

Course: 2106010 M/J Civics

BASIC INFORMATION

Course Number:	2106010
Course Title:	M/J Civics
Course Abbreviated Title:	M/J Civics
Course Path:	Section: Grades PreK to 12 Education Courses» Grade Group: Grades 6 to 8 Education Courses » Subject: Social Studies » SubSubject: Political Sciences »
Course Length:	Year
Course Level:	2
Status:	State Board Approved

RELATED BENCHMARKS (74)

<u>LA.7.1.6.1:</u>	The student will use new vocabulary that is introduced and taught directly;
<u>LA.7.1.6.2:</u>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<u>LA.7.1.6.3:</u>	The student will use context clues to determine meanings of unfamiliar words;
<u>LA.7.1.7.1:</u>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<u>LA.7.1.7.3:</u>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<u>MA.7.A.1.2:</u>	Solve percent problems, including problems involving discounts, simple

	interest, taxes, tips, and percents of increase or decrease.
<u>MA.7.S.6.1:</u>	Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
<u>SS.7.C.1.1:</u>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<u>SS.7.C.1.2:</u>	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.
<u>SS.7.C.1.3:</u>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<u>SS.7.C.1.4:</u>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<u>SS.7.C.1.5:</u>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<u>SS.7.C.1.6:</u>	Interpret the intentions of the Preamble of the Constitution.
<u>SS.7.C.1.7:</u>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<u>SS.7.C.1.8:</u>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<u>SS.7.C.1.9:</u>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<u>SS.7.C.2.1:</u>	Define the term "citizen," and identify legal means of becoming a United States citizen.
<u>SS.7.C.2.2:</u>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<u>SS.7.C.2.3:</u>	Experience the responsibilities of citizens at the local, state, or federal levels.
<u>SS.7.C.2.4:</u>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<u>SS.7.C.2.5:</u>	Distinguish how the Constitution safeguards and limits individual rights.
<u>SS.7.C.2.6:</u>	Simulate the trial process and the role of juries in the administration of

	justice.
<u>SS.7.C.2.7:</u>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<u>SS.7.C.2.8:</u>	Identify America's current political parties, and illustrate their ideas about government.
<u>SS.7.C.2.9:</u>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<u>SS.7.C.2.10:</u>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<u>SS.7.C.2.11:</u>	Analyze media and political communications (bias, symbolism, propaganda).
<u>SS.7.C.2.12:</u>	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.
<u>SS.7.C.2.13:</u>	Examine multiple perspectives on public and current issues.
<u>SS.7.C.2.14:</u>	Conduct a service project to further the public good.
<u>SS.7.C.3.1:</u>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<u>SS.7.C.3.2:</u>	Compare parliamentary, federal, confederal, and unitary systems of government.
<u>SS.7.C.3.3:</u>	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.
<u>SS.7.C.3.4:</u>	Identify the relationship and division of powers between the federal government and state governments.
<u>SS.7.C.3.5:</u>	Explain the Constitutional amendment process.
<u>SS.7.C.3.6:</u>	Evaluate Constitutional rights and their impact on individuals and society.
<u>SS.7.C.3.7:</u>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<u>SS.7.C.3.8:</u>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

<u>SS.7.C.3.9:</u>	Illustrate the law making process at the local, state, and federal levels.
<u>SS.7.C.3.10:</u>	Identify sources and types (civil, criminal, constitutional, military) of law.
<u>SS.7.C.3.11:</u>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<u>SS.7.C.3.12:</u>	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.
<u>SS.7.C.3.13:</u>	Compare the constitutions of the United States and Florida.
<u>SS.7.C.3.14:</u>	Differentiate between local, state, and federal governments' obligations and services.
<u>SS.7.C.4.1:</u>	Differentiate concepts related to United States domestic and foreign policy.
<u>SS.7.C.4.2:</u>	Recognize government and citizen participation in international organizations.
<u>SS.7.C.4.3:</u>	Describe examples of how the United States has dealt with international conflicts.
<u>SS.7.E.1.1:</u>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<u>SS.7.E.1.2:</u>	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.
<u>SS.7.E.1.3:</u>	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.
<u>SS.7.E.1.4:</u>	Discuss the function of financial institutions in the development of a market economy.
<u>SS.7.E.1.5:</u>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
<u>SS.7.E.1.6:</u>	Compare the national budget process to the personal budget process.
<u>SS.7.E.2.1:</u>	Explain how federal, state, and local taxes support the economy as a function of the United States government.

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

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

RELATED CERTIFICATIONS (5)

Option 1:	SOCIAL SCIENCE (GRADES 6 - 12)
Option 2:	POLITICAL SCIENCE (GRADES 6 - 12)
Option 3:	HISTORY (GRADES 6 - 12)
Option 4:	SOCIAL SCIENCE (MIDDLE GRADES) (GRADES 5 - 9)
Option 5:	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)

RELATED GLOSSARY TERM DEFINITIONS (2)

Discount:	An amount that is subtracted from the regular price of an item.
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.