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Version Description

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and prese rve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K -12 Civics and Government teaching and learning in Florida schools.

- x Students study primary source documents to understand t he philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- x Students compare the success of the United States and the success or failure of other nations governing philosophies to eval uate their past, present and likely future effects.
- x Students have a sense of civic pride and participate regularly in all levels of government.
- x Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding prin ciples of the United States.

General Notes

United States Government - The grade 9 -12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision -making process.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through inc reased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and mu lti-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high -level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual theme s and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Curriculum Map & Pacing Guide

United States Government – Course Code: 2106310
United States Government Honors – Course Code: 2106320

**Students taking U.S. Government Honors #2109320 will be required to demonstrate their skills through participation in a capstone research -based paper/project.

	August /January	September /February	October /March	November /April	December /May

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Learning Goals	Unit 1: Foundations of Government : Origins, the Constitution, and Federalism
	x Compare and contrast various models of governmen t. x6B0 10.02 112.08 405.54 Tm

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v. Madison, U.S. v. Lopez, etc.	v. Madison, U.S. v. Lopez, etc.	
	Unit 2: The Legislative Branch	
	x Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution	
	x	

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			x Simulate the judicial decision- making process in interpreting law at the state and federal level. x Understand the Constitutional protection of individual rights and circumstances under which they might be limited. x Identify the expansion of civil rights and liberties by examining the p rinciples contained in primary documents. x Understand individual Due Process rights, including rights of the accused, search & seizure, etc.	x Critique and analyze the rol e of media in the election process and explain the changing roles of television, radio, press, and internet in political communication.

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x CPalms: Grades 9 -12 Civics Family Guide: Standard 2 ;	x CPalms: Grades 9 -12 Civics Family Guide: Standard 2 ;	x CPalms: Grades 9 -12 Civics Family Guide: Standard 2 ;	x CPalms: Grades 9 -12 Civics Family Guide: Standard 2 ;	x CPalms: Grades 9 -12 Civics Family Guide: Standard 2 ;
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x Resources for the Florida Civics Literacy Exam.	x Resources for the Florida Civics Literacy Exam.	x Resources for the Florida Civics Literacy Exam.	x Resources for the Florida Civics Literacy Exam.	

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The student will :

Construct a diagram or 'one -pager' to identify, describe, and compare the major forms of world governments with example nations.

Create a T- chart outlining how key colonial documents influenced early attitudes toward government.

Create a tombstone that reflects the strengths and weaknesses of the Articles of Confederation

Produce a campaign poster for either the Federalists and Anti -Federali

2.0

Critical Concepts /Proficiency Scales

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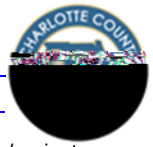

**Students taking United States Government Honors #210 6320 will be required to demonstrate their skills through participation in a capstone research -based paper/project.

Critical Concept: Unit 3: Executive Branch		USG
Standards and Benchmarks included: SS.912.CG.2.2, SS.912.2.3, SS.912.CG.2.4, SS.912.CG.2.5, SS.912.CG.2.11, SS.912.CG.2.13, SS,912,CG,3,1, SS.912.CG.3.4, SS.912.CG.3.5 SS.912.CG.3.13, SS.912.CG.3.15,SS.912.CG.4.2, & SS.912.CG.4.3		2 weeks
Focus Document: : D V K L Q J W R Q · V) D U H and The Constitution Guide, Article II		Chapters 9 -12, 21
4.0	The student will: Create a State of the Union Address as a Republican or Democrat that would cover key domestic issues for the assigned party. Run a class campaign; create a speech, slogan, ad, and political party - I R F X V R Q ¶ G R P H V W L F L V V X H V · and how to improve them.	
3.5	In addition, to score 3.0 performance, partial success at score 4.0 content.	
3.0	The student will: Summarize the structures, functions, and processes of the executive branch as described in Article II of the Constitution $ Q D O \ ] H W K H P H V V D J H R I W K H 6 W D W H R I W K H 8 Q L R Q $ G G U H V V H [D P L Q H N H \ proposals). Compare and contrast the powers of the Executive Branch and the Legislative Branch. Evaluate the impact of independent regulatory agencies in the federal bureaucracy. Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	
2.5	No major error or omissions regarding score 2.0 content and p artial success at score 3.0 content.	

Critical Concepts /Proficiency Scales

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2.0	The student will : Create a Tree map or diagram to identify the constitutional powers & duties, requirements and terms of the Presidency and Vice -Presidency. Make a list to identify and describe the informal powers of the president. o Rank order the powers from most important to least important. Summarize and explain the purpose for historical Executive Orders (ex: 9066, 9981). Describe the options the President has when given a law passed by Congress. Prepare a one -pa ger on an independent federal agency, its history and purpose, and defend its importance/contributions to the government. Construct an illustrated Flow -map showing the steps of the impeachment process and identify the possible reasons for impeachment. Differentiate between domestic and foreign affairs by identifying examples of each from the past 50 years. o Color code the list of domestic policies to determine if these policies resolved a local, state, or federal issue.	The student will recognize or recall specific vocabulary: 12th Amendment 22nd Amendment 25th Amendment bureaucracy Bush v Gore Cabinet domestic affairs Executive Orders Executive Power Executive Privilege foreign affairs Formal Power impeachment Independent Regulatory Agencies pardon State of the Union Address U.S. v Nixon (Executive Privilege) veto

1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

**Students taking United States Government Honors #2106320 will be required to demonstrate their skills th rough participation in a capstone research -based paper/project.

Critical Concept: Unit 4: Judicial Branch	USG
Standards and Benchmarks included: SS.912.CG.1.5, SS.912.CG.2.1, SS.912.CG.2.5, SS.912.CG.2.6, SS.912.CG.2.8, SS.912.CG.3.2, SS.912.CG.3.7, SS.912.CG.3.8, SS.912.CG.3.9, SS.912.CG.3.10, SS.912.CG.3.11,SS.912.CG.3.13, & SS.912.CG.3.14	2-3 weeks

onors #2106320 will be required to demonstrate their skills th rough participation in a capstone research -based paper/project.

st Virginia v. Barnett, Texas v. der, D.C. v Heller, McDonald v. right, Miranda v. Arizona, in Re ticut, Roe v. Wade, Plessy v of Education). ivil rights and liberties by ontained in primary documents.	Majority Opinion Original Jurisdiction probable cause Victims of Communism*

re 2.0 content, and major errors or omissions regarding score 3.0 content.

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uccess at score 2.0 content but not at score 3.0 content.

**Students taking United States Government Honors #2106320 will be required to demonstrate their skills through participation in a capstone research -based paper/project.

Critical Concept: Unit 5: Political Participation	USG

Standards and Benchmarks included: SS.912.CG.2.1, SS.912.CG.2.2, SS.912.CG.2.3,

United States Government (#2106310)

2023- And Beyond (current)

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Course Standards

Name	Description
SS.912.CG.1.1:	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration Independence, the U.S. Constitution and the Bill of Rights. Clarifications: Clarification 1: Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).
SS.912.CG.1.2:	Explain the influence of Enlightenment ideas on the Declaration of Independence. Clarifications: Clarification 1: Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.

	Clarification 2: Students will explain national sovereignty, natural, law, self-evident truth, equality of

	Clarification 3: Documents include, but are not limited to, the Declaration of Independence, Artic Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S.

	Clarification 3: Students will describe the ways in which individuals can be denied and limited in right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

Explain the responsibilities of citizens at the local, state and national levels.

Clarifications:

Clarification 1: Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).

SS.912.CG.2.3:

Clarification 2: Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).

Clarification 3: Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).

Clarification 4:

	Clarification 3:

	Clarification 1: Students will explain trends in voter turnout. Clarification 2: Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements). Clarification 3: Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).
SS.912.CG.2.11:	

	Clarification 1: Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. Clarification 2: Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues. Clarification 3: Students will analyze public policy solutions related to local, state and national issues.
SS.912.CG.2.13:	Analyze the influence and effects of various forms of media and the internet in political communication. Clarifications: Clarification 1: Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). Clarification 2: Students will describe how the methods used by political officials to communicate with the public has changed over time. Clarification 3: Students will discuss the strengths and weaknesses of different methods of political communication.
SS.912.CG.3.1:	Analyze how certain political ideologies conflict with the principles of freedom and democracy. Clarifications: Clarification 1: Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).

	Clarification 2: Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech. Clarification 3: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.
SS.912.CG.3.2:	Explain how the U.S. Constitution safeguards and limits individual rights. Clarifications: Clarification 1: Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. Clarification 2: Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.
SS.912.CG.3.3:	Analyze the structures, functions and processes of the legislative branch as described in Article I of the Constitution. Clarifications: Clarification 1: Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate. Clarification 2: Students will identify the methods for determining the number of members in the House of Representatives and the Senate.

	Clarification 3: Students will identify and describe the “enumerated powers” delegated to Congr (e.g., assess taxes, borrow money, declare war, make laws). Clarification 4: Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government. Clarification 5: Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).
SS.912.CG.3.4:	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution. Clarifications: Clarification 1: Students will explain the qualifications one must have to seek the office of president and the process of presidential elections. Clarification 2: Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law). Clarification 3: Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government. Clarification 4: Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that