

# **Matrix of Modules, Benchmarks Covered, Authors, and Teaching Tasks**

## **Florida Civics Project**

### **Revised December 14, 2016**

This module is part of *The Florida Civics Project Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block. Others teach the modules during the time allocated for social studies.

The modules in *The Florida Civics Project Collection* cover all of the benchmarks in civics (listed as Focus Standards) which are addressed in either the teaching task *or* a mini-task. Essential literacy standards (LAFS) are also addressed in each module. In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at [jirvin@NLProject.org](mailto:jirvin@NLProject.org).

Grade	Title	Grade Level Civics Benchmarks	Authors/Florida County	Teaching Task	Overview of Module
K	A. Why Are Rules Important?  (4 hours)	<u>K.1.1</u> : Define rules and laws <u>K.1.2</u> : Explain purpose of rules and laws	Rachael Moose, Pam Ferrante, and Sandy McGlynn (Seminole)	Why are rules important? After listening to literary and informational texts on the importance of rules and laws, draw a picture and write or dictate a caption in which you explain why rules at home, school, or in the community are important. Support your response with evidence from the text/s.	Students define what rules and laws are and explain the necessity of rules and laws at home, school, and community. This module should be implemented in the first few weeks of school. Students are given the option of drawing their responses.
	B. What Good Citizens Do  (6 hours)	<u>K.2.1</u> : Demonstrate characteristics of good citizens <u>K.2.2</u> : Demonstrate that conflicts can be resolved <u>K.2.3</u> : Describe fair ways for groups to make decisions	Karen Nolen, Rachael Moose, Pam Ferrante, and Sandy McGlynn (Seminole)	After listening to literary and informational texts on being a good citizen and making good decisions, write a three-page booklet of pictures and words in which you describe how a group we read about made good decisions to resolve a conflict.. Support your response with evidence from the text/s.	Students recognize characteristics of being a good citizen, explain how friends can resolve conflicts, and describe fair ways for groups to make decisions. Students use a combination of drawing, dictating, and writing in their responses.
1	A. People, Rules, and Laws  (3 hours)	<u>1.1.1</u> : Explain purpose of rules and laws <u>1.1.2</u> : Give examples of people with power to make and enforce rules and laws	Pam Ferrante, Karen Nolen, Patricia Goldman (Seminole)	After listening to literary texts on rules and laws in school and the community and the people who enforce them, write a paragraph in which you explain why one rule mentioned in the books is important and what happens if people break this rule. Support your response with evidence from the text/s.	After learning about the purpose of rules and laws, students will share ideas about why rules are important, how rules are enforced, who enforces rules, and what happens when people do not follow the rules.

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	B. Citizens Have Responsibility  (6 hours)	<u>1.2.1</u> : Explain rights and responsibilities of community members <u>1.2.2</u> : Describe characteristics of responsible citizenship <u>1.2.3</u> : Identify ways students can participate in making school and community better <u>1.2.4</u> : Show respect and kindness to people and animals	Pam Ferrante (Seminole)	What does it mean to be a responsible citizen? After listening to literary and informational texts on being a responsible citizen, write a paragraph in which you explain how a character from the texts we have read showed the characteristics of responsible citizenship in school or the community. Support your response with evidence from the text/s.	Students interact with a variety of texts including both fiction and non-fiction to explore the idea of responsible citizenship.
	C. Conflict Resolution  (3 hours)	<u>1.1.3</u> : Give examples of use of power without authority <u>1.3.1</u> : Explain how conflicts might be resolved in fair and just ways	Pam Ferrante and Patricia Goldman (Seminole)	After listening to literary text(s) on conflict resolution, draw a picture and finish sentence stems in which you explain how you could use a strategy from one of the texts to resolve a personal conflict justly and fairly. Support your response with evidence from the text/s.	Students explore the idea of conflict resolution and some fair and just ways to resolve conflicts including incidents about bullying.
	D. American Symbols  (3 hours)	<u>1.3.2</u> : Recognize symbols and individuals that represent American democracy	Patricia Goldman and Pam Ferrante (Seminole)	After reading and listening to texts about American symbols, choose three symbols and write two sentences for each symbol in which you explain the meaning of that symbol. Support your response with evidence from the text/s.	Students learn about the importance of American symbols. Students then share their understanding of the symbols by drawing, writing, and speaking about the symbols.
2	A. The Preamble to	<u>2.1.1</u> : Explain why people form governments	Rhonda Marynec and Nadya	After reading the Preamble of the Constitution and secondary	Students identify the Preamble of the United States Constitution as

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	the Constitution (5 hours)	<u>2.1.2</u> : Explain consequences of absence of rules and laws <u>2.3.1</u> : Identify Constitution as document that establishes government	Acevedo (Brevard)	sources about the constitution, write a multi-paragraph essay in which you explain the founders' reasons for forming the government. Support your response with evidence from the text/s.	the introductory statement of the Constitution. Students define the key words from the Preamble, and understand that the founders created the Constitution to guide the United States government. They understand that the Preamble states the reasons why the founders formed the U.S. government.
	B. Rights of U.S. Citizens (6 hours)	<u>2.2.1</u> : Identify what it means to be a US citizen <u>2.2.3</u> : Explain why US citizens have guaranteed rights	Denise Crabtree and Lauren Pantoja (Pasco)	What does it mean to be a U.S. citizen? After reading informational texts on the rights of U.S. citizens, write a report in which you describe one of the rights of U.S. citizens. Support your response with evidence from the text/s.	Modules 2B and 2C are parallel. 2B focuses on the rights of U. S. Citizens and how one becomes a citizen.
	C. Responsibilities of U. S. Citizens (7 hours)	<u>2.2.2</u> : Define and apply characteristics of responsible citizenship <u>2.2.4</u> : Identify ways citizens can make a positive contribution <u>2.2.5</u> : Evaluate the contributions of various groups of citizens <u>2.3.2</u> : Recognize symbols, individuals, events and documents that represent the US	Denise Crabtree and Lauren Pantoja (Pasco)	After reading informational texts on the responsibilities of U. S. citizens, write a report in which you describe how the characteristics of good citizenship have been used by responsible citizens to make a positive contribution in a community. Support your response with evidence from the text/s.	Modules 2B and 2C are parallel. 2C focuses on the responsibilities of U.S. citizens and ways they can make a positive contribution a community.

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3	A. By the People, For the People: Government and the Constitution  (6 hours)	3.1.1: Explain purpose and need of government 3.1.2: Describe how government gains power 3.1.3: Explain purpose of written constitution 3.2.1: Identify actions of citizens that demonstrate civic virtues 3.3.4: Recognize that U.S. Constitution is supreme law of land	Christy Gabbard (PK Yonge)	After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution and the purpose of the Constitution. Support your response with evidence from the text/s.	Students understand individual responsibility, the importance of community, and the concept of government for the common good. Students explore how the government was established through a written Constitution, the purpose of the Constitution, and the relationship of the government with a written Constitution.
	B. Local and State Government  (7 hours)	3.3.1: Identify levels of government 3.3.2: Describe how government is organized 3.3.3: Recognize that every state has constitution; differentiate between state and federal governments	Christy Gabbard (PK Yonge) and Heather Lacey (Fredrick County, Maryland)	After reading informational texts on local, state, and federal government, write report in which you describe the organization and responsibilities of each level of government. Support your response with evidence from the text/s.	Students learn about the three levels of government at the federal, state, and local level. Students write about the organization and responsibility of each type of government (local, state, federal).
4	A. The Florida State Constitution: Structure, Function, and Purpose  (10 hours)	4.1.1: Describe how Florida's constitution protects rights of citizens 4.3.1: Identify three branches of government in Florida 4.3.2: Distinguish between state and local government	Autumn McKenzie and Daryl Saunders (Hillsborough) and Lauren Pantoja (Pasco)	After reading primary and secondary sources on Florida's state government, write an essay in which you explain how the Florida Constitution guides the structure, function, and purposes of the state government, and protects the rights of its citizens. Support your	Students explore Florida's Constitution and how it establishes and protects the rights of the Citizens of Florida. Students explain how the Florida Constitution guides the structure, function, and purpose of the government.

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				response with evidence from the text/s.	
	B. The Role of the Florida Citizen  (10 hours)	<u>4.2.1</u> : Discuss public issues in Florida <u>4.2.2</u> : Identify ways citizens work together to influence government <u>4.2.3</u> : Explain importance of public service	Rich Hattal (Brevard)	After reading literary and informational texts on civic engagement in Florida, write an essay in which you relate how Florida citizens described in three of the texts used different strategies to solve civic issues. Support your response with evidence from the text/s.	Students explore public issues in Florida and how some citizens solved those issues. Students explain the importance of public service in Florida.
5	A. Roots of American Democracy: Revolution to Articles of Confederation  (10 hours)	<u>5.1.1</u> : Explain how and why the US government was created <u>5.1.2</u> : Define a constitution <u>5.1.3</u> : Explain the origin of “rights” <u>5.2.1</u> : Differentiate ideas of Patriots, Loyalists, and “undecided” in Revolution	Lauren Pantoja and Denise Crabtree (Pasco)	After reading informational texts about the transition from British colonies to an independent nation, write an essay in which you explain how our Founding Fathers overcame several challenges to create a lasting government. Support your response with evidence from the text/s.	Students learn the definition of and purpose for a constitution. They learn that the Declaration of Independence and the Articles of Confederation are both documents that created a foundation for the Constitution. Students will be introduced to the United States Constitution and the origin of the concept of “rights” that the constitution provides for its citizens.
	B. Roots of American Democracy: Federalism  (8 hours)	<u>5.1.4</u> : Identify grievances of Declaration of Independence and weaknesses of Articles of Confederation <u>5.1.6</u> : Compare views of Federalists and Anti-	Rich Hattal and Rhonda Marynec (Brevard)	After reading primary and secondary source documents on the formation of the United States government, write an essay in which you explain how compromise between federalists and anti-federalists led to a	This module builds on 5A. Students explore the early development of American rights and read from primary and secondary source documents such as the <i>Federalist Papers</i> . Students judge the impact these documents had on the

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		Federalists		government that has lasted over 200 years. Support your response with evidence from the text/s.	foundation of our rights and American Democracy in general.
	C. Bill of Rights	<p><u>5.1.5</u>: Describe how concerns about individual rights led to Bill of Rights</p> <p><u>5.2.3</u>: Analyze how constitution expanded voting rights over the years</p> <p><u>5.3.4</u>: Describe amendment process</p> <p><u>5.3.5</u>: Identify fundamental rights of all citizens</p>	Rich Hattal and Rhonda Marynec (Brevard)	After reading the Bill of Rights and informational texts on the Bill of Rights, write an essay in which you explain how one of the first ten amendments guarantees freedom to citizens and limits the power of government. Support your response with evidence from the text/s.	Students examine the purpose and power of the Bill of Rights and how it impacts the daily lives of citizens. Students also analyze one of the amendments and write an essay explaining how the amendment provides citizens with freedom and limits government power.
	D. Checks and Balances of Government  (12 hours)	<p><u>5.3.1</u>: Describe the structure of three branches</p> <p><u>5.3.2</u>: Define terms that limit powers of government</p> <p><u>5.3.3</u>: Identify powers granted to federal government</p> <p><u>5.3.6</u> : Examine foundation of legal system</p>	Donna Dunakey, Sharon Costedio, Tara Sunnarborg (Charlotte)	How does the Constitution limit the powers of the United States government? After reading primary source documents and informational texts on the Constitutional limits of governmental power, write a speech in which you explain how one principle found in the Constitution limits the powers of American government. Support your response with evidence from the text/s.	Students examine the basic principles of the United States constitution. After examining separation of powers, checks and balances, popular sovereignty, rule of law, federalism, and individual rights, students write a speech explaining one principle found in the Constitution and how that principle limits the powers of government.
	E. Raise Your Hand! Why is Civic Responsibility	<p><u>5.2.2</u>: Compare political participation of Colonial times and now</p> <p><u>5.2.4</u>: Evaluate importance of civic responsibility</p>	Denise Peters and Rich Hattal (Brevard)	After reading informational texts and viewing historical images, write an essay in which you explain the importance of civic responsibility in American	Students examine the duties and responsibilities of U. S. citizens including those of Colonial times. Students consider several examples of civic responsibility and select one

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	Important to an American Democracy?  (8 hours)	<u>5.2.5</u> : Identify ways good citizens improve government		democracy. Support your response with evidence from the text/s. Give one example from the past or present that illustrates your point.	to write why that one is important to an American Democracy.
6	A. The Influence of Greek and Roman Philosophy and Law  (7 hours)	<u>6.1.1</u> : Identify democratic principles of ancient Greece <u>6.1.2</u> : Identify democratic principles of ancient Rome <u>6.2.1</u> : Identify principles from ancient Greece and Rome reflected in American democracy	Lauren Pantoja (Pasco) and Martha Ford (Hillsborough)	After reading informational texts on ancient Greek and Roman governments, write an essay in which you describe the democratic concepts, organization of government, and basic principles of these two governments that are reflected in the United States political process today. Support your discussion with evidence from the text/s.	Students explore the influence of Greek and Roman thought on the American political tradition. Students read primary and secondary sources that introduce the various aspects of Greek and Roman philosophy and their effects on the ancient laws. They will then apply that information to the founding of our own government.