





<b>Session Title: SSS- Social Studies Stimuli: Embedding the Florida Standards in Social Sciences</b>		
<b>Audience: Elementary Teachers</b>		
<b>Facilitator: Dr. Mercy MacDowell</b>		
<b>Co-Facilitator: Ms. Susan Boundy</b>		
<b>Note to Facilitators: Have participants complete the agenda after each major section/activity.</b>		
<b>Resources: <a href="http://socialsciences.dadeschools.net">http://socialsciences.dadeschools.net</a></b>		
<b>Guiding Questions:</b>		
<ul style="list-style-type: none"> <li>• How can the Florida Standards be infused in to effective social science content instruction for hands on activities?</li> <li>• What are stimuli based instructional strategies and how can they assist to: support mastery of Florida Standards, support mastery of Next Generation Sunshine State Standards for Social Sciences, and prepare students for eventual success on the 7<sup>th</sup> grade Civics EOC assessment?</li> <li>• How can teachers plan for quality social science instruction?</li> <li>• What resources exist to support quality social science instruction?</li> </ul>		
<b>What?</b>	<b>So What?</b>	<b>Now What?</b>
<i>What did we do?</i>	<i>What was significant to you? What inferences can you make about what we did or why we did it this way?</i>	<i>How might I use this at my school? What would I do differently?</i>
3 minutes: Introduction of facilitators and overview of guiding questions. Review session agreements: <b>Be present, attentive, and active; Be open-minded; Trust the process; Try out something new then, reflect; Acknowledge each other as equals; Assume good will; Expect it to be messy; Confidentiality is supported; Speak from your heart; Get what you need.</b>		



What?	So What?	Now What?
<i>What did we do?</i>	<i>What was significant to you? What inferences can you make about what we did or why we did it this way?</i>	<i>How might I use this at my school? What would I do differently?</i>
2 minutes: Reminder of EOC assessments associated with social sciences significant to elementary (7 <sup>th</sup> grade Civics). Reminder of required instructional minutes for social sciences (K-1 60 minutes/week; 2-5 120 minutes/week).		
5 minutes: Overview of NGSSS-SS benchmarks to be addressed during stimuli based instruction simulation: <ol style="list-style-type: none"> <li>1. Read the standard you are addressing.</li> <li>2. Turn to a neighbor: answer the following question:</li> <li>3. If an effective teacher were addressing this standard in her/his classroom, what language would you expect to hear from the teacher? From the student?</li> </ol> <p><b>5<sup>th</sup> grade U.S. History:</b>            SS.5.A.1.1 Use primary and secondary sources to understand history. (NGSSS-SS)            SS.5.C.1.1 Explain how and why the United States' government was created. (NGSSS-SS)</p> <p><b>7<sup>th</sup> grade Civics EOC Related Benchmarks:</b>            SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution. (NGSSS-SS)            SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. (NGSSS-SS)</p>		



What?	So What?	Now What?
<i>What did we do?</i>	<i>What was significant to you? What inferences can you make about what we did or why we did it this way?</i>	<i>How might I use this at my school? What would I do differently?</i>
<p>5 minutes: Overview of Florida Standards to be addressed during stimuli based instruction simulation:</p> <p style="border: 1px solid red; display: inline-block; padding: 2px;">See page 4 of the Agenda</p> <p><b>Florida Standards:</b></p> <ol style="list-style-type: none"> <li>1. Read the standards you are addressing.</li> <li>2. Turn to a neighbor: answer the following questions:</li> <li>3. If an effective teacher were addressing this standard in her/his classroom, what language would you expect to hear from the teacher? From the student?</li> <li>4. How do these Florida Standards assist the social science student to master both the content (NGSSS-SS) and skill (FLS)</li> </ol>		



**Cluster 2: Craft and Structure**

STANDARD CODE	STANDARD
LAFS.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

**Cluster 3: Integration of Knowledge and Ideas**

STANDARD CODE	STANDARD
LAFS.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

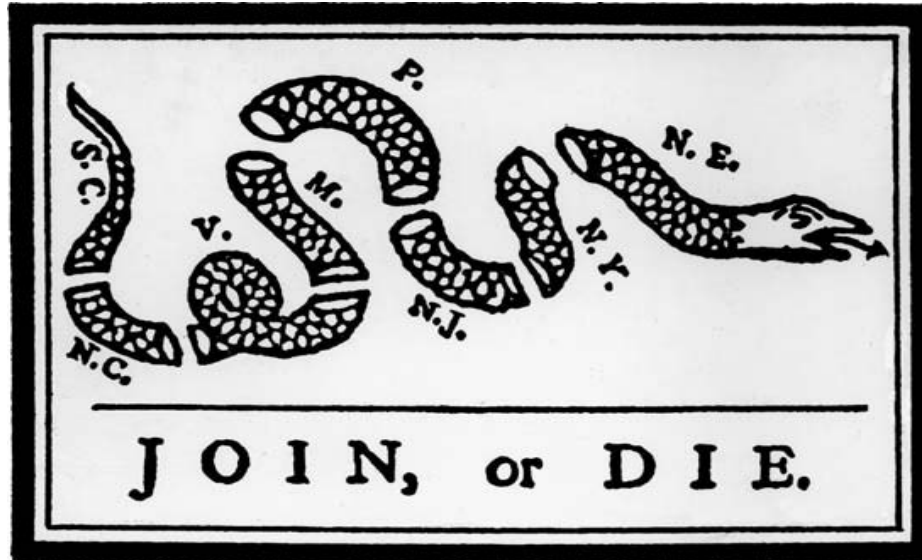


What?	So What?	Now What?
<p style="text-align: center;"><i>What did we do?</i></p> <p style="text-align: center; border: 1px solid red; padding: 2px;">Reference page 8 of agenda</p>	<p style="text-align: center;"><i>What was significant to you? What inferences can you make about what we did or why we did it this way?</i></p>	<p style="text-align: center;"><i>How might I use this at my school? What would I do differently?</i></p>
<p>20 minutes: Microlab: Stimulus Based Instruction (Stimuli Based Instruction).</p> <p><b>Look at the political cartoon you have been given (based on the NGSSS-SS EOC Benchmark already discussed)</b> <span style="border: 1px solid red; padding: 2px; display: inline-block;">See page 7 of agenda</span></p> <p><b>Analyzing Political Cartoon-</b> Political cartoons are illustrations designed to express social, political and historical messages of a set time or event.</p> <p><b>Person #1:</b> Identify symbols and metaphors. A symbol is any image that represents another thing, like Uncle Sam representing the United States in a political cartoon.</p> <p><b>Person #2:</b> Find details that contribute to the irony or humor of the cartoon. An irony is a form of humor in which something is conveyed in a way that mocks or teases the intended meaning.</p> <p><b>Both Persons:</b> Use the background knowledge and details from the cartoon to form a conclusion and extract the main idea and cartoonist's opinion of the event.</p> <p><b><u>DEBRIEF QUESTION:</u> At the conclusion of the wagon wheel, whole group questions: What are stimuli based instructional activities? Why are they essential for mastering NGSSS-SS EOC assessed benchmarks? Why are they essential for mastering Florida Standards?</b></p>		



What?	So What?	Now What?
<p style="text-align: center;"><i>What did we do?</i></p> <div style="border: 1px solid red; padding: 5px; display: inline-block;"> <p>See pages 10-14: Look for Document; See pages 15-24- Correlations</p> </div>	<p style="text-align: center;"><i>What was significant to you? What inferences can you make about what we did or why we did it this way?</i></p>	<p style="text-align: center;"><i>How might I use this at my school? What would I do differently?</i></p>
<p>15 minutes: Distribute Social Sciences “Look for” Document and Sample Student Work. Turn to partner and identify if sample student work correlates to the best practices identified in the “Look for” document. Share 7<sup>th</sup> grade Civics EOC and Elementary Grades 3-5 Correlation Document.</p>		
<p>10 minutes: Socialsciences.net overview. Whole group. Share resources available on <a href="http://socialsciences.dadeschools.net">http://socialsciences.dadeschools.net</a>.</p> <ul style="list-style-type: none"> <li>• Pacing Guides</li> <li>• Civic Integration Lessons</li> <li>• Social Sciences’ Task Cards</li> <li>• “Look for” Document</li> <li>• <b>DEBRIEF QUESTION: How do these resources assist to master NGSSS-SS and Florida Standards?</b></li> </ul>		

## The American Revolution



**Analyzing Political Cartoon-** Political cartoons are illustrations designed to express social, political and historical messages of a set time or event.

- **Person #1:** Identify symbols and metaphors. A symbol is any image that represents another thing, like Uncle Sam representing the United States in a political cartoon.
- **Person #2:** Find details that contribute to the irony or humor of the cartoon. An irony is a form of humor in which something is conveyed in a way that mocks or teases the intended meaning.
- **Both Persons:** Use the background knowledge and details from the cartoon to form a conclusion and extract the main idea and cartoonist's opinion of the event.
- **DEBRIEF QUESTION:** At the conclusion of the wagon wheel, whole group questions: What are stimuli based instructional activities? Why are they essential for mastering NGSSS-SS benchmarks? Why are they essential for mastering Florida Standards?





## Microlabs

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*These guidelines and questions were adapted from those developed by Julian Weissglass for the National Coalition for Equity in Education based at the University of California, Santa Barbara.*

### **Purpose**

To address a specific sequence of questions in a structured format with small groups, using active listening skills.

### **Time allotted**

About 8 minutes per question — this works best with a series of no more than three questions.

### **Group format**

Form triads — either with the people you're sitting near — or find others in the group you don't know well. Number off — 1, 2, 3.

### **Facilitation Tips**

"I'll direct what we will talk about. Each person will have one minute (or, sometimes, 2 minutes, depending on the group and the question) to talk about a question when it's their turn. While the person is speaking, the other two in the group simply listen. When the time is up, the next person speaks, and so on. I'll tell you when to switch." Emphasize that talk has to stop when you call time, and conversely, that if the person is done speaking before time is up, the three people should sit in silence, using the time to reflect. Review the Guidelines (previous page).

The quality of the questions matter in this exercise. The questions should be ones that are important to the group.

### **The Activity**

After instructing the group, read the first question aloud (twice). Give everyone time to write in preparation. Then, tell people when to begin, and then tell them when each one/two minute segment is up. On the first question, begin with person #1, then #2, then #3. Then read the next question aloud. On the second question, begin with #2, then #3, then #1. On the third question, begin with #3, then #1, then #2.

### **Reflection questions following the activity**

- What did you hear that was significant? What key ideas or insights were shared?
- How did this go for you? What worked well, and what was difficult? Why?
- How might your conversations have been different had we not used this protocol?
- What are the advantages/disadvantages of using this activity? When would you use this protocol?
- What would you want to keep in mind as someone facilitating this activity?



## Wagon Wheels Brainstorm

*Developed in the field by educators.*

### **Purposes**

- To stimulate lots of generative thinking in a very short time
- To stimulate powerful thinking between people who might not know each other
- To create a “vivid image bank” of a new idea in action to inform the planning process
- To develop a sense of team with a common purpose

*Note: Wagon Wheels may also be used to explore a text. Can also be used as a text discussion (See Wagon Wheels: Adapted for Texts).*

### **Set Up**

- Four chairs back to back at the hub of the wheel and 4 chairs on the outer circle facing the chairs at the hub.
- Facilitator selects 4 ideas to explore.

### **Directions**

Have participants bring paper and pen and fill in the seats in the wheel(s).

Ask them to take notes of both their own ideas as well as their partner’s.

The people on the outside of the wheel will be moving one seat to the right at each rotation; people at the hub remain in their seats.

Explain that they will be working on one topic with each partner for approximately 5 minutes — i.e. they will work with 4 different partners during the activity.

For each topic have the participants reach a common understanding of what the topic means and then brainstorm what it would look like in action.

At the end of each rotation, ask each participant sitting on the outside of the wheel to rotate one seat to the right. After they settle down, give them the next topic and ask them to reach a common understanding before brainstorming.

### **Going Deeper**

Have participants pick their favorite ideas for each topic and write them down on sticky notes. Make sure they label the top of each sticky note.

Put large flip chart sheets with topic titles on the top around the room and have participants post their favorite ideas on the appropriate sheet.

Create focus groups to further explore a specific topic and to plan how to put the powerful ideas into action.

**Social Sciences- “Look Fors” for Classroom Support**  
**(A guide to assist schools in supporting best-practices in social studies K-12 instruction)**

<b>ELEMENTARY</b>		<b>Classroom Walk Throughs/Evidence</b>	
<b>Social Studies Courses</b>	<b>Action Steps</b>	<b>Yes</b>	<b>No</b>
NGSSS-SS and Florida Standards (guiding standards and benchmarks)	<ul style="list-style-type: none"> <li>Required instructional minutes are being followed in all K-5 social studies grade levels (K-2 = 60 minutes a week; 3-5 = 120 minutes a week)</li> </ul>		
	<ul style="list-style-type: none"> <li>Utilize District suggested pacing guides for K-5 to support mastery of NGSSS-SS and Florida Standards</li> </ul>		
	<ul style="list-style-type: none"> <li>Use of <i>Civic Engagement Lessons</i> available on <a href="http://socialsciences.dadeschools.net">http://socialsciences.dadeschools.net</a>, in grades 3-5 in order to facilitate the scaffolding of civic knowledge and dispositions</li> </ul>		
	<ul style="list-style-type: none"> <li>Use of primary and secondary source documents during social science instruction</li> </ul>		
	<ul style="list-style-type: none"> <li>Stimuli (political cartoons, quotes, graphic representation of information etc.) are used to stimulate high level learning and generate high level questions.</li> </ul>		
	<ul style="list-style-type: none"> <li>Use of social studies content as a means to master ELA Florida State Standards</li> </ul>		
	<ul style="list-style-type: none"> <li>Use of specific “reading for purposes” learning activities through social studies content</li> </ul>		
	<ul style="list-style-type: none"> <li>Use of visual, e.g., graphs, maps, information in social science instruction</li> </ul>		
	<ul style="list-style-type: none"> <li>Mandated curricular programs are infused (African-American History, Hispanic Contributions to U.S. History, Holocaust Education, Women’s Contributions to U.S. History, and Character Education) into the existing social science instructional program</li> </ul>		
	Notes:		

**Social Sciences- “Look Fors” for Classroom Support  
(A guide to assist schools in supporting best-practices in social studies K-12 instruction)**

<b>MIDDLE</b>		<b>Classroom Walkthroughs/Evidence</b>	
<b>Civics</b>	<b>Action Steps</b>	<b>Yes</b>	<b>No</b>
NGSSS-SS and Florida Standards  NGSSS-SS Civics Benchmarks	<ul style="list-style-type: none"> <li>Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements</li> </ul>		
	<ul style="list-style-type: none"> <li>Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content</li> </ul>		
	<ul style="list-style-type: none"> <li>Use of Item Specifications for Civics EOC to guide instruction</li> </ul>		
	<ul style="list-style-type: none"> <li>Ensure that all Civics students participate in the District’s baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students’ weak areas of benchmark mastery</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide activities that allow students to interpret primary and secondary sources of information</li> </ul>		
	<ul style="list-style-type: none"> <li>Stimuli (political cartoons, quotes, graphic representation of information etc.) are used to stimulate high level learning and generate high level questions</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to examine opposing points of view on a variety of issues</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to write to inform and to persuade</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to master Florida State Standards for Literacy, Writing, and Speaking, through Civics content.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Use of reading for purpose instructional activities through social studies content</li> </ul>		
	<ul style="list-style-type: none"> <li>• Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance</li> </ul>		
	<ul style="list-style-type: none"> <li>• Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery</li> </ul>		
	<ul style="list-style-type: none"> <li>• Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., Project Citizen.</li> </ul>		
	Notes:		

<b>Social Sciences- “Look Fors” for Classroom Support (A guide to assist schools in supporting best-practices in social studies K-12 instruction)</b>			
<b>SENIOR</b>		<b>Classroom Walk Throughs/Evidence</b>	
<b>U.S. History Course</b>	<b>Action Steps</b>	<b>Yes</b>	<b>No</b>
U.S. History Benchmarks  NGSSS-SS and Florida Standards	<ul style="list-style-type: none"> <li>Use of reading for purpose instructional activities through social studies content</li> </ul>		
	<ul style="list-style-type: none"> <li>Use of Item Specifications for Civics EOC to guide instruction</li> </ul>		
	<ul style="list-style-type: none"> <li>Institute regular, on-going common planning sessions for U.S. teachers to ensure that the U.S. History curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements</li> </ul>		
	<ul style="list-style-type: none"> <li>Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content</li> </ul>		
	<ul style="list-style-type: none"> <li>Ensure that all U.S. History students enrolled in regular and honors courses participate in the District’s baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students’ weak areas of benchmark mastery</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide activities which help students develop an understanding of the content-specific vocabulary taught in history</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide activities that allow students to interpret primary and secondary sources of information</li> </ul>		
	<ul style="list-style-type: none"> <li>Stimuli (political cartoons, quotes, graphic representation of information etc.) are used to stimulate high level learning and generate high level questions.</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to examine opposing points of view on a variety of issues</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to write to inform and to persuade</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to research specific events and personalities in history using both print and non-print resources</li> </ul>		
	<ul style="list-style-type: none"> <li>Provide opportunities for students to master Florida State Standards for Literacy, Writing, and Speaking, through U.S. History content</li> </ul>		

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance</li> </ul>		
	<ul style="list-style-type: none"> <li>• Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery</li> </ul>		
	<ul style="list-style-type: none"> <li>• Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., “We the People...”, History Day</li> </ul>		
	Notes:		

### NGSSS-SS 7<sup>th</sup> Grade Tested Civics Benchmarks and Correlations per Grade Level (3)

<b>Third Grade</b>	
<b>Third Grade Civics Benchmark</b>	<b>Possible Related Seventh Grade Civics Benchmarks</b>
<p>SS.3.C.1.1 Explain the purpose and need for government.</p>	<p>SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p>SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p>SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p>SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.</p> <p>SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p>SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy)</p>
<p>SS.3.C.1.2 Describe how government gains its power from the people.</p>	<p>SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p>
<p>SS.3.C.1.3 Explain how government was established through a written Constitution.</p>	<p>SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p>SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p>SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p>SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p> <p>SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p>
<p>SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</p>	<p>SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p>SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p>SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</p> <p>SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <p>SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.</p> <p>SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p>SS.7.C.4.2 Recognize government and citizen participation in international organizations.</p>



SS.3.C.3.1	Identify the levels of government (local, state, federal).	SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
		SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.
SS.3.C.3.2	Describe how government is organized at the local level.	SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
		SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
		SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
SS.3.C.3.3	Recognize that every state has a state constitution.	SS.7.C.3.5	Explain the Constitutional amendment process.
		SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.	SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.
		SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
		SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.

## NGSSS-SS 7<sup>th</sup> Grade Tested Civics Benchmarks and Correlations per Grade Level (4)

<b>Fourth Grade</b>	
<b>Fourth Grade Civics Benchmark</b>	<b>Possible Related Seventh Grade Civics Benchmarks</b>
<p>SS.4.C.1.1 Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p>	<p>SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p>SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p>SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.</p> <p>SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p>SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.</p> <p>SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p>SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.</p> <p>SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.</p> <p>SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p>SS.7.C.3.13 Compare the constitutions of the United States and Florida.</p>
<p>SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.</p>	<p>SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government.</p> <p>SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</p> <p>SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <p>SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).</p>
<p>SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.</p>	<p>SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p>SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</p> <p>SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</p> <p>SS.7.C.2.13 Examine multiple perspectives on public and current issues.</p> <p>SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.</p>
<p>SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.</p>	<p>SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>SS.7.C.2.13 Examine multiple perspectives on public and current issues.</p>
<p>SS.4.C.3.1 Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.</p>	<p>SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p>SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p>

		SS.7.C.3.13	Compare the constitutions of the United States and Florida.
SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).	SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.

## NGSSS-SS 7<sup>th</sup> Grade Tested Civics Benchmarks and Correlations per Grade Level (5)

<b>Fifth Grade</b>			
<b>Fifth Grade Civics Benchmark</b>		<b>Possible Related Seventh Grade Civics Benchmarks</b>	
SS.5.C.1.1	Explain how and why the United States government was created.	SS.7.C.1.6 SS.7.C.1.9	Interpret the intentions of the Preamble of the Constitution. Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
SS.5.C.1.2	Define a constitution, and discuss its purposes.	SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.
SS.5.C.1.3	Explain the definition and origin of rights.	SS.7.C.1.1  SS.7.C.1.2	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.5.C.1.4	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.	SS.7.C.1.3 SS.7.C.1.4	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.5.C.1.6	Compare Federalist and Anti-Federalist views of government.	SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.5.C.2.1	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.	SS.7.C.1.1  SS.7.C.1.2	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.5.C.2.2	Compare forms of political participation in the colonial period to today.	SS.7.C.1.8  SS.7.C.2.8 SS.7.C.2.9  SS.7.C.2.10  SS.7.C.2.11	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. Identify America's current political parties, and illustrate their ideas about government. Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. Examine the impact of media, individuals, and interest groups on monitoring and influencing government. Analyze media and political communications (bias, symbolism, propaganda).
SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.	SS.7.C.3.7 SS.7.C.3.8	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

		SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.
SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy.	SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
		SS.7.C.2.13	Examine multiple perspectives on public and current issues.
SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.	SS.7.C.4.2	Recognize government and citizen participation in international organizations.
SS.5.C.3.1	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.	SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
		SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.
SS.5.C.3.2	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal	SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
		SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.
SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states.	SS.7.C.4.1	Differentiate concepts related to United States domestic and foreign policy.
		SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.
SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples.	SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
		SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.	SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.	SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, and Bush v. Gore.

## NGSSS-SS 7<sup>th</sup> Grade Tested Civics Benchmarks and Correlations per Grade Level ( 6 )

<b>Sixth Grade</b>	
<b>Sixth Grade Civics Benchmark</b>	<b>Related Seventh Grade Civics Benchmark</b>
SS.6.C.1.1 Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
	SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
	SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
	SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
	SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
	SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
	SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

**NGSSS-SS 7<sup>th</sup> Grade Tested Civics Benchmarks and Correlations per Grade Level ( 7 )**  
**Summary Chart for Tested 7<sup>th</sup> Grade Civics Benchmarks**

<b>7th Grade Tested Benchmarks</b>		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	X	X	X	X	X
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	X	X	X	X	X
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	X		X	X	X
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	X		X	X	X
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	X				X
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.	X	X	X		X
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.	X	X	X		X
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	X		X		X
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	X		X		X
SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.	X	X			X
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	X	X			X
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.	X	X			X
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.	X		X		X
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.	X	X	X		X
SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.		X	X		X

SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.	X	X	X		X
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.	X	X	X		X
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).		X	X		X
SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.	X	X	X		X
SS.7.C.2.13	Examine multiple perspectives on public and current issues.		X	X		X
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	X				X
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.					X
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.	X	X			X
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.	X	X			X
SS.7.C.3.5	Explain the Constitutional amendment process.	X				X
SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society.	X				X
SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.	X		X		X
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.	X	X	X		X
SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.		X	X		X
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.					X
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.		X			X



SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, and Bush v. Gore.			X		X
SS.7.C.3.13	Compare the constitutions of the United States and Florida.		X			X
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.					X
SS.7.C.4.1	Differentiate concepts related to United States domestic and foreign policy.			X		X
SS.7.C.4.2	Recognize government and citizen participation in international organizations.	X		X		X
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.			X		X