



## Course Standards

Name	Description
<a href="#">SS.K.CG.1.1:</a>	<p>Identify the purpose of rules and laws in the home and school.</p> <ul style="list-style-type: none"><li>• Students will define rules as standards of responsible behavior (e.g., rules for home and school).</li><li>• Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).</li><li>• Students will identify what can happen without rules and laws.</li></ul>
<a href="#">SS.K.CG.1.2:</a>	<p>Identify people who have the authority and power to make and enforce rules and laws.</p> <ul style="list-style-type: none"><li>• Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers.</li></ul>
<a href="#">SS.K.CG.2.1:</a>	<p>Describe and demonstrate the characteristics of being a responsible citizen.</p> <ul style="list-style-type: none"><li>• Students will identify examples of responsible citizenship.</li><li>• Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.</li><li>• Students will explain why it is important to take responsibility for one's actions.</li></ul>
<a href="#">SS.K.CG.2.2:</a>	<p>Describe ways for groups to make decisions.</p> <ul style="list-style-type: none"><li>• Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion.</li><li>• Students will identify examples of responsible decisions.</li></ul>
<a href="#">SS.K.CG.2.3:</a>	<p>Define patriotism as the allegiance to one's country.</p> <ul style="list-style-type: none"><li>• Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr.</li></ul>

	<p>Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom.</li> <li>• 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.</li> </ul>
	<p>Recognize symbols that represent the United States.</p>
<a href="#">SS.K.CG.2.4:</a>	<ul style="list-style-type: none"> <li>• Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States.</li> </ul>
	<p>Recognize symbols that represent Florida.</p>
<a href="#">SS.K.CG.2.5:</a>	<ul style="list-style-type: none"> <li>• Students will recognize Florida’s state flag and state nickname (“The Sunshine State”) as symbols that represent the state.</li> </ul>
	<p>Explain the purpose of rules and laws in the home, school and community.</p>
<a href="#">SS.1.CG.1.1:</a>	<ul style="list-style-type: none"> <li>• Students will explain the role that rules and laws play in their daily life.</li> <li>• Students will explain the difference between rules and laws.</li> </ul>
	<p>Describe how the absence of rules and laws impacts individuals and the community.</p>
<a href="#">SS.1.CG.1.2:</a>	<ul style="list-style-type: none"> <li>• Students will provide examples of rules and laws in their lives and in the community.</li> <li>• Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.</li> </ul>
	<p>Explain the rights and responsibilities students have in the school community.</p>
<a href="#">SS.1.CG.2.1:</a>	<ul style="list-style-type: none"> <li>• Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community.</li> <li>• Students will define rights as freedoms protected by laws in society and protected by rules in the school community.</li> </ul>

	<ul style="list-style-type: none"> <li>Students will define responsibilities as things citizens should do to benefit the community.</li> </ul>
<a href="#">SS.1.CG.2.2:</a>	<p>Describe the characteristics of citizenship in the school community.</p> <ul style="list-style-type: none"> <li>Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).</li> <li>Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).</li> </ul>
<a href="#">SS.1.CG.2.3:</a>	<p>Recognize ways citizens can demonstrate patriotism.</p> <ul style="list-style-type: none"> <li>Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).</li> <li>Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).</li> <li>Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</li> </ul>
<a href="#">SS.1.CG.2.4:</a>	<p>Recognize symbols and individuals that represent the United States.</p> <ul style="list-style-type: none"> <li>Students will recognize the national motto ("In God We Trust") and "We the People" as symbols that represent the United States.</li> <li>Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.</li> </ul>
<a href="#">SS.1.CG.2.5:</a>	<p>Recognize symbols and individuals that represent Florida.</p> <ul style="list-style-type: none"> <li>Students will recognize that the state motto ("In God We Trust") and the state day (Pascua Florida Day) are symbols that represent Florida.</li> <li>Students will identify the current Florida governor and recognize the governor as an individual who represents the state.</li> </ul>
<a href="#">SS.1.CG.3.1:</a>	<p>Recognize that the United States and Florida have Constitutions.</p>

	<ul style="list-style-type: none"> <li>• Students will define a constitution as an agreed-upon set of rules or laws.</li> <li>• Students will recognize that the U.S. Constitution starts with “We the People.”</li> </ul>
<a href="#">SS.1.CG.3.2:</a>	<p>Explain responsible ways for individuals and groups to make decisions.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate characteristics of responsible decision-making.</li> <li>• Students will explain how multiple perspectives contribute to the unity of the United States.</li> </ul>
<a href="#">SS.2.CG.1.1:</a>	<p>Explain why people form governments.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of laws in government.</li> <li>• Students will define and provide examples of laws at the state and national levels.</li> <li>• Students will use scenarios to identify the impact of government on daily life.</li> </ul>
<a href="#">SS.2.CG.1.2:</a>	<p>Explain how the U.S. government protects the liberty and rights of American citizens.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.</li> </ul>
<a href="#">SS.2.CG.2.1:</a>	<p>Explain what it means to be a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will recognize that there are multiple ways to obtain citizenship.</li> </ul>
<a href="#">SS.2.CG.2.2:</a>	<p>Describe the characteristics of responsible citizenship at the local and state levels.</p> <ul style="list-style-type: none"> <li>• Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).</li> <li>• Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).</li> <li>• Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.</li> </ul>
<a href="#">SS.2.CG.2.3:</a>	<p>Explain how citizens demonstrate patriotism.</p>

	<ul style="list-style-type: none"> <li>• Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism.</li> <li>• Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</li> </ul>
<a href="#">SS.2.CG.2.4:</a>	<p>Recognize symbols, individuals and documents that represent the United States.</p> <ul style="list-style-type: none"> <li>• Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States.</li> <li>• Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States.</li> <li>• Students will recognize the Declaration of Independence as a document that represents the United States.</li> </ul>
<a href="#">SS.2.CG.2.5:</a>	<p>Recognize symbols, individuals and documents that represent Florida.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida.</li> <li>• Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida.</li> <li>• Students will recognize the Florida Constitution as a document that represents Florida.</li> </ul>
<a href="#">SS.2.CG.3.1:</a>	<p>Identify the Constitution of the United States as the supreme law of the land.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the United States has a written constitution.</li> <li>• Students will identify the United States as a constitutional republic.?</li> </ul>
<a href="#">SS.3.CG.1.1:</a>	<p>Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.</p> <ul style="list-style-type: none"> <li>• Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services.</li> </ul>
<a href="#">SS.3.CG.1.2:</a>	<p>Describe how the U.S. government gains its power from the people.</p>

- Students will recognize what is meant by “We the People” and “consent of the governed.”
- Students will identify sources of consent (e.g., voting and elections).
- Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people.

[SS.3.CG.2.1:](#)

Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.

- Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs.

[SS.3.CG.2.2:](#)

Describe the importance of voting in elections.

- Students will recognize that it is every citizen’s responsibility to vote.
- Students will explain the importance of voting in a republic.

[SS.3.CG.2.3:](#)

Explain the history and meaning behind patriotic holidays and observances.

- Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day.

[SS.3.CG.2.4:](#)

Recognize symbols, individuals, documents and events that represent the United States.

- Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States.
- Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States.
- Students will recognize the U.S. Constitution as a document that represents the United States.

	<ul style="list-style-type: none"> <li>Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.</li> </ul>
<a href="#">SS.3.CG.2.5:</a>	<p>Recognize symbols, individuals, documents and events that represent the State of Florida.</p> <ul style="list-style-type: none"> <li>Students will recognize the Great Seal of the State of Florida as a symbol that represents the state.</li> <li>Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida.</li> <li>Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida.</li> <li>Students will recognize that Florida became the 27th state of the United States on March 3, 1845.</li> </ul>
<a href="#">SS.3.CG.3.1:</a>	<p>Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</p> <ul style="list-style-type: none"> <li>Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government.</li> <li>Students will recognize how government is organized at the national level (e.g., three branches of government).</li> <li>Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).</li> </ul>
<a href="#">SS.3.CG.3.2:</a>	<p>Recognize that government has local, state and national levels.</p> <ul style="list-style-type: none"> <li>Students will recognize that each level of government has its own unique structure and responsibilities.</li> <li>Students will distinguish between the responsibilities of the local, state and national governments in the United States.</li> </ul>
<a href="#">SS.4.CG.1.1:</a>	<p>Explain why the Florida government has a written Constitution.</p> <ul style="list-style-type: none"> <li>Students will recognize that every state has a state constitution.</li> <li>Students will explain the relationship between a written constitution, the government established and the citizens.</li> </ul>
<a href="#">SS.4.CG.2.1:</a>	<p>Identify and describe how citizens work with local and state governments to solve problems.</p>

- Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.
- Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).

[SS.4.CG.2.2:](#)

Explain the importance of voting, public service and volunteerism to the state and nation.

- Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.
- Students will discuss different types of public service and volunteerism.

[SS.4.CG.2.3:](#)

Identify individuals who represent the citizens of Florida at the state level.

- Students will identify their local state senator and state representative.
- Students will identify appropriate methods for communicating with elected officials.
- Students will recognize that Florida has a representative government.

[SS.4.CG.3.1:](#)

Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.

- Students will compare the powers of Florida's three branches of government.
- Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.

[SS.4.CG.3.2:](#)

Compare the structure, functions and processes of local and state government.

- Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).

[SS.5.CG.1.1:](#)

Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.

	<ul style="list-style-type: none"> <li>• Students will identify the grievances detailed in the Declaration of Independence.</li> <li>• Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.</li> <li>• Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.</li> </ul>
<a href="#">SS.5.CG.1.2:</a>	<p>Explain how and why the U.S. government was created by the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the strengths and weaknesses of the Articles of Confederation.</li> <li>• Students will explain the goals of the 1787 Constitutional Convention.</li> <li>• Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great?Compromise, the Three-Fifths?Compromise, the Electoral College).</li> <li>• Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.</li> </ul>
<a href="#">SS.5.CG.1.3:</a>	<p>Discuss arguments for adopting a representative form of government.</p> <ul style="list-style-type: none"> <li>• Students will explain what is meant by a representative government.</li> </ul>
<a href="#">SS.5.CG.1.4:</a>	<p>Describe the history, meaning and significance of the Bill of Rights.</p> <ul style="list-style-type: none"> <li>• Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</li> </ul>
<a href="#">SS.5.CG.2.1:</a>	<p>Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p> <ul style="list-style-type: none"> <li>• Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.</li> <li>• Students will explain why colonists would choose to side with the British during the American Revolution.</li> <li>• Students will examine motivations for the decision to not take a side during the American Revolution.</li> </ul>
<a href="#">SS.5.CG.2.2:</a>	<p>Compare forms of political participation in the colonial period to today.</p>

- Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).
- Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).

[SS.5.CG.2.3:](#)

Analyze how the U.S. Constitution expanded civic participation over time.

- Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965.

[SS.5.CG.2.4:](#)

Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.

- Students will explain what it means for the United States to be a constitutional republic.
- Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.
- Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.

[SS.5.CG.2.5:](#)

Identify individuals who represent the citizens of Florida at the national level.

- Students will identify Florida's U.S. senators and the U.S. representative for their district.
- Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation.

[SS.5.CG.2.6:](#)

Explain symbols and documents that represent the United States.

- Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.
- Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.

<p><a href="#">SS.5.CG.3.1:</a></p>	<p>Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.</li> <li>• Students will explain why the Constitution divides the national government into three branches.</li> </ul>
<p><a href="#">SS.5.CG.3.2:</a></p>	<p>Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.</p> <ul style="list-style-type: none"> <li>• Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.</li> </ul>
<p><a href="#">SS.5.CG.3.3:</a></p>	<p>Explain the role of the court system in interpreting law and settling conflicts.</p> <ul style="list-style-type: none"> <li>• Students will explain why the U.S. Supreme Court is the highest court in the system.</li> <li>• Students will explain why both the United States and Florida have a Supreme Court.</li> </ul>
<p><a href="#">SS.5.CG.3.4:</a></p>	<p>Describe the process for amending the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why the U.S. Constitution includes the amendment process.</li> <li>• Students will identify amendments to the U.S. Constitution.</li> </ul>
<p><a href="#">SS.5.CG.3.5:</a></p>	<p>Explain how the U.S. Constitution influenced the Florida Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).</li> </ul>
<p><a href="#">SS.5.CG.3.6:</a></p>	<p>Explain the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will define federalism as it applies to the United States.</li> </ul>

<p><a href="#">SS.6.CG.1.1:</a></p>	<ul style="list-style-type: none"> <li>• Students will provide examples of powers granted to the national government and those reserved to the states.</li> <li>• Students will provide examples of cooperation between the U.S. and Florida governments.</li> </ul> <p>Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States’ constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will identify and explain the democratic principles of government in ancient Greece.</li> <li>• Students will compare and contrast the political systems of ancient Greece and modern-day United States.</li> <li>• Students will recognize the influence of ancient Greece on the American political process.</li> </ul>
<p><a href="#">SS.6.CG.1.2:</a></p>	<p>Analyze the influence of ancient Rome on the United States’ constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the political systems in ancient Rome and modern-day United States.</li> <li>• Students will recognize the influence of ancient Rome on the American political process.</li> </ul>
<p><a href="#">SS.6.CG.1.3:</a></p>	<p>Examine rule of law in the ancient world and its influence on the United States’ constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.</li> <li>• Students will recognize that the rule of law is a foundational principle of the U.S. government.</li> </ul>
<p><a href="#">SS.6.CG.1.4:</a></p>	<p>Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.</p> <ul style="list-style-type: none"> <li>• Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.</li> </ul>
<p><a href="#">SS.7.CG.1.1:</a></p>	<p>Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America’s constitutional republic.</p>

- Students will explain the influence of ancient Greece on America’s constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).
- Students will explain the influence of ancient Rome on America’s constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).
- Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.
- Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America’s constitutional republic.

Trace the principles underlying America’s founding ideas on law and government.

[SS.7.CG.1.2:](#)

- Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).
- Students will explain why religious liberty is a protected right.

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

[SS.7.CG.1.3:](#)

- Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), 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) and Common Sense (representative self-government).

Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.

[SS.7.CG.1.4:](#)

- 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.CG.1.5:](#)

Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

- Students will trace the causal relationships between British policies, British 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).
- Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists’ desire for independence.

[SS.7.CG.1.6:](#)

Analyze the ideas and grievances set forth in the Declaration of Independence.

- Students will identify the unalienable 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 grievances 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).

[SS.7.CG.1.7:](#)

Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.

- 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]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).

Explain the purpose of the Preamble to the U.S. Constitution.

[SS.7.CG.1.8:](#)

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

Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.

[SS.7.CG.1.9:](#)

- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between 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.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.

[SS.7.CG.1.10:](#)

- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.

- Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.

[SS.7.CG.1.11:](#)

Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.

- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

[SS.7.CG.2.1:](#)

Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.

- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

[SS.7.CG.2.2:](#)

Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.

- 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 reason for fulfilling the obligations and responsibilities of citizenship.
- Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.
- Students will use scenarios to assess specific obligations of citizens.

	<ul style="list-style-type: none"> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul>
<a href="#">SS.7.CG.2.3:</a>	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
<a href="#">SS.7.CG.2.4:</a>	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
<a href="#">SS.7.CG.2.5:</a>	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
<a href="#">SS.7.CG.2.6:</a>	<p>Examine the election and voting process at the local, state and national levels.</p>

	<ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul>
<p><a href="#">SS.7.CG.2.7:</a></p>	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul>
<p><a href="#">SS.7.CG.2.8:</a></p>	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul>
<p><a href="#">SS.7.CG.2.9:</a></p>	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>
<p><a href="#">SS.7.CG.2.10:</a></p>	<p>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"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
<p><a href="#">SS.7.CG.3.1:</a></p>	<p>Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States’ constitutional republic from authoritarian and totalitarian nations.</li> </ul>
<p><a href="#">SS.7.CG.3.2:</a></p>	<p>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"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul>
<p><a href="#">SS.7.CG.3.3:</a></p>	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul>

[SS.7.CG.3.4:](#)

Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

- Students will describe the system of federalism as established by the U.S. Constitution.
- 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 national governments.

[SS.7.CG.3.5:](#)

Explain the amendment process outlined in Article V of the U.S. Constitution.

- Students will recognize the methods used to propose and ratify amendments to the U.S. 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 U.S. Constitution.

[SS.7.CG.3.6:](#)

Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

[SS.7.CG.3.7:](#)

Explain the structure, functions and processes of the legislative branch of government.

- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast the lawmaking process at the local, state and national levels.

<p><a href="#">SS.7.CG.3.8:</a></p>	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul>
<p><a href="#">SS.7.CG.3.9:</a></p>	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul>
<p><a href="#">SS.7.CG.3.10:</a></p>	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul>
<p><a href="#">SS.7.CG.3.11:</a></p>	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> </ul>

- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

[SS.7.CG.3.12:](#)

Compare the U.S. and Florida constitutions.

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

[SS.7.CG.3.13:](#)

Explain government obligations to its citizens and the services provided at the local, state and national levels.

- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

[SS.7.CG.3.14:](#)

Explain the purpose and function of the Electoral College in electing the President of the United States.

- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

[SS.7.CG.3.15:](#)

Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

[SS.7.CG.4.1:](#)

Explain the relationship between U.S. foreign and domestic policy.

- Students will recognize the difference between domestic and foreign policy.

	<ul style="list-style-type: none"> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
<p><a href="#">SS.7.CG.4.2:</a></p>	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
<p><a href="#">SS.7.CG.4.3:</a></p>	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>
<p><a href="#">SS.8.CG.1.1:</a></p>	<p>Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</p> <ul style="list-style-type: none"> <li>• Students will describe colonial forms of government prior to the American Revolution.</li> <li>• Students will evaluate the Loyalists’ and Patriots’ arguments for remaining loyal to the British Crown or seeking independence from Britain.</li> </ul>
<p><a href="#">SS.8.CG.1.2:</a></p>	<p>Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).</li> </ul>

<p><a href="#">SS.8.CG.1.3:</a></p>	<p>Explain the importance of the rule of law in the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss the impact of the rule of law on U.S. citizens and government.</li> <li>• Students will recognize how the rule of law influences a society.</li> <li>• Students will identify how the rule of law protects citizens from arbitrary and abusive government.</li> <li>• 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 and enforcement of the law, transparency of institutions).</li> </ul>
<p><a href="#">SS.8.CG.2.1:</a></p>	<p>Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 14th Amendment establishes citizenship.</li> </ul>
<p><a href="#">SS.8.CG.2.2:</a></p>	<p>Compare the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).</li> </ul>
<p><a href="#">SS.8.CG.2.3:</a></p>	<p>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"> <li>• Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</li> </ul>
<p><a href="#">SS.8.CG.2.4:</a></p>	<p>Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.</p> <ul style="list-style-type: none"> <li>• Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.</li> </ul>
<p><a href="#">SS.8.CG.2.5:</a></p>	<p>Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.</p> <ul style="list-style-type: none"> <li>• Students will explain the meaning and purpose of each amendment in the Bill of Rights.</li> </ul>

- Students will describe how the Bill of Rights affects citizens and government.

[SS.8.CG.2.6:](#)

Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

- 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.

[SS.8.CG.3.1:](#)

Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

- Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln’s Second Inaugural Address (1865)).

[SS.912.CG.1.1:](#)

Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.

- Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).

[SS.912.CG.1.2:](#)

Explain the influence of Enlightenment ideas on the Declaration of Independence.

- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.

- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, 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, due process of law, 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.

Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

[SS.912.CG.1.3:](#)

- 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 U.S. Constitution and inclusion of a bill of rights.

Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

[SS.912.CG.1.4:](#)

- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.
- Students will evaluate how the documents are connected to one another.
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

[SS.912.CG.1.5:](#)

- Students will explain how the structure and function of the U.S. government reflects these political principles.
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

[SS.912.CG.2.1:](#)

Explain the constitutional provisions that establish and affect citizenship.

- 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, permanent residency and naturalization in the United States.
- Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).

[SS.912.CG.2.2:](#)

Explain the importance of political and civic participation to the success of the United States' constitutional republic.

- Students will discuss various ways in which U.S. 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 felony conviction, limitations on political contributions, limits on the type of protesting).

[SS.912.CG.2.3:](#)

Explain the responsibilities of citizens at the local, state and national levels.

- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).
- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).

	<ul style="list-style-type: none"> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul>
<p><a href="#">SS.912.CG.2.4:</a></p>	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul>
<p><a href="#">SS.912.CG.2.5:</a></p>	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>
<p><a href="#">SS.912.CG.2.6:</a></p>	<p>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"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>

[SS.912.CG.2.7:](#)

Analyze the impact of civic engagement as a means of preserving or reforming institutions.

- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

[SS.912.CG.2.8:](#)

Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will identify historical examples of interest groups, media and individuals influencing public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

[SS.912.CG.2.9:](#)

Explain the process and procedures of elections at the state and national levels.

- 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 representation, popular vote, winner-take-all).
- Students will explain the process by which candidates register to be part of state and national elections.
- Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).
- Students will evaluate the role of debates in elections.

[SS.912.CG.2.10:](#)

Analyze factors that contribute to voter turnout in local, state and national elections.

- Students will explain trends in voter turnout.
- Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).

- Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

[SS.912.CG.2.11:](#)

Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

- Students will compare the reporting on the same political event or issue from multiple perspectives.
- 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.

[SS.912.CG.2.12:](#)

Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

[SS.912.CG.2.13:](#)

Analyze the influence and effects of various forms of media and the internet in political communication.

- 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.

Analyze how certain political ideologies conflict with the principles of freedom and democracy.

[SS.912.CG.3.1:](#)

- Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

Explain how the U.S. Constitution safeguards and limits individual rights.

[SS.912.CG.3.2:](#)

- Students will identify the individual rights protected by the U.S. 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.

Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

[SS.912.CG.3.3:](#)

- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from 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" delegated to Congress (e.g., assess taxes, borrow money, declare war, 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 U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

[SS.912.CG.3.4:](#)

Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

- Students will explain the qualifications one must have to seek the office of 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, 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 branches of the government.
- Students will describe constitutional amendments (i.e., 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.

Describe how independent regulatory agencies interact with the three branches of government and with citizens.

[SS.912.CG.3.5:](#)

- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

[SS.912.CG.3.6:](#)

- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. 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 national 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.

Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

[SS.912.CG.3.7:](#)

- 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 delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

Describe the purpose and function of judicial review in the American constitutional government.

[SS.912.CG.3.8:](#)

- Students will examine the role of district courts, the courts 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 U.S. Constitution.

Compare the role of state and federal judges with other elected officials.

[SS.912.CG.3.9:](#)

- 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.

Analyze the levels and responsibilities of state and federal courts.

[SS.912.CG.3.10:](#)

- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

[SS.912.CG.3.11:](#)

- Students will recognize landmark Supreme Court cases (e.g., *Marbury v. Madison*; *McCulloch v. Maryland*; *Dred Scott v. Sandford*; *Plessy v. Ferguson*; *Brown v. Board of Education*; *Gideon v. Wainwright*; *Miranda v. Arizona*; *Korematsu v. United States*; *Mapp v. Ohio*; *In re Gault*; *United States v. Nixon*; *Regents of the University of California v. Bakke*; *Hazelwood v. Kuhlmeier*; *District of Columbia v. Heller*).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions 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.

Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

[SS.912.CG.3.12:](#)

- Students will identify examples of the powers reserved and shared among state and the national governments 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 U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

Explain how issues between Florida, other states and the national government are resolved.

[SS.912.CG.3.13:](#)

- 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 national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

<p><a href="#">SS.912.CG.3.14:</a></p>	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.</li> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
<p><a href="#">SS.912.CG.3.15:</a></p>	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
<p><a href="#">SS.912.CG.4.1:</a></p>	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
<p><a href="#">SS.912.CG.4.2:</a></p>	<p>Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> </ul>

- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, 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, Syria).
- Students will explain the U.S. response to international conflicts.

Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

[SS.912.CG.4.3:](#)

- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

Identify indicators of democratization in foreign countries.

[SS.912.CG.4.4:](#)

- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.