

K-12 Civics and Government Standards

| Kindergarten |
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| Standard 1 SS.K.C.1: Foundations of Government, Law, and the American Political System. |
| SS.K.C.1.1 Identify the purpose for rules and laws in the home, school and community. <ul style="list-style-type: none"> ● Students will define rules as standards of responsible behavior (e.g., rules for home and school). ● Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., follow the speed limit). ● Students will identify the difference between rules and laws. ● Students will identify what happens without rules and laws. |
| SS.K.C.1.2 Define a constitution as an agreed upon set of rules. <ul style="list-style-type: none"> ● Students will recognize that the United States has a constitution. ● Students will identify the words “We the People” in the United States Constitution. |
| Standard 2 SS.K.C.2: Civic and Political Participation. |
| SS.K.C.2.1 Describe and demonstrate the characteristics of being a responsible citizen. <ul style="list-style-type: none"> ● Students will identify historical examples of responsible citizenship. ● Students will demonstrate that conflicts among friends can be resolved in ways that are consistent with being a responsible citizen. ● Students will explain why it is important to take responsibility for one’s actions. |
| SS.K.C.2.2 Describe responsible ways for groups to make decisions, such as voting, taking turns, negotiating or holding meetings. <ul style="list-style-type: none"> ● Students will identify historical examples of responsible decisions. |
| SS.K.C.2.3 Define patriotism as the love of one’s country. <ul style="list-style-type: none"> ● Students will identify historical examples of patriotism. ● Students will identify patriotic holidays and events (e.g., Veterans Day, Memorial Day, Medal of Honor Day, Independence Day, Constitution Day, American Founders' Month, Celebrate Freedom Week). ● Students will recognize the meaning behind patriotic holidays and events and how they distinguish the United States from other nations. |
| SS.K.C.2.4 Recognize symbols that represent the United States. <ul style="list-style-type: none"> ● Students will recognize that the United States flag, the Pledge of Allegiance, the national anthem and the Statue of Liberty are symbols of the United States. ● Teachers may include additional items as appropriate for this benchmark to support instruction. |
| SS.K.C.2.5 Recognize symbols that represent Florida. <ul style="list-style-type: none"> ● Students will recognize the state flag and the nickname the “Sunshine State” are symbols of Florida. ● Teachers may include additional items as appropriate for this benchmark to support instruction. |
| Grade 1 |
| Standard 1 SS.1.C.1: Foundations of Government, Law, and the American Political System. |
| SS.1.C.1.1 Explain the purpose of rules and laws in the home, school and community. <ul style="list-style-type: none"> ● Students will explain the role that rules and laws play in their daily life. ● Students will explain the difference between rules and laws. ● Students will explain what happens in the absence of rules and laws. |

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| <p>SS.1.C.1.2 Identify people who have the authority and power to make and enforce rules and laws.</p> <ul style="list-style-type: none"> • Students will identify authority figures in their school and community including but not limited to parents, teachers and law enforcement officers. • Students will provide examples of people who make and enforce rules and laws in Florida (e.g., state legislature and governor) and the United States (e.g., Congress and president). • Students will explain the responsibilities of people in authority and with power (e.g., do not abuse power). |
| <p>Standard 2 SS.1.C.2: Civic and Political Participation.</p> |
| <p>SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.</p> <ul style="list-style-type: none"> • Students will identify the rights (e.g., treated with respect and safe learning environment) and responsibilities (e.g., come to school on time and not damaging school property) students have as members of their school community. • Students will define rights as freedoms protected by laws and in the school community, freedoms protected by rules. • Students will define responsibilities as things responsible citizens should do in order to benefit the community. |
| <p>SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.</p> <ul style="list-style-type: none"> • Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people and animals with kindness, and care for the environment). • Students will identify characteristics of irresponsible citizenship (e.g., being a bully, damaging school property). |
| <p>SS.1.C.2.3 Recognize ways citizens can show patriotism.</p> <ul style="list-style-type: none"> • Students will memorize the Pledge of Allegiance. • Students will discuss how to show respect for the Pledge of Allegiance. • Students will identify the patriotic holidays and events (e.g., Veterans Day, Memorial Day, Medal of Honor Day, Independence Day, Constitution Day, American Founders' Month, Celebrate Freedom Week) that they observe. |
| <p>Standard 3 SS.1.C.3: Structure and Functions of Government.</p> |
| <p>SS.1.C.3.1 Explain responsible ways for individuals and groups to make decisions.</p> <ul style="list-style-type: none"> • Students will describe historical examples of decision making and conflict resolution. • Students will demonstrate characteristics of responsible decision making. • Students will explain how diverse perspectives contribute to the United States. |
| <p>SS.1.C.3.2 Recognize symbols and individuals that represent the United States.</p> <ul style="list-style-type: none"> • In addition to the symbols included in grade K, students will recognize the bald eagle, the Liberty Bell and Uncle Sam as symbols of the United States. • Students will recognize that Benjamin Franklin, George Washington, Abraham Lincoln and Betsy Ross are individuals that represent the United States. • Students will identify "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance. • Teachers may include additional items as appropriate for this benchmark to support instruction. |
| <p>SS.1.C.3.3 Recognize symbols and individuals that represent Florida.</p> <ul style="list-style-type: none"> • In addition to the symbols included in grade K, students will recognize the Northern Mockingbird and the orange blossom as symbols of Florida. • Students will recognize that individuals such as Andrew Jackson and Chief Osceola are individuals that represent Florida. • Teachers may include additional items as appropriate for this benchmark to support instruction. |
| <p>SS.1.C.3.4 Recognize that the United States and Florida have Constitutions.</p> <ul style="list-style-type: none"> • Students will define a constitution as an agreed upon set of rules. |

| Grade 2 | |
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| Standard 1 SS.2.C.1: Foundations of Government, Law and the American Political System. | |
| SS.2.C.1.1 | <p>Explain why people form governments.</p> <ul style="list-style-type: none"> Students will explain the role of laws in government. Students will define and provide examples of laws at the state and national level. Students will use scenarios to identify the impact of government in daily life. |
| SS.2.C.1.2 | <p>Explain the consequences of an absence of rules and laws.</p> <ul style="list-style-type: none"> Students will provide examples of rules and laws in their lives and in society at large. Students will recognize that disorder, injustice and harm to people will occur when there is an absence of rules and laws. |
| Standard 2 SS.2.C.2: Civic and Political Participation. | |
| SS.2.C.2.1 | <p>Identify the requirements to become a United States citizen.</p> <ul style="list-style-type: none"> Students will define and identify birthright citizenship and naturalization. |
| SS.2.C.2.2 | <p>Describe and apply the characteristics of responsible citizenship.</p> <ul style="list-style-type: none"> Students will identify responsible citizenship including but not limited to, voting, obeying laws, volunteerism, observing patriotic holidays and petitioning the government. Students will apply their knowledge of responsible citizenship to provide examples of participation. |
| SS.2.C.2.3 | <p>Explain that the United States Constitution guarantees and protects the rights of its citizens.</p> <ul style="list-style-type: none"> Students will identify the rights contained in the Declaration of Independence and Bill of Rights. Students will describe ways citizens exercise their rights in daily life. |
| SS.2.C.2.4 | <p>Describe the characteristics of responsible citizenship at the local and state level.</p> <ul style="list-style-type: none"> Students will identify characteristics of responsible citizenship (e.g., peaceably assembling, obeying the law, community involvement). Students will identify characteristics of irresponsible citizenship (e.g., disorderly protesting, breaking the law). |
| SS.2.C.2.5 | <p>Identify the contributions of the diverse individuals and groups that contributed to civic life in the United States and Florida.</p> <ul style="list-style-type: none"> Groups and individuals include, but are not limited to, African Americans, Hispanics, Native Americans, veterans and women. |
| SS.2.C.2.6 | <p>Identify ways that citizens show patriotism.</p> <ul style="list-style-type: none"> Students will distinguish the Pledge of Allegiance from other texts. Students will recognize that the United States Bill of Rights distinguishes the United States from other nations. Students will explain how patriotic holidays and events (e.g., Veterans Day, Memorial Day, Medal of Honor Day, Independence Day, Constitution Day, American Founders' Month, Celebrate Freedom Week) are observed. |
| Standard 3 SS.2.C.3: Structure and Functions of Government. | |
| SS.2.C.3.1 | <p>Recognize that the Constitution of the United States is the supreme law of the land.</p> <ul style="list-style-type: none"> Students will recognize the relationship between the United States Constitution of the United States and its citizens. Students will recognize the relationship between the United States Constitution of the United States and the states. Students will identify the United States Constitution as the document which establishes the structure, function, powers and limits of the American government. |
| SS.2.C.3.2 | <p>Recognize symbols, individuals and documents that represent the United States.</p> <ul style="list-style-type: none"> In addition to the symbols included in grades K and 1, students will recognize the White House and the Washington Monument as symbols of the United States. |

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| <ul style="list-style-type: none"> ● In addition to the individuals learned in grades K and 1, students will recognize that Thomas Jefferson and James Madison are individuals who represent the United States. ● Students will recognize that the Declaration of Independence and the United States Constitution represent the United States. ● Teachers may include additional items as appropriate for this benchmark to support instruction. |
| <p>SS.2.C.3.3 Recognize symbols, individuals and documents that represent Florida.</p> <ul style="list-style-type: none"> ● In addition to the symbols included in grades K and 1, students will recognize the state capitol building and the historic capitol building as symbols of Florida. ● In addition to the individuals learned in grades K and 1, students will recognize the current Florida governor as an individual that represents Florida. ● Students will recognize that the Florida Constitution is a document that represents Florida. ● Teachers may include additional items as appropriate for this benchmark to support instruction. |
| <p>SS.2.C.3.4 Define republic and identify the United States as a republic.</p> <ul style="list-style-type: none"> ● Students will recognize that being a republic distinguishes the United States from other nations. |
| Grade 3 |
| Standard 1 SS.3.C.1: Foundations of Government, Law and the American Political System. |
| <p>SS.3.C.1.1 Explain the purpose and need for government.</p> <ul style="list-style-type: none"> ● Students will explain the purpose and need for government in terms of safety, organization, services and protection of rights. |
| <p>SS.3.C.1.2 Describe how government gains its power from the people.</p> <ul style="list-style-type: none"> ● Students will define popular sovereignty. ● Students will recognize what is meant by the consent of the governed. ● Students will identify sources of consent (e.g., voting and elections). ● Students will recognize that government gains its power from the people in a republic. |
| <p>SS.3.C.1.3 Explain that the United States and Florida governments were established through a written Constitution.</p> |
| Standard 2 SS.3.C.2: Civic and Political Participation. |
| <p>SS.3.C.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.</p> <ul style="list-style-type: none"> ● Students will identify group and individual actions including, but not limited to, food drives, book drives, community clean-ups and voting. |
| <p>SS.3.C.2.2 Describe the importance of voting in elections.</p> <ul style="list-style-type: none"> ● Students will recognize that it is every citizen's responsibility to vote. ● Students will describe the importance of voting in a republic. |
| <p>SS.3.C.2.3 Explain how students can show patriotism in their everyday life.</p> <ul style="list-style-type: none"> ● Students will identify showing respect to the United States flag, Pledge of Allegiance and National Anthem as a way to show patriotism. ● Students will explain recognize that liberty, equality before the law, individual responsibility and republicanism distinguish the United States from other nations. ● Students will explain the importance of observing patriotic holidays and events (e.g., Veterans Day, Memorial Day, Medal of Honor Day, Independence Day, Constitution Day, American Founders' Month, Celebrate Freedom Week). |
| Standard 3 SS.3.C.3: Structure and Functions of Government. |
| <p>SS.3.C.3.1 Recognize that the government has local, state and federal levels.</p> <ul style="list-style-type: none"> ● Students will distinguish between the responsibilities of the local, state and federal government. |
| <p>SS.3.C.3.2 Recognize how government is organized at the local level.</p> |

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| <ul style="list-style-type: none"> ● Students will identify how government is organized at the local level including, but not limited to, legislative branch (city commission), executive branch (mayor) and judicial branch (county and circuit courts). ● Students will understand that the local level of government has its own unique structure and responsibilities. |
| <p>SS.3.C.3.3 Recognize that every state has its own state Constitution.</p> <ul style="list-style-type: none"> ● Students will differentiate between a state constitution and the federal constitution. ● Students will identify ways that a state constitution governs its citizens. |
| <p>SS.3.C.3.4 Explain that the United States Constitution and Florida Constitution establish the framework for national and state government.</p> <ul style="list-style-type: none"> ● Students will describe the purpose of the United States Constitution and Florida Constitution. ● Students will describe how the United States and Florida Constitutions establish the structure, function, powers and limits of government. |
| <p>SS.3.C.3.5 Recognize symbols, individuals, documents and events that represent the United States.</p> <ul style="list-style-type: none"> ● In addition to the symbols included in grades K through 2, students will recognize the Great Seal of the United States and the Thomas Jefferson Memorial as symbols of the United States. ● In addition to the individuals learned in grades K through 2, students will recognize that Fredrick Douglass and Martin Luther King Jr. are individuals that represent the United States. ● In addition to the documents included in grades K and 2, students will recognize the Bill of Rights as a document that represents the United States. ● Students will recognize that Thanksgiving and Election Day are events that represents the United States. ● Teachers may include additional items as appropriate for this benchmark to support instruction. |
| <p>SS.3.C.3.6 Recognize symbols, individuals, documents and events that represent Florida.</p> <ul style="list-style-type: none"> ● In addition to the symbols included in grades K through 2, students will recognize the Great Seal of the State of Florida as a symbol of the state. ● In addition to the individuals learned in grades K through 2, students will recognize that William Pope Duval was the first governor of the territory of Florida and William Dunn Moseley was the first governor of the state of Florida. ● In addition to the documents included in grades K and 2, students will recognize the Adams-Onís Treaty of 1819 ceded Florida to the United States. ● Students will recognize that Pascua Florida Day (Florida State Day) is an event that represents Florida. ● Teachers may include additional items as appropriate for this benchmark to support instruction. |
| Grade 4 |
| Standard 1 SS.4.C.1: Foundations of Government, Law and the American Political System. |
| <p>SS.4.C.1.1 Describe the purpose of the Florida Constitution.</p> <ul style="list-style-type: none"> ● Students will recognize the authority of the Florida Constitution for the state, as well as recognize the relationship between federal and state governments. ● Students will describe the Florida Constitution protects the rights of citizens. ● Students will show, using examples, how elements of the Florida Constitution guide the structure, function and purposes of state government. |
| Standard 2 SS.4.C.2: Civic and Political Participation. |
| <p>SS.4.C.2.1 Identify and describe ways citizens work together to influence government and help solve community and state problems.</p> <ul style="list-style-type: none"> ● Students will explain how public issues, such as the environment, roads, zoning and schools, impact citizens' daily lives. ● Students will describe how citizens, including children, can help solve community and state problems. Examples may include, but are not limited to, voting, petitioning, conservation and recycling. ● Students will discuss public issues in Florida that impact the daily lives of its citizens. |

SS.4.C.2.2 Explain the importance of public service, voting and volunteerism.

- Students will recognize every American’s civic responsibility to express their voice in their community through voting and to show their patriotism through action.
- Students will discuss different types of public service and volunteerism.

SS.4.C.2.3 Identify ways Florida citizens can show patriotism to their country and respect for their state.

- Students will be able recognize that the Pledge of Allegiance affirms the values and freedom that the American flag represents.
- Students will recognize ways for showing respect for Florida (e.g., cleaning up litter, showing care for wildlife, keeping waterways clean).
- Students will explain how Floridians observe patriotic holidays and events (e.g., Veterans Day, Memorial Day, Medal of Honor Day, Independence Day, Constitution Day, American Founders' Month, Celebrate Freedom Week).

Standard 3 SS.4.C.3: Structure and Functions of Government.

SS.4.C.3.1 Identify the Legislative, Executive, Judicial branches of government in Florida and the powers of each.

- Students will compare the powers of Florida’s three branches of government.
- Students will identify actions associated with each of Florida’s branches of government.

SS.4.C.3.2 Compare the structure and authority of state and local government.

- Students will identify roles in local government, such as mayor and city commissioner and state government such as governor, state representative or senator.
- Students will compare and contrast the power of state and local government officials.

SS.4.C.3.3 Explain symbols, individuals, documents and events that represent Florida.

- In addition to the symbols included in previous grades, students will recognize the Florida Supreme Court building and Tallahassee as symbols of Florida.
- In addition to the individuals included in previous grades, students will recognize that their current state senator and their current Florida house representative are individuals that represent them in Florida.
- In addition to the documents included in previous grades, students will recognize that proclamations from the Florida governor are documents that represent Florida.
- In addition to the events included in previous grades, students will recognize American Founders’ Month and Celebrate Freedom Week as events that represent Florida.
- Teachers may include additional items as appropriate for this benchmark to support instruction.

SS.4.C.3.4 Identify the United States as a constitutional republic.

- Students will identify a constitutional republic as a symbol of the United States.
- Students will recognize that Florida has a republican form of government.

Grade 5

Standard 1 SS.5.C.1: Foundations of Government, Law and the American Political System.

SS.5.C.1.1 Explain how and why the United States government was created by the United States Constitution.

- Students will identify the strengths and weaknesses of the Articles of Confederation.
- Students will explain the goals of the 1787 Constitutional Convention.
- Students will describe the compromises made during the writing of the Constitution.
- Students will identify the Founding Fathers.

SS.5.C.1.2 Recognize that every United States citizen has rights.

- Students will identify John Locke and explain how his philosophy influenced the founders.
- Students will identify the grievances detailed in the Declaration of Independence.

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| <ul style="list-style-type: none"> • Students will discuss the consequences of not having rights. |
| <p>SS.5.C.1.3 Describe the history, meaning and significance the Bill of Rights.</p> <ul style="list-style-type: none"> • Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the United States Constitution. • Students will explain the philosophical and practical concerns that led the addition of a Bill of Rights. |
| <p>SS.5.C.1.4 Discuss arguments for adopting a republican form of government.</p> <ul style="list-style-type: none"> • Students will identify Federalist and Anti-Federalist perspectives on ratifying the United States Constitution. |
| <p>Standard 2 SS.5.C.2: Civic and Political Participation.</p> |
| <p>SS.5.C.2.1 Discuss the political ideas of Patriots, Loyalists and “undecideds” about the war for independence.</p> <ul style="list-style-type: none"> • Students will categorize political ideas of Patriots, Loyalists and “undecideds.” • Students will explain why colonists would choose to side with the British during the American Revolution. • Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire. • Students will examine the potential motivations behind the “undecided” decision to avoid taking a side during the American Revolution. |
| <p>SS.5.C.2.2 Compare forms of political participation in the colonial period to today.</p> <ul style="list-style-type: none"> • Students will describe forms of political participation in the colonial period. • Students will identify ways citizens participate in the political process today. |
| <p>SS.5.C.2.3 Analyze how the United States Constitution expanded civic participation over time.</p> <ul style="list-style-type: none"> • Students will explain that the United States Constitution expanded voting rights through amendments and legislation including, but not limited to, the 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965. |
| <p>SS.5.C.2.4 Evaluate the importance of civic responsibilities to a constitutional republic.</p> <ul style="list-style-type: none"> • Students will identify responsibilities citizens are expected to fulfill (e.g., respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues and peaceable assembly). |
| <p>SS.5.C.2.5 Identify what it means to go beyond basic civic and political responsibilities.</p> <ul style="list-style-type: none"> • Students will explain the importance of going beyond civic and political responsibilities to improve government and society (e.g., running for office, initiating changes in laws or public policy, working on political campaigns and working with others on civic issues). • Students will describe what could happen to the republic if citizens did not participate beyond basic civic and political responsibilities. • Students will explain the significance of the Pledge of Allegiance to United States citizens. |
| <p>SS.5.C.2.6 Explain why it is important for Florida citizens to show patriotism to their country and respect for their state.</p> <ul style="list-style-type: none"> • Students will explain that showing respect for their state contributes to building strong communities. • Students will explain how liberty, equality before the law, individual responsibility, republicanism and a representative democracy distinguish the United States from other nations. • Students will explain that observing patriotic holidays and events (e.g., Veterans Day, Memorial Day, Medal of Honor Day, Independence Day, Constitution Day, American Founders' Month, Celebrate Freedom Week) is a way for citizens to celebrate their shared history. |
| <p>Standard 3 SS.5.C.3: Structure and Functions of Government</p> |
| <p>SS.5.C.3.1 Describe the organizational structure and powers of the federal government as defined in Articles I, II and III of the United States Constitution.</p> <ul style="list-style-type: none"> • Students will identify responsibilities of the legislative, executive and judicial branches of the United States government as defined in Articles I, II and III of the United States Constitution. |

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| <ul style="list-style-type: none"> ● Students will explain why the Constitution divided the federal government into three branches. |
| <p>SS.5.C.3.2 Explain concepts in the United States Constitution and Bill of Rights that limit the power of the federal government.</p> <ul style="list-style-type: none"> ● Concepts may include but are not limited to popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights. ● Students will describe why the United States Constitution and Bill of Rights were written to limit the powers of the federal government. |
| <p>SS.5.C.3.3 Recognize the relationship between the federal and state governments.</p> <ul style="list-style-type: none"> ● Students will provide examples of powers granted to the federal government and those reserved for the states. Examples may include, but are not limited to, coining money, declaring war, creating public schools, making traffic laws, education and the postal service. ● Explain the relationship between the United States and Florida governments. |
| <p>SS.5.C.3.4 Describe the process for amending the United States Constitution.</p> <ul style="list-style-type: none"> ● Students will explain why the writers of the United States Constitution included Article V. Examples may include, but are not limited to, the Bill of Rights, the 26th Amendment and how the United States Constitution was designed to be changed. ● Students will identify changes to the United States Constitution. |
| <p>SS.5.C.3.5 Discuss how the Bill of Rights protects citizens from an oppressive government.</p> <ul style="list-style-type: none"> ● Students will identify the fundamental rights of citizens as provided in the Bill of Rights. |
| <p>SS.5.C.3.6 Examine the foundations of the United States legal system.</p> <ul style="list-style-type: none"> ● Students will recognize the role of the courts in interpreting law and settling conflicts. ● Students will identify the Supreme Court as the highest court in the United States. ● Students will identify the constitutional basis for the court system. |
| <p>SS.5.C.3.7 Explain how the United States Constitution influenced the Florida Constitution.</p> <ul style="list-style-type: none"> ● Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people). ● Students will recognize the basic outline of the United States and Florida Constitutions (both have articles, amendments and preambles). |
| <p>SS.5.C.3.8 Examine functions and relationships in a civil government.</p> <ul style="list-style-type: none"> ● Students will identify the primary functions of and interrelationships between the federal government, the state and its counties, municipalities, school districts, and special districts. |
| <p>SS.5.C.3.9 Explain symbols, individuals, documents and events that represent the United States.</p> <ul style="list-style-type: none"> ● In addition to the symbols included in previous grades, students will recognize the United States Capitol Building and the United States Supreme Court building as symbols of the United States. ● In addition to the individuals included in previous grades, students will recognize that Susan B. Anthony, Elizabeth Cady Stanton, Alexander Hamilton and John Jay are individuals that represent the United States. ● In addition to the documents included in previous grades, students will recognize the Mayflower Compact and the Federalist Papers as documents that represent the United States. ● In addition to the events included in previous grades, students will recognize that the settlement of Plymouth, the settlement of Jamestown and the War for Independence are events that represent the United States. ● Teachers may include additional items as appropriate for this benchmark to support instruction. |
| <p>SS.5.C.3.10 Recognize the role Florida plays in United States government.</p> <ul style="list-style-type: none"> ● Students will identify the current United States Senators from Florida and their current United States House Representative. |

- Students will recognize that the current United States Senators from Florida and their United States House Representative are individuals that represent Florida in the federal government.
- Students will explain why both the United States and Florida have a Supreme Court.
- Students will explain the relationship between the Florida governor and the federal government.

Grade 6

Standard 1 SS.6.C.1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

SS.6.C.1.1 Identify democratic concepts that developed in ancient Greece that served as a foundation for the United States as a constitutional republic.

- Students will identify and explain the democratic principles of government in ancient Greece.
- Students will compare and contrast the political systems of ancient Greece and modern-day United States.
- Students will recognize the influence of ancient Greece on the American political process.

SS.6.C.1.2 Identify concepts that developed in the Roman Republic that served as a foundation for the United States constitutional republic.

- Students will compare and contrast the political systems of the Roman Republic and modern-day United States.
- Students will recognize the influence of the Roman Republic on the American political process.

SS.6.C.1.3 Discuss the origins of rule of law and its impact on the United States system of government.

- Origins include, but are not limited to, the Ten Commandments, the Code of Hammurabi and the Roman Twelve Tables.
- Students will recognize that the rule of law is a foundational principal of the United States government.

SS.6.C.1.4 Recognize examples of leadership and civic virtue associated with significant Roman leaders.

- Students will analyze the impact of significant leaders (e.g., Marcus Tullius Cicero) on the Roman Republic.
- Students will explain how significant leaders contributed to civic participation and governance in the Roman Republic.

Grade 7

Standard 1 SS.7.C.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power, Locke's theories related to natural law and Locke's social contract influenced the Founders.

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

SS.7.C.1.2 Trace the impact the Magna Carta, the English Bill of Rights, the 1628 Petition of Rights, the Mayflower Compact and Thomas Paine's Common Sense had on colonists' views on government.

- Students will identify the important ideas contained in the Magna Carta, the 1628 Petition of Rights and the English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus), as well as the Mayflower Compact and Common Sense (representative self-government).
- Students will summarize the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact and Thomas Paine's Common Sense.

SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

- Students will trace the causal relationships between English/British policies, English responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).

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| <ul style="list-style-type: none"> 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. |
| <p>SS.7.C.1.4 Analyze the ideas and complaints set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> Students will identify the natural rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness). Students will explain the concept of natural rights as expressed in the Declaration of Independence. Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government. Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government. Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations. Students will recognize colonial complaints as identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| <p>SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the United States Constitution.</p> <ul style="list-style-type: none"> Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade, or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; and changes to the Articles required unanimous consent of the 13 states). |
| <p>SS.7.C.1.6 Explain the purpose of the Preamble of the United States Constitution.</p> <ul style="list-style-type: none"> Students will define the term "constitution," and identify the key purposes for and essential features of a constitution of government. Students will explain how the Preamble serves as an introduction to the United States Constitution, establishing the goals and purposes of government. Students will identify the goals and purposes of government as set forth in the Preamble of the United States Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity). Students will recognize that the intention of the phrase "We the People" means that government depends on the people for its power and exists to serve them. |
| <p>SS.7.C.1.7 Describe how the United States Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law, and due process of law.</p> <ul style="list-style-type: none"> Students will explain the concept of limited government as set forth in the United States Constitution. Students will describe and distinguish between the concepts of separation of powers and checks and balances. Students will analyze how government power is limited by separation of powers and/or checks and balances. Students will recognize examples of separation of powers and checks and balances. |
| <p>SS.7.C.1.8 Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the United States Constitution and inclusion of a bill of rights.</p> <ul style="list-style-type: none"> Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the United States Constitution. Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the United States Constitution. |
| <p>SS.7.C.1.9 Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> Students will recognize that the concept of rule of law can be traced to ancient law codes (e.g., the Ten Commandments, the Code of Hammurabi and the Roman Twelve Tables). Students will distinguish between the characteristics of a society that operates under the rule of law and one that does not. Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power. |

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| <ul style="list-style-type: none"> ● Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application, enforcement of the law and transparency of institutions). |
| <p>SS.7.C.1.10 Identify diverse intellectual influences on the American political and constitutional traditions.</p> <ul style="list-style-type: none"> ● Students will identify the influences of the English Constitution and common law, republicanism, religion (Hebraic and Christian) and enlightenment ideas. ● Students will identify the impact that Mosaic Law (such as Ten Commandments), Magna Carta, Maryland Toleration Act, English Bill of Rights, English Toleration Act, Mayflower Compact, Fundamental Orders of Connecticut and Thomas Paine’s <i>Common Sense</i> had on colonists’ views of government. |
| <p>SS.7.C.1.11 Trace the impact of democratic concepts developed in ancient Greece and the Roman Republic that served as foundational principles for America’s constitutional republic.</p> <ul style="list-style-type: none"> ● Students will describe the democratic principles of government (e.g., polis, civic participation, voting rights, legislative bodies, written constitution) in ancient Greece. ● Students will describe the democratic principles of government in Ancient Rome (e.g., separation of powers, rule of law, representative government, civic participation). ● Students will recognize democratic principles such as civic participation and the role of government, seen in the democracies of ancient Greece and the Roman Republic, and note their impact on foundational principles of American government. ● Students will compare and contrast the democratic principles of Ancient Greece and Rome with those of the United States. ● Students will analyze the degree of civic participation inherent in these civilizations. |
| <p>SS.7.C.1.12 Recognize how Judeo-Christian values influenced America’s Founding ideals and documents.</p> <ul style="list-style-type: none"> ● Students will analyze the degree of civic participation inherent in these civilizations. ● Students will identify Judeo-Christian values (e.g., rule of law, God-given rights, equality of mankind, limited government, separation of powers, consent of the governed) in founding documents. ● Students will recognize the influence of the Protestant work ethic on economic freedom and personal responsibility. ● Students will recognize the influence of the Ten Commandments on establishing the rule of law in America. ● Students will explain what is meant by “All men are created equal and are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.” |
| <p>Standard 2 SS.7.C.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>SS.7.C.2.1 Define the term “citizen,” and identify the constitutional means of becoming a United States citizen.</p> <ul style="list-style-type: none"> ● Students will define citizenship as stated in the 14th Amendment. ● Students will describe the process of becoming a naturalized citizen. ● Students will evaluate the impact of the naturalization process on society, government or the political process. |
| <p>SS.7.C.2.2 Differentiate between obligations and responsibilities of United States citizenship and evaluate the impact on society.</p> <ul style="list-style-type: none"> ● Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office. ● Students will recognize the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship. ● Students will evaluate the obligations and/or responsibilities of citizens as they relate to active participation in society and government. ● Students will use scenarios to assess specific obligations of citizens. |

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| <ul style="list-style-type: none"> ● Students will identify the consequences or predict the outcome on society of citizens who do not fulfill their citizenship responsibilities. ● Students will evaluate the impact of civic participation on society, government or the political process. |
| <p>SS.7.C.2.3 Identify and apply the rights contained in the Bill of Rights and other amendments to the United States Constitution.</p> <ul style="list-style-type: none"> ● Students will recognize that the Bill of Rights comprises the first ten amendments to the United States Constitution. ● Students will recognize the five freedoms protected by the 1st Amendment. ● Students will evaluate how the Bill of Rights and other amendments influences individual actions and social interactions. ● Students will use scenarios to identify rights protected by the Bill of Rights. ● Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments. |
| <p>SS.7.C.2.4 Explain how the United States Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> ● Students will recognize that rights are protected, but are not unlimited (e.g., property rights, economic rights, civil disobedience). ● Students will examine rationales for limiting individual rights (e.g., forced internment). ● Students will use scenarios to examine the impact of limits on individual rights on social behavior. ● Students will examine the role of the judicial branch of government in protecting individual rights. |
| <p>SS.7.C.2.5 Describe the trial process and the role of juries in the administration of justice.</p> <ul style="list-style-type: none"> ● Students will examine the significance of the role of juries in the American legal system. ● Students will explain types of jury trials, how juries are selected and why jury trials are important. |
| <p>SS.7.C.2.6 Compare the election and voting process at the community, local, state and federal level.</p> <ul style="list-style-type: none"> ● Students will explain how elections and voting impacts citizens at the community, local, state and federal level. |
| <p>SS.7.C.2.7 Identify the constitutional qualifications required to hold federal and state office.</p> <ul style="list-style-type: none"> ● Students will recognize the requirements to run for state and local political offices. |
| <p>SS.7.C.2.8 Examine the impact of media, individuals and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> ● Students will identify methods used by the media to monitor and/or influence the government (e.g., freedom of the press as contained in the 1st Amendment; acting as a watchdog). ● Students will identify methods used by individuals to monitor and/or influence the government (e.g., voting, attending civic meetings, petitioning the government, public protest, running for office). ● Students will identify methods used by interest groups to monitor and/or influence the government (e.g., lobbying, raising money, campaigning for candidates). ● Students will evaluate the impact of media, individuals and interest groups on the government. |
| <p>SS.7.C.2.9 Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> ● Students will use scenarios to identify bias, symbolism and propaganda. ● Students will evaluate how bias, symbolism and propaganda can impact public opinion. ● Students will identify types of propaganda (e.g., glittering generalities, plain folks, fear, testimonial, transfer). |
| <p>SS.7.C.2.10 Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> ● Students will identify the appropriate level of government to resolve specific problems. ● Students will identify appropriate government agencies to address state or local problems. ● Students will analyze public policy alternatives to resolve state and local problems. |

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| <p>SS.7.C.2.11 Examine multiple perspectives on current issues.</p> <ul style="list-style-type: none"> ● Students will use a variety of reliable and diverse sources to objectively examine multiple perspectives. ● Students will identify groups that influence public perspectives. ● Students will use scenarios to understand the reaction or perspective of different groups. ● Students will examine how multiple perspectives shape participation in the political process. |
| <p>Standard 3 SS.7.C.3: Demonstrate an understanding of the principles, functions and organization of government.</p> |
| <p>SS.7.C.3.1 Analyze the advantages of the United States constitutional republic to other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> ● Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy). ● Students will identify different forms of government based on its political philosophy or organizational structure. ● Students will analyze scenarios describing various forms of government. |
| <p>SS.7.C.3.2 Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> ● Students will apply their understanding of federal, confederal, parliamentary and unitary systems of government. ● Students will compare the organizational structures of systems of government. ● Students will recognize examples of these systems of government. ● Students will analyze scenarios describing various systems of government. |
| <p>SS.7.C.3.3 Describe 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 United States Constitution.</p> <ul style="list-style-type: none"> ● Students will recognize the structure of the legislative, executive and judicial branches. ● Students will compare the roles and responsibilities of the three branches of the federal government. ● Students will identify the general powers described in Articles I, II and III of the United States Constitution. |
| <p>SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments as outlined in Article IV of the US Constitution.</p> <ul style="list-style-type: none"> ● Students will define the system of federalism. ● Students will analyze how federalism limits government power. ● Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and federal government. ● Students will analyze the issues related to the 10th Amendment of the United States Constitution. |
| <p>SS.7.C.3.5 Explain the Constitutional amendment process as outlined in Article V of the United States Constitution.</p> <ul style="list-style-type: none"> ● Students will recognize the methods used to propose and ratify amendments to the United States Constitution. ● Students will identify the correct sequence of each amendment process. ● Students will identify the importance of a formal amendment process. ● Students will recognize the significance of the difficulty of amending the United States Constitution. |
| <p>SS.7.C.3.6 Analyze how the 13th, 14th, 15th, 19th, 24th and 26th amendments impact the participation in the political process.</p> <ul style="list-style-type: none"> ● Students will recognize the rights outlined in these amendments. ● Students will evaluate the impact these amendments had on social movements. ● Students will analyze historical scenarios to examine how these amendments have affected participation in the political processes. |

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| <ul style="list-style-type: none"> ● Students will recognize how the amendments were developed to address previous civil rights violations. |
| <p>SS.7.C.3.7 Analyze the structure, functions and processes of the legislative, executive and judicial branches.</p> <ul style="list-style-type: none"> ● Students will examine the processes of the legislative (e.g., how a bill becomes a law, appointment confirmation, committee selection), executive (e.g., executive order, veto, appointments) and judicial (e.g., judicial review, court order, writ of certiorari, summary judgment) branches of government. ● Students will compare local, state and federal lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and United States Congressmen/Congresswomen [representatives and senators]). ● Students will compare and contrast the lawmaking process at the local, state and federal levels. |
| <p>SS.7.C.3.8 Identify sources and types of law.</p> <ul style="list-style-type: none"> ● Students will explain how historical law codes (e.g., Hammurabi’s Code, Hebrew Bible, Roman Twelve Tables, Code of Justinian, English Common Law and Napoleonic Code) influenced the United States. ● Students will recognize constitutional, statutory, case and common law as sources of law. ● Students will compare civil, criminal, constitutional and/or military law. |
| <p>SS.7.C.3.9 Explain the levels, functions and powers of courts at the state and federal levels.</p> <ul style="list-style-type: none"> ● Students will distinguish between the levels, functions and powers of courts at the state and federal levels. ● Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. ● Students will compare appellate and trial processes. |
| <p>SS.7.C.3.10 Analyze the significance and outcomes of landmark Supreme Court cases on law and society.</p> <ul style="list-style-type: none"> ● Students will use primary sources to assess the significance of these United States Supreme Court cases. ● Students will evaluate the impact of each case on society. ● Students will recognize and/or apply constitutional principles and/or rights in relation to the relevant United States Supreme Court decisions. ● Students will recognize landmark Supreme Court cases (e.g., 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; District of Columbia v. Heller; Dred Scott v. Sanford and Bush v. Gore). |
| <p>SS.7.C.3.11 Compare the constitutions of the United States and Florida.</p> <ul style="list-style-type: none"> ● Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people). ● Students will recognize the basic outline of the United States and Florida Constitutions (both have articles, amendments and preambles). ● Students will compare the amendment process of the United States and Florida Constitutions. ● Students will recognize the United States Constitution as the supreme law of the land. |
| <p>SS.7.C.3.12 Differentiate between local, state and federal governments’ obligations and services.</p> <ul style="list-style-type: none"> ● Students will evaluate scenarios in order to determine which level of government provides specific services. ● Students will classify government services according to level of government in order to evaluate the role that each plays in their lives. ● Students will compare the obligations/powers of governments at each level. ● Students will compare the reserved, concurrent, expressed/enumerated powers of government. |
| <p>SS.7.C.3.13 Explain the advantages of capitalism and a free market system over government controlled economic systems (e.g., socialism and communism) in generating economic prosperity for all citizens.</p> <ul style="list-style-type: none"> ● Students will recognize various economic systems (e.g., capitalism, socialism and communism). |

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| <ul style="list-style-type: none"> ● Students will identify the relationship between various economic systems and democratic ideals. ● Students will analyze scenarios describing various forms of economic systems. |
| Standard 4 SS.7.C.4: Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of United States foreign policy. |
| <p>SS.7.C.4.1 Explain the relationship between United States foreign and domestic policy.</p> <ul style="list-style-type: none"> ● Students will recognize the difference between domestic and foreign policy. ● Students will identify issues that relate to United States domestic and foreign policy. |
| <p>SS.7.C.4.2 Describe government and citizen participation in international organizations.</p> <ul style="list-style-type: none"> ● Students will identify major international organizations in which government plays a role (e.g., (North Atlantic Treaty Organization, United Nations, World Court, International Court of Justice). ● Students will describe ways that individual citizens and governments can support and/or participate in international organizations (e.g., donating, organizing and educating). |
| <p>SS.7.C.4.3 Describe examples of how the United States has acted and reacted in international conflicts.</p> <ul style="list-style-type: none"> ● Students will identify specific examples of international conflicts in which the United States has been involved. ● Students will identify the reasons for the United States becoming involved in past international conflicts. ● Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States. ● Students will identify the different methods used by the United States to deal with international conflict (e.g., war, humanitarian efforts, peacekeeping operations, conflict resolution). ● Students will identify examples of declared versus undeclared wars. |
| <p>SS.7.C.4.4 Explain the why the Electoral College is essential to the United States constitutional republic.</p> <ul style="list-style-type: none"> ● Students will explain the origin of the Electoral College. ● Explain the purpose and function of the Electoral College in electing a president. ● Students will describe the process for electing the president according to Article II of the United States Constitution. ● Students will evaluate the role of electors in the voting process. |
| <p>SS.7.C.4.5 Explain how the governing philosophy of the United States contributes to the nation’s success.</p> <ul style="list-style-type: none"> ● Students will compare the success of the United States to the success or failure of other nations’ with regard to their governing philosophies. ● Students will objectively evaluate the past and present effects of various governing philosophies. ● Students will draw conclusions about the likely future effects of various governing philosophies. |
| Grade 8 |
| Standard 1 SS.8.C.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system. |
| <p>SS.8.C.1.1 Compare the views of Patriots, Loyalists and other colonists on self-government and the rights and responsibilities of citizens.</p> <ul style="list-style-type: none"> ● Students will explain varied models of self-government from the era of the American Revolution. ● Students will evaluate the Patriot and Loyalist arguments on monarchy and independence. |
| <p>SS.8.C.1.2 Explain changes to the Florida Constitution between 1838 and 1868.</p> <ul style="list-style-type: none"> ● Students will compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution. |
| <p>SS.8.C.1.3 Explain why the rule of law is an essential principle in the United States system of government.</p> <ul style="list-style-type: none"> ● Discuss the impact of the rule of law on the United States system of government. |

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| <ul style="list-style-type: none"> ● Discuss the origins of the rule of law (e.g., the Ten Commandments, the Code of Hammurabi and the Roman Twelve Tables). ● Students will recognize characteristics of a society that operates under the rule of law. ● Students will identify 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 (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application, enforcement of the law and transparency of institutions). |
| 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>SS.8.C.2.1 Compare the responsibilities of citizens at the local, state or federal levels.</p> <ul style="list-style-type: none"> ● Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service). |
| <p>SS.8.C.2.2 Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> ● Students will explain how the 14th Amendment establishes citizenship. |
| <p>SS.8.C.2.3 Analyze the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.</p> <ul style="list-style-type: none"> ● Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time. |
| <p>SS.8.C.2.4 Trace the evolving forms of civic and political participation from the colonial period through Reconstruction.</p> <ul style="list-style-type: none"> ● Students will differentiate between the meanings of political and civic participation. ● Students will describe significant acts of civic and political participation from the colonial period through Reconstruction. |
| <p>SS.8.C.2.5 Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.</p> <ul style="list-style-type: none"> ● Students will explain the meaning and purpose of each amendment in the Bill of Rights. ● Students will describe how the Bill of Rights affects citizens and government. |
| <p>SS.8.C.2.6 Evaluate how amendments to the United States Constitution expanded opportunities for civic engagement through Reconstruction.</p> <ul style="list-style-type: none"> ● Students will identify constitutional amendments that address voting rights. ● Students will describe how specific constitutional amendments expanded access to the political process for various groups over time. |
| Standard 3: Demonstrate an understanding of the principles, functions and organization of government. |
| <p>SS.8.C.3.1 Trace the foundational ideals and principles related to the United States government expressed in primary sources from the colonial period to Reconstruction.</p> <ul style="list-style-type: none"> ● Primary sources may include, but are not limited to the Mayflower Compact, <i>Common Sense</i>, the Declaration of Independence, the United States Constitution, the Gettysburg Address and Lincoln's Second Inaugural Address. |
| <p>SS.8.C.3.2 Compare and contrast the principals and foundations of the United States government to other nations.</p> <ul style="list-style-type: none"> ● Students will examine the governmental structure and freedoms of the United States and examine differences and similarities with other countries. |
| Grades 9-12 |
| Standard 1 SS.912.C.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system. |
| <p>SS.912.C.1.1 Explain arguments presented in the Federalist Papers in support of ratifying the United States Constitution and a republican form of government.</p> <ul style="list-style-type: none"> ● Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens. ● Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the United States Constitution and inclusion of a bill of rights. |
| <p>SS.912.C.1.2 Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> |

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| <ul style="list-style-type: none"> • Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence. • Students will recognize that national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| <p>SS.912.C.1.3 Analyze how the ideals and principles expressed in the founding documents shaped America as a constitutional republic.</p> <ul style="list-style-type: none"> • Founding documents include, but are not limited to, the Declaration of Independence, Articles of Confederation and Federalist Papers. • Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison and George Mason). |
| <p>SS.912.C.1.4 Explain how the United States Constitution and its amendments uphold the principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p> <ul style="list-style-type: none"> • Students will explain how the three branches of government provide for separation of powers and checks and balances apply. • Students will differentiate between republicanism and democracy and discuss how the United States reflects both. |
| <p>SS.912.C.1.5 Analyze the influence of Judeo-Christian values on America's Founding ideals and documents.</p> <ul style="list-style-type: none"> • Students will recognize Judeo-Christian principles of law and government in primary sources (e.g., rule of law, God-given rights, equality of mankind, limited government, separation of powers, consent of the governed) in primary sources to including but not limited to, the Articles, Lawes and Orders, Divine, Politique and Martiall for the Colony in Virginea (1610-1611); Fundamental Orders of Connecticut (1639); Massachusetts Body of Liberties (1641); Constitution of Massachusetts (1780)). |
| <p>Standard 2 SS.912.C.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>SS.912.C.2.1 Explain the constitutional provisions that establish and impact citizenship.</p> <ul style="list-style-type: none"> • Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e. 13th, 14th, 15th and 19th Amendments). • Students will compare birthright citizenship and naturalization in the United States. • Students will differentiate the rights held by native born citizens and naturalized citizens (e.g., running for public office). |
| <p>SS.912.C.2.2 Explain the importance of political and civic participation to the success of the United States constitutional republic.</p> <ul style="list-style-type: none"> • Students will discuss various ways in which United States citizens can exercise political and civic participation. • Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). • Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felonies, limitations on political contributions, limits on the type of protesting). |
| <p>SS.912.C.2.3 Explain the responsibilities of citizens at the local, state and federal levels.</p> <ul style="list-style-type: none"> • Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). • Students will discuss appropriate methods of engagement with public officials (e.g., correspondence, attend public meetings, request a meeting and provide information). • Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. |
| <p>SS.912.C.2.4 Evaluate, take and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> • Students will identify examples of local ordinances and state and federal laws that balance the interests of individuals with the public good. • Students will engage in objective, evidence-based civil discourse. |

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| <p>SS.912.C.2.5 Evaluate, take, and defend positions about rights protected by the United States Constitution and Bill of Rights.</p> <ul style="list-style-type: none"> • Students will apply their knowledge of the amendments to the United States Constitution to analyze scenarios related to civic participation. |
| <p>SS.912.C.2.6 Analyze historical examples of government imposed restrictions on rights.</p> <ul style="list-style-type: none"> • Students will identify historical examples of government-imposed restrictions on rights (e.g., during the American Civil War, World War I, World War II and post-9/11). • Students will explain the rationale for government imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation and military secrets). |
| <p>SS.912.C.2.7 Analyze the impact of civic engagement as a means of affecting change.</p> <ul style="list-style-type: none"> • Students will identify historical examples of citizens achieving political and social change (e.g., the Civil Rights Movement, Women’s Suffrage, the Abolitionist Movement and war protests). • Students will explain the effects of the Internet and social media on civic engagement. |
| <p>SS.912.C.2.8 Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> • Students will explain how different groups of people (e.g., African Americans, immigrants and women) had their civil rights expanded through executive action, legislation and the courts. |
| <p>SS.912.C.2.9 Explain how interest groups, the media and public opinion influence local, state and federal decision making related to public issues.</p> <ul style="list-style-type: none"> • Students will objectively discuss current public issues in Florida and use both the United States and Florida Constitutions to justify pro and con positions. • Students will examine the relationship and responsibilities of both the federal and state government in these public issues. • Students will analyze public policy solutions or courses of action related to local, state and federal issues. |
| <p>SS.912.C.2.10 Analyze the influence and effects of various forms of media and the Internet in political communication.</p> <ul style="list-style-type: none"> • Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). • Students will describe how the methods used by political officials to communicate with the public has changed over time. • Students will discuss the strengths and weaknesses of different methods of political communication. |
| <p>SS.912.C.2.11 Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> • Students will compare multiple perspectives from reporting on the same political event or issue. • Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). • Students will discuss the historical impact of political communication on American political process and public opinion. • Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. |
| <p>SS.912.C.2.12 Explain the process and procedures of elections at the state and federal level.</p> <ul style="list-style-type: none"> • Students will identify the different primary formats and how political parties nominate candidates using primaries. • Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional, popular vote, winner-take-all). • Students will explain the process by which candidates register to be part of state and federal elections. • Students will describe the different methods used to tabulate election results in state and federal elections. (i.e., electronic voting, punch cards, fill-in ballots). • Students will evaluate the role of debates in elections. |
| <p>SS.912.C.2.13 Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> • Students will identify historical examples of political parties, interest groups, media and individuals influencing public policy. |
| <p>SS.912.C.2.14 Analyze factors that contribute to voter turnout in local, state and national elections.</p> |

- Students will explain trends in voter turnout.
- Students will be able to discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).
- Students will explain how governmental action has impacted voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow; poll tax and efforts to suppress voters).

Standard 3 SS.912.C.3: Demonstrate an understanding of the principles, functions, and organization of government.

SS.912.C.3.1 Analyze how the constitutional principles of representative government, limited government, consent of the governed, rule of law and individual rights contribute to the success of the United States.

- Students will describe how the United States system of governance characterizes a representative government.
- Students will identify the constitutional provisions that establish representative government.
- Students will explain how the United States Constitution relates to the phrase “consent of the governed.”

SS.912.C.3.2 Analyze the role of federalism in establishing the relationship between the federal and state governments.

- Students will identify examples of the powers reserved and shared among state and the national government in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the United States Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the federal government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act and Civil Rights Movement).

SS.912.C.3.3 Analyze the structures, functions and processes of the legislative branch as described in Article I of the United States Constitution.

- Students will explain why Article I of the United States Constitution established a bicameral legislative body and how the House of Representatives functions differently than the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the “enumerated powers” granted to Congress (e.g., taxes, borrow money, declare war and make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the United States Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

SS.912.C.3.4 Analyze the structures, functions and processes of the executive branch as described in Article II of the United States Constitution.

- Students will explain the qualifications one must have to seek the office of the president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address and carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branch of the government.
- Students will describe constitutional amendments (e.g., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

SS.912.C.3.5 Describe how independent regulatory agencies interact with the three branches of government and with citizens.

- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, National Labor Relations Board, Federal Election Commission) and explain their purpose and effect.

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| <p>SS.912.C.3.6 Analyze the structures, functions and processes of the judicial branch as described in Article III of the United States Constitution.</p> <ul style="list-style-type: none"> ● Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. ● Students will describe the role of the Supreme Court and lesser federal courts. ● Students will explain what Article III says about judicial tenure, appointment and salaries. ● Students will describe the powers granted to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury. |
| <p>SS.912.C.3.7 Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> ● Students will examine the role of district courts, the court of appeals and the Supreme Court in the judicial review process. ● Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the United States Constitution. |
| <p>SS.912.C.3.8 Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> ● Students will compare the ways state and federal judges are appointed compared to other elected officials. ● Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials. ● Students will compare the decision making process of judges compared to other political figures. ● Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials. |
| <p>SS.912.C.3.9 Analyze the levels and responsibilities of federal and state courts.</p> <ul style="list-style-type: none"> ● Students will describe what Article III of the United States Constitution states about the relationship between state and federal courts. ● Students will explain why particular court cases go to the state court, while others go to federal court. ● Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine). |
| <p>SS.912.C.3.10 Evaluate the significance and outcomes of landmark Supreme Court cases on law and society.</p> <ul style="list-style-type: none"> ● Students will explain the foundational constitutional issues underlying landmark Supreme Court cases related to the Bill of Rights and other amendments. ● Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments. ● Students will recognize landmark Supreme Court cases (e.g., 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; District of Columbia v. Heller; Bush v. Gore; Texas v. Johnson; Mapp v. Ohio; McCulloch v. Maryland). |
| <p>SS.912.C.3.11 Explain how the United States Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> ● Students will identify the individual rights citizens are granted in the language of the United States Constitution, the Bill of Rights and other constitutional amendments. ● Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights. |
| <p>SS.912.C.3.12 Explain the judicial decision-making process in interpreting law at the state and federal level.</p> <ul style="list-style-type: none"> ● Students will explain the role of the United States Constitution in interpreting law at the state and federal level. ● Students will explain the process used by judges at the state and federal level when making a decision or writing summary opinions. |
| <p>SS.912.C.3.13 Explain how citizens are affected by the local, state and federal government.</p> <ul style="list-style-type: none"> ● Students will identify local government officials and employees who affect the daily lives of citizens (e.g., law enforcement, mayors, teachers and transportation workers). ● Students will identify the role of state governmental officials and employees who affect the daily lives of citizens (e.g., law enforcement, governors, secretary of state and legislators). |

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| <ul style="list-style-type: none"> ● Students will identify the role of federal governmental officials and employees who affect the daily lives of citizens (e.g., law enforcement, president, vice president and military). ● Students will explain how government at all levels impact the daily lives of citizens (e.g., funding of services, protection and passing new laws). |
| <p>SS.912.C.3.14 Explain expressed, implied, concurrent and reserved powers in the United States Constitution.</p> <ul style="list-style-type: none"> ● Students will identify powers that are expressed in the United States Constitution to Congress (e.g., coin money, declare war, tax and citizenship). ● Students will identify that expressed powers are also known as enumerated powers found in Article I of the United States Constitution. ● Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers. ● Students will describe examples of concurrent powers as those powers shared by both state and federal governments (e.g., build roads, tax citizens, make laws). ● Students will describe examples of concurrent powers as those powers shared by both state and federal governments (e.g., build roads, tax citizens, make laws). ● Students will explain how reserved powers define issues as matters for the people or the state governments. ● Students will compare the roles of expressed, implied, concurrent and reserved powers in United States federalism. |
| <p>SS.912.C.3.15 Analyze how the United States Constitution protects the freedom and liberty of its citizens and safeguards against authoritarianism.</p> <ul style="list-style-type: none"> ● Students will explain how the three branches of government were instituted as means of distributing (e.g., making the laws, judging the laws, executing the laws), limiting (e.g., checks and balances, veto power, judicial review) and sharing power (e.g., executive as the commander in chief but Congress declares war) in the United States Constitution. ● Students will analyze how individual rights are protected and limited by the language of the United States and its amendments. ● Students will describe how expressed, implied, concurrent and reserved powers distribute, limit and share power and responsibility in the United States Constitution. ● Students will examine federalism in the United States to determine the distribution of power between state and federal governments. |
| <p>SS.912.C.3.16 Explain how issues between Florida, other states and the federal government are resolved.</p> <ul style="list-style-type: none"> ● Students will explain the concept of federalism as it applies to each issue. ● Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the federal government are resolved (e.g., water rights arguments between Florida and Georgia, federal and state conflict over rights to adjacent waters and seabeds, civil rights). |
| <p>Standard 4 SS.912.C.4: Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of United States foreign policy.</p> |
| <p>SS.912.C.4.1 Analyze the advantages of the United States constitutional republic and free market economic system over authoritarianism (e.g., autocratic or oligarchic) and government-controlled economic systems (e.g., socialism and communism).</p> <ul style="list-style-type: none"> ● Students will differentiate between government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy) and economic systems (e.g., capitalism, socialism, mixed market, communism). |
| <p>SS.912.C.4.2 Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> ● Students will explain how the policy of other nations influence United States policy and society. ● Students will identify agencies of the United States government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency). ● Students will explain how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association and Amnesty International). ● Students will explain how United States trade policy influences its relationships with other nations (e.g., China and Saudi Arabia). ● Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran and Syria). ● Students will explain the United States response to international conflicts. |

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| SS.912.C.4.3 Explain how United States foreign policy protects human rights around the world. <ul style="list-style-type: none">● Students will describe how the founding documents support human rights. |
| SS.912.C.4.4 Identify indicators of democratization in foreign countries. <ul style="list-style-type: none">● Compare indicators of democratization in multiple countries. |
| SS.912.C.4.5 Analyze concepts related to United States domestic and foreign policy and their implications. <ul style="list-style-type: none">● Students will recognize the difference between domestic and foreign policy. Students will identify issues that relate to United States domestic and foreign policy.● Students will analyze the domestic implications of United States domestic and foreign policy.● Students will identify the goals and objectives of United States domestic and foreign policy.● Students will recognize the role of the United States Department of State in foreign affairs. |
| SS.912.C.4.6 Analyze how the governing philosophy of the United States contributes to the nation's success. <ul style="list-style-type: none">● Students will compare the success of the United States to the success or failure of other nations with regard to their governing philosophies.● Students will objectively analyze the past and present effects of various governing philosophies.● Students will justify their conclusions about the likely future effects of various governing philosophies. |