

# Reporting Category Statements Civics

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May 2024

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# Introduction

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Students who participate in one or more of Florida's statewide, standardized assessments in grades 3–10 and/or end-of-course (EOC) assessments in Algebra 1, Geometry, Civic, U.S. History, and Biology 1 will receive a detailed score report that is unique to computer-adaptive assessments for each assessment. Each report will contain detailed information about the student's performance, narratives regarding strengths and weaknesses, and suggestions as to steps parents/guardians can take to help students progress in their learning. The information in each report is intended primarily for students and families and is not intended to replace classroom instruction.

The most detailed narrative is provided at the *reporting category* level. Reporting categories refer to major groupings of content and skills, such as Reading Informational Text or Reading Prose and Poetry in English Language Arts (ELA); Number Sense and Operations with Whole Numbers or Algebraic Reasoning in Mathematics; Nature of Science in Science; and Roles, Rights, and Responsibilities in Social Studies; among others. For each of the reporting categories, three tiers of text have been created based on state academic standards and informed by the Achievement Level Descriptors (ALDs) that were written by Florida educators. These tiers include *Below Expectations*, *At/Near Expectations* or *On Grade Level*, and *Above Expectations*. These reports classify student performance into one of the three tiers based on student responses to items that measure the benchmarks associated with that reporting category. Individual benchmark codes can be found in a report beneath the name of the correlated reporting category. Each student's report is tailored to provide specific information based on which of the three tiers that each reporting category score falls into. This document provides the complete set of narratives so that stakeholders can see expectation progressions within a reporting category and, if appropriate, across grades.

Each description included in these reports and the accompanying next steps were drafted by panels of Florida educators and reviewed by larger Florida educator committees facilitated by EdCount, LLC, and consisting of Florida educators, specialists from the Bureau of Standards and Instructional Support and other Florida Department of Education personnel.

It is important to keep in mind that a student's overall score provides the most valid and reliable evidence of what the student knows and can do with respect to the state academic standards. Due to the relatively small size of each reporting category, neither individual nor combined reporting category performance should be used to infer overall performance.

For more information on Florida's statewide, standardized assessments, please see the [Statewide Assessments Guide](#). Please direct questions and comments about these reports to [Assessment@fldoe.org](mailto:Assessment@fldoe.org).

# Additional Resources

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The following resources are available to support understanding of the test design for Florida’s statewide, standardized assessments and the skills outlined in the state academic standards.

[Civics EOC Achievement Level Descriptions](#)

[U.S. History EOC Achievement Level Descriptions](#)

[Florida’s Academic Standards for Social Studies](#)

[Social Studies Test Design Summary](#)

## Civics Reporting Category Statements

<b>Origins and Purposes of Law and Government</b>			
See state academic standards SS.7.CG.1.2 (also assesses SS.7.CG.1.1 and SS.7.CG.1.4), SS.7.CG.1.3, SS.7.CG.1.5, SS.7.CG.1.6, SS.7.CG.1.7, SS.7.CG.1.8, SS.7.CG.1.9, SS.7.CG.1.10, SS.7.CG.1.11, SS.7.CG.3.10			
<b>Indicator</b>	<b>Below Expectations</b>	<b>On Grade Level</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Recognize that America’s founding was influenced by ancient Greek, Roman, and Judeo-Christian traditions and/or identify examples of those influences (e.g., legislative bodies, voting rights, written constitution, representative government, separation of powers, justice, personal responsibility, rule of law).</li> <li>• Identify historical documents and Enlightenment thinkers that influenced America’s founding (e.g., Magna Carta, Mayflower Compact, English Bill of Rights, <i>Common Sense</i>, John Locke, Baron Montesquieu).</li> <li>• Recall or identify some principles present in the Declaration of Independence and the U.S. Constitution, such as due process, limited government, separation of powers, checks and balances, individual rights, and equality of mankind.</li> <li>• Recognize events and British policies that led to the writing of the Declaration of Independence (Stamp Act, Quartering Act, Declaratory Act, Townshend Act, Tea Act, Intolerable Act).</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how ancient Greek and Roman ideas about government and political participation influenced the founding of our country (e.g., legislative bodies, voting rights, written constitution, representative government, separation of powers).</li> <li>• Explain how Judeo-Christian ideas such as justice, rule of law, and individual worth influenced the founding of our country.</li> <li>• Explain the principles contained in founding documents and Enlightenment thought, such as due process, limited government, separation of powers, checks and balances, and equality of mankind.</li> <li>• Identify and explain natural rights as described in the Declaration of Independence (life, liberty, pursuit of happiness).</li> <li>• Recognize the colonists’ grievances in the Declaration of Independence (imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, dissolving legislatures).</li> <li>• Explain how weaknesses in the Articles of Confederation (e.g., inability to collect taxes, no executive</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the Greek and Roman principles of government with those of the United States and assess the impact these principles have had on the development of the United States (e.g., legislative bodies, voting rights, written constitution, representative government, separation of powers).</li> <li>• Analyze the impact of Enlightenment ideas and principles on American law and government.</li> <li>• Evaluate the impact and effectiveness of principles such as due process, limited government, separation of powers, checks and balances, and equality of mankind on America’s government.</li> <li>• Evaluate the relationship between British actions, principles of government, and the grievances of the Declaration of Independence (imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).</li> <li>• Analyze how specific weaknesses of the Articles of Confederation (e.g., inability to collect taxes, no executive branch) led to the Constitution and how</li> </ul>

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<b>Indicator</b>	<b>Below Expectations</b>	<b>On Grade Level</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>Recognize the Declaration of Independence and/or identify the rights of life, liberty, and the pursuit of happiness as expressed in the Declaration of Independence.</li> <li>Recognize the Articles of Confederation as the first document establishing an American government.</li> <li>Identify the weaknesses of the Articles of Confederation (e.g., inability to collect taxes, no executive branch) and those who supported and opposed the ratification of the new Constitution (Federalist, Anti-Federalist).</li> <li>Identify the Preamble as the introduction to the Constitution.</li> <li>Recall the rule of law and recognize the types of law that make up the American legal system (civil, constitutional, criminal, military).</li> </ul>	<p>branch, e) led to features in the U.S. Constitution that reinforce limits to the powers of government through checks and balances and separation of powers.</p> <ul style="list-style-type: none"> <li>Explain the goals of government found in the Preamble (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).</li> <li>Explain how the ratification debate centered around the ideas of Federalism (favored a strong national government) vs. Anti-Federalism (opposed creation of a strong national government).</li> <li>Identify sources (natural, constitutional, statutory, case, and common law) and types of law (civil, constitutional, criminal, military) and describe examples of how the rule of law influences the American political system.</li> </ul>	<p>the Constitution fixed those weaknesses.</p> <ul style="list-style-type: none"> <li>Evaluate the relationship between the goals of the Preamble and American laws and government.</li> <li>Compare the Federalist and Anti-Federalist arguments about the Constitution and Bill of Rights.</li> <li>Analyze the impact of the rule of law on American political and governmental institutions.</li> </ul>
<b>Next Steps</b>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> <li>Use a graphic organizer to organize the Greek, Roman, and Judeo-Christian ideas that influenced our Founding.</li> <li>Relate ideas and principles from the Enlightenment with the associated document and thinker (e.g., limited government, self-government, individual rights, due process, natural</li> </ul>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> <li>Relate ancient traditions with their influential ideas (e.g., civic participation Republicanism, representative government, rule of law, equality of mankind, religious liberty).</li> <li>Read excerpts from both Enlightenment documents (e.g., Magna Carta, Mayflower Compact, English</li> </ul>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> <li>Discuss ways in which ideas from ancient traditions and the Enlightenment can be seen in American laws and government today.</li> <li>Find examples of limited government in the U.S. Constitution.</li> <li>Evaluate the connection between the specific grievances asserted in the</li> </ul>

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Indicator	Below Expectations	On Grade Level	Above Expectations
	<p>rights, social contract, separation of powers).</p> <ul style="list-style-type: none"> <li>• Use a graphic organizer to identify the causes and effects of British policies on the colonists.</li> <li>• Use a graphic organizer to organize the viewpoints of Federalists (favoring a strong national government) and Anti-Federalists (opposing the creation of a strong national government).</li> <li>• Recite the Preamble to the U.S. Constitution and explain its purpose.</li> <li>• Find and discuss real-life examples of the different sources (natural, constitutional, statutory, case, and common law) and types of law (civil, constitutional, criminal, military).</li> </ul>	<p>Bill of Rights, <i>Common Sense</i>) and founding documents (Declaration of Independence, Constitution, Bill of Rights) to look for and annotate examples of the principles found in each.</p> <ul style="list-style-type: none"> <li>• Read the grievances of the Declaration of Independence and connect the grievances to British actions (e.g., taxation, representation, individual rights, social contract).</li> <li>• Create a graphic organizer to analyze how the Constitution repaired specific weaknesses (e.g., inability to collect taxes, no executive branch) of the Articles of Confederation.</li> <li>• Summarize the arguments over the ratification of the Bill of Rights.</li> <li>• Discuss the Preamble and explain the significance of “We the People.”</li> <li>• Use scenarios to interpret the goals in the Preamble.</li> <li>• Create a graphic organizer to compare and contrast the Federalist and Anti-Federalist arguments.</li> <li>• Give examples of types of law (civil, constitutional, criminal, military).</li> </ul>	<p>Declaration of Independence and the actions of the British (e.g., taxation, representation, individual rights, social contract).</p> <ul style="list-style-type: none"> <li>• Analyze the strengths and weaknesses of the Articles of Confederation.</li> <li>• Use current events to evaluate the role of government in fulfilling the goals of the Preamble.</li> <li>• Research the Federalist and Anti-Federalist arguments regarding the ratification of the Constitution and analyze their positions on the need for a bill of rights using evidence from primary sources like the Federalist Papers.</li> <li>• Discuss the impact of the rule of law on American political and governmental institutions.</li> </ul>

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<b>Roles, Rights, and Responsibilities of Citizens</b> See state academic standards SS.7.CG.2.1, SS.7.CG.2.2, SS.7.CG.2.3, SS.7.CG.2.4, SS.7.CG.2.5, SS.7.CG.3.6, SS.7.CG.3.11			
Indicator	Below Expectations	On Grade Level	Above Expectations
<b>What These Results Mean</b>	For example, your learner may be able to: <ul style="list-style-type: none"> <li>Recall the term "citizen" as found in the Constitution and the legal means of becoming a U.S. citizen (Law of Blood, Law of Soil, naturalization).</li> <li>Recognize that U.S. citizens have both obligations (things one must do) and responsibilities (things one should do).</li> <li>Recognize the Bill of Rights as the first ten amendments to the Constitution.</li> <li>Identify examples of individual rights (e.g., free speech) and limitations on individual rights (e.g., forced internment).</li> <li>Identify the parts of the trial process and the types of jury trials.</li> <li>Recognize that the U.S. Constitution has been amended (changed) to allow for more people to participate in government.</li> <li>Recognize the suffrage and civil rights amendments (Thirteenth, Fourteenth, Fifteenth, Nineteenth, Twenty-Fourth, Twenty-Sixth).</li> <li>Identify the role of the Supreme Court in the American legal system and identify examples of landmark cases (e.g., <i>Miranda v. Arizona</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Gideon v. Wainwright</i>).</li> </ul>	For example, your learner may be able to: <ul style="list-style-type: none"> <li>Describe the term "citizen" based on the 14th amendment and explain the Constitutional means of becoming a U.S. citizen (Law of Blood, Law of Soil, naturalization).</li> <li>Differentiate between the obligations (e.g., jury duty, paying taxes, defending the nation) and responsibilities (e.g., voting, attending civic meetings, petitioning government, running for office) of citizens.</li> <li>Distinguish the protections and limitations of liberties found in the Constitution and Bill of Rights (e.g., property rights, civil disobedience, forced internment, limitations on speech, rationing, and suspension of habeas corpus).</li> <li>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</li> <li>Identify the impact of the suffrage and civil rights amendments (Thirteenth, Fourteenth, Fifteenth, Nineteenth, Twenty-Fourth, Twenty-Sixth) on participation in the political process.</li> <li>Identify the outcome and impact of landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>, <i>Dred Scott v. Sandford</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</i></li> </ul>	For example, your learner may be able to: <ul style="list-style-type: none"> <li>Analyze the impact of the naturalization process.</li> <li>Analyze the outcomes and consequences of citizens fulfilling their obligations and responsibilities.</li> <li>Evaluate and interpret how society's views of the protections in the Constitution and the Bill of Rights have changed over time.</li> <li>Analyze the trial process and the importance of juries in the American legal system.</li> <li>Evaluate the impact of the suffrage and civil rights amendments (Thirteenth, Fourteenth, Fifteenth, Nineteenth, Twenty-fourth, Twenty-sixth) on participation in the political process and the relationship of the amendments to social movements (e.g., Civil Rights Movement, women's right to vote) other legislation, and enforcement.</li> <li>Assess the significance and outcomes of landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>, <i>Dred Scott v. Sandford</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>U.S. v. Nixon</i>, <i>Hazelwood v. Kuhlmeier</i>).</li> </ul>

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<b>Roles, Rights, and Responsibilities of Citizens</b> See state academic standards SS.7.CG.2.1, SS.7.CG.2.2, SS.7.CG.2.3, SS.7.CG.2.4, SS.7.CG.2.5, SS.7.CG.3.6, SS.7.CG.3.11			
Indicator	Below Expectations	On Grade Level	Above Expectations
		<i>Gault, U.S. v. Nixon, Hazelwood v. Kuhlmeier).</i>	
<b>Next Steps</b>	For example, have your learner: <ul style="list-style-type: none"> <li>• Read the 14th amendment to identify and annotate what it says about citizenship.</li> <li>• List the steps of the naturalization process (eligibility, application, interview, citizenship test, naturalization ceremony).</li> <li>• Explain the differences between obligations (things we must do) and responsibilities (things one should do) for the common good.</li> <li>• Read excerpts from the Bill of Rights to identify and annotate the protections guaranteed by each amendment.</li> <li>• Use a graphic organizer to distinguish how the Constitution has safeguarded or limited individual rights (e.g., forced internment during war time).</li> <li>• Discuss the trial process and role of juries in the administration of justice at the state and federal levels.</li> <li>• Read excerpts from the Thirteenth, Fourteenth, Fifteenth, Nineteenth, Twenty-Fourth, Twenty-Sixth amendments to determine who was impacted by each amendment.</li> </ul>	For example, have your learner: <ul style="list-style-type: none"> <li>• Analyze examples to distinguish between a natural born citizen, a naturalized citizen, and a permanent resident.</li> <li>• Create scenarios to reflect the obligations (things one must do) and responsibilities (things one should do) for the common good.</li> <li>• Discuss how society’s views of protections in the Bill of Rights and Constitution have changed over time.</li> <li>• Create a graphic organizer to compare and contrast how the Constitution safeguards and limits individual rights.</li> <li>• Provide examples of the role trials and juries play in the administration of justice at the state and federal levels.</li> <li>• Give examples of the relationship between social movements and the expansion of civil rights.</li> <li>• Discuss the outcomes, rights, and constitutional principles addressed in landmark Supreme Court cases (e.g., <i>Marbury v. Madison, Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, In re Gault, U.S. v. Nixon, Hazelwood v. Kuhlmeier).</i></li> </ul>	For example, have your learner: <ul style="list-style-type: none"> <li>• Discuss the outcomes and consequences of citizens fulfilling their obligations and responsibilities.</li> <li>• Find recent examples of violations and protections related to the Bill of Rights from current events.</li> <li>• Review voting diagrams and discuss the long-term impact of suffrage on political participation.</li> <li>• Read and discuss case studies to evaluate the constitutional safeguards and limitations on individual rights.</li> <li>• Discuss the role and importance of juries in the administration of justice at the state and federal levels.</li> <li>• Analyze how various landmark Supreme Court cases (e.g., <i>Marbury v. Madison, Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, In re Gault, U.S. v. Nixon, Hazelwood v. Kuhlmeier)</i> have impacted American society and government.</li> </ul>

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<b>Government Policies and Political Processes</b>			
See state academic standards SS.7.CG.2.6 (also assesses SS.7.CG.3.14), SS.7.CG.2.7, SS.7.CG.2.8, SS.7.CG.2.9, SS.7.CG.2.10, SS.7.CG.3.15, SS.7.CG.4.1, SS.7.CG.4.2, SS.7.CG.4.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>On Grade Level</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Recognize that citizens can vote in elections at all three levels of government (local, state, national).</li> <li>Identify qualifications for state and national office (citizenship, age, residency).</li> <li>Recognize the different groups that monitor and influence government (e.g., media, individuals, interest groups).</li> <li>Recognize bias, symbolism, and propaganda.</li> <li>List appropriate government agencies (e.g., Departments of Justice, Defense, Education, Transportation) for resolving problems.</li> <li>Identify the Electoral College as the constitutional mechanism that elects the President.</li> <li>Recognize that nations and societies organize and distribute resources, services, and goods in different ways.</li> <li>Identify capitalism, free market, socialism, and communism as economic systems that distribute resources, goods, and services.</li> <li>Define domestic policy (issues that impact the country), foreign policy (issues that impact outside the borders), and national interest (what is in the</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain the voting process (registration, ballots, polling places, primary election, general election) at all three levels of government and the origins of political parties.</li> <li>Describe the qualifications to hold office (citizenship, age, residency) for state and national office.</li> <li>Identify the impact of methods used by media (e.g., watchdog, freedom of press), individuals (e.g., attending civic meetings, peaceful protest, petitioning government, running for office, voting), and interest groups (e.g., lobbying).</li> <li>Define bias, symbolism, and propaganda in media and political communication.</li> <li>Identify appropriate government agencies (e.g., Departments of Justice, Defense, Education, Transportation) for resolving problems.</li> <li>Explain the purpose and function of the Electoral College in electing the President.</li> <li>Explain the advantage of capitalism in the U.S. over government-controlled economic systems (e.g., economic prosperity, higher standard of living).</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how elections and the voting process impact citizens at each level of government and promote trust in democratic institutions.</li> <li>Compare and contrast the qualifications to hold office.</li> <li>Explain the impact of media, individuals, and interest groups on monitoring and influencing government.</li> <li>Evaluate the effects of bias, symbolism, and propaganda in media and political communication.</li> <li>Compare and contrast different public policy alternatives and associated government agencies (e.g., Departments of Justice, Defense, Education, Transportation) that may serve to resolve problems and determine a helpful course of action.</li> <li>Assess the impact the Electoral College has had on electing the President.</li> <li>Analyze the advantages of capitalism in the U.S. over government-controlled economic systems.</li> <li>Analyze the impact of foreign and domestic policies in pursuing U.S. national interest.</li> <li>Evaluate the impact of U.S. involvement in international</li> </ul>

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Indicator	Below Expectations	On Grade Level	Above Expectations
	best interest for America’s safety/prosperity). <ul style="list-style-type: none"> <li>Recognize that the U.S. and its citizens can support international organizations.</li> <li>Identify an example of an international organization (e.g., NATO, UN, International Court of Justice, World Trade Organization).</li> <li>Identify an example of an international conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between examples of domestic and foreign policy issues.</li> <li>Describe the ways that government and individuals may support international organizations (e.g., NATO, UN, International Court of Justice, World Trade Organization).</li> <li>Identify the different methods used by the U.S. to deal with international conflicts (diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>	organizations (e.g., NATO, UN, International Court of Justice, World Trade Organization). <ul style="list-style-type: none"> <li>Evaluate the impact of U.S. involvement in international conflicts.</li> </ul>
<b>Next Steps</b>	For example, have your learner: <ul style="list-style-type: none"> <li>Use a graphic organizer to describe the voting process (e.g., registration, ballots, polling places, primary election, general election) at the local, state, and national levels.</li> <li>List the qualifications (citizenship, age, residency) to hold office at the state and national levels.</li> <li>Define examples of bias, symbolism, and propaganda.</li> <li>Use scenarios to determine which government agency (e.g., Departments of Justice, Defense, Education, Transportation) would be best suited to manage the issue described.</li> <li>Use a graphic organizer to compare the characteristics of capitalism, communism, and socialism.</li> </ul>	For example, have your learner: <ul style="list-style-type: none"> <li>Review a map of the Electoral College and explain how the Electoral College functions in the election of the President.</li> <li>Discuss the origins of the Republican and Democratic political parties.</li> <li>Create a graphic organizer to compare and contrast the qualifications (citizenship, age, residency) to hold office at the state and national levels.</li> <li>Visit a news website and identify examples of methods used by media (e.g., watchdog, freedom of press), individuals (e.g., attending civic meetings, peaceful protest, petitioning government, running for office, voting), and interest groups (e.g., lobbying) to influence the government.</li> </ul>	For example, have your learner: <ul style="list-style-type: none"> <li>Discuss the impact of the Electoral College and the voting process in promoting free and fair elections.</li> <li>Discuss the impact of the Republican and Democratic political parties on public policy.</li> <li>Create scenarios to show the qualifications for local, state, and national office.</li> <li>Cite primary source examples that illustrate the impact of media and political communication, individuals, and interest groups on the government and public policy.</li> <li>Predict the outcome of a well-developed plan for resolving a specific public policy problem.</li> </ul>

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Indicator	Below Expectations	On Grade Level	Above Expectations
	<ul style="list-style-type: none"> <li>• Read about examples of U.S. foreign (external) and domestic (internal) policy in action.</li> <li>• List ways governments and individuals participate international organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the news and find examples of bias, symbolism, and propoganda in media and political communication.</li> <li>• Compare different policy alternatives for resolving issues that interest them.</li> <li>• Give examples of foreign (external) and domestic (internal) policy issues.</li> <li>• Discuss international organizations and the advantages and disadvantages of U.S. membership (e.g., NATO, UN, International Court of Justice, World Trade Organization).</li> <li>• Discuss ways in which the U.S. may engage in international conflict (diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the economic prosperity and opportunity of other nations as compared to the United States.</li> <li>• Describe and evaluate the complex dynamics of U.S. domestic (internal) and foreign (external) policy with historic examples and outcomes.</li> </ul>

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<b>Organization and Function of Government</b>			
See state academic standards SS.7.CG.3.1, SS.7.CG.3.2, SS.7.CG.3.3, SS.7.CG.3.4, SS.7.CG.3.5, SS.7.CG.3.7, SS.7.CG.3.8, SS.7.CG.3.9, SS.7.CG.3.12, SS.7.CG.3.13			
<b>Indicator</b>	<b>Below Expectations</b>	<b>On Grade Level</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Recognize and identify various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy) based on their political philosophy or organizational structure.</li> <li>Recognize systems of government (e.g., federal, confederal, unitary).</li> <li>Recall that the U.S. Constitution is divided into Articles (I, II, III) that describe different aspects of the American system of government.</li> <li>Recall the three branches of government (legislative, executive, judicial).</li> <li>Recognize that the U.S. Constitution established a system comprised of both state and national governments.</li> <li>Recognize the system of shared power (federalism).</li> <li>Recognize that the power to create laws rests with the legislative branch of government.</li> <li>Recognize that the power to enforce and execute laws rests with the executive branch of government.</li> <li>Recognize that the power to interpret laws rests with the judicial branch of government.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Describe various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy) based on their political philosophy or organizational structure.</li> <li>Explain the advantages of a federal system of government.</li> <li>Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty.</li> <li>Explain the structure, functions, and processes of the legislative branch of government (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>Explain the structure, functions, and processes of the executive branch of government (e.g., executive order, veto, make appointments to government positions).</li> <li>Explain the structure, functions, and processes of the judicial branch of government (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>Describe the system of federalism and explain the relationship between the state and national governments.</li> <li>Compare the U.S. and Florida Constitutions’ purpose, structure, and amendment process.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy) based on their political philosophy or organizational structure.</li> <li>Compare the organizational structures of systems of government (e.g., federal, confederal, unitary).</li> <li>Distinguish the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom, and a representative government.</li> <li>Analyze executive authority at the state and national levels using examples of government functions.</li> <li>Analyze judicial authority at the state and national levels using examples of government functions.</li> <li>Analyze the limitations placed on government through the system of federalism.</li> <li>Analyze the purpose, structure, and amendment process of the constitutions of the United States and Florida.</li> <li>Analyze the lawmaking process at varying levels of government (e.g., introduction of a bill, committee work, debate, approval).</li> </ul>

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<b>Organization and Function of Government</b>			
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<b>Indicator</b>	<b>Below Expectations</b>	<b>On Grade Level</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>Recall that both the federal government and state governments have constitutions that can be changed.</li> <li>Recognize the constitutions of the United States and Florida by viewing the text of each.</li> <li>Identify the local, state, and federal levels of government.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the lawmaking process at the local, state, and national levels (e.g., introduction of a bill, committee work, debate, approval).</li> <li>Describe the obligations of and services provided by the local, state, and national governments.</li> </ul>	<ul style="list-style-type: none"> <li>Compare local, state, and federal governments’ powers, obligations, and services.</li> </ul>
<b>Next Steps</b>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> <li>Discuss various forms of government based on their political philosophies or organizational structures.</li> <li>Study examples to identify systems of government correctly (e.g., federal, confederal, unitary).</li> <li>Discuss the advantages of the United States’ federal system of government (e.g., local sovereignty balanced with national unity, protection against authoritarianism).</li> <li>Explain the two-step constitutional amendment process (proposal and ratification).</li> <li>Use a graphic organizer to explain the structure, function, and processes of the legislative, executive, and judicial branches.</li> <li>Use a Venn diagram to compare the purpose and structure of the Florida and U.S. Constitutions.</li> <li>Use a graphic organizer to classify and correctly assign powers, obligations,</li> </ul>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> <li>Create a graphic organizer to analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty.</li> <li>Create a graphic organizer to compare and contrast federal, confederal, and unitary systems of government.</li> <li>Explain the differences between the U.S. and Florida constitutional amendment processes.</li> <li>Discuss the purpose of the U.S. and Florida Constitutions (e.g., framework, limits government, protection of rights).</li> <li>Discuss the structures, roles, and responsibilities of the three branches of government.</li> <li>Create a diagram of the lawmaking process at the local, state, and national levels (e.g., introduction of a bill, committee work, debate, approval).</li> <li>Create a graphic organizer to compare and contrast the legislative and</li> </ul>	<p>For example, have your learner:</p> <ul style="list-style-type: none"> <li>Evaluate the advantages of the U.S. constitutional republic (e.g., safeguarding liberty, freedom, representative government).</li> <li>Provide examples of how Federalism limits government power and relate concurrent, enumerated, reserved, and delegated powers to state and national government functions.</li> <li>Watch the news to analyze the functions, powers, and processes of the three branches of government.</li> <li>Use current events to analyze the principles of the U.S. and Florida constitutions on government and public policy.</li> <li>Evaluate the powers, obligations, and services of the local, state, and federal levels of government.</li> </ul>

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See state academic standards SS.7.CG.3.1, SS.7.CG.3.2, SS.7.CG.3.3, SS.7.CG.3.4, SS.7.CG.3.5, SS.7.CG.3.7, SS.7.CG.3.8, SS.7.CG.3.9, SS.7.CG.3.12, SS.7.CG.3.13			
<b>Indicator</b>	<b>Below Expectations</b>	<b>On Grade Level</b>	<b>Above Expectations</b>
	and services at the local, state, and national levels of government.	executive authorities at the state and national levels. <ul style="list-style-type: none"> <li>Find examples of obligations and services provided by the local, state, and national governments.</li> </ul>	

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