the article.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

White House Website: The Judicial Branch
<http://www.whitehouse.gov/our-government/judicial-branch>

US Supreme Court:
<http://www.supremecourt.gov/>

Criminal Justice : PowerPoint presentations and games
<http://criminaljustice.pppst.com/index.html>

Florida Law Related Education Association:
http://www.flrea.org/programs/mock_trial.html

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: The Legal System	QUARTER:3 Pacing: 3 Days
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.7.C.3.10	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p>Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.10.pdf</p>	<ul style="list-style-type: none"> • Sources of Our Laws <ul style="list-style-type: none"> ○ Code of Hammurabi ○ Roman Law ○ English Common Law • Types of Laws <ul style="list-style-type: none"> ○ Public Law ○ International Law ○ Criminal Law ○ Civil Law ○ Juvenile Laws and Courts ○ Internet Law (e.g., copyright, piracy, school filters, Communication Decency Act, and Internet Protection Act) ○ Military Law

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

jurisprudence, common law, precedent, statute, plaintiff, defendant, felony, misdemeanor, lawsuit, torts, writ of habeas corpus, bill of attainder, ex post facto law, double jeopardy, bail, injunction, complaint, summons, crime, arraignment, testimony, cross-examine, acquittal, hung jury, juvenile, juvenile delinquent, rehabilitate, code, juvenile law.

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

The Center for Civic Education:

www.civiced.org

Florida Law Related Education Association:

http://www.flrea.org/programs/mock_trial.html

Code of Hammurabi:

<http://www.commonlaw.com/Hammurabi.html>

Suggested Activities

Have students discuss the term anarchy and what life would be like in the United States if there were no laws. Next ask students to discuss the purpose of laws.

Have students create a timeline showing the development of our legal system.

Have students study the Peter Zenger case and analyze why he was found not guilty of libel.

Have students research excerpts from the Code of Hammurabi and create a set of laws (code) for their school following the philosophy of Hammurabi. They should create a name for their new laws and present it to the class on a decorated board.

<http://www.commonlaw.com/Hammurabi.html>

Have students categorize different crimes into the type of law that they are violating.

Have students create a flow chart showing the procedure of civil and criminal cases, from beginning to end.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2106110	COURSE NAME: MS Civics Topic: State and Local Government	QUARTER:4 Pacing: 2 Weeks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system. Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.	<ul style="list-style-type: none"> • The Federal System <ul style="list-style-type: none"> ○ Reserved Powers ○ Federal Supremacy – Article VI ○ Concurrent Powers ○ State Constitution • Legislative <ul style="list-style-type: none"> ○ Bicameral/Unicameral ○ Census and Apportionment • Executive <ul style="list-style-type: none"> ○ Powers and Duties of the Governor ○ Executives Departments • Judicial Branch <ul style="list-style-type: none"> ○ Lower Courts ○ General Trial Courts ○ Appellate Courts ○ State Supreme Courts ○ Justices – selection and term of office • County Government <ul style="list-style-type: none"> ○ Florida’s 67 Counties ○ Organization of County Government ○ Mayor ○ Board of Commissioners ○ County Manager
SS.7.C.2.12	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. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.2.12.pdf	
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments. – This benchmark will not be tested in the first quarter but should be taught in relation to the concept of federalism. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.4.pdf	
SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.	
SS.7.C.3.13	Compare the constitutions of the United States and Florida. Click on the following link for benchmark details and clarifications taken from the Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.13.pdf	
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services. Click on the following link for benchmark details and clarifications taken from the	

<p>SS.7.C.2.14</p>	<p>Civics End of Course Assessment Test Item Specifications: http://socialsciences.dadeschools.net/files/EOC%20Item%20Specs/SS.7.C.3.14.pdf</p> <p>Conduct a service project to further the public good.</p>	<ul style="list-style-type: none"> ○ Sheriff ○ District Attorney ○ Coroner ○ County Clerk ○ Assessor ○ Treasurer ○ Other administrative departments ○ City Government ○ Mayor ○ City Council ○ Heads of City Departments ○ School District Superintendent ○ Board Official ○ Township ○ Town Hall Meetings ○ Citizen participation ● Dealing With Community Issues <ul style="list-style-type: none"> ○ Public Policy ○ Addressing community issues (e.g., can Labor Unions be a part of this concept) ○ Service Learning ○ Volunteerism
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INSTRUCTIONAL RESOURCES

Vocabulary/Identification

federal system, reserved powers, concurrent powers, grants-in-aid, unicameral, apportion, line-item, veto, commute, parole, justice of the peace, misdemeanor, magistrate court, plaintiff, defendant, felony, supremacy clause, Florida Declaration of Rights, Incorporate, city charter, home rule, ordinance, strong-mayor system, weak-mayor system, special district, metropolitan area, commission, council, county, township, town hall meetings, assessor

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Suggested Activities

Have students conduct a survey of their student body to find out how much the students know of the people that represent them in Tallahassee. The survey should include questions about the district they live in, the name of the representative, the representative party affiliation, and also general questions like position requirements.

Have students compare the Florida Constitution to the U.S. Constitution.

Have student research current bills being considered by the Florida State Legislature. Have Students write a letter to their Florida congressional representative encouraging them to either support or oppose the bill; based on the student's opinion of the bill.

<p>The Center for Civic Education: www.civiced.org</p> <p>Various topics-Branches of National , State Government: http://www.laits.utexas.edu/gov310/CF/</p> <p>Various topics- Citizenship, Branches of National , Elections: http://www.congressforkids.net/</p> <p>Kid’s House/State Government/Texas: http://kids.house.state.tx.us/tenderfoots/index.htm</p> <p>Your idea becomes a law (California): http://www.assembly.ca.gov/acs/acsframeset16text.asp</p> <p>Florida State Legislature: http://www.leg.state.fl.us/kids/home.html</p> <p>State Courts: http://www.courts.state.md.us/kidspage/index.html</p> <p>White House Website: State & Local Government: http://www.whitehouse.gov/our-government/state-and-local-government</p> <p>Ben’s Guide to US Government : State Government http://bensguide.gpo.gov/6-8/government/state/index.html</p> <p>City Hall Intro: http://www.hud.gov/kids/ch/ch3s_intro.html</p> <p>USCM Meet the Mayors Database: http://www.usmayors.org/bestpractices/</p> <p>Public Policy Issues and Groups: http://www.library.vanderbilt.edu/romans/pubpol.html</p> <p>Project Citizen: http://www.flrea.org/programs/project_citizen.html</p>	<p>Have students consider a career in state government. Have them research these careers opportunities and find out information such as qualifications and benefits.</p> <p>Have students participate in a teacher made Jeopardy game that would include the three branches of state government.</p> <p>Have students research local problems and create a political cartoon to express their opinion.</p> <p>Have students research responsibilities of county officials such as county executive, treasurer, sheriff, assessor, coroner, etc. Have them write a daily schedule for the official based on their information.</p> <p>Have students create a Venn Diagram showing comparisons and contrasts between St. Johns and Duval county school districts.</p> <p>Have students discuss a local issue in a town hall meeting setting and discuss the importance of town hall meetings.</p> <p>Have students participate in Project Citizen. Students will research public policies or a problem in their community and will attempt to solve it through their local government.</p> <p><u>Assessment</u> Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p>
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