



Civics

End-of-Course Assessment

Test Item Specifications



FLORIDA DEPARTMENT OF EDUCATION
www.fldoe.org

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INTRODUCTION

In December 2008, the Florida State Board of Education adopted the Next Generation Sunshine State Standards (NGSSS) for Social Studies. The grade 7 Civics and Government strand of these standards will be used to develop the Civics End-of-Course (EOC) Assessment. The Florida State Board of Education has made the standards available online at <http://www.floridastandards.org/Standards/FLStandardSearch.aspx>. The 2010 Florida Legislature authorized the Florida EOC Assessments with the passage of Senate Bill 4.

The NGSSS are subdivided into benchmarks that identify what a student should know and be able to do following completion of the course. This document, *Civics End-of-Course Assessment Test Item Specifications (Specifications)*, provides details about the portion of the standards assessment designed to assess Civics and includes information about the benchmarks, the stimulus types, and the test items.

The Civics EOC Assessment measures achievement of Florida students enrolled in any of six different Civics courses, specifically M/J Civics-year (2106010), M/J Civics (2106015), M/J Civics & Career Planning (2106016), M/J Civics, Advanced (2106020), M/J Civics, Advanced (2106025), M/J Civics, Advanced (2106026), M/J Civics and Digital Technologies (2106029), or an equivalent course, by assessing student progress on benchmarks from the NGSSS that are assigned to Civics course descriptions, which are located in Appendix E.

Origin and Purpose of the *Specifications*

The Florida Department of Education (FDOE) and committees of experienced Florida educators developed and approved the *Specifications*. The *Specifications* is a resource that defines the content and format of the test and test items for item writers and reviewers. The *Specifications* indicates the alignment of test items with the NGSSS. It also serves to provide all stakeholders with information about the scope and function of the end-of-course assessments.

Scope of this Document

The *Specifications* for Civics EOC Assessment provides general guidelines for the development of all test items used in the assessment.

The Overall Considerations section in this Introduction provides an explanation of the Civics concepts and elements assessed by the test. The Criteria for Civics EOC Assessment Test Items section explains the general guidelines for selection and development of multiple-choice items. The Item Difficulty and Cognitive Complexity of Civics EOC Assessment Test Items addresses cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for the Civics EOC Assessment Test Items section covers the review processes used to ensure the quality of the stimuli and test items. The Individual Benchmark Specifications section contains specific information about each benchmark. This section provides benchmark clarification statements, content limits, stimulus attributes, content focus, and a sample item for each benchmark.

Overall Considerations

This section of the *Specifications* describes the guidelines that apply to all test items developed for the Civics EOC Assessment.

Overall considerations are broad item-development issues that should be addressed during the development of test items. Other sections of Criteria for Civics End-of-Course Assessment Items relate more specifically to one aspect of the development (e.g., content limits or stimulus attributes).

1. Most test items should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item context.
2. Some benchmarks are combined for assessment; the individual specification indicates which benchmarks are combined.
3. Test items should be appropriate for students in terms of course content experience and difficulty, cognitive development, and reading level.
4. Test items should be written to match a variety of cognitive levels. Each benchmark should be assessed by items of varying cognitive complexity.
5. The reading level of the test items should be grade 7, except for specifically assessed Civics terms or concepts.
6. Test items should assess the application of the concept rather than the memorization of Civics dates, names, facts, laws, or theories unless otherwise noted in the individual benchmark specifications.
7. Test items will not require the student to define terms but to understand terms used in context.
8. Test items will not require the student to create a chart, table, or graph.
9. Each test item should be written clearly and unambiguously to elicit the desired response.
10. Test items should not be designed to create disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.
11. The item context should be designed to interest middle school students.
12. All test items should be placed in a real-world context unless otherwise noted in the individual benchmark specifications. The context should lead the student cognitively to the question. Every effort should be made to keep the test items as concise as possible without losing cognitive flow or missing the overall idea or concept.
13. The item content should be timely but not likely to become dated too quickly.

CRITERIA FOR CIVICS END-OF-COURSE ASSESSMENT TEST ITEMS

All Civics EOC Assessment test items are in multiple-choice (MC) format. The general specifications on pages 3 through 6 cover the following criteria for the Civics EOC Assessment:

- Use of Graphics
- Item Style and Format
- Scope of Test Items
- Guidelines for Item Writers

Use of Graphics

Graphics are used to provide both necessary and supplemental information. That is, most graphics contain information that is necessary for answering the question, while other graphics illustrate or support the context of the question. Items may include political cartoons, maps, photographs, diagrams, illustrations, charts, or tables, unless otherwise noted in the Individual Benchmark Specifications section.

Item Style and Format

This section presents stylistic guidelines and formatting directions that should be followed while developing test items.

General Guidelines

1. The Civics EOC Assessment is a computer-based assessment. All items written for this assessment should be designed and written primarily for use with a computer-based test.
2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for grade 7.
3. Civics and/or Social Studies concepts should be appropriate to the content covered in the Civics course descriptions. The course descriptions can be found in Appendix E.
4. Test items should have only one correct answer. The words **most likely** or **best** should be used sparingly.
5. The final sentence of all item stems must be expressed as a question.
6. Graphics in test items should be clearly labeled and contain all information necessary for a student with benchmark mastery to answer the test item correctly.
7. Test item questions using the word **not** should emphasize the word **not** using all uppercase letters (e.g., “Which of the following is NOT an example of . . .”). The word **not** should be used sparingly.

Multiple-Choice (MC) Items

1. MC items should take approximately one minute per item to answer.
2. MC items are worth one point each.
3. MC items should have four answer options (A, B, C, D).
4. During item development and review, the correct response should be indicated with an asterisk next to the answer option letter.
5. During item development and review, the rationale for distractors (incorrect answer options) should be indicated and set off in brackets.
6. In most cases, answer options should be arranged vertically beneath the item stem.
7. If the answer options for an item are strictly numerical, they should be arranged in ascending or descending order, with the place values of digits aligned. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem.
8. Answer options should be arranged by the logic presented in the test item, by alphabetical order, or by length. Options may also be ordered in reverse alphabetical order or from longest to shortest. Options that are one word in length should be in alphabetical or reverse alphabetical order.
9. Each distractor should be a plausible answer for someone who does not know the correct answer.
10. Whenever possible, distractors should include common Civics misconceptions or represent conceptual or factual errors commonly made by students who have not mastered the assessed concepts.
11. All distractors should be written in a style appropriate to the question asked. For example, a *how* question should have distractors that explain how.
12. Paired comparison structure of options should be avoided.
13. Options should have parallel structure whenever possible. Test items should *not* have an outlier (e.g., an option that is significantly longer than or different from the other options).
14. Test items should not be clued or answered by information in the stem or other options.
15. Options such as *none of the above*, *all of the above*, *not here*, *not enough information*, or *cannot be determined* should not be used as distractor rationales.
16. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.

Scope of Test Items

The scope of Civics EOC Assessment test items is presented in Appendix B. The benchmarks serve as the objectives to which the test items are written. There may be additional guidelines or restrictions located in the individual benchmark specifications.

This document also contains remarks and examples under various benchmarks giving specific content that potentially could be assessed. The remarks can also be used to focus test items on specific subjects covered by the benchmark, in addition to, but not exclusive of, the list of Content Focus topics found in the Individual Benchmark Specifications section. The remarks and additional examples can be found by searching for specific benchmark numbers on the NGSSS website at <http://www.floridastandards.org/Standards/FLStandardSearch.aspx>.

Guidelines for Item Writers

Civics item writers must have a comprehensive knowledge of the assessed Civics curriculum and a strong understanding of the concepts. Item writers should know and consistently apply the guidelines established in the *Specifications* as well as contribute to the goal of developing test content that allows students to perform at their best. Item writers are also expected to use their best judgment in writing items that measure the Civics benchmarks of the NGSSS without introducing extraneous elements that reflect bias for or against a group of students.

Item writers for the Civics EOC Assessment must submit items in a particular format and must include the following information about each item. Because items are rated by committees of Florida educators following submission to the FDOE, familiarity with the directions for rating items (found in Appendix A) will prove useful to all item writers.

Format	Item writers must submit test items in the agreed-upon template. All appropriate sections of the template should be completed before the items are submitted.
Sources	Item writers are expected to provide sources for all verifiable information included in the test item. Acceptable sources include scholarly studies and/or Internet sites maintained by reputable organizations such as government agencies, universities, or research centers.
Correct Response	Item writers must supply the correct response. Each distractor should be a believable answer for someone who does not know the correct answer. Rationales must include explanations for these errors.
Submission of Items	When submitting items, item writers must balance several factors. Item submissions should: <ul style="list-style-type: none">• include items of varying difficulty;• include items of varying cognitive complexity;• include items from varying content foci;• include the content source(s) for the item;• have a balance in location of the correct answer within benchmarks; and• be contemporaneously and historically accurate.

ITEM DIFFICULTY AND COGNITIVE COMPLEXITY OF CIVICS END-OF-COURSE ASSESSMENT TEST ITEMS

Educational standards and assessments are aligned based on the category of content covered and also on the complexity of knowledge required. The Civics EOC Assessment items, while assessing Florida’s NGSSS, must also reflect these goals and standards. It is important to develop items that elicit student responses that demonstrate the complexity of knowledge and skills required to meet these objectives. The degree of challenge of test items is currently categorized in two ways: **item difficulty** and **cognitive complexity**.

Item Difficulty

The difficulty of test items is initially estimated by committees of educators participating in Item Content Review meetings each year. As each test item is reviewed, committee members make a prediction of difficulty based upon their knowledge of student performance at the given grade level. The classification scheme used for this prediction of item difficulty is based on the following:

- Easy** More than 70 percent of the students are likely to respond correctly.
- Average** Between 40 percent and 70 percent of the students are likely to respond correctly.
- Challenging** Fewer than 40 percent of the students are likely to respond correctly.

After an item appears on a test, item difficulty refers to the actual percentage of students who chose the correct answer.

Cognitive Complexity

Cognitive complexity refers to the cognitive demand associated with an item. The cognitive classification system implemented by FDOE is based upon Dr. Norman L. Webb’s Depth of Knowledge (DOK) levels.¹ The rationale for classifying a test item by its DOK level of complexity focuses on the expectations made of the test item, not on the ability of the student. When classifying a test item’s demands on thinking (i.e., what the test item requires the student to recall, understand, analyze, and do), it is assumed that the student is familiar with the basic concepts of the task. Test items are chosen for the EOC assessments and the FCAT 2.0 based on the NGSSS and their grade-level appropriateness, but the complexity of the test items remains independent of the particular curriculum a student has experienced. On any given assessment, the cognitive complexity of a multiple-choice item may be affected by the distractors. The cognitive complexity of a test item depends on the grade level of the assessment; a test item that has a high level of cognitive complexity at one grade may not be as complex at a higher grade.

The categories—low complexity, moderate complexity, and high complexity—form an ordered description of the demands an item may make on a student. For example, low-complexity test items may require a student to solve a one-step problem. Moderate-complexity test items may require multiple steps. High-complexity test items may require a student to analyze and synthesize information. The distinctions made in item complexity ensure that items will assess the depth of student knowledge at each benchmark. The intent of the item writer weighs heavily in determining the complexity of a test item. At the end of this section, three middle school Civics items illustrate how a single concept may be assessed by test items with increasing cognitive complexity.

The pages that follow illustrate some of the varying demands that test items might make at each complexity level for the Civics EOC Assessment. Note that test items may fit one or more descriptions. In most instances, these test items are classified in the highest level of complexity demanded by the test item. Caution must be used in referring to the table of descriptors that is provided for each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of item complexity should be made considering the overall cognitive demand placed on a student. Another table provides the breakdown of the percentage of points by cognitive complexity level.

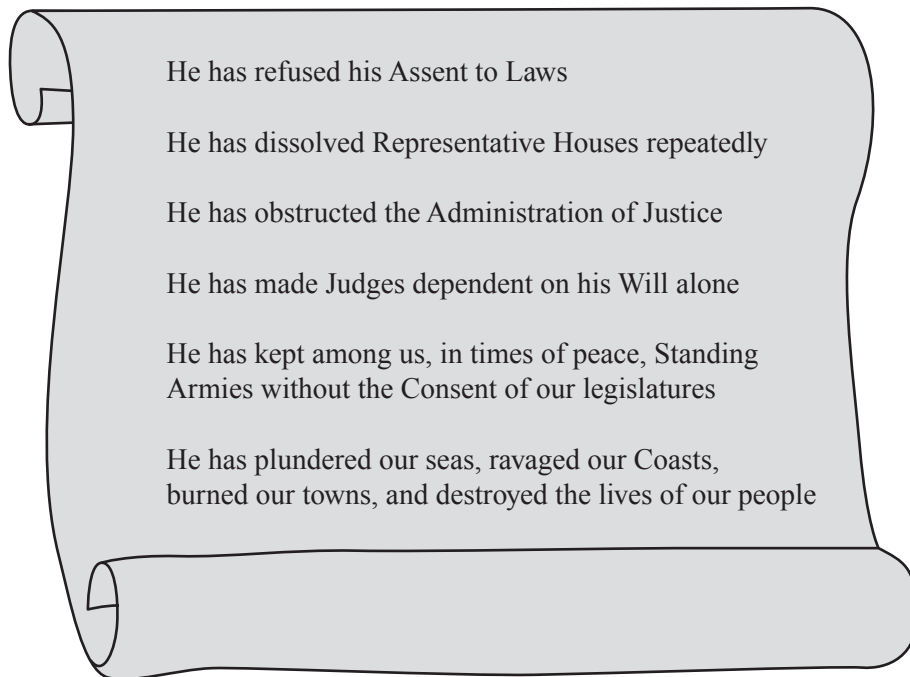
¹ Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Low Complexity

Civics low-complexity test items rely heavily on the recall and recognition of previously learned concepts and principles. Low-complexity test items involve the recognition or recall of information such as a fact, definition, term, or simple procedure. These items can involve recognizing information and identifying characteristics.

Below is an example of a low-complexity test item that is based on Benchmark SS.7.C.1.4. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

In which document are these statements found?

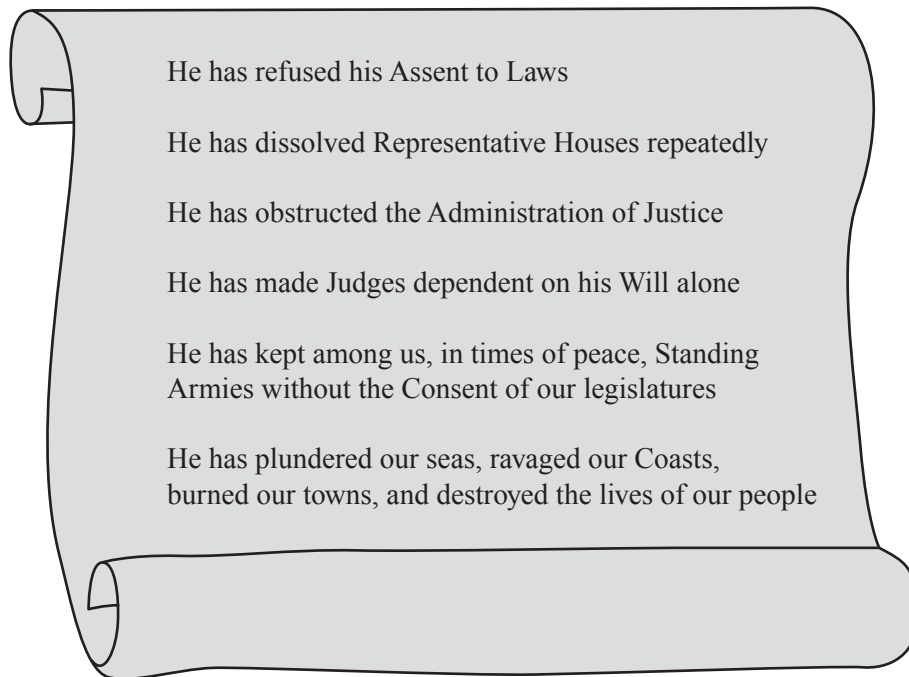
- A. Magna Carta
- B. Mayflower Compact
- C. Articles of Confederation
- ★ D. Declaration of Independence

Moderate Complexity

Civics moderate-complexity test items involve more flexible thinking than low-complexity test items require. Moderate-complexity test items involve the engagement of some mental processing beyond recalling or reproducing a response. They also involve examining relationships, determining cause and effect, and determining significance.

Below is an example of a moderate-complexity test item that is based on Benchmark SS.7.C.1.4. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

How did the opinions expressed in these statements help influence the American political system in the United States?

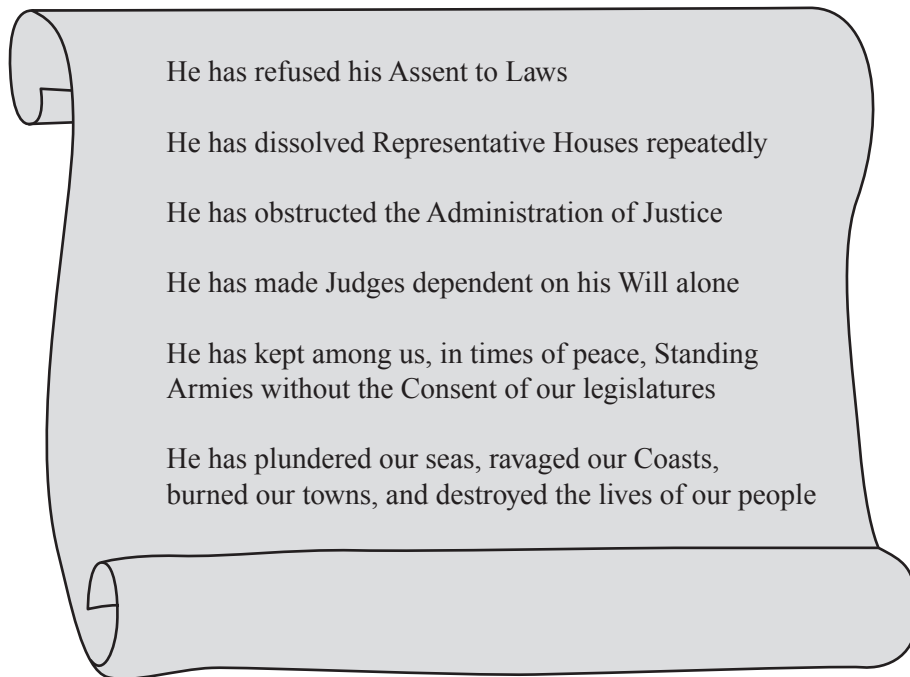
- A. Citizens believed legislators should be elected.
- ★ B. Citizens believed government should be limited.
- C. Voters believed laws should be publicly debated.
- D. Voters believed equality should be legally assured.

High Complexity

Civics high-complexity test items make heavy demands on student thinking. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought. These test items require that the student think in an abstract and sophisticated way, often involving multiple steps.

Below is an example of a high-complexity test item that is based on Benchmark SS.7.C.1.4. For more information about this item, see page 24.

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

How does the modern political system in the United States uphold the principles expressed in these statements?

- A. by requiring voter registration laws for local elections
- ★ B. by causing elected officials to be responsible to citizen needs
- C. by allowing federal judges to be appointed by elected officials
- D. by making local governments responsible for monitoring elections

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

Examples of Civics Activities across Cognitive Complexity Levels		
Low Complexity	Moderate Complexity	High Complexity
<ul style="list-style-type: none"> Identify or recall common historical or contemporary events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Apply or infer cause-and-effect relationships. 	<ul style="list-style-type: none"> Solve or predict the outcome of a problem.
<ul style="list-style-type: none"> Use a chart, table, diagram, graph, or image to recall or recognize information. 	<ul style="list-style-type: none"> Identify outcomes of particular cause-and-effect relationships. 	<ul style="list-style-type: none"> Generalize or draw conclusions when presented with historical or contemporary information.
<ul style="list-style-type: none"> Identify characteristics of a particular group, place, or event. 	<ul style="list-style-type: none"> Identify the significance of historical or contemporary events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Provide justification for events, actions, or issues in the past and current American experience.
	<ul style="list-style-type: none"> Categorize historical or contemporary people, places, events, or concepts. 	<ul style="list-style-type: none"> Predict a long-term result, outcome, or change within society.
	<ul style="list-style-type: none"> Determine the relationship between historical or contemporary events, actions, personalities, or concepts. 	<ul style="list-style-type: none"> Analyze how changes have influenced people or institutions.
	<ul style="list-style-type: none"> Explain historical or contemporary problems, patterns, or issues. 	<ul style="list-style-type: none"> Recognize and explain historical or contemporary misconceptions.
	<ul style="list-style-type: none"> Identify similarities and differences. 	<ul style="list-style-type: none"> Analyze similarities and differences.

The table below shows the target ranges for the percentage of points by cognitive complexity level on each Civics EOC Assessment.

Percentage of Points by Cognitive Complexity Level for Civics EOC Assessment

Course	Low	Moderate	High
Civics	15%–25%	45%–65%	15%–25%

Universal Design

The application of universal design principles helps develop assessments that are usable to the greatest number of test takers, including students with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the test maximizes readability, legibility, and compatibility with accommodations, and test development includes a review for bias and sensitivity.

The FDOE trains both internal and external reviewers to revise items, allowing for the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design including, but not limited to:

- reduction in wordiness;
- avoidance of ambiguity;
- selection of reader-friendly construction and terminology; and
- consistently applied concept names and graphic conventions.

Universal design principles also inform decisions about test layout and design including, but not limited to, type size, line length, spacing, and graphics.

REVIEW PROCEDURES FOR CIVICS END-OF-COURSE ASSESSMENT TEST ITEMS

Prior to appearing on any Florida state assessment, all Civics test items must pass several levels of review as part of the development process. Florida educators and citizens, in conjunction with the FDOE and the assessment contractors, scrutinize all material related to test items prior to accepting the items for placement on the tests.

Review for Potential Bias and Community Sensitivity

Civics test items are reviewed by groups of Florida educators generally representative of Florida's geographic regions and culturally diverse population. Test items are reviewed for the following kinds of bias: gender, racial, ethnic, political, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities.

Florida citizens associated with a variety of organizations and institutions review all test items for issues of potential concern to members of the community at large. The purpose for this review is to ensure that the primary purpose of assessing student achievement of Civics benchmarks is not undermined by inadvertently including in the test any material that parents and other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and to determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities. Most topics are acceptable if the material is handled tastefully; is well written; and presents the topics from a wholesome (ethical and educational), inoffensive, and interesting viewpoint within a historical or contemporary context. Test items are written to meet EOC test criteria and measure the content in the NGSSS for Civics.

Review of Test Items

The FDOE and the assessment contractor review all test items during the item-development process.

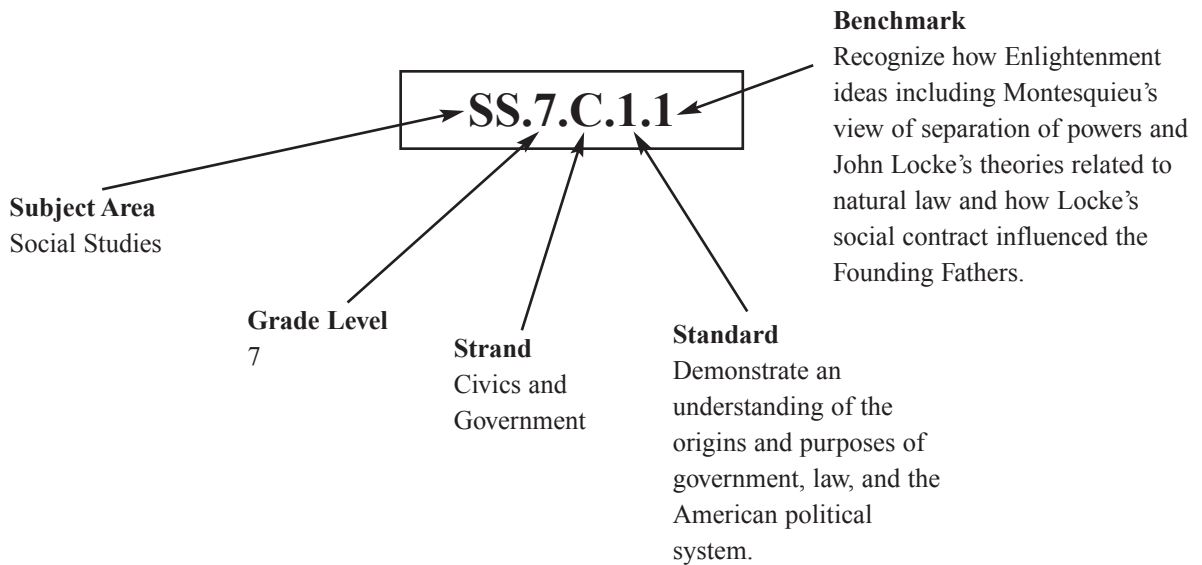
Groups of Florida Civics educators are subsequently convened to review the test items for content characteristics and item specifications. The content review focuses on validity, determining whether each item is a valid measure of the designated NGSSS benchmark as defined by the *Specifications* for test items. Separate reviews for bias and sensitivity are also conducted as noted above.

GUIDE TO THE INDIVIDUAL BENCHMARK SPECIFICATIONS

Benchmark Classification System

Each benchmark in the Standards is labeled with a system of numbers and letters.

- The two letters in the *first position* of the code identify the **Subject Area** (e.g., SS for social studies).
- The number in the *second position* represents the **Grade Level** to which the benchmark belongs.
- The letter in the *third position* represents the **Strand** to which the benchmark belongs (e.g., *A* represents American History, *G* represents Geography, *E* represents Economics, *W* represents World History, *C* represents Civics and Government, and *H* represents Humanities).
- The number in the *fourth position* represents the **Standard**.
- The number in the *last position* of the code identifies the specific **Benchmark** under the Standard.



Grade 7	
Strand C	Civics and Government
Standard 1	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of powers and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

Definitions of Benchmark Specifications

The *Specifications* identifies how Florida’s NGSSS benchmarks are assessed on the Civics EOC Assessment. For each benchmark assessed in Civics, the following information is provided in each Individual Benchmark Specifications section:

Strand	refers to a category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics & Government, and Humanities.
Reporting Category	refers to groupings of related benchmarks from the NGSSS that are used to summarize and report achievement for the Civics EOC Assessment. There are four reporting categories for Civics: Origins and Purposes of Law and Government; Roles, Rights, and Responsibilities of Citizens; Government Policies and Political Processes; Organization and Function of Government.
Standard	refers to the standard statement presented in the NGSSS.
Benchmark	refers to specific statements of expected student achievement. In some cases, two or more benchmarks are grouped together because of the relatedness of the concepts in those benchmarks. The assessment of one benchmark encompasses the context of the other related benchmarks. The related benchmarks are noted in the benchmark statement and are stated in the Also Assesses section.
Also Assesses	refers to the benchmarks that are closely related to the benchmark (see description above).
Benchmark Clarification	explains how the achievement of the benchmark will be demonstrated by students. Clarification statements are written for the benchmark and the Also Assesses benchmark(s). The clarification statements explain what students are expected to do when responding to the question.
Content Limits	<p>define the range of content knowledge and degree of difficulty that should be assessed in the test items for the benchmark.</p> <p>Benchmark content limits are to be used in conjunction with the Overall Considerations section in the <i>Specifications</i>. The content limits defined in the Individual Benchmark Specifications may be an expansion or further restriction of the Overall Considerations.</p>
Stimulus Attributes	define the types of stimulus materials that should be used in the test items, including the appropriate use of scenarios, content, or graphic materials.
Content Focus	defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications.
Sample Items	are provided for each assessed benchmark. The sample items are presented in a format similar to the one used in the test. The correct answer for each sample item is identified with a five-point star.

INDIVIDUAL BENCHMARK SPECIFICATIONS FOR CIVICS END-OF-COURSE ASSESSMENT

This section of the *Specifications* describes how the Civics benchmarks are assessed on the Civics EOC Assessment. The benchmarks assigned to the Civics course descriptions serve as the foundation for this assessment. The Civics course descriptions can be found in Appendix E.

The sample items included in the *Specifications* represent, whenever possible, a wide range of difficulty and cognitive complexity. Although most of the test items are of average difficulty and moderate complexity, some of the items presented will be challenging for some students and are specifically included to prompt item writers to submit test items that will measure the abilities of students in higher achievement levels. As a general rule, test items should be written to varying cognitive complexities for each benchmark. This document is constructed to help item writers see a range of difficulty and complexity for test items that may appear on the test.

BENCHMARK SS.7.C.1.1

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.
Benchmark Clarifications	<p>Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.</p> <p>Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government.</p> <p>Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.</p>
Content Limit	Items will not require students to match a particular Enlightenment philosopher with a corresponding theory.
Stimulus Attribute	Items addressing Enlightenment ideas may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 1**SS.7.C.1.1****Content Focus**

Separation of Powers

The statements below are from the 1776 Virginia Declaration of Rights.

- 1) That in all capital or criminal prosecutions a man hath a right to demand . . . evidence in his favor, and to a speedy trial by an impartial jury . . .
- 2) That the legislative, executive, and judiciary department shall be separate and distinct . . .
- 3) That the freedom of the press is one of the great bulwarks of liberty, and can never be restrained . . .
- 4) That a well regulated militia, composed of the body of the people, trained to arms, is the proper, natural, and safe defense of a free state . . .

Source: Public Domain / U.S. National Archives and Records Administration

Which statement reflects the Enlightenment ideas of government as expressed by Montesquieu?

- A. 1
- ★ B. 2
- C. 3
- D. 4

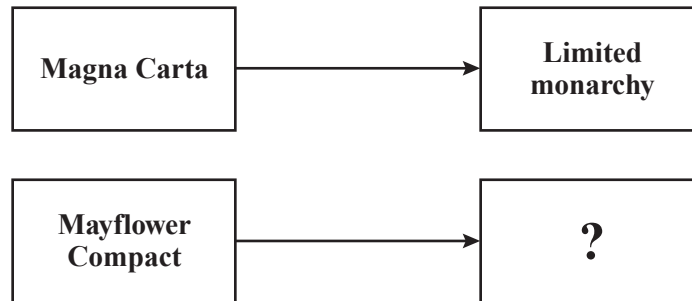
BENCHMARK SS.7.C.1.2

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s <i>Common Sense</i> had on colonists’ views of government.
Benchmark Clarifications	Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> . Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> had on the purposes of government.
Content Limit	Items will not require students to address the origin of ideas in the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> .
Stimulus Attribute	Items addressing the impacts of the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s <i>Common Sense</i> may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: limited monarchy and self-government.

Sample Item 2**SS.7.C.1.2****Content Focus**

Mayflower Compact

The diagram below shows that the colonists formed some of their political views from some historical documents.



Which phrase completes the diagram?

- A. Separation of powers
- B. Economic freedom
- ★ C. Self-government
- D. Individual rights

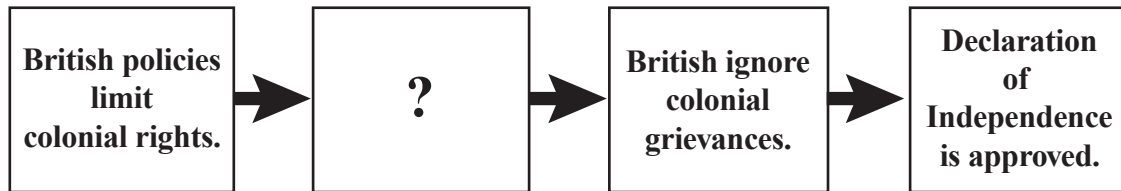
BENCHMARK SS.7.C.1.3

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
Benchmark Clarifications	<p>Students will trace the causal relationships between English/British policies, English responses to colonial grievances, and the writing of the Declaration of Independence.</p> <p>Students will recognize the underlying themes of English colonial policies concerning taxation, representation, and individual rights that formed the basis of the American colonists' desire for independence.</p>
Content Limits	<p>Items will focus on the period from the French and Indian War (1754) to 1776.</p> <p>Specific acts and/or events may be referenced; however, items should not assess student knowledge of specific details of acts and/or events.</p>
Stimulus Attribute	Items addressing English policies and responses to colonial concerns may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 3**SS.7.C.1.3****Content Focus**

Colonial Concerns

The diagram below describes a cause that led to the writing of the Declaration of Independence.



Which action completes the diagram?

- A. Colonial agricultural trade increases.
- B. Colonial religious devotion increases.
- ★ C. Colonial demand for political change increases.
- D. Colonial demand for military assistance increases.

BENCHMARK SS.7.C.1.4

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
Benchmark Clarifications	<p>Students will explain the concept of natural rights as expressed in the Declaration of Independence.</p> <p>Students will identify the natural rights specifically expressed in the Declaration of Independence (life, liberty, and the pursuit of happiness).</p> <p>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.</p> <p>Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights' violations.</p> <p>Students will recognize colonial complaints as identified in the Declaration of Independence (imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving legislatures).</p>
Content Limit	Items will examine the Declaration of Independence from the perspective of the colonists, not from the British perspective.
Stimulus Attribute	Items addressing the ideas and complaints set forth in the Declaration of Independence may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: assent, oppression, self-evident, and tyranny.

Sample Item 4**SS.7.C.1.4****Content Focus** Political Rights

The passage below was written by Thomas Paine in his 1776 book, *Common Sense*.

The powers of governing . . . in the hands of the king . . . himself such an . . . enemy to liberty . . . is he . . . a proper person to say to these colonies, “YOU SHALL MAKE NO LAWS BUT WHAT I PLEASE.”

Source: Public Domain / Project Gutenberg

Based on this passage, with which complaint against the king from the Declaration of Independence would Thomas Paine agree?

- A. persecuting immigrant groups
- B. taking away religious rights
- ★ C. taking away political rights
- D. persecuting racial groups

BENCHMARK SS.7.C.1.5

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
Benchmark Clarification	Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade, or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; and changes to the Articles required unanimous consent of the 13 states).
Content Limit	Items should focus on the significance of the context of the document, but should not require students to recall passages from the document.
Stimulus Attribute	Items addressing the weaknesses of the Articles of Confederation may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Shays’s Rebellion, debt, and Constitutional Convention.

Sample Item 5 **SS.7.C.1.5** **Content Focus** Articles of Confederation

How did the U.S. Constitution solve a problem created by the Articles of Confederation?

- A. It avoided the issue of states’ rights.
- B. It allowed the states to elect representatives.
- C. It prevented the amendment of federal laws.
- ★ D. It enabled the federal government to collect taxes.

BENCHMARK SS.7.C.1.6

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.
Benchmark Clarifications	<p>Students will explain how the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government.</p> <p>Students will identify the goals and purposes of government as set forth in the Preamble of 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).</p> <p>Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</p>
Content Limit	Items will be limited to addressing the intent of the Preamble, rather than interpretations throughout other periods in history.
Stimulus Attribute	Items addressing the Preamble of the U.S. Constitution may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: ordain.

Sample Item 6 **SS.7.C.1.6** **Content Focus** We the People

In the Preamble to the U.S. Constitution, what is the meaning of the phrase “We the People”?

- A. The people express their will through political parties.
- B. The people express their will by directly creating laws.
- C. Government receives taxes from the people and exists to support them.
- ★ D. Government receives its power from the people and exists to serve them.

BENCHMARK SS.7.C.1.7

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
Benchmark Clarifications	<p>Students will explain the concept of limited government as set forth in the U.S. Constitution.</p> <p>Students will describe and distinguish between the concepts of separation of powers and checks and balances.</p> <p>Students will analyze how government power is limited by separation of powers and/or checks and balances.</p> <p>Students will be able to recognize examples of separation of powers and checks and balances.</p>
Stimulus Attribute	Items addressing the constitutional limits of powers may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: constitutional government.

Sample Item 7**SS.7.C.1.7****Content Focus**

Checks and Balances

The passage below is from *Federalist No. 47*, written by James Madison in 1788.

. . . Montesquieu was guided . . . in saying “There can be no liberty where the legislative and executive powers are united in the same person, or body” . . . he did not mean that these departments ought to have . . . no CONTROL over, the acts of each other.

Source: Public Domain / Project Gutenberg

Based on this passage, which constitutional principle does Madison describe?

- A. separation of powers
- ★ B. checks and balances
- C. popular sovereignty
- D. judicial review

BENCHMARK SS.7.C.1.8

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	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.
Benchmark Clarifications	<p>Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</p> <p>Students will compare the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</p> <p>Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</p>
Content Limit	Items will not require students to identify Federalist and Anti-Federalist viewpoints on issues other than ratification of the U.S. Constitution.
Stimulus Attribute	Items addressing viewpoints of Federalists and Anti-Federalists may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Anti-Federalist Papers and Federalist Papers.

Sample Item 8 **SS.7.C.1.8** **Content Focus** Anti-Federalist Views

Which statement supports the Anti-Federalists in the struggle over ratification of the U.S. Constitution?

- A. The Constitution should limit state government.
- ★ B. The Constitution should protect fundamental rights.
- C. The Constitution should create a strong national government.
- D. The Constitution should prevent the election of amateur politicians.

BENCHMARK SS.7.C.1.9

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
Benchmark	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.
Benchmark Clarifications	<p>Students will distinguish between the characteristics of a society that operates under the rule of law and one that does not.</p> <p>Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</p> <p>Students will evaluate the impact of the rule of law on governmental officials and institutions (accountability to the law, fair procedures, decisions based on the law, consistent application, enforcement of the law, and transparency of institutions).</p>
Content Limit	Items will not require students to judge the appropriateness of specific laws.
Stimulus Attribute	Items addressing the rule of law may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 9 **SS.7.C.1.9** **Content Focus** Rule of Law

Which characteristic serves as a long-term protection against tyranny and is a foundation of liberty in the United States?

- A. the commerce clause
- B. the elastic clause
- C. the right to trial
- ★ D. the rule of law

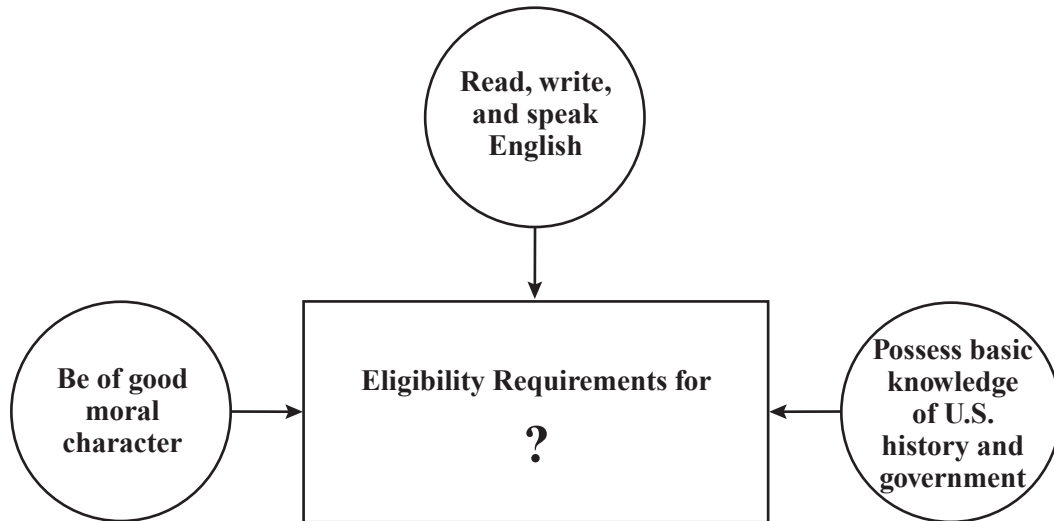
BENCHMARK SS.7.C.2.1

Strand	C Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.1 Define the term “citizen,” and identify legal means of becoming a U.S. citizen.
Benchmark Clarifications	<p>Students will define citizenship as stated in the Fourteenth Amendment.</p> <p>Students will describe the process of becoming a naturalized citizen.</p> <p>Students will evaluate the impact of the naturalization process on society, government, or the political process.</p>
Content Limit	Items will not require students to list the steps of the naturalization process.
Stimulus Attribute	Items addressing the process of becoming a U.S. citizen may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: alien, immigrant, law of blood, law of soil, and resident.

Sample Item 10**SS.7.C.2.1****Content Focus**

Naturalization

The diagram below shows some general eligibility requirements.



Which statement completes the diagram?

- A. Joining a Military Service
- B. Obtaining a Driver's License
- ★ C. Becoming a Naturalized Citizen
- D. Receiving a Social Security Card


BENCHMARK SS.7.C.2.2

Strand	C Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
Also Assesses	<p>SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>SS.7.C.2.14 Conduct a service project to further the public good.</p>
Benchmark Clarifications	<p>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.</p> <p>Students will recognize the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship.</p> <p>Students will evaluate the obligations and/or responsibilities of citizens as they relate to active participation in society and government.</p> <p>Students will examine the significant contributions of citizens to a democratic society.</p> <p>Students will use scenarios to assess specific obligations of citizens.</p> <p>Students will identify the consequences or predict the outcome on society of citizens who do not fulfill their citizenship responsibilities.</p> <p>Students will evaluate the impact of civic participation on society, government, or the political process.</p>
Content Limits	<p>Items will not require specific content knowledge of events with local significance.</p> <p>Items will not require students to make judgments about ranking the responsibilities of citizens.</p>
Stimulus Attribute	Items addressing the obligations of citizens may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).

Content Focus These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: selective service.

Sample Item 11 **SS.7.C.2.2** **Content Focus** Jury Duty

The illustration below shows a legal document.

DISTRICT COURT	SUMMONS FOR JURY SERVICE	PLEASE READ FURTHER INSTRUCTIONS IN THE INFORMATION INCLUDED WITH THIS SUMMONS.
<p>TO:</p> <p><u>Participant Number:</u></p>		
PLEASE BRING THIS UPPER SECTION WITH YOU WHEN YOU REPORT FOR JURY DUTY	THE COURT SUMMONS YOU TO APPEAR FOR JURY DUTY BEGINNING ON THE DATE, TIME, AND PLACE SHOWN BELOW.	
	LOCATION:	

Why are citizens obligated to respond to such documents?

- A. to guarantee court hearings remain public
- B. to guarantee courts provide probable cause
- ★ C. to protect the constitutional right to be tried by one's peers
- D. to protect the constitutional right to confront one's accuser

BENCHMARK SS.7.C.2.4

Strand	C Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
Benchmark Clarifications	<p>Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</p> <p>Students will recognize the five freedoms protected by the First Amendment.</p> <p>Students will evaluate how the Bill of Rights influences individual actions and social interactions.</p> <p>Students will use scenarios to identify rights protected by the Bill of Rights.</p> <p>Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</p>
Content Limit	Items will not require students to identify protected rights by specific amendment numbers.
Stimulus Attribute	Items addressing the rights in the Bill of Rights may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: cruel and unusual punishment, double jeopardy, due process, eminent domain, equal protection under the law, pleading the fifth, right to bear arms, right to legal counsel, search and seizure, suffrage, trial by jury, and unenumerated rights (Ninth Amendment).

Sample Item 12**SS.7.C.2.4****Content Focus**

Freedom of the Press

The statement below was made by Thomas Jefferson in a 1786 letter to John Jay.

... our liberty, which cannot be guarded but by the freedom of the press ...

Source: Public Domain / Library of Congress

Why should this freedom be guarded?

- A. to provide the news media with a guaranteed profit
- B. to keep the news media from controlling the political process
- C. to provide the government with an accurate information source
- ★ D. to keep the government from becoming the primary information source

BENCHMARK SS.7.C.2.5

Strand	C Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.
Benchmark Clarifications	<p>Students will recognize that rights are protected, but are not unlimited.</p> <p>Students will examine rationales for limiting individual rights.</p> <p>Students will use scenarios to examine the impact of limits on individual rights on social behavior.</p> <p>Students will examine the role of the judicial branch of government in protecting individual rights.</p>
Content Limit	Items will not require students to cite specific court cases or specific amendments to the U.S. Constitution.
Stimulus Attribute	Items addressing constitutional safeguards and limitations may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: appellate process, <i>ex post facto</i> , <i>habeas corpus</i> , independent judiciary, precedent, privacy, and summary judgment.

Sample Item 13**SS.7.C.2.5****Content Focus**

Constitutional Rights

The passage below about government is from *Federalist No. 51*.

If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. . . . the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.

Source: Public Domain / Library of Congress

How are the author's views from this passage applied in the U.S. Constitution?

- A. The U.S. Constitution limits the rights of the people.
- ★ B. The U.S. Constitution limits the power of the federal government.
- C. The U.S. Constitution requires the states to provide for the common defense.
- D. The U.S. Constitution requires the government to promote the general welfare.

BENCHMARK SS.7.C.2.8

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.8 Identify America’s current political parties, and illustrate their ideas about government.
Benchmark Clarifications	Students will compare current political parties’ ideas about government. Students will evaluate the impact political parties have on society, government, or the political system.
Content Limits	Items will not require students to identify specific individuals associated with political parties. Items will not ask students to evaluate the efficacy of any specific political party.
Stimulus Attribute	Items addressing the United States’ current political parties may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Communist Party, Democratic Party, Libertarian Party, Republican Party, and Socialist Party.

Sample Item 14 **SS.7.C.2.8** **Content Focus** Political Parties

In the modern political system, which issue represents a basic disagreement between Republicans and Democrats?

- ★ A. the responsibilities of government
- B. the frequency of national elections
- C. the legality of the U.S. Constitution
- D. the support for the U.S. military soldier

BENCHMARK SS.7.C.2.9

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
Also Assesses	SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
Benchmark Clarifications	<p>Students will identify the constitutional requirements to run for federal political office.</p> <p>Students will recognize the requirements to run for state and local political offices.</p> <p>Students will be able to analyze and/or evaluate the qualifications of candidates for public office based on their experience, platforms, debates, and political advertisements.</p>
Content Limit	Items will not require students to recall the qualifications of specific candidates.
Stimulus Attribute	Items addressing candidates for political office may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 15

SS.7.C.2.9

Content Focus Campaign Poster

The political campaign posters below are for two candidates running for mayor.

★ **Do You Want Your Mayor
To Work For You?** ★

**VOTE MARIA SMITH
FOR MAYOR**

- College Graduate
- 5 Years City Council Member
- 2 Years City Planning Commission
- 4 Years School Board President

**Maria Knows What It
Takes To Get The Job Done**

★ **Will Work Hard
for the City!** ★

**VOTE TODD DAVIS
FOR MAYOR**

- College Graduate
- 1 Year Little League Coach
- 2 Years Boy Scout Assistant Troop Leader
- Volunteer Firefighter

**Todd Takes
His Job Seriously**

According to the information on the posters, what is the reason Maria could be considered more qualified than Todd to be elected mayor?

- A. her political policies
- B. her college education
- C. her campaign promises
- ★ D. her experience working in government

BENCHMARK SS.7.C.2.10

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
Benchmark Clarifications	<p>Students will identify the methods used by interest groups to monitor and/or influence the government.</p> <p>Students will identify the methods used by the media to monitor and/or influence the government.</p> <p>Students will evaluate the impact of media, individuals, and interest groups on the government.</p> <p>Students will identify and evaluate methods of influencing and/or monitoring government.</p>
Content Limit	Items should only focus on the significant methods used involving media, interest groups, and individuals that have influenced the government.
Stimulus Attribute	Items addressing the impact of the media, individuals, and interest groups may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: lobbying, lobbyist, political action committee, special interest, and watchdog.

Sample Item 16	SS.7.C.2.10	Content Focus	Influencing Government
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Based on the government system in the United States, which individual activity is used to directly influence legislative decisions?

- A. watching political debates on television
- B. discussing political issues at work
- C. collecting opinions for a yearbook
- ★ D. gathering signatures for a petition

BENCHMARK SS.7.C.2.11

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).
Benchmark Clarifications	Students will use scenarios to identify bias, symbolism, and propaganda. Students will evaluate how bias, symbolism, and propaganda can impact public opinion.
Stimulus Attribute	Items addressing media and political communications may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

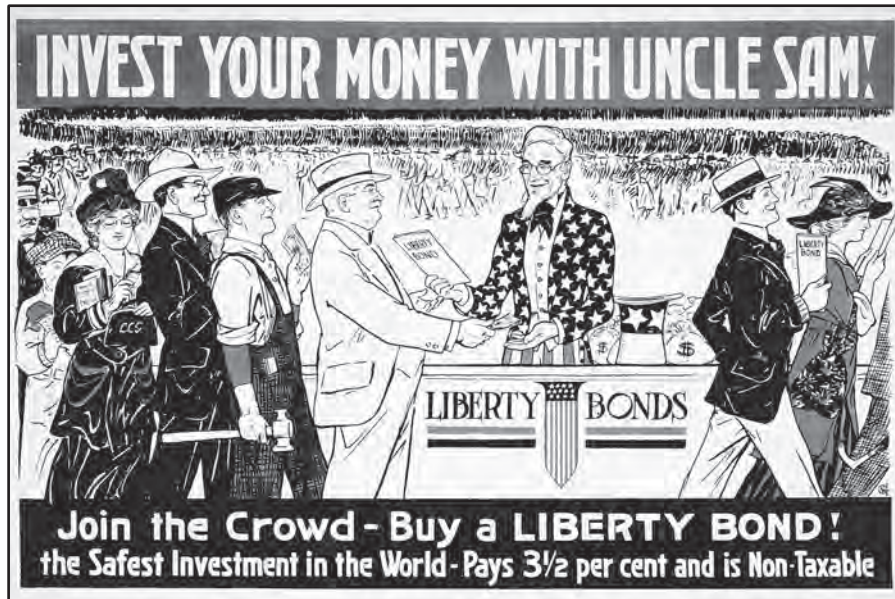
Sample Item 17

SS.7.C.2.11

Content Focus

Propaganda

The poster below was created in 1917.



Source: Public Domain / Library of Congress

Which type of communication is shown in this poster?

- A. accurate
- B. biased
- C. informational
- ★ D. propagandized

BENCHMARK SS.7.C.2.12

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	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.
Benchmark Clarifications	<p>Students will identify the appropriate level of government to resolve specific problems.</p> <p>Students will identify appropriate government agencies to address state or local problems.</p> <p>Students will analyze public policy alternatives to resolve state and local problems.</p> <p>Students will compare public policy solutions and private community service solutions.</p>
Content Limits	<p>Items will not ask students to evaluate the effectiveness of a specific public agency.</p> <p>Items will not require students to recall specific policies within any agency.</p> <p>Items will not require students to have intricate knowledge of the vast number of governmental agencies.</p>
Stimulus Attribute	Items addressing plans to resolve state or local problems may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 18**SS.7.C.2.12****Content Focus**

Solving Problems

Luis owns a small store in the downtown business district. He learned that at the next monthly council meeting, the mayor will propose limiting the amount of time that people can park on the streets in the business district. Luis is afraid that if the city council approves the proposal, his business will suffer. Which of the following should be Luis's final step in attempting to resolve this issue?

- A. prepare a map of the available downtown parking spaces
- ★ B. present an alternative proposal at the next council meeting
- C. call council members with concerns about the proposed policy
- D. survey downtown businesses to determine their thoughts on the issue

BENCHMARK SS.7.C.2.13

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
Benchmark	SS.7.C.2.13 Examine multiple perspectives on public and current issues.
Benchmark Clarifications	<p>Students will identify groups that influence public perspectives.</p> <p>Students will use scenarios to understand the reaction or perspective of different groups.</p> <p>Students will examine how multiple perspectives shape participation in the political process.</p>
Content Limit	Items will not ask students to make value judgments concerning public and current issues.
Stimulus Attribute	Items addressing perspectives on public and current issues may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 19**SS.7.C.2.13****Content Focus**Publicly funded
Elections

Below are views for and against publicly funded elections.

1. It is unfair to force taxpayers to pay for opinions they do not support. Voters should be able to express their opinions by giving candidates as much money as they want.	2. Candidates would spend less time trying to raise money and spend more time talking about the issues. Some people can afford to give more money to candidates, which gives their opinion an unfair advantage.
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Which conclusion can be drawn from these views?

- A. Running an election campaign takes many taxpayers.
- B. Campaigning for elected office requires many opinions.
- C. Campaigning for elected office takes a large amount of time.
- ★ D. Running an election campaign requires a large sum of money.

BENCHMARK SS.7.C.3.1

Strand	C Civics and Government
Reporting Category	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
Benchmark Clarifications	<p>Students will identify different forms of government based on its political philosophy or organizational structure.</p> <p>Students will analyze scenarios describing various forms of government.</p> <p>Students will apply their understanding of the definitions of the various forms of government.</p>
Content Limits	<p>Items will not require students to identify specific countries by a form of government.</p> <p>Items will not require students to evaluate the efficacy of different forms of government.</p>
Stimulus Attribute	Items addressing comparisons of different forms of government may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: absolute monarchy and republic.

Sample Item 20 **SS.7.C.3.1** **Content Focus** Forms of Government

What do an absolute monarchy and an autocracy have in common?

- ★ **A.** a single ruler
- B.** a written constitution
- C.** a national court system
- D.** a single legislative house

BENCHMARK SS.7.C.3.2

Strand	C Civics and Government
Reporting Category	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government.
Benchmark Clarifications	<p>Students will define parliamentary, federal, confederal, and unitary systems of government.</p> <p>Students will compare the organizational structures of systems of government.</p> <p>Students will recognize examples of these systems of government.</p> <p>Students will analyze scenarios describing various systems of government.</p>
Content Limits	<p>Items will not ask students to name the system of government for countries other than the United States.</p> <p>Item will not ask students to identify the origins of these systems of government.</p>
Stimulus Attribute	Items addressing comparisons of various systems of government may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: governor, president, and prime minister.

Sample Item 21**SS.7.C.3.2****Content Focus**

Division of Authority

The table below shows a comparison of two different systems of government.

COMPARISON OF FEDERAL AND UNITARY SYSTEMS OF GOVERNMENT

Federal System	Unitary System
Canada and the United States	France and the United Kingdom
?	?

Which information completes the table?

- ★ **A.** power shared / power delegated
- B.** rule by a democracy / rule by a monarchy
- C.** role of government expanded / role of government limited
- D.** power divided among the branches / power held by one branch

BENCHMARK SS.7.C.3.3

Strand	C Civics and Government
Reporting Category	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	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.
Benchmark Clarifications	<p>Students will recognize the structure of the legislative, executive, and judicial branches.</p> <p>Students will compare the roles and responsibilities of the three branches of the federal government.</p> <p>Students will identify the general powers described in Articles I, II, and III of the U.S. Constitution.</p>
Content Limit	Items will not include comparison of U.S. government to other forms of government.
Stimulus Attribute	Items addressing the structure and function of the three branches of government may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: approval of presidential appointments, armed forces, coin and print money, concurrent powers, declare war, delegated powers, elastic clause, enumerated powers, foreign relations, impeachment, implied powers, naturalization laws, necessary and proper, regulation of immigration, and regulation of trade.

Sample Item 22**SS.7.C.3.3****Content Focus**

Treaties

The newspaper headline below describes an event in U.S. history.



Which parts of the national government participated in the process described in the newspaper headline?

- ★ A. Senate and President
- B. Supreme Court and President
- C. House of Representatives and Senate
- D. Supreme Court and House of Representatives

BENCHMARK SS.7.C.3.4

Strand	C Civics and Government
Reporting Category	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.
Benchmark Clarifications	<p>Students will define the system of federalism.</p> <p>Students will analyze how federalism limits government power.</p> <p>Students will compare concurrent powers, enumerated powers, reserved powers, and delegated powers as they relate to state and federal government.</p> <p>Students will analyze the issues related to the Tenth Amendment of the U.S. Constitution.</p>
Content Limit	Items will not ask students to evaluate the efficacy of the Tenth Amendment.
Stimulus Attribute	Items addressing the relationship and division of powers between the federal and state governments may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: supremacy clause.

Sample Item 23 **SS.7.C.3.4** **Content Focus** Power to Tax

Which statement describes a similarity between the state and the federal governments under the U.S. Constitution?

- A. Both levels of government allow for the election of judges.
- B. Both levels of government have the power to ratify treaties.
- ★ C. Both levels of government allow for the collection of taxes.
- D. Both levels of government have the power to appoint ambassadors.

BENCHMARK SS.7.C.3.5

Strand	C Civics and Government
Reporting Category	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.5 Explain the constitutional amendment process.
Benchmark Clarifications	<p>Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</p> <p>Students will be able to identify the correct sequence of each amendment process.</p> <p>Students will identify the importance of a formal amendment process.</p> <p>Students will recognize the significance of the difficulty of formally amending the U.S. Constitution.</p>
Content Limits	<p>Items will not ask students to recall the content of specific amendments.</p> <p>Items will not require students to be familiar with the historical context of any amendment.</p>
Stimulus Attribute	Items addressing the constitutional amendment process may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: caucus.

Sample Item 24 **SS.7.C.3.5** **Content Focus** Amendment Process

Which is the last step in amending the U.S. Constitution?

- A. The voters approve the amendment in a national election.
- B. The president signs the amendment in a public ceremony.
- ★ C. Three-fourths of the state legislatures ratify the amendment.
- D. Two-thirds of both houses of Congress ratify the amendment.

BENCHMARK SS.7.C.3.6

Strand	C Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.6 Evaluate constitutional rights and their impact on individuals and society.
Benchmark Clarifications	<p>Students will recognize how individual rights shape involvement in the social, political, and economic systems.</p> <p>Students will recognize how the social, political, and economic systems in the United States are dependent upon individual rights.</p> <p>Students will use scenarios to recognize and/or evaluate options for exercising constitutional rights.</p> <p>Students will evaluate the impact of the government upholding and/or restricting individual constitutional rights.</p>
Content Limits	<p>Items will not require students to recall specific events in history.</p> <p>Items will not require students to identify characteristics of a specific economic system.</p>
Stimulus Attribute	Items addressing constitutional rights and their impacts may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: civil disobedience, economic freedom, forced internment, and property rights.

Sample Item 25	SS.7.C.3.6	Content Focus	Free Speech
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What has been one long-term result of the constitutional protection of free speech?

- A. fewer court cases involving minors
- B. fewer laws limiting minority rights
- C. a more accurate election
- ★ D. a more informed society

BENCHMARK SS.7.C.3.7

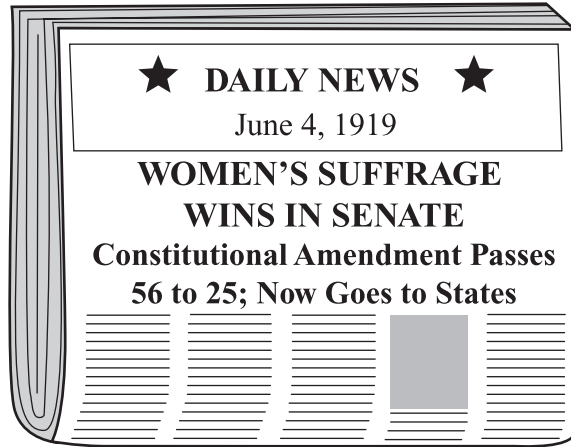
Strand	C Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
Benchmark Clarifications	<p>Students will recognize the rights outlined in these amendments.</p> <p>Students will evaluate the impact these amendments have had on various social movements.</p> <p>Students will analyze historical scenarios to examine how these amendments have affected participation in the political processes.</p> <p>Students will recognize how the amendments were developed to address previous civil rights violations.</p>
Content Limit	Items will not require students to recall rights by specific amendment number.
Stimulus Attribute	Items addressing the impacts of the Thirteenth, Fourteenth, Fifteenth, Nineteenth, Twenty-fourth, and Twenty-sixth Amendments may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Civil Rights Acts of 1964, Civil Rights Act of 1968, Equal Rights Amendment, states' rights, and Voting Rights Act of 1965.

Sample Item 26

SS.7.C.3.7

Content Focus 19th Amendment

The newspaper below details an important step in amending the U.S. Constitution.



How did the passage of this amendment to the U.S. Constitution impact the political process in the United States?

- A. Women were allowed to contribute to political campaigns.
- B. Women were allowed to hold citizenship rights.
- C. Women were allowed to hold public offices.
- ★ D. Women were allowed to vote in national elections.

BENCHMARK SS.7.C.3.8

Strand	C Civics and Government
Reporting Category	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
Also Assesses	SS.7.C.3.9 Illustrate the lawmaking process at the local, state, and federal levels.
Benchmark Clarifications	<p>Students will examine the processes of the legislative (e.g., how a bill becomes a law, appointment confirmation, committee selection), executive (e.g., executive order, veto, appointments), and judicial (e.g., judicial review, court order, writ of certiorari, summary judgment) branches of government.</p> <p>Students will compare local, state, and federal lawmakers (city/county commissioners/council members; state legislators [representatives and senators]; and U.S. congressmen/congresswomen [representatives and senators]).</p> <p>Students will distinguish among ordinances, statutes, and acts on the local, state, and federal levels.</p> <p>Students will compare and contrast the lawmaking process at the local, state, and federal levels.</p>
Content Limits	<p>Items will not require students to recall specific individual names related to the three branches of government at any level.</p> <p>Items will not require students to recall the content of specific legislation, executive actions, or court proceedings.</p> <p>Items will not include any specific city/county ordinances.</p> <p>Items will not include any state processes other than those of Florida.</p>
Stimulus Attribute	Items addressing the structure, functions, and processes of the three branches of government may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).

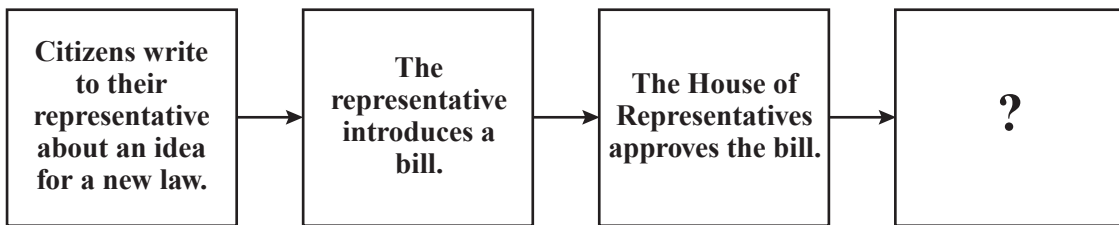
Content Focus

These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: cabinet, Chief Justice, committees (standing, special, conference), impeach, majority leader, majority vote, mayor, minority leader, pardon, President pro tempore of the Senate, presidential appointment, school boards, Speaker of the House, and special interest groups.

Sample Item 27**SS.7.C.3.9****Content Focus**

Lawmaking Process

The diagram below shows some of the steps involved in creating a Florida state law.



What is the next step in the lawmaking process?

- A. The governor signs the bill into law.
- ★ B. The bill goes to the Senate for action.
- C. The people vote on the bill in an election.
- D. The bill goes to the Supreme Court for a hearing.

BENCHMARK SS.7.C.3.10

Strand	C Civics and Government
Reporting Category	Origins and Purposes of Law and Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.
Benchmark Clarifications	<p>Students will use examples of historical law codes to identify how laws originated and developed in Western society.</p> <p>Students will recognize constitutional, statutory, case, and common law as sources of law.</p> <p>Students will compare civil, criminal, constitutional, and/or military law.</p>
Content Limit	Items will not require specific recall of historical law codes.
Stimulus Attribute	Items addressing the sources and types of law may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: juvenile law.

Sample Item 28 **SS.7.C.3.10** **Content Focus** Civil Law

Which type of law is used to help solve disputes between people or organizations?

- ★ A. civil
- B. constitutional
- C. criminal
- D. military

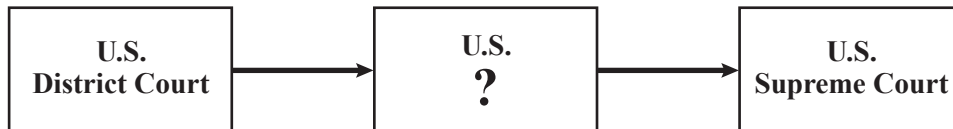
BENCHMARK SS.7.C.3.11

Strand	C Civics and Government
Reporting Category	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels.
Also Assesses	SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.
Benchmark Clarifications	<p>Students will distinguish between the levels, functions, and powers of courts at the state and federal levels.</p> <p>Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</p> <p>Students will compare appellate and trial processes.</p> <p>Students will examine the significance of the role of juries in the American legal system.</p>
Content Limit	Items referring to state courts will be limited to those within the state of Florida.
Stimulus Attribute	Items addressing the levels, functions, and powers of courts may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: appeal, appellate court, circuit courts, county courts, District Court of Appeals, Florida Supreme Court, judge, judicial review, jurisdiction, justice, U.S. Circuit Court of Appeals, U.S. District Courts, U.S. Supreme Court, and trial court.

Sample Item 29**SS.7.C.3.11****Content Focus**

U.S. Court System

The diagram below provides details about the U.S. court system.



Which court completes the diagram?

- A. Court of Veterans Appeals
- ★ B. Court of Appeals
- C. Military Courts
- D. Claims Courts

BENCHMARK SS.7.C.3.12

Strand	C Civics and Government
Reporting Category	Roles, Rights, and Responsibilities of Citizens
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, <i>Marbury v. Madison</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, <i>In re Gault</i>, <i>Tinker v. Des Moines</i>, <i>Hazelwood v. Kuhlmeier</i>, <i>United States v. Nixon</i>, and <i>Bush v. Gore</i>.
Benchmark Clarifications	Students will use primary sources to assess the significance of these U.S. Supreme Court cases. Students will evaluate how these U.S. Supreme Court cases have had an impact on society. Students will recognize and/or apply constitutional principles and/or rights in relation to the relevant U.S. Supreme Court decisions.
Content Limit	Items will not require students to recall specific details of any U.S. Supreme Court case.
Stimulus Attribute	Items addressing the significance and outcomes of landmark U.S. Supreme Court cases may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: <i>District of Columbia v. Heller</i> , juvenile rights, rights of the accused, and segregation.

Sample Item 30 **SS.7.C.3.12** **Content Focus** *United States v. Nixon*

What lessons did future U.S. leaders learn from the 1974 U.S. Supreme Court case *United States v. Nixon*?

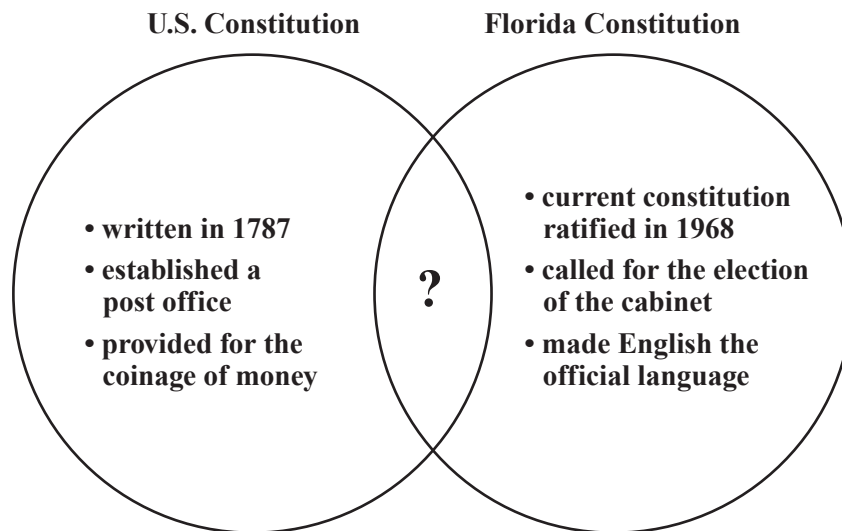
- ★ A. The president is accountable for obeying the law.
- B. The president is responsible for enforcing the law.
- C. The president is not allowed to hold secret talks with foreign governments.
- D. The president is not allowed to have private meetings with cabinet members.

BENCHMARK SS.7.C.3.13

Strand	C Civics and Government
Reporting Categories	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.13 Compare the constitutions of the United States and Florida.
Benchmark Clarifications	<p>Students will identify the purposes of a constitution (provides a framework for government, limits government authority, protects the rights of the people).</p> <p>Students will recognize the basic outline of the U.S. and Florida constitutions (both have articles, amendments, and preambles).</p> <p>Students will compare the amendment process of the U.S. and Florida constitutions.</p> <p>Students will recognize the U.S. Constitution as the supreme law of the land.</p>
Content Limit	Items will not require students to identify constitutional language with particular sections.
Stimulus Attribute	Items addressing the comparison of the constitutions of the United States and Florida may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Florida Declaration of Rights.

Sample Item 31**SS.7.C.3.13****Content Focus**U.S. and Florida
Constitutions

The Venn diagram below compares some features of the U.S. and Florida constitutions.



Which feature completes the Venn diagram?

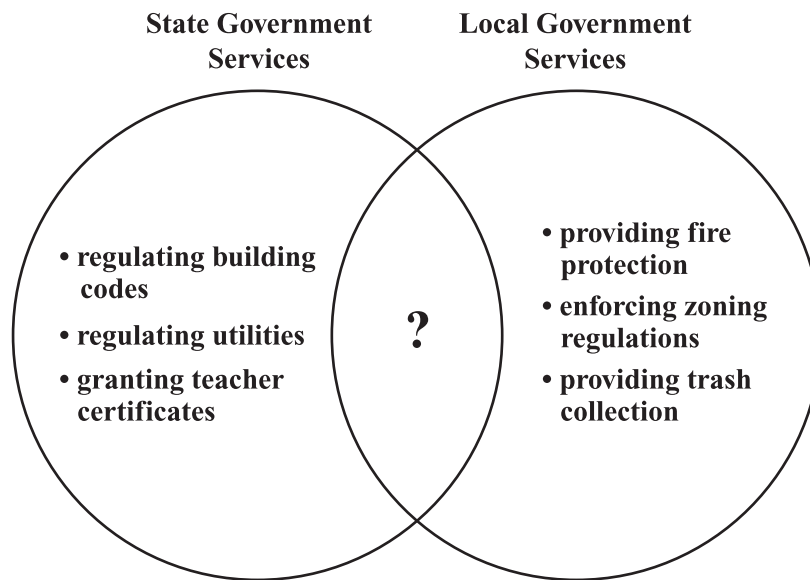
- A. created property taxes
- B. established a zoning board
- C. required a balanced budget
- ★ D. guaranteed individual freedoms

BENCHMARK SS.7.C.3.14

Strand	C Civics and Government
Reporting Categories	Organization and Function of Government
Standard	Demonstrate an understanding of the principles, functions, and organization of government.
Benchmark	SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.
Benchmark Clarifications	<p>Students will evaluate scenarios in order to determine which level of government provides specific services.</p> <p>Students will classify government services according to level of government in order to evaluate the role that each plays in their lives.</p> <p>Students will compare the obligations/powers of governments at each level.</p> <p>Students will compare the reserved, concurrent, expressed/ enumerated powers of government.</p>
Content Limits	<p>Items will not include recall information regarding specific agencies or government officials.</p> <p>Items will not include specific powers listed in local charters.</p> <p>Items may focus on the enumerated powers as listed in the U.S. Constitution (Article I, Section 8).</p>
Stimulus Attribute	Items addressing the differences between local, state, and federal governmental obligations and services may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	There are no additional terms except those found in the standards, benchmarks, and benchmark clarifications.

Sample Item 32**SS.7.C.3.14****Content Focus**Responsibilities of State
and Local Governments

The Venn diagram below shows some services provided by state and local governments.



Which service completes the Venn diagram?

- A. regulating taxicabs
- ★ B. creating a police force
- C. regulating savings banks
- D. issuing driver licenses

BENCHMARK SS.7.C.4.1

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.
Benchmark	SS.7.C.4.1 Differentiate concepts related to U.S. domestic and foreign policy.
Benchmark Clarifications	<p>Students will recognize the difference between domestic and foreign policy.</p> <p>Students will identify issues that relate to U.S. domestic and foreign policy.</p> <p>Students will analyze the domestic implications of U.S. domestic and foreign policy.</p> <p>Students will identify the goals and objectives of U.S. domestic and foreign policy.</p> <p>Students will recognize the role of the U.S. State Department in foreign affairs.</p>
Content Limit	Items will not require students to recall details of any specific domestic or foreign policies.
Stimulus Attribute	Items addressing the differences between U.S. domestic and foreign policies may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: alliances, allies, ambassadors, diplomacy, diplomats, doctrine, domestic affairs, embassies, foreign affairs, international relations, Secretary of State, and treaty.

Sample Item 33**SS.7.C.4.1****Content Focus**

Foreign Policy

Which action is an example of a foreign-policy decision?

- A. Congress increased providing support to newly arrived immigrants.
- B. The president requested a law to regulate pollution near international borders.
- C. Congress raised educational standards to make students competitive in a global market.
- ★ D. The president signed an executive order restoring relations with a communist government.

BENCHMARK SS.7.C.4.2

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.
Benchmark	SS.7.C.4.2 Recognize government and citizen participation in international organizations.
Benchmark Clarifications	<p>Students will identify major international organizations in which government plays a role.</p> <p>Students will recognize that international organizations may be located in the United States.</p> <p>Students will describe ways that individual citizens and government can seek participation in international organizations.</p> <p>Students will examine the ways that government and individuals may support international organizations.</p>
Content Limits	<p>Items will not require students to recall any specific policies related to domestic or international organizations.</p> <p>Items will not require students to evaluate the efficacy of any specific domestic or international organization.</p>
Stimulus Attribute	Items addressing government and citizen participation in international organizations may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Non-Governmental Organizations/International Non-Governmental Organizations (NGO/INGO), North American Free Trade Agreement (NAFTA), North Atlantic Treaty Organization (NATO), International Red Cross/Red Crescent, United Nations (UN), United Nations Children’s Fund (UNICEF), World Court, and World Trade Organization (WTO).

Sample Item 34**SS.7.C.4.2****Content Focus**International
Organizations

The U.S. government is a member of which organization?

- ★ **A.** United Nations
- B.** European Union
- C.** World Wildlife Fund
- D.** International Red Cross

BENCHMARK SS.7.C.4.3

Strand	C Civics and Government
Reporting Category	Government Policies and Political Processes
Standard	Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.
Benchmark	SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts.
Benchmark Clarifications	<p>Students will identify specific examples of international conflicts in which the United States has been involved.</p> <p>Students will identify the reasons for the United States becoming involved in past international conflicts.</p> <p>Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</p> <p>Students will identify the different methods used by the United States to deal with international conflicts.</p>
Content Limits	<p>Items will not require students to evaluate the efficacy of any decision made by the United States.</p> <p>Items will not require students to evaluate the consequences of U.S. involvement in any international conflict.</p> <p>Items are not limited to identified war, but also include humanitarian efforts, peacekeeping operations, conflict resolution, etc.</p>
Stimulus Attribute	Items addressing the United States' role in international conflicts may use historical and contemporary documents and other relevant stimuli (e.g., maps, timelines, charts, graphs, tables).
Content Focus	These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Bay of Pigs, Cuban Missile Crisis, Gulf Wars I and II, Iran Hostage Crisis, Korean War, terrorism, Vietnam War, World War I, and World War II.

Sample Item 35**SS.7.C.4.3****Content Focus** Diplomacy

A country with very strong economic ties to the United States is allowing human rights violations to take place. Based on U.S. foreign policy, which is an appropriate first response?

- A. Initiate a trade ban.
- B. Initiate public protests.
- ★ C. Initiate diplomatic talks.
- D. Initiate a military operation.

APPENDIX A: DIRECTIONS FOR ITEM REVIEW

Directions: A series of questions is presented below. These questions are designed to assist you with your evaluation of the quality of the Civics EOC Assessment items you will be reviewing. The table on the next page is an example of the one you will use to record your rating of each test item. Review each test item independently before discussing the items with other committee members. If you identify any problem with the item during independent review, you should put a crossmark (✘) in the appropriate column. Crossmarks (✘) will indicate a problem area and blank spaces or checks (✓) will indicate that no problem is identified.

Questions for Individual Test Items—Record your answers on your rating sheet.

1. Does the test item assess the knowledge required by the benchmark?
2. Does the content of the test item adhere to the content limits described in the *Civics End-of-Course Assessment Test Item Specifications*?
3. Is the context and language of the test item appropriate for middle school?
4. What is the cognitive complexity of the test item for students who have mastered the benchmark? Is the item best categorized low complexity (L), moderate complexity (M), or high complexity (H)?
5. Is the item clearly worded and dependent on the content (does the item flow cognitively)? If the item has art or a graphic, does it enhance the item? Is the art accurate and appropriate? Is the answer free of clang? (Is the answer clued in the context?)
6. Is the assigned content focus appropriate for this item? If not, is there a better or more appropriate content focus?
7. Is there only one correct answer? Record the letter of the correct answer on the rating sheet.
8. Are the options appropriate, plausible, and parallel (both grammatically and conceptually) to the correct response and appropriate for the question asked?
9. Is the content in the item accurate?
10. Rate the overall quality of the item using these rating definition codes:

<u>Overall Quality</u>	
A (Accept)	AR (Accept with Revision)
AM (Accept with Metadata Change)	RR (Revise and Resubmit)
	R (Reject)

11. Evaluate the assigned difficulty of the item.
12. Do you have any additional comments? If so, record your comments on your rating sheet in the additional comments area.

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.	
The student will:	
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers 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 <i>Common Sense</i> 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.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
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.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.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
Standard 2: Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.	
The student will:	
SS.7.C.2.1	Define the term “citizen,” and identify legal means of becoming a U.S. citizen.
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. Also Assesses SS.7.C.2.3 and SS.7.C.2.14.
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels. Assessed by SS.7.C.2.2.
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice. Assessed by SS.7.C.3.11.
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Assessed by SS.7.C.2.9.
SS.7.C.2.8	Identify America’s current political parties, and illustrate their ideas about government.

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

Standard 2: Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.	
The student will:	
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. Also assesses SS.7.C.2.7.
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).
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.7.C.2.14	Conduct a service project to further the public good. Assessed by SS.7.C.2.2.
Standard 3 Demonstrate an understanding of the principles, functions, and organization of government.	
The student will:	
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.
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.
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.
SS.7.C.3.5	Explain the constitutional amendment process.
SS.7.C.3.6	Evaluate constitutional rights and their impact on individuals and society.
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.
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. Also Assesses SS.7.C.3.9.
SS.7.C.3.9	Illustrate the lawmaking process at the local, state, and federal levels. Assessed by SS.7.C.3.8.
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels. Also assesses SS.7.C.2.6.

APPENDIX B: CONTENT ASSESSED BY CIVICS END-OF-COURSE ASSESSMENT

Standard 3	Demonstrate an understanding of the principles, functions, and organization of government.
The student will:	
SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, <i>Marbury v. Madison</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Gideon v. Wainwright</i> , <i>Miranda v. Arizona</i> , <i>In re Gault</i> , <i>Tinker v. Des Moines</i> , <i>Hazelwood v. Kuhlmeier</i> , <i>United States v. Nixon</i> , and <i>Bush v. Gore</i> .
SS.7.C.3.13	Compare the constitutions of the United States and Florida.
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.
Standard 4	Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.
The student will:	
SS.7.C.4.1	Differentiate concepts related to U.S. domestic and foreign policy.
SS.7.C.4.2	Recognize government and citizen participation in international organizations.
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.

APPENDIX C: CIVICS ITEM WRITER GLOSSARY

The following glossary is a reference list provided for the Item Writers and is **not** intended to comprise a comprehensive vocabulary list for students. The terms in this glossary pertain to the NGSSS, the *Specifications*, and the Benchmark Clarifications in Civics.

Anarchy—The absence of any form of government.

Anti-Federalists—A group of people in the early United States who opposed ratification of the U.S. Constitution because they feared a strong national government and a lack of protection for individual rights.

Anti-Federalist Papers—A series of essays written to counter and defeat the proposed U.S. Constitution.

Article—A numbered chapter or section of a contract, treaty, or constitution.

Authority—The power to direct the actions of people or to make decisions.

Citizen—A legal member of a state and/or country.

Common law—Legal precedence based on customs and prior legal decisions and is used in civil cases.

Common or public good—Beliefs or actions that are seen as a benefit to the larger community rather than individual interests.

Compact—An official agreement made by two or more parties.

Consent of the governed—An agreement made by the people to establish a government and abide by its laws.

Democracy—A system of government in which political power resides with the people.

Federalist Papers—A series of essays written to explain and defend the proposed U.S. Constitution.

Federalists—A group of people in the early United States who favored the establishment of a strong national government and who worked for ratification of the U.S. Constitution.

Independent judiciary—The principle that decisions from the courts are fair and impartial and are not subject to undue influence from the other branches of government.

Limited monarchy—A system of government in which the king or queen shares authority with an elected legislature and agrees to be bound by a constitution or a set of laws. Also known as a constitutional monarchy.

Natural rights—The belief that individuals are born with basic rights that cannot be taken away by governments.

Representative democracy (Republic)—A system of government in which the people elect representatives to make policies and laws for them.

Rule of law—A concept that those who govern are bound by the laws; no one is above the law.

Social contract—An implied agreement among the people of an organized society that defines the rights, duties, and limitations of the governed and the government.

Socialism—An economic system in which the government owns the primary means of production.

Unalienable (inalienable) rights—Basic rights of the people that may not be taken away.

Unitary—A system of government in which power resides with the central government.

APPENDIX D: CIVICS END-OF-COURSE ASSESSMENT TEST DESIGN SUMMARY

Duration of Test

The table below displays the number of minutes allowed for regular test takers for the Civics EOC Assessment, which is administered in one session.

Course	Duration (minutes)
Civics	160 minutes

Length of Test

This table provides an approximate range for the number of items on the test. This range includes both the operational and field-test items.

Course	Item Range
Civics	52–56 items

Reporting Categories

Reporting Categories	Benchmark
Origins and Purposes of Law and Government (25%)	SS.7.C.1.1
	SS.7.C.1.2
	SS.7.C.1.3
	SS.7.C.1.4
	SS.7.C.1.5
	SS.7.C.1.6
	SS.7.C.1.7
	SS.7.C.1.8
	SS.7.C.1.9
	SS.7.C.3.10
Roles, Rights, and Responsibilities of Citizens (25%)	SS.7.C.2.1
	SS.7.C.2.2
	SS.7.C.2.4
	SS.7.C.2.5
	SS.7.C.3.6
	SS.7.C.3.7
	SS.7.C.3.12
Government Policies and Political Processes (25%)	SS.7.C.2.8
	SS.7.C.2.9
	SS.7.C.2.10
	SS.7.C.2.11
	SS.7.C.2.12
	SS.7.C.2.13
	SS.7.C.4.1
	SS.7.C.4.2
Organization and Function of Government (25%)	SS.7.C.3.1
	SS.7.C.3.2
	SS.7.C.3.3
	SS.7.C.3.4
	SS.7.C.3.5
	SS.7.C.3.8
	SS.7.C.3.11
	SS.7.C.3.13
SS.7.C.3.14	

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

General Information

Course Number:	2106010
Course Path:	Grades PreK–12
Grade Group:	Grades 6–8
Subject:	Social Studies
SubSubject:	Political Science
Course Title:	M/J Civics
Abbreviated Title:	M/J Civics
Course Length:	Year
Course Level:	2
Course Status:	State Board Approved

Scheme

Descriptor

LA.7.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.7.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text.
LA.7.1.6.3	The student will use context clues to determine meanings of unfamiliar words.
LA.7.1.7.1	The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
LA.7.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
MA.7.A.1.2	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
MA.7.S.6.1	Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers 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 <i>Common Sense</i> had on colonists’ views of government.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- 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.7.C.1.5** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
- 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.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.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.7.C.2.1** Define the term “citizen,” and identify legal means of becoming a U.S. citizen.
- SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8** Identify America’s current political parties, and illustrate their ideas about government.
- SS.7.C.2.9** Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.C.2.10** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).
- 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.7.C.2.14** Conduct a service project to further the public good.
- SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government.
- 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.
- SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5** Explain the constitutional amendment process.
- SS.7.C.3.6** Evaluate constitutional rights and their impact on individuals and society.
- 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.
- 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 lawmaking process at the local, state, and federal levels.
- SS.7.C.3.10** Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11** Diagram the levels, functions, and powers of courts at the state and federal levels.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- 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. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.
- SS.7.C.3.13** Compare the constitutions of the United States and Florida.
- SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1** Differentiate concepts related to U.S. domestic and foreign policy.
- SS.7.C.4.2** Recognize government and citizen participation in international organizations.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.
- SS.7.E.1.1** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4** Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6** Compare the national budget process to the personal budget process.
- SS.7.E.2.1** Explain how federal, state, and local taxes support the economy as a function of the U.S. government.
- SS.7.E.2.2** Describe the banking system in the United States and its impact on the money supply.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.E.2.3** Identify and describe U.S. laws and regulations adopted to promote economic competition.
- SS.7.E.2.4** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5** Explain how economic institutions impact the national economy.
- SS.7.E.3.1** Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2** Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3** Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1** Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2** Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3** Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4** Describe current major cultural regions of North America.
- SS.7.G.3.1** Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1** Use geographic terms and tools to explain cultural diffusion throughout North America.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1** Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

General Information

Course Number:	2106015
Course Path:	Grades PreK–12
Grade Group:	Grades 6–8
Subject:	Social Studies
SubSubject:	Political Science
Course Title:	M/J Civics
Abbreviated Title:	M/J Civics
Course Length:	Semester
Course Level:	2
Course Status:	State Board Approved

Scheme

Descriptor

LA.7.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.7.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text.
LA.7.1.6.3	The student will use context clues to determine meanings of unfamiliar words.
LA.7.1.7.1	The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
LA.7.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
MA.7.A.1.2	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
MA.7.S.6.1	Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers 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 <i>Common Sense</i> had on colonists’ views of government.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- 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.7.C.1.5** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
- 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.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.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.7.C.2.1** Define the term “citizen,” and identify legal means of becoming a U.S. citizen.
- SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8** Identify America’s current political parties, and illustrate their ideas about government.
- SS.7.C.2.9** Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.C.2.10** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).
- 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.7.C.2.14** Conduct a service project to further the public good.
- SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government.
- 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.
- SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5** Explain the constitutional amendment process.
- SS.7.C.3.6** Evaluate constitutional rights and their impact on individuals and society.
- 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.
- 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 lawmaking process at the local, state, and federal levels.
- SS.7.C.3.10** Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11** Diagram the levels, functions, and powers of courts at the state and federal levels.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- 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. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.
- SS.7.C.3.13** Compare the constitutions of the United States and Florida.
- SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1** Differentiate concepts related to U.S. domestic and foreign policy.
- SS.7.C.4.2** Recognize government and citizen participation in international organizations.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

General Information

Course Number:	2106016
Course Path:	Grades PreK–12
Grade Group:	Grades 6–8
Subject:	Social Studies
SubSubject:	Political Science
Course Title:	M/J Civics & Career Planning
Abbreviated Title:	M/J Civics & Career Planning
Course Length:	Year
Course Level:	2
Course Status:	State Board Approved

Scheme

Descriptor

SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers 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 <i>Common Sense</i> 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.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
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.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.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.7.C.2.1	Define the term “citizen,” and identify legal means of becoming a U.S. citizen.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8** Identify America’s current political parties, and illustrate their ideas about government.
- 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.2.10** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).
- 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.7.C.2.14** Conduct a service project to further the public good.
- SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- 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.
- SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5** Explain the constitutional amendment process.
- SS.7.C.3.6** Evaluate constitutional rights and their impact on individuals and society.
- 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.
- 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 lawmaking process at the local, state, and federal levels.
- SS.7.C.3.10** Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11** Diagram the levels, functions, and powers of courts at the state and federal levels.
- 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. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.
- SS.7.C.3.13** Compare the constitutions of the United States and Florida.
- SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1** Differentiate concepts related to U.S. domestic and foreign policy.
- SS.7.C.4.2** Recognize government and citizen participation in international organizations.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.E.1.1** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4** Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6** Compare the national budget process to the personal budget process.
- SS.7.E.2.1** Explain how federal, state, and local taxes support the economy as a function of the U.S. government.
- SS.7.E.2.2** Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3** Identify and describe U.S. laws and regulations adopted to promote economic competition.
- SS.7.E.2.4** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5** Explain how economic institutions impact the national economy.
- SS.7.E.3.1** Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2** Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3** Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.G.1.1** Locate the fifty states and their capital cities in addition to the nation’s capital on a map.
- SS.7.G.1.2** Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3** Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4** Describe current major cultural regions of North America.
- SS.7.G.3.1** Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1** Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1** Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

General Information

Course Number:	2106020
Course Path:	Grades PreK–12
Grade Group:	Grades 6–8
Subject:	Social Studies
SubSubject:	Political Science
Course Title:	M/J Civics & Career Planning
Abbreviated Title:	M/J Civics & Career Planning
Course Length:	Year
Course Level:	2
Course Status:	State Board Approved

Scheme

Descriptor

LA.7.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.7.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text.
LA.7.1.6.3	The student will use context clues to determine meanings of unfamiliar words.
LA.7.1.7.1	The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
LA.7.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
LA.7.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
MA.7.A.1.2	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
MA.7.S.6.1	Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- 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.7.C.1.5** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
- 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.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.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.7.C.2.1** Define the term “citizen,” and identify legal means of becoming a U.S. citizen.
- SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.C.2.8** Identify America’s current political parties, and illustrate their ideas about government.
- 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.2.10** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).
- 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.7.C.2.14** Conduct a service project to further the public good.
- SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government.
- 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.
- SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5** Explain the constitutional amendment process.
- SS.7.C.3.6** Evaluate constitutional rights and their impact on individuals and society.
- 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.
- 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 lawmaking process at the local, state, and federal levels.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.C.3.10** Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11** Diagram the levels, functions, and powers of courts at the state and federal levels.
- 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. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.
- SS.7.C.3.13** Compare the constitutions of the United States and Florida.
- SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1** Differentiate concepts related to U.S. domestic and foreign policy.
- SS.7.C.4.2** Recognize government and citizen participation in international organizations.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.
- SS.7.E.1.1** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4** Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6** Compare the national budget process to the personal budget process.
- SS.7.E.2.1** Explain how federal, state, and local taxes support the economy as a function of the U.S. government.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.E.2.2** Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3** Identify and describe U.S. laws and regulations adopted to promote economic competition.
- SS.7.E.2.4** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5** Explain how economic institutions impact the national economy.
- SS.7.E.3.1** Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2** Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3** Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1** Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2** Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3** Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4** Describe current major cultural regions of North America.
- SS.7.G.3.1** Use maps to describe the location, abundance, and variety of natural resources in North America.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.G.4.1** Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1** Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS**General Information**

Course Number:	2106025
Course Path:	Grades PreK–12
Grade Group:	Grades 6–8
Subject:	Social Studies
SubSubject:	Political Science
Course Title:	M/J Civics
Abbreviated Title:	M/J Civics
Course Length:	Semester
Course Level:	3
Course Status:	State Board Approved

Scheme**Descriptor**

MA.7.A.1.2	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
MA.7.S.6.1	Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers 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 <i>Common Sense</i> 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.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
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.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.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- 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.7.C.2.1** Define the term “citizen,” and identify legal means of becoming a U.S. citizen.
- SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8** Identify America’s current political parties, and illustrate their ideas about government.
- 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.2.10** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).
- 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.7.C.2.14** Conduct a service project to further the public good.
- SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government.
- 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.
- SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5** Explain the constitutional amendment process.
- SS.7.C.3.6** Evaluate constitutional rights and their impact on individuals and society.
- 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.
- 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 lawmaking process at the local, state, and federal levels.
- SS.7.C.3.10** Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11** Diagram the levels, functions, and powers of courts at the state and federal levels.
- 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. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.
- SS.7.C.3.13** Compare the constitutions of the United States and Florida.
- SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1** Differentiate concepts related to U.S. domestic and foreign policy.
- SS.7.C.4.2** Recognize government and citizen participation in international organizations.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

General Information

Course Number:	2106026
Course Path:	Grades PreK–12
Grade Group:	Grades 6–8
Subject:	Social Studies
SubSubject:	Political Science
Course Title:	M/J Civics
Abbreviated Title:	M/J Civics
Course Length:	Year
Course Level:	3
Course Status:	State Board Approved

Scheme

Descriptor

SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers 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 <i>Common Sense</i> 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.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
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.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.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.7.C.2.1	Define the term “citizen,” and identify legal means of becoming a U.S. citizen.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.C.2.2** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3** Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5** Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6** Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8** Identify America’s current political parties, and illustrate their ideas about government.
- 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.2.10** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).
- 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.7.C.2.14** Conduct a service project to further the public good.
- SS.7.C.3.1** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2** Compare parliamentary, federal, confederal, and unitary systems of government.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- 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.
- SS.7.C.3.4** Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5** Explain the constitutional amendment process.
- SS.7.C.3.6** Evaluate constitutional rights and their impact on individuals and society.
- 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.
- 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 lawmaking process at the local, state, and federal levels.
- SS.7.C.3.10** Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11** Diagram the levels, functions, and powers of courts at the state and federal levels.
- 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. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.
- SS.7.C.3.13** Compare the constitutions of the United States and Florida.
- SS.7.C.3.14** Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1** Differentiate concepts related to U.S. domestic and foreign policy.
- SS.7.C.4.2** Recognize government and citizen participation in international organizations.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.E.1.1** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4** Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6** Compare the national budget process to the personal budget process.
- SS.7.E.2.1** Explain how federal, state, and local taxes support the economy as a function of the U.S. government.
- SS.7.E.2.2** Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3** Identify and describe U.S. laws and regulations adopted to promote economic competition.
- SS.7.E.2.4** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5** Explain how economic institutions impact the national economy.
- SS.7.E.3.1** Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2** Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3** Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

APPENDIX E: COURSE DESCRIPTIONS FOR CIVICS

- SS.7.G.1.1** Locate the fifty states and their capital cities in addition to the nation’s capital on a map.
- SS.7.G.1.2** Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3** Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1** Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2** Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4** Describe current major cultural regions of North America.
- SS.7.G.3.1** Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1** Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1** Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.



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