

# St. Lucie Public Schools 2021-2022 12<sup>th</sup> Grade United States Government Scope & Sequence (Course # 2106310/20)



UNIT	TIMEFRAME # of Block Days Semester 1	TIMEFRAME # of Block Days Semester 2	STANDARDS
<b>1. Principles &amp; Foundations of Government</b>	3	3	<a href="#">SS.912.C.1.1</a> , <a href="#">SS.912.C.1.2</a> , <a href="#">SS.912.C.1.3</a> , <a href="#">SS.912.C.1.4</a> , <a href="#">SS.912.C.1.5</a> , <a href="#">SS.912.C.2.4</a> , <a href="#">SS.912.C.2.6</a> , <a href="#">SS.912.C.3.1</a> , <a href="#">SS.912.C.3.2</a> , <a href="#">SS.912.C.3.11</a> , <a href="#">SS.912.C.3.15</a>
<b>2. Political Behavior</b>	5	5	<a href="#">SS.912.C.2.1</a> , <a href="#">SS.912.C.2.2</a> , <a href="#">SS.912.C.2.3</a> , <a href="#">SS.912.C.2.4</a> , <a href="#">SS.912.C.2.5</a> , <a href="#">SS.912.C.2.6</a> , <a href="#">SS.912.C.2.8</a> , <a href="#">SS.912.C.2.11</a> , <a href="#">SS.912.C.2.12</a> , <a href="#">SS.912.C.2.13</a> , <a href="#">SS.912.C.2.14</a> , <a href="#">SS.912.C.2.15</a> , <a href="#">SS.912.C.2.16</a> , <a href="#">SS.912.C.3.13</a>
<b>3. Legislative Branch</b>	5*	5	<a href="#">SS.912.C.2.2</a> , <a href="#">SS.912.C.2.3</a> , <a href="#">SS.912.C.2.4</a> , <a href="#">SS.912.C.2.8</a> , <a href="#">SS.912.C.2.11</a> , <a href="#">SS.912.C.2.15</a> , <a href="#">SS.912.C.3.2</a> , <a href="#">SS.912.C.3.3</a> , <a href="#">SS.912.C.3.13</a> , <a href="#">SS.912.C.3.14</a> , <a href="#">SS.912.C.3.15</a>
<b>4. Executive Branch</b>	4*	4	<a href="#">SS.912.C.2.2</a> , <a href="#">SS.912.C.2.14</a> , <a href="#">SS.912.C.2.15</a> , <a href="#">SS.912.C.2.16</a> , <a href="#">SS.912.C.3.4</a> , <a href="#">SS.912.C.3.5</a> , <a href="#">SS.912.C.3.15</a> , <a href="#">SS.912.C.4.2</a> , <a href="#">SS.912.C.4.3</a> , <a href="#">SS.912.G.5.5</a>
<b>5. Judicial Branch</b>	5	5	<a href="#">SS.912.C.3.6</a> , <a href="#">SS.912.C.3.7</a> , <a href="#">SS.912.C.3.8</a> , <a href="#">SS.912.C.3.9</a> , <a href="#">SS.912.C.3.10</a> , <a href="#">SS.912.C.3.12</a> , <a href="#">SS.912.C.3.15</a>
<b>6. Civil Liberties</b>	5	5	<a href="#">SS.912.C.2.4</a> , <a href="#">SS.912.C.2.6</a> , <a href="#">SS.912.C.2.7</a> , <a href="#">SS.912.C.2.9</a>
<b>7. Comparative Government</b>	4	4	<a href="#">SS.912.C.4.1</a> , <a href="#">SS.912.C.4.2</a> , <a href="#">SS.912.C.4.3</a> , <a href="#">SS.912.C.4.4</a> , <a href="#">SS.912.G.4.1</a> , <a href="#">SS.912.G.5.5</a>
<b>8. State &amp; Local Government</b>	3	3	<a href="#">SS.912.C.2.1</a> , <a href="#">SS.912.C.2.10</a> , <a href="#">SS.912.C.2.11</a> , <a href="#">SS.912.C.3.2</a> , <a href="#">SS.912.C.3.13</a>

\*This unit coincides with the observance of Constitution Day and Celebrate Freedom Week.

<p><b>All units must integrate the <u>Florida Standards for Literacy</u> in <b>History/Social Studies</b> with the <b>NGSSS content standards.</b></b></p> <p><a href="#"><u>LAFS.1112.RH.1.1</u></a>  <a href="#"><u>LAFS.1112.RH.1.2</u></a>  <a href="#"><u>LAFS.1112.RH.1.3</u></a>  <a href="#"><u>LAFS.1112.RH.2.4</u></a>  <a href="#"><u>LAFS.1112.RH.2.5</u></a>  <a href="#"><u>LAFS.1112.RH.2.6</u></a>  <a href="#"><u>LAFS.1112.RH.3.7</u></a>  <a href="#"><u>LAFS.1112.RH.3.8</u></a>  <a href="#"><u>LAFS.1112.RH.3.9</u></a>  <a href="#"><u>LAFS.1112.RH.4.10</u></a>  <a href="#"><u>LAFS.1112.WHST.1.1</u></a>  <a href="#"><u>LAFS.1112.WHST.1.2</u></a>,  <a href="#"><u>LAFS.1112.WHST.2.4</u></a>  <a href="#"><u>LAFS.1112.WHST.2.5</u></a>  <a href="#"><u>LAFS.1112.WHST.2.6</u></a>  <a href="#"><u>LAFS.1112.WHST.3.7</u></a>  <a href="#"><u>LAFS.1112.WHST.3.8</u></a>,  <a href="#"><u>LAFS.1112.WHST.3.9</u></a>  <a href="#"><u>LAFS.1112.WHST.4.10</u></a>  <a href="#"><u>LAFS.1112.SL.1.1:</u></a>  <a href="#"><u>LAFS.1112.SL.1.2:</u></a>  <a href="#"><u>LAFS.1112.SL.1.3:</u></a>  <a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<p style="text-align: center;"><b>Instructional Practices</b></p> <p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>	<p style="text-align: center;"><b>All units must integrate the Florida Standards for English Language Development.</b></p> <p><a href="#"><u>ELD.K12.ELL.SI.1</u></a> English language learners communicate for social and instructional purposes within the school setting.  <a href="#"><u>ELD.K12.ELL.SS.1</u></a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p> <p style="text-align: center;"><b>Health Literacy Concepts should be integrated as applicable.</b></p> <p><a href="#"><u>HE.912.C.2.4:</u></a> Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p style="text-align: center;"><b>Mathematics Benchmark Guidance:</b></p> <p style="text-align: center;"><b>Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</b></p> <p><b>Aligned Cluster:</b> <a href="#"><u>MAFS.912.S-ID.1:</u></a> Summarize, represent and interpret data on a single count or measurement variable.  <a href="#"><u>MAFS.912.S-IC.2:</u></a> Make inferences and justify conclusions from sample surveys, experiments, and observational studies.  <a href="#"><u>MAFS.912.N-Q.1:</u></a> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p style="text-align: center;"><a href="#"><u>MAFS.K12.MP.1.1</u></a> <a href="#"><u>MAFS.K12.MP.3.1</u></a>  <a href="#"><u>MAFS.K12.MP.5.1</u></a> <a href="#"><u>MAFS.K12.MP.6.1</u></a></p>
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<b>Topic: Unit 1: Principles and Foundations of US Government</b>	<b>Grade:</b> 12 <sup>th</sup> Grade US Government
<b>Included Standards:</b> <a href="#">SS.912.C.1.1</a> , <a href="#">SS.912.C.1.2</a> , <a href="#">SS.912.C.1.3</a> , <a href="#">SS.912.C.1.4</a> , <a href="#">SS.912.C.1.5</a> , <a href="#">SS.912.C.2.4</a> , <a href="#">SS.912.C.2.6</a> , <a href="#">SS.912.C.3.1</a> , <a href="#">SS.912.C.3.2</a> , <a href="#">SS.912.C.3.11</a> , <a href="#">SS.912.C.3.15</a>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• Research the effect of the Patriot Act on individual rights</li> </ul>
<b>Score 3.0</b>	<b>The student will understand the principles and foundations of American representative government.</b> <ul style="list-style-type: none"> <li>• Performs complex skills:             <ul style="list-style-type: none"> <li>○ Evaluate how and why Enlightenment ideals and English political documents influenced the Founding Fathers</li> <li>○ Evaluate the continued need for the political principles of popular sovereignty, social contract, natural rights, and individual rights</li> <li>○ Compare and contrast the Articles of Confederation and the US Constitution</li> <li>○ Evaluate the compromises needed to weave together the Constitution</li> <li>○ Compare, contrast, and draw conclusions about the rights/limits of individuals and the public good</li> <li>○ Compare the enumerated powers, reserved powers, and concurrent powers</li> <li>○ Compare and contrast how responsibilities of government are distributed, shared and limited by the Constitution</li> </ul> </li> </ul> <b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b>
<b>Score 2.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology:             <ul style="list-style-type: none"> <li>division of power, confederation, limited government, representative government, Magna Carta, English bill of Rights, bicameral, unicameral, popular sovereignty, social contract, natural rights, Articles of Confederation, ratification, federalists, anti-federalists, rule of law, separation of powers, checks and balances, unconstitutional, federalism, amendment, Bill of Rights, enumerated powers, reserved powers, concurrent powers, Great Compromise, Three-fifths Compromise</li> </ul> </li> <li>• Performs basic skills:             <ul style="list-style-type: none"> <li>○ Identify Enlightenment ideals and their influence on the Framers of the Constitution</li> <li>○ Explain the principles of representative government</li> <li>○ Identify the basic concepts of democracy, i.e. equality, majority rule, minority rights, compromise</li> <li>○ Describe the political principles of popular sovereignty, social contract, natural rights, and individual rights</li> <li>○ Identify the principles in the Declaration of Independence, Articles of Confederation, and Federalist Papers</li> <li>○ Identify the viewpoints of the Federalists and Anti-Federalists</li> <li>○ Examine the compromises needed to weave together the Constitution</li> <li>○ Explain why the Bill of Rights was added to the Constitution</li> <li>○ Describe the relationship between rule of law, checks and balances, and separation of powers</li> <li>○ Identify the ways that the government balances the interests of individuals with the public good</li> <li>○ Describe how the Constitution safeguards and limits individual rights</li> </ul> </li> </ul> <b>No major errors or omissions regarding the score 2.0 content.</b>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Unit 2: Political Behavior</b>	<b>Grade:</b> 12 <sup>th</sup> Grade US Government
<b>Included Standards:</b> <a href="#">SS.912.C.2.1</a> , <a href="#">SS.912.C.2.2</a> , <a href="#">SS.912.C.2.3</a> , <a href="#">SS.912.C.2.4</a> , <a href="#">SS.912.C.2.5</a> , <a href="#">SS.912.C.2.6</a> , <a href="#">SS.912.C.2.8</a> , <a href="#">SS.912.C.2.11</a> , <a href="#">SS.912.C.2.12</a> , <a href="#">SS.912.C.2.13</a> , <a href="#">SS.912.C.2.14</a> , <a href="#">SS.912.C.2.15</a> , <a href="#">SS.912.C.2.16</a> , <a href="#">SS.912.C.3.13</a>	
<b>Score 4.0</b>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>• Develop and conduct a service project to further the public good.</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand how citizen participation is critical in the governmental decision-making process.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Evaluate the importance of political and civic participation</li> <li>○ Analyze the impact of citizen participation as a means of achieving political and social change</li> <li>○ Analyze public policy solutions or courses of action to resolve a local, state, or federal issue</li> <li>○ Compare and contrast the platforms of the two major political parties</li> <li>○ Critique the role of interest groups in the political process</li> <li>○ Evaluate political communications for bias, factual accuracy, omission, and emotional appeal</li> <li>○ Analyze trends in voter turnout using historical data</li> <li>○ Evaluate the role of political parties, interest groups, media, and individuals in determining and shaping public policy</li> <li>○ Draw conclusions about how government affects the daily lives of citizens at the local, state, and national levels</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <li>Political actions committee (PAC), coalitions, psychological voting factors, party identification, straight ticket voting, split ticket voting, delegates, caucuses, open and closed primaries, absentee ballot</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Identify how citizens may participate in the political process</li> <li>○ Examine the role of interest groups in the political process</li> <li>○ Identify the requirements for voting</li> <li>○ Identify how a political party or interest group uses propaganda to persuade people of their point of view</li> <li>○ Identify the various methods citizens have to vote</li> <li>○ Identify the steps in the party nominating process</li> <li>○ Describe how campaigns and elections are financed</li> <li>○ Explain the changing roles of television, radio, print media, and the Internet in political communication</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Unit 3: The Legislative Branch</b>	<b>Grade: 12<sup>th</sup> Grade US Government</b>
<b>Included Standards:</b> <a href="#">SS.912.C.2.2</a> , <a href="#">SS.912.C.2.3</a> , <a href="#">SS.912.C.2.4</a> , <a href="#">SS.912.C.2.8</a> , <a href="#">SS.912.C.2.11</a> , <a href="#">SS.912.C.2.15</a> , <a href="#">SS.912.C.3.2</a> , <a href="#">SS.912.C.3.3</a> , <a href="#">SS.912.C.3.13</a> , <a href="#">SS.912.C.3.14</a> , <a href="#">SS.912.C.3.15</a>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Investigate the effect of gerrymandering on the apportionment of the House of Representatives</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand the role and functions of the legislative branch and its relationship to the other two branches.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills:             <ul style="list-style-type: none"> <li>○ Compare and contrast the organization and responsibilities of the House of Representatives and the Senate</li> <li>○ Analyze the external influences on the legislative process</li> <li>○ Compare local, state, and federal lawmakers (city/county commissioners/council members; state legislators [representatives and senators]; and U.S. congressmen/congresswomen [representatives and senators])</li> <li>○ Distinguish among ordinances, statutes, and acts on the local, state, and federal levels</li> <li>○ Compare and contrast the lawmaking process at the local, state, and federal levels</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology:             <ul style="list-style-type: none"> <li>○ apportion, bicameral, constituent, gerrymander, majority party, minority party, committees (standing, special, conference), special-interest group, filibuster, lobbyist, approval of presidential appointments, Speaker of the House, President Pro Tempore of the Senate</li> </ul> </li> <li>• Performs basic skills:             <ul style="list-style-type: none"> <li>○ Identify the historical background of the Founders' rationale for a bicameral legislature</li> <li>○ Identify the organizational structure of the House of Representatives and of the Senate</li> <li>○ Examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection)</li> <li>○ Describe the responsibilities of the House of Representatives to determine the Federal budget</li> <li>○ Summarize the Senate's role to confirm presidential appointments and ratify treaties</li> <li>○ Identify Congress' role in the constitutional amendment process</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	<p>With help, I know some of 2.0 and 3.0.</p>
<b>Score 0.0</b>	<p>Even with help, I am unable to understand.</p>

<b>Topic: Unit 4: The Executive Branch</b>	<b>Grade: 12<sup>th</sup> Grade US Government</b>
<b>Included Standards:</b> <a href="#">SS.912.C.2.2</a> , <a href="#">SS.912.C.2.14</a> , <a href="#">SS.912.C.2.15</a> , <a href="#">SS.912.C.2.16</a> , <a href="#">SS.912.C.3.4</a> , <a href="#">SS.912.C.3.5</a> , <a href="#">SS.912.C.3.15</a> , <a href="#">SS.912.C.4.2</a> , <a href="#">SS.912.C.4.3</a> , <a href="#">SS.912.G.5.5</a>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Take a position on <i>Nixon v. US</i> or <i>Marbury v. Madison</i> to explain the role and functions of the Executive Branch</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand how the Executive Branch, through the office of the president, provides the leadership role in domestic and foreign policy.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills:             <ul style="list-style-type: none"> <li>○ Analyze the role of the Electoral College in the election of the President</li> <li>○ Evaluate the relationship between the Executive and Legislative branches</li> <li>○ Analyze how presidents exercise influence over United States domestic and foreign policy</li> <li>○ Examine the role the president plays in resolving international conflicts</li> <li>○ Identify the impact of independent regulatory agencies in the federal bureaucracy</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology:             <ul style="list-style-type: none"> <li>25<sup>th</sup> amendment, cabinet, executive order, executive privilege, foreign policy, national security, pardon, treaty, political appointee, President Pro Tempore of the Senate (Vice President), regulatory agency, veto</li> </ul> </li> <li>• Performs basic skills:             <ul style="list-style-type: none"> <li>○ Identify eligibility requirements for the office of president</li> <li>○ Examine the processes of the executive branch (executive order, veto, appointments)</li> <li>○ Identify the cabinet posts and the responsibilities of each</li> <li>○ Summarize the responsibilities of the President</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	<p>With help, I know some of 2.0 and 3.0.</p>
<b>Score 0.0</b>	<p>Even with help, I am unable to understand.</p>

<b>Topic: Unit 5: The Judicial Branch</b>		<b>Grade:</b> 12 <sup>th</sup> Grade US Government
<b>Included Standards:</b> <a href="#">SS.912.C.3.6</a> , <a href="#">SS.912.C.3.7</a> , <a href="#">SS.912.C.3.8</a> , <a href="#">SS.912.C.3.9</a> , <a href="#">SS.912.C.3.10</a> , <a href="#">SS.912.C.3.12</a> , <a href="#">SS.912.C.3.15</a>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>Justify a counter-argument against a recent Supreme Court decision</li> </ul>	
<b>Score 3.0</b>	<p><b>The student will understand the structure and function of the judicial branch at the federal/state level and the role of the courts in American democracy.</b></p> <ul style="list-style-type: none"> <li>Performs complex skills:           <ul style="list-style-type: none"> <li>Evaluate the importance of the appeals process in the American system of justice</li> <li>Compare the appellate and trial processes</li> <li>Evaluate the causes and effects of specific landmark Supreme Court cases</li> <li>Assess a recent Supreme Court decision</li> <li>Evaluate the outcomes of landmark Supreme Court cases</li> <li>Explain the role of federal and state judges on the interpretation of laws passed and implemented by the legislative and executive branches</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>	
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology:           <ul style="list-style-type: none"> <li>precedent, statute, plaintiff, defendant, Chief Justice, tort, writ of habeas corpus, double jeopardy, arraignment, acquittal, hung jury, jurisdiction (exclusive and concurrent), original jurisdiction, district courts, appeals courts, judicial review, brief, majority opinion, dissenting opinion, concurring opinion, rights of the accused, <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>Tinker v. Des Moines</i>, <i>Hazelwood v. Kuhlmer</i>, <i>United States v. Nixon</i>, <i>Roe v. Wade</i>, <i>Bush v. Gore</i>, <i>Texas v. Johnson</i>, <i>Mapp v. Ohio</i>, <i>McCulloch v. Maryland</i>, <i>District of Columbia v. Heller</i></li> </ul> </li> <li>Performs basic skills:           <ul style="list-style-type: none"> <li>Explain the nature of the three-tier federal court system including different types of jurisdiction</li> <li>Identify the levels, functions, and powers of state and federal courts</li> <li>Identify the nomination process for federal judges</li> <li>Examine the role that the Executive and Legislative branches play in the selection process of Supreme Court justices and federal judges</li> <li>Summarize <i>Marbury v. Madison</i> and cite the role of the Supreme Court in establishing the concept of judicial review</li> <li>Examine the role of juries in the American legal system</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>	
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.	
<b>Score 0.0</b>	Even with help, I am unable to understand.	

<b>Topic: Unit 6: Civil Liberties and Civil Rights</b>	<b>Grade:</b> 12 <sup>th</sup> Grade US Government
<b>Included Standards:</b> <a href="#">SS.912.C.2.4</a> , <a href="#">SS.912.C.2.6</a> , <a href="#">SS.912.C.2.7</a> , <a href="#">SS.912.C.2.9</a>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Develop and justify a new civil rights amendment to the US Constitution</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand that the civil liberties and civil rights protected by the Constitution have expanded over time.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Evaluate how the Bill of Rights influences individual actions and social interactions</li> <li>○ Evaluate options for exercising constitutional rights</li> <li>○ Compare the impact of the government upholding and/or restricting individual constitutional rights</li> <li>○ Assess the impact the 13th, 14th, 15th, 19th, 24th, and 26th amendments have had on various social movements</li> <li>○ Evaluate historical scenarios to examine how the 13th, 14th, 15th, 19th, 24th, and 26th amendments have affected participation in the political processes</li> <li>○ Analyze the impact of citizen participation as a means of achieving political and social change</li> <li>○ Assess the protection of minority rights while maintaining majority rule</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <li>Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Identify the Bill of Rights as the first ten amendments to the U.S. Constitution</li> <li>○ Identify the five freedoms protected by the First Amendment</li> <li>○ Identify rights protected by the Bill of Rights.</li> <li>○ Describe violations of the Bill of Rights or other constitutional amendments.</li> <li>○ Explain that rights are protected, but are not unlimited</li> <li>○ Examine rationales for limiting individual rights</li> <li>○ Examine the impact of limits on individual rights on social behavior</li> <li>○ Explain the role of the judicial branch of government in protecting individual rights</li> <li>○ Identify the rights outlined in the 13th, 14th, 15th, 19th, 24th, and 26th amendments</li> <li>○ Identify how the 13th, 14th, 15th, 19th, 24th, and 26th amendments were developed to address previous civil rights violations</li> <li>○ Identify how individual rights shape involvement in the social, political, and economic systems</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Unit 7: Comparative Government</b>	<b>Grade:</b> 12 <sup>th</sup> Grade US Government
<b>Included Standards:</b> <a href="#">SS.912.C.4.1</a> , <a href="#">SS.912.C.4.2</a> , <a href="#">SS.912.C.4.3</a> , <a href="#">SS.912.C.4.4</a> , <a href="#">SS.912.G.4.1</a> , <a href="#">SS.912.G.5.5</a>	
<b>Score 4.0</b>	<p>In addition to <b>Score 3.0</b>, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>• Justify the United States' role in international organizations in order to further its foreign policy objectives</li> <li>• Comparatively discuss the political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States (1003.4282)</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand the influence of US foreign policy in the world and be able to differentiate the major forms of government.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills:             <ul style="list-style-type: none"> <li>◦ Compare and contrast political ideologies such as communism and totalitarianism with democracy.</li> <li>◦ Compare and contrast the main types of government: autocracy, oligarchy, and democracy</li> <li>◦ Compare and contrast the two most common ways to organize institutions of the central government, e.g., unitary system; federal system</li> <li>◦ Differentiate between the federal systems of Mexico and the United States</li> <li>◦ Evaluate the influence of American foreign policy on other nations and the influences of other nations on American politics and society</li> <li>◦ Assess human rights policies of the United States and other countries</li> <li>◦ Compare indicators of democratization in multiple countries</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology:             <ul style="list-style-type: none"> <li>autocracy, communism, diplomacy, embassy, foreign affairs, humanitarian efforts, international relations, 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, oligarchy, peacekeeping operations, Secretary of State, terrorism, treaty, totalitarianism, unitary, United Nations (UN), World Court, World Trade Organization (WTO)</li> </ul> </li> <li>• Performs basic skills:             <ul style="list-style-type: none"> <li>◦ Explain the main characteristics of the political ideologies of communism and totalitarianism</li> <li>◦ Explain the main characteristics of the main three forms of government (democracy, autocracy, oligarchy)</li> <li>◦ Identify the characteristics of federal, confederate, and unitary types of political states</li> <li>◦ Recognize the difference between domestic and foreign policy</li> <li>◦ Identify issues that relate to US foreign policy</li> <li>◦ Identify goals and objectives of US foreign policy</li> <li>◦ Recognize the role of the US Department of State in foreign affairs</li> <li>◦ Identify major international organizations in which the government plays a role</li> </ul> </li> </ul>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Unit 8: State and Local Government</b>	<b>Grade:</b> 12 <sup>th</sup> Grade US Government
<b>Included Standards:</b> <a href="#">SS.912.C.2.1</a> , <a href="#">SS.912.C.2.10</a> , <a href="#">SS.912C.2.11</a> , <a href="#">SS.912.C.3.2</a> , <a href="#">SS.912.C.3.13</a>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Investigate how government affects the daily lives of citizens at the local level</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand the structure and function of Florida’s state and local governments and be able to identify current public issues in Florida.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills:             <ul style="list-style-type: none"> <li>○ Compare concurrent powers, reserved powers, and delegated powers as they relate to state and federal government</li> <li>○ Analyze the issues related to the Tenth Amendment of the U.S. Constitution</li> <li>○ Compare the responsibilities of the Federal Government with those of state and local governments</li> <li>○ Evaluate scenarios in order to determine which level of government provides specific services</li> <li>○ Classify government services according to level of government in order to evaluate the role that each plays in citizen’s lives</li> <li>○ Evaluate examples of how government affects the daily lives of citizens at the local, state, and national levels</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology:             <ul style="list-style-type: none"> <li>reserved power, delegated power, implied power, 10<sup>th</sup> Amendment, public safety, county commission, city council, mayor, city manager, public transportation, parks and recreation, water services</li> </ul> </li> <li>• Performs basic skills:             <ul style="list-style-type: none"> <li>○ Explain the system of federalism</li> <li>○ Describe the structure of state and local government in Florida</li> <li>○ Identify current issues affecting state and local government</li> <li>○ Identify the responsibilities of state and local governments</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	<p>With help, I know some of 2.0 and 3.0.</p>
<b>Score 0.0</b>	<p>Even with help, I am unable to understand.</p>