



K-12 Civics Education: Engaging Future Leaders

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What will you gain from this session?

- Participants will:
 - Receive updated information regarding Florida's Civic Literacy Excellence Initiative.
 - Compare civics benchmarks across various grade levels and tailor teaching strategies to suit different student age groups and abilities.
 - Gain an in-depth understanding of how to use primary source documents effectively.
 - Discuss how make connections of civic standards and benchmarks to instructional materials and the real world.



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Florida's Civic Literacy Excellence Initiative

Identify opportunities to equip high school graduates with sufficient knowledge of America's civics, particularly the principles reflected in the United States Constitution, so as to be capable of discharging the responsibilities associated with American citizenship.

- Executive Order 19-32

House Bill 5 – Civics Education Curriculum

- House Bill 5 (2021) required the Florida Department of Education to create an integrated K-12 civic education curriculum that includes an understanding of citizens' shared rights and responsibilities under the Constitution and Bill of Rights.
- It further expanded required instruction in high school to include a comparative discussion of political ideologies that conflict with the principles of freedom and democracy essential to the founding principles of the United States, such as communism and totalitarianism.

Qualities of an Upright and Desirable Citizen: Rule 6A-1.09411(3)(d), Florida Administrative Code (F.A.C)

Has a thorough knowledge of Americas founding principles and documents, and is equipped to apply this knowledge

Demonstrates civic virtue and self-government that promotes the success of the United States' constitutional republic

Respects the military, elected officials, civic leaders, public servants, and all those who have defended the blessings of liberty

Understands and defends the United States Constitution, Bill of Rights, and other amendments in their historical context

Recognizes how political ideologies, such as communism and totalitarianism, conflict with the principles of freedom and democracy

Appreciates the price paid by previous generations to secure the blessings of liberty and why it is the responsibility of current and future generations to preserve it

Fostering an Upright and Desirable Citizen

“But every child in America should be acquainted with his own country. He should read books that furnish him with ideas that will be useful to him in life and practice. As soon as he opens his lips, he should rehearse the history of his own country. He should list the praise of liberty, and of those illustrious heroes and statesmen, who have wrought a revolution in her favor...”

- Noah Webster, On the Education of Youth in America (1788)

Vertical Alignment of the Civics and Government Standards and Benchmarks

Example: Rule of Law

Elementary School Benchmarks

- SS.K.CG.1.1 Identify the purpose of rules and laws in the home
- SS.K.CG.1.2 Identify people who have the authority and power to make and enforce rules and laws.

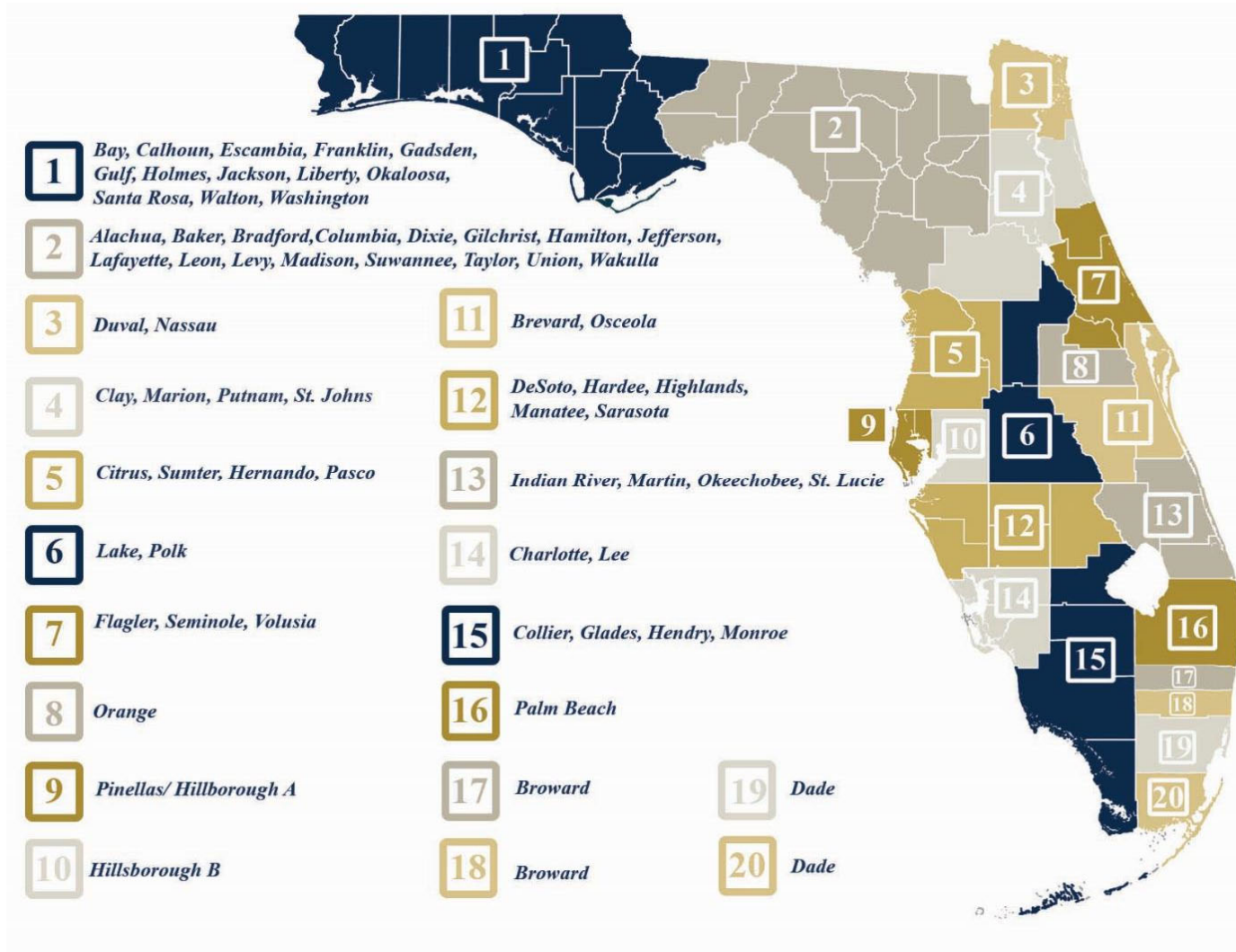
Middle School Benchmark

- 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.

High School Benchmarks

- SS.912.CG.1.5 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.

Regional Civics Literacy Directors and Coaches



Summer Professional Learning

Three locations:

- Lawton Chiles High School, Tallahassee, FL
 - June 25-27, 2024
- South Fort Myers High School, Fort Myers, FL
 - July 9-11, 2024
- Horizon High School, Winter Garden, FL
 - July 16-18, 2024

- Grade-banded tracks
 - Grades K-5 Track
 - Grades 6-8 Track
 - Grades 9-12 Track

Senate Bill 1264: History of Communism

- Senate Bill 1264 was signed into legislation on April 17, 2024.
- Strengthens Florida's education standards that require instruction on the dangers and evils of communism.
- A workgroup consisting of expert stakeholders will be creating these benchmarks and standards.
- Instruction for these standards will begin in the 2026-2027 school year.

House Bill 1537 (2023)

9/11 Heroes' Day

- Requires the Governor to proclaim September 11th of each year as “9/11 Heroes’ Day,” to be observed in all public schools.
- Additionally, it requires all middle and high school students enrolled in a Civics or United States Government class to receive at least 45 minutes of instruction on “9/11 Heroes’ Day” topics.
- The Civics workgroup was convened to create standards specific to “9/11 Heroes’ Day.”
- We anticipate the new 9/11 Heroes’ Day benchmarks will go before the State Board of Education (SBOE) at their meeting in July 2024.

Stories of Inspiration

- The following is in the required instruction statute, s. 1003.42(4), F.S.
- The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection (3).

Portraits in Patriotism





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Instructional Guide for Grades 6-8

Instructional Guide for Grades 6-8

Benchmark: SS.7.CG.1.5
<p>SS.7.CG.1.5: Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> 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.
Terms and Definitions: SS.7.CG.1.5
<ul style="list-style-type: none"> Grievance - Implication of wrongdoing. Individual Rights - Something that is due to a person by law, tradition, or nature. These rights are protected by government not granted from government. Natural Rights - The belief that individuals are born and vested by God and "nature" with basic rights that cannot be taken away by governments. Quarter - To take up or be assigned lodgings (housing). Representation - The state or condition of serving as an official delegate, agent, or spokesperson. The right or privilege of being represented by delegates having a voice in a legislative body. Tax - A contribution for the support of a government required of persons, groups, or businesses within the domain of that government. Taxation - The act or practice of imposing taxes.
<p><i>Related Vocabulary:</i> Boycott, Consent of the Governed, Debt, Parliament, Petition, Repeal, Tariff</p>
Related Benchmarks: SS.7.CG.1.5
<ul style="list-style-type: none"> SS.7.CG.1.2: Trace the principles underlying America's founding ideas on law and government. SS.7.CG.1.3: 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.1.6: Analyze the ideas and grievances set forth in the Declaration of Independence.
Common Questions: SS.7.CG.1.5
<ul style="list-style-type: none"> Do I have to teach the whole Revolutionary era? <ul style="list-style-type: none"> Remember that the benchmark focus is on connecting how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. Focus on the effects of British policies regarding taxation, representation and individual rights on the colonists' desire for independence.
Student Presuppositions: SS.7.CG.1.5
<ul style="list-style-type: none"> Students may believe that independence was a foregone conclusion. <ul style="list-style-type: none"> This benchmark examines the cause/effect relationship between British colonial policies and their eventual desire for independence (after a "long train of abuses and usurpations"). Students may see the grievances against the King and Parliament as trivial and not important enough to fight a war over. <ul style="list-style-type: none"> After over a century and a half of relative autonomy, the colonists were experiencing the rights they were entitled to as English subjects being stripped away. Not every colonist favored independence, nor was separation the first response to British policy.

Instructional Resources: SS.7.CG.1.5
<p>Primary Resources:</p> <ul style="list-style-type: none"> Declaration of Independence Patrick Henry, Liberty or Death Paul Revere Engraving - "The Bloody Massacre" Proclamation of 1763 The Olive Branch Petition U.S. Constitution (Amendment 3) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> The Avalon Project: Stamp Act (1765) and Repeal of (1766) The Avalon Project: Quartering Act (1765) The Avalon Project: Declaratory Act (1766) The Avalon Project: Townshend Acts (1767) The Constitution Center: Thomas Paine's, Common Sense, (1776) Digital History: Tea Act (1773) The Avalon Project: The Quebec Act (1774)
Suggested Instructional Strategies: SS.7.CG.1.5
<p>Chunk the historical narrative of the "road to the Declaration of Independence" into different events on cards. Have students organize the cards into sequential order to show cause and effect relationships, creating a flow map that incorporates the British policies so that students can see the connection of those policies leading to the writing of the Declaration of Independence.</p>
<p>Have students sort the British Acts in a note guide and check off each box to note if that act was a violation of life, liberty or property (or in some cases more than one).</p>
<p>Cause/Effect graphic organizer: Each British Act is listed in its own box (Cause) and an arrow to the right connects to the Effects box. Students list in the "Acts" boxes what each Act imposed on the colonies and colonists. Students then list in the "Effects" boxes the effect of each of those Acts on the colonies and colonists. This information can then be used to link to the grievances the colonists had and how those grievances led to the decision for independence.</p>
<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <ul style="list-style-type: none"> Assign students the role as a Patriot or Loyalist. Based on the role, write a letter in support or against the American Revolutionary War. Compare British and colonial viewpoints on the Boston Massacre by analyzing various newspapers.
<p>Read an excerpt from <i>Common Sense</i> and have students discuss the influence it had on the colonist convincing them to separate. Additionally, text coding around reasons for separation could be used during the reading.</p>

The Instructional Guide

Instructional Resources: SS.7.CG.1.5

Primary Resources:

- [Declaration of Independence](#)
- [Patrick Henry, *Liberty or Death*](#)
- [Paul Revere Engraving - "The Bloody Massacre"](#)
- [Proclamation of 1763](#)
- [The Olive Branch Petition](#)
- [U.S. Constitution](#) (Amendment 3)

Supplemental Resources:

- The Avalon Project: [Stamp Act \(1765\) and Repeal of \(1766\)](#)

Each item is linked to the primary source

- The guide includes an instructional resource section.
- The section highlights suggested primary and supplemental resources that align to each individual benchmark.



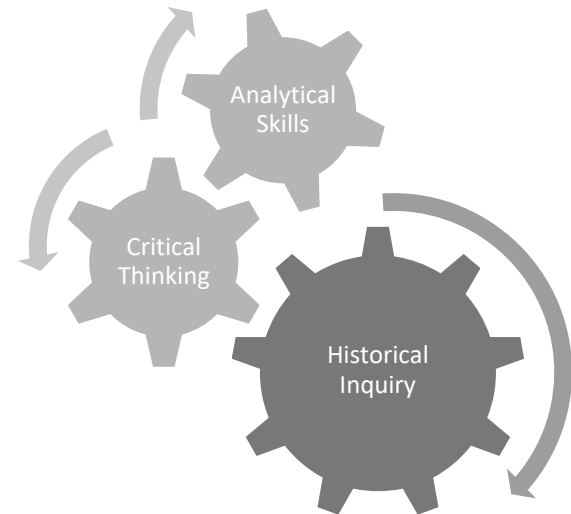
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Using Primary Sources

Unlocking the Power of Primary Sources

The Benefits of Primary Sources

- Authentic perspectives.
- Promote critical thinking skills.
- Offer opportunities for analysis and interpretation.
- Foster a deeper understanding of historical events and democratic principles.



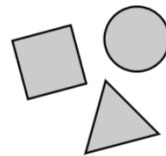
Engaging Students by Utilizing Texts



Close Read



Scaffolded
Analysis



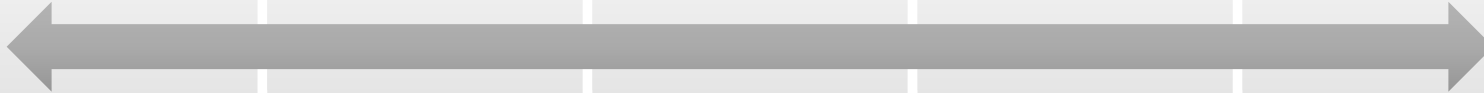
Compare
and
Contrast



Group
Discussions



Role-
Playing
Activities



Historical Thinking Skills and Visual Literacy

Text
Features

Visuals

Historical
Context

Summary



“Bloody Massacre Perpetrated in Kings Street in Boston”

Engraving by Paul Revere, 1770

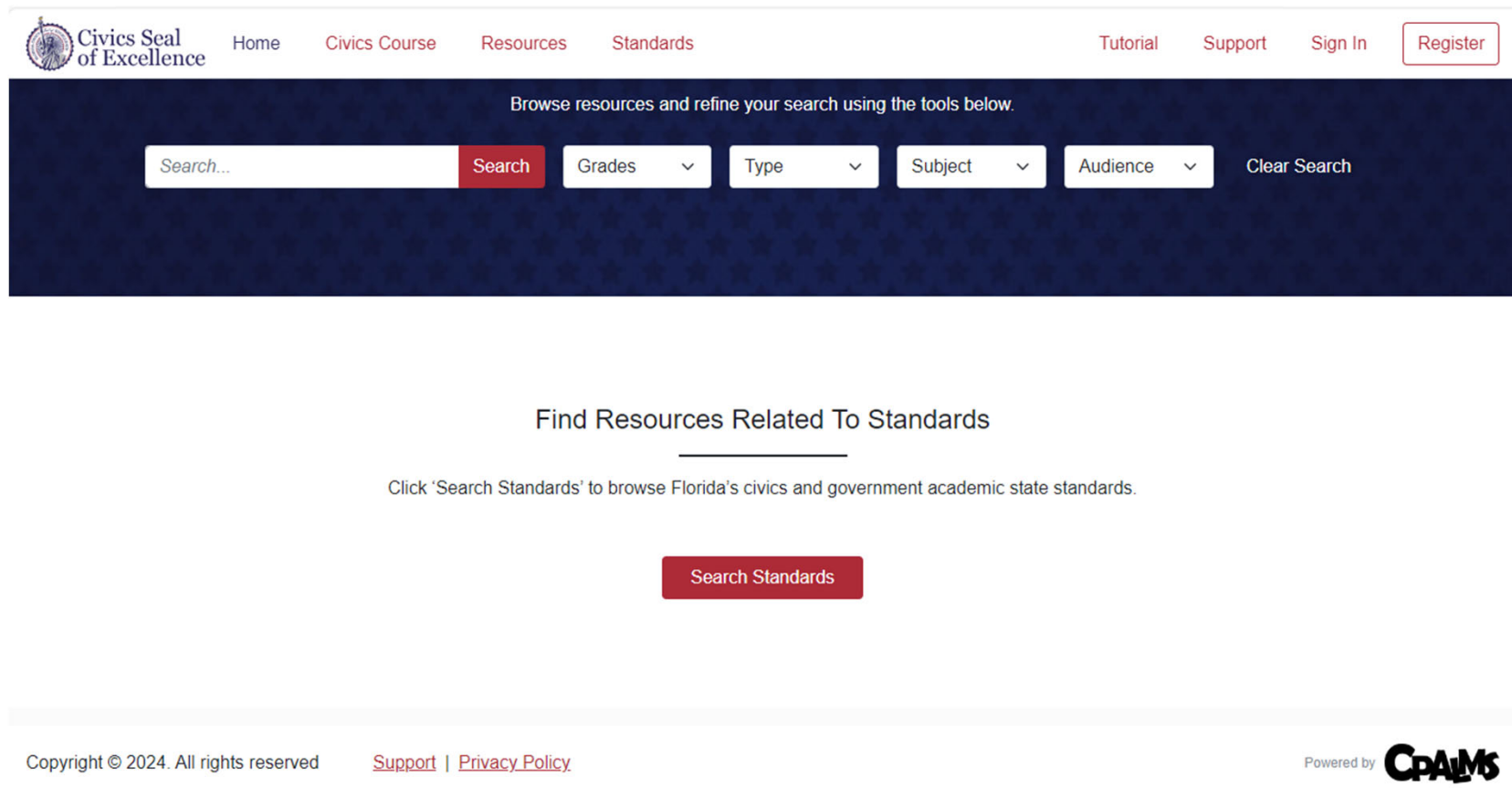
Source: Library of Congress



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Civics Literacy Website

CivicsLiteracy.org place holder slide for screen shot



The screenshot shows the CivicsLiteracy.org website interface. At the top left is the 'Civics Seal of Excellence' logo. The navigation menu includes 'Home', 'Civics Course', 'Resources', 'Standards', 'Tutorial', 'Support', 'Sign In', and a 'Register' button. Below the navigation is a search bar with the text 'Browse resources and refine your search using the tools below.' The search bar contains a text input field with 'Search...', a red 'Search' button, and four dropdown menus for 'Grades', 'Type', 'Subject', and 'Audience'. A 'Clear Search' link is also present. Below the search bar is a section titled 'Find Resources Related To Standards' with a sub-heading 'Click 'Search Standards' to browse Florida's civics and government academic state standards.' and a red 'Search Standards' button. At the bottom of the page, the footer contains 'Copyright © 2024. All rights reserved', links for 'Support' and 'Privacy Policy', and the text 'Powered by CPAIMS' with the CPAIMS logo.

Thank you, Please complete the following survey to help us better understand how we can support you and your teachers!



Questions? Contact Us!

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