

SS.7.C.1.1 – Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and how Locke’s social contract influenced the founding fathers.

Benchmark Clarifications:

- Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.
- Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government.
- Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.

Additional Items: N/A

Textbook: Chapter 2, Section 3 (p.43-48), Chapter 3, Section 2 (p.93-97)

checks and balances	a principle of the federal government, according to the U.S. Constitution, that allows each branch of government to limit the power of the other branches
consent of the governed	an agreement made by the people to establish a government and abide by its laws
Enlightenment	a period in European history when many educated people stressed the importance of learning and reasoning; education was considered the key to understanding and solving society’s problems
individual liberty	a person’s ability to be free and independent
influence	having an effect or impact on the actions, behavior, opinions, etc., of another or others
natural law	laws passed by government to protect natural rights
natural rights	the belief that individuals are born with basic rights that cannot be taken away by governments; life, liberty, and property
separation of powers	the structure of the federal government, according to the U.S. Constitution, that sets up three branches with their own distinct powers and responsibilities
social contract	an implied agreement among the people of an organized society that defines the rights, duties, and limitations of the governed and the government

Essential Question:

1. How did the ideas of Montesquieu and Locke influence the Founding Fathers?

SS.7.C.1.2 – Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s *Common Sense* had on colonists’ views of government.

Benchmark Clarifications:

- Students will identify the important ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense.
- Students will evaluate the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense had on the purposes of government

Additional Items: limited monarchy, self-government

Textbook: Chapter 2, Section 2 (p.34-37), Chapter 2, Section 3 (p.43-48), Chapter 3, Section 1 (p.86-91)

compact	an official agreement made by two or more parties
<i>Common Sense</i>	a pamphlet published by Thomas Paine in 1776 to convince the American colonists to support becoming independent from England
English Bill of Rights	a government document that expanded the powers of the English Parliament and expanded the rights of the people, as well as further limited the rights of the king; written by the members of the English Parliament in 1689
due process	the idea that people have the right to fair and reasonable laws, and that government leaders and officials have to follow rules when enforcing laws and treat all people in the same way
limited government	a government that has been limited in power by a constitution, or written agreement
limited monarchy	a system of government in which the king or queen shares authority with an elected legislature and agrees to be bound by a constitution or a set of laws, also known as a constitutional monarchy
Magna Carta	a government document that limited the power of the king of England and protected the rights of the nobility; written by the English nobles in 1215
Mayflower Compact	an agreement between individuals that created a government that would provide order and protect the rights of the colonists; written by a group of English Puritans in Massachusetts in 1620
Preamble	the introduction to the U.S. Constitution
rights	a set of things that people believe they should be free to do without restrictions
rule of law	a concept that those who govern are bound by the laws; no one is above the law
self-government	popular or representative system where the people create and run their own government
Thomas Paine	the colonial journalist who wrote <i>Common Sense</i> in 1776

Essential Question:

1. What were some of the key influences on the colonists’ views of government?

SS.7.C.1.3 – Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

Benchmark Clarifications:

- Students will trace the causal relationships between English/British policies, English responses to colonial grievances, and the writing of the Declaration of Independence.
- Students will recognize the underlying themes of English colonial policies concerning taxation, representation, and individual rights that formed the basis of the American colonists' desire for independence

Additional Items: N/ATextbook: Chapter 2, Section 2 (p. 34-37)

duty	a tax
export	goods sent to another country
goods	merchandise or objects for sale or trade
import	goods brought into the country
individual rights	rights guaranteed or belonging to a person
legislature	governing body responsible for making laws
levy	to collect by legal authority
oppression	the use of authority or power in a cruel or unjust manner
Parliament	the name of the English legislature
representation	a person or group acting on behalf of another person or group
tax	money levied by a government for specific facilities or services
taxation without representation	the idea that it is unfair to tax someone without giving them a voice in government

Essential Question:

1. What led to the writing of the Declaration of Independence?

SS.7.C.1.4 – Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

Benchmark Clarifications:

- Students will explain the concept of natural rights as expressed in the Declaration of Independence.
- Students will identify the natural rights specifically expressed in the Declaration of Independence (life, liberty, and the pursuit of happiness).
- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government.
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights’ violations. Students will recognize colonial complaints as identified in the Declaration of Independence (imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving legislatures).

Additional Items: assent, oppression, self-evident, tyranny

Textbook: Chapter 2, Section 2 (p. 34-37)

abolish	to end
assent	to agree
consent of the governed	an agreement made by the people to establish a government and abide by its laws
deprive	to take something away
derive	to take
despotism	a system of government where the ruler has unlimited power
dissolve	to bring to an end
endow	to be given something naturally
grievance	a complaint
impel	to urge
impose	to establish by using authority or power
institute	to establish
natural rights	the belief that individuals are born with basic rights that cannot be taken away by governments
oppression	the use of authority or power in a cruel or unjust manner
quarter	to house
rectitude	the quality or state of being correct
self-evident	obvious, having no need of proof
tyranny	a government in which a single ruler possesses and abuses absolute power
tyrant	a single ruler that possess and abuses absolute government power
unalienable (inalienable) rights	basic rights of the people that may not be taken away
usurpation	the act of exercising power by force

Essential Question:

1. What are the ideas and complaints in the Declaration of Independence?

SS.7.C.1.5 – Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

Benchmark Clarifications:

- Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade, or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; and changes to the Articles required unanimous consent of the 13 states).

Additional Items: Shay’s Rebellion, debt, Constitutional Convention

Textbook: Chapter 2, Section 2 (p. 34-37), Chapter 2, Section 3 (p. 43-48)

Articles of Confederation	the first constitution of the United States, adopted in 1781 and replaced in 1789
confederation	a system of government where power is located with the independent states and there is little power in the central government
Constitutional Convention	a meeting in Philadelphia in 1787 where delegates decided to throw out the Articles of Confederation and draft the Constitution
debt	something owed; such as money
Shays’s Rebellion	an event when 2000 Massachusetts farmers rebelled against land foreclosures and debt from the Revolutionary War

Essential Questions:

1. What were the weaknesses of the Articles of Confederation?
2. How did the weaknesses lead to the writing of the Constitution?

SS.7.C.1.6 – Interpret the intentions of the Preamble of the Constitution.

Benchmark Clarifications:

- Students will explain how the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government.
- Students will identify the goals and purposes of government as set forth in the Preamble of the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).
- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.

Additional Items: ordain

Textbook: Chapter 3, Section 1 (p. 86-91)

defense	method of protecting oneself
domestic	referring to something at home, not foreign
insure	ensure, to make sure
justice	a system of establishing what is legal and illegal by fair rules
ordain	to establish something by law
posterity	future generations
Preamble	the introduction to the U.S. Constitution
tranquility	peace
union	something formed by combining parts, such as states into one country
welfare	well-being

Essential Question:

1. What are the goals and purposes of government according to the Preamble?

SS.7.C.1.7 – Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

Benchmark Clarifications:

- Students will explain the concept of limited government as set forth in the U.S. Constitution.
- Students will describe and distinguish between the concepts of separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will be able to recognize examples of separation of powers and checks and balances.

Additional Items: constitutional government

Textbook: Chapter 3, Section 2 (p. 93-97)

checks and balances	a principle of the federal government, according to the U.S. Constitution, that allows each branch of government to limit the power of the other branches
constitutional government	a form of government based on a written set of laws that all citizens agree to; in this form of government, the constitution is the highest law of the land
judicial review	the power of the U.S. courts to examine the laws or actions of the legislative and executive branches of the government and to determine whether such actions are consistent with the U.S. Constitution
limited government	a government that has been limited in power by a constitution, or written agreement
<i>Marbury v. Madison</i>	U.S. Supreme Court case that established judicial review
separation of powers	the structure of the federal government, according to the U.S. Constitution, that sets up three branches with their own distinct powers and responsibilities

Essential Question:

1. How does the Constitution limit the powers of the government?

SS.7.C.1.8 – Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

Benchmark Clarifications:

- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will compare the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.

Additional Items: Anti-Federalist Papers, Federalist Papers

Textbook: Chapter 2, Section 3 (p. 43-48)

Anti-Federalist Papers	a series of essays written to counter and defeat the proposed U.S. Constitution
Anti-Federalists	a group of people in the early United States who opposed ratification of the U.S. Constitution because they feared a strong national government and a lack of protection for individual rights
Bill of Rights	the first ten amendments to the U.S. Constitution, establishing rights and protections for American citizens
Federalist Papers	a series of essays written to explain and defend the proposed U.S. Constitution
Federalists	a group of people in the early United States who favored the establishment of a strong national government and who worked for ratification of the U.S. Constitution
ratification	the process of formally approving something; ratification of the U.S. Constitution

Essential Questions:

1. What were the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the Constitution?

2. What were the Anti-Federalists’ reasons for the inclusion of a bill of rights?

SS.7.C.1.9 – Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

Benchmark Clarifications:

- Students will distinguish between the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (accountability to the law, fair procedures, decisions based on the law, consistent application, enforcement of the law, and transparency of institutions).

Additional Items: N/A

Textbook: Chapter 3, Section 1 (p. 86-91)

citizen	a legal member of a state and/or country
law	a rule established by government or other source of authority to regulate people’s conduct or activities
rule of law	a concept that those who govern are bound by the laws; no one is above the law

Essential Questions:

1. What does “rule of law” mean?

2. What is the impact of the “rule of law” on society?

SS.7.C.2.1 – Define the term “citizen,” and identify legal means of becoming a U.S. citizen.

Benchmark Clarifications:

- Students will define citizenship as stated in the Fourteenth Amendment.
- Students will describe the process of becoming a naturalized citizen.
- Students will evaluate the impact of the naturalization process on society, government, or the political process.

Additional Items: alien, immigrant, law of blood, law of soil, resident

Textbook: Chapter 1, Section 1 (p. 6-10)

14th Amendment	an amendment to the U.S. Constitution that defines citizenship, grants citizenship to former slaves, and defines voters as males at least 21 years of age
alien	any person not a citizen or national of a country
citizen	a legal member of a state and/or country
immigrant	a person who comes to a country to live permanently
law of blood	the principle that a person's nationality at birth is the same as that of his or her biological mother
law of soil	the principle that a person's nationality at birth is determined by the territory within which he or she was born
legal permanent resident	someone who is legally and permanently living in the U.S., but not a citizen
naturalization	the process by which an immigrant becomes a citizen
resident	someone who lives in a place for a minimum period of time

Essential Questions:

1. What does it mean to be a citizen?
2. How is citizenship obtained?

SS.7.C.2.2 – Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

Also assessed:

SS.7.C.2.3 – Experience the responsibilities of citizens at the local state, or federal levels.

SS.7.C.2.14 – Conduct a service project to further the public good.

Benchmark Clarifications:

- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government, and running for office.
- Students will recognize the concept of the common good as a rationale for fulfilling the obligations and/or responsibilities of citizenship.
- Students will evaluate the obligations and/or responsibilities of citizens as they relate to active participation in society and government.
- Students will examine the significant contributions of citizens to a democratic society.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society of citizens who do not fulfill their citizenship responsibilities.
- Students will evaluate the impact of civic participation on society, government, or the political process.

Additional Items: selective service

Textbook: Chapter 1, Section 1 (p. 6-10)

citizen	a legal member of a state and/or country
common good	beliefs or actions that are seen as a benefit to the larger community rather than individual interests, also known as the public good
obligation	something a person is required to do
responsibility	something a person should do
selective service	a system by which men ages 18 through 25 register with the U.S. government for military service

Essential Question:

1. What are the obligations and responsibilities of citizens?

SS.7.C.2.4 – Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Benchmark Clarifications:

- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights influences individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

Additional Items: cruel and unusual punishment, double jeopardy, due process, eminent domain, equal protection under the law, pleading the fifth, right to bear arms, right to legal counsel, search and seizure, suffrage, trial by jury, unenumerated rights

Textbook: Chapter 1, Section 2 (p. 11-16), Chapter 4, Section 1 (p. 110-116)

Bill of Rights	the first ten amendments to the U.S. Constitution, establishing rights and protections for American citizens
cruel and unusual punishment	punishment prohibited by the Eighth Amendment to the U.S. Constitution; includes torture or other forms of punishment too severe for the crime committed
double jeopardy	the prosecution of a defendant for a criminal offense for which he has already been tried; prohibited in the Fifth Amendment to the U. S. Constitution
due process of law	a system of justice according to established rules and principles; based on the principle in the Fifth Amendment that a person cannot be deprived of life, liberty, or property without appropriate legal procedures and protections
eminent domain	the right of the government to take private property for public use; the Fifth Amendment requires that fair compensation be made when property is taken under eminent domain
equal protection under the law	a guarantee under the 14th Amendment that a state must treat a citizen or class of citizens the same as it treats other citizens or classes in like circumstances
First Amendment	an amendment to the U.S. Constitution prohibiting Congress from establishing a religion, and from interfering with freedom of religious exercise, press, speech, assembly, or petition
pleading the fifth	the act of a person refusing to testify under oath in a court of law on the grounds that the answers could be used as evidence against him to convict him of a criminal offense
right to bear arms	the idea in the Second Amendment that people have an individual right to own and carry weapons
right to legal counsel	the right of a defendant to be assisted by an attorney, and if he cannot afford his own lawyer, the government must appoint one for him; established in the Sixth Amendment
search and seizure	the process by which police or other authorities who suspect that a crime has been committed do a search of a person's property and collect any relevant evidence to the crime; protection from illegal search and seizure is in the Fourth Amendment
suffrage	the right to vote; protected in the 15 th , 19 th , 24 th and 26 th Amendments
trial by jury	a trial in which the issue is determined by a judge and a jury, usually with 12 members, whose job is to determine facts and make a judgment of guilty or not guilty; protected in the Sixth Amendment
unenumerated rights	according to the Ninth Amendment, any right that is not specifically addressed in the Constitution still may be protected (e.g., privacy)

Essential Question:

1. What rights are protected by the Bill of Rights and other amendments to the U.S. Constitution?

SS.7.C.2.5 – Distinguish how the Constitution safeguards and limits individual rights.

Benchmark Clarifications:

- Students will recognize that rights are protected, but not unlimited.
- Students will examine rationales for limited individual rights.
- Students will use scenarios to examine the impact of limits on individual rights on social behavior.
- Students will examine the role of the judicial branch of government in protecting individual rights.

Additional Items: appellate process, *ex post facto*, *habeas corpus*, independent judiciary, precedent, privacy, summary judgment

Textbook: Chapter 1, Section 2 (p. 11-16), Chapter 2, Section 1 (p. 30-33)

appellate process	the process of asking a higher court to decide whether a trial was conducted properly
<i>ex post facto</i>	a Latin term meaning “after the fact”
<i>ex post facto law</i>	a law that makes an act a crime after the crime has been committed
<i>habeas corpus</i>	the principle that keeps the government from holding a citizen indefinitely without showing cause
independent judiciary	the principle that decisions that decisions from the courts are fair and impartial and are not subject to undue influence from the other branches of government
public interest	common benefit, the general of the public
precedent	a court decision in an earlier case with facts and legal issues similar to those in a case currently before a court
privacy	not in public
safeguard	to protect
summary judgment	a judgment decided by a trial court without that case going to trial; a summary judgment is an attempt to stop a case from going to trial
writ	law

Essential Question:

1. How does the U.S. Constitution safeguard and limit individual rights?

SS.7.C.2.8 – Identify America’s current political parties, and illustrate their ideas about government.

Benchmark Clarifications:

- Students will compare current political parties’ ideas about government.
- Students will evaluate the impact political parties have on society, government, or the political system.

Additional Items: Communist Party, Democratic Party, Libertarian Party, Republican Party, and Socialist Party

Textbook: Chapter 10, Section 1 (p. 252-254)

bias	a preference, opinion or attitude that favors one way of thinking or feeling over another
candidate	a person running for political office
Communist Party	a political party that believes the government should control all production and distribution of goods and working people should control their own lives and destinies
Democratic Party	a political party that believes that the federal government should take a more active role in people's lives, particularly those who are in need
government	a system or organization for exercising authority over a body of people
Libertarian Party	a political party that believes in individual freedom and the only purpose of government is to protect this freedom
party platform	a document stating the aims and goals of a political party
political party	an organization that seeks to gain political power by electing members to public office so that their political ideas can be reflected in public policies
political system	the members of a social organization who are in power
Republican Party	a political party that believes that the federal government should play a small role in people's lives; they favor lower taxes and less government spending
Socialist Party	a political party that believes people should own and control industry through democratically controlled public agencies, cooperatives, or other collective groups
society	a body of individuals living as members of a community
third party	a political party that is not one of the two major parties in the country; a minor party
two-party system	a political system consisting primarily of two major parties, more or less equal in strength

Essential Questions:

1. What are America’s current political parties?
2. What are their ideas about government?

SS.7.C.2.9 – Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

Also assessed:

SS.7.C.2.7 – Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

Benchmark Clarifications:

- Students will identify the constitutional requirements to run for federal political office.
- Students will recognize the requirements to run for state and local political offices.
- Students will be able to analyze and/or evaluate the qualifications of candidates for public office based on their experience, platforms, debates, and political advertisements.

Additional Items: N/A

Textbook: Chapter 10, Section 4 (p. 263-265)

candidate	a person running for political office
elector	a person who has the right to vote in an election
evaluate	to determine or to judge
issue based platform	a document stating the goals and principles of a political party or political candidate, also known as a political platform
natural born citizen	someone who was born in the U.S. or born to U.S. citizens
political office	a position for which a candidate is elected to hold
political official	a person holding an elected office
qualification	the traits and accomplishments that fit a person for some function or office
requirement	something necessary
vote	to elect or decide

Essential Question:

1. How does one evaluate candidate running for political office?

SS.7.C.2.10 – Examine the impact of media, individuals, and interest groups on monitoring and influencing the government.

Benchmark Clarifications:

- Students will identify the methods used by interest groups to monitor and/or influence the government.
- Students will identify the methods used by the media to monitor and/or influence the government.
- Students will evaluate the impact of media, individuals, and interest groups on the government.
- Students will identify and evaluate methods of influencing and/or monitoring government.

Additional Items: lobbying, lobbyist, political action committee, special interest (group), watchdog

Textbook: Chapter 10, Section 2 (p. 255-257), Chapter 11 (p. 272-286)

impact	to have a strong effect on something or someone
influence	having an effect or impact on the actions, behavior, opinions, etc., of another or others
interest group	people who are concerned with some particular issue or part of the government and who try to influence legislators or to act in their favor, also known as a special interest group
lobbying	to conduct activities in order to influence public officials
lobbyist	a person who conducts activities in order to influence public officials
media	plural form of the word “medium,” refers to various means of communication. For example, television, radio, newspapers and the Internet (web) are different types of media. The term can also be used as a collective noun for the press or news reporting agencies.
monitor	to watch, keep track of, or check usually for a special purpose
petitioning the government	any nonviolent, legal means of encouraging or disapproving government action, directed to the judicial, executive or legislative branch
political action committee (PAC)	an independent political organization that seeks to promote the cause of a particular interest group, usually through raising money and campaigning to elect candidates who support the group's views
public agenda	a list of issues that much of society agrees are a priority
public policy	government actions in the form of laws
public sphere	a place where society discusses the issues that affect everyone
watchdog	a person or group who acts as a protector or guardian

Essential Questions:

1. What methods do individuals, the media, and interest groups use to monitor the government?
2. What methods do they use to influence the government?

SS.7.C.2.11 – Analyze media and political communications (bias, symbolism, propaganda).

Benchmark Clarifications:

- Students will use scenarios to identify bias, symbolism, and propaganda.
- Students will evaluate how bias, symbolism, and propaganda can impact public opinion.

Additional Items: N/A

Textbook: Chapter 11, Section 1 (p. 272-276)

bandwagon	propaganda technique encouraging the viewer to like something or someone because everyone else does
Bias	a preference, opinion or attitude that favors one way of thinking or feeling over another
card stacking	propaganda technique involving the use of showing one-sided information
glittering generalities	propaganda technique using short phrases or words to promote positive feelings or emotions
media	plural form of the word “medium,” refers to various means of communication. For example, television, radio, and the newspaper are different types of media. The term can also be used as a collective noun for the press or news reporting agencies
name calling	propaganda technique using negative words to associate with a product or person
plain folks	propaganda technique conveying that a candidate is a “regular” person, just like everyone else
political communication	the use of media to convey messages or information related to government issues, campaigns or public offices
propaganda	the method of spreading ideas or information for the purpose of helping or injuring an institution, a cause, or a person
symbolism	the use of something to represent ideas or qualities
testimonial	propaganda technique involving the use of a celebrity or spokesperson to speak on behalf of a product of candidate
transfer	propaganda technique involving the use of symbols to convey a message or feeling

Essential Questions:

1. What types of communication techniques and methods are used in the media and political communications?
2. How can these techniques impact public opinion?

SS.7.C.2.12 – Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

Benchmark Clarifications:

- Students will identify the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address state or local problems.
- Students will analyze public policy alternatives to resolve state and local problems.
- Students will compare public policy solutions and private community service solutions

Additional Items: N/A

Textbook: Chapter 14 (p.338-354)

SS.7.C.2.13 – Examine multiple perspectives on public and current issues.

Benchmark Clarifications:

- Students will identify groups that influence public perspectives.
- Students will use scenarios to understand the reaction or perspective of different groups.
- Students will examine how multiple perspectives shape participation in the political process.

Additional Items: N/A

Textbook: Chapter 10, Section 3 (p. 259-261), Chapter 11, Section 2 (p. 278-281)

deliberate	to think about or discuss issues and decisions carefully
editorial	an opinion based item generated by the editor or editorial board of a newspaper or other media.
Issue	a subject that is under debate by two or more parties
nonprofit organization	a group organized on a local, national or international level to perform a variety of services related to an issue or variety of issues; funding goes toward the issue instead of making a profit
perspective	point of view
political party	an organization that seeks to gain political power by electing members to public office so that their political ideas can be reflected in public policies
special interest group	people who are concerned with some particular issue or part of the government and who try to influence legislators to act in their favor
voting age population	citizens residing in the United States, age 18 and older; before the passage of the 26 th Amendment in 1971, the voting-age population was age 21 and older for most states

Essential Questions:

1. What are some multiple perspectives on current issues?

2. How might these perspectives impact participation in the political process?

SS.7.C.3.1 – Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

Benchmark Clarifications:

- Students will identify different forms of government based on its political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
- Students will apply their understanding of the definitions of the various forms of government.

Additional Items: absolute monarchy, republic

Textbook: Chapter 2, Section 1 (p. 30-33)

absolute monarchy	a form of autocracy where a person becomes the sole leader of a country by being born into a family of rulers
Anarchy	the absence of any form of government
autocracy	a form of government where one person has unlimited power
communism	a form of government in which a single ruling party owns and controls all production and distribution of goods, and in which no private ownership is allowed
democracy	a system of government in which political power resides with the people
dictatorship	a form of autocracy where a military leader becomes the leader of a country often through violent means
direct democracy	a form of government in which the power to govern lies directly in the hands of the people rather than through elected representatives
form of government	the way a government is structured
monarchy	a form of government headed by a king or queen who inherits the position, rules for life, and holds power that can range anywhere between limited to absolute
oligarchy	a form of government in which a small group has total control and power
representative democracy	a system of government in which the people elect representatives to make policies and laws for them, also known as a republic
Republic	a system of government in which the people elect representatives to make policies and laws for them, also known as a representative democracy
Socialism	an economic system in which the government owns the primary means of production

Essential Questions:

1. What are forms of government?
2. How do they compare to each other?

SS.7.C.3.2 – Compare parliamentary, federal, confederal, and unitary systems of government.

Benchmark Clarifications:

- Students will define parliamentary, federal, confederal, and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

Additional Items: governor, president, prime minister

Textbook: Chapter 2, Section2 (p. 34-37)

confederal	a system of government where power is located with the independent states and there is little power in the central government
Federal	a system of government where power is shared between a central government and states
government	a system or organization for exercising authority over a body of people
governor	the head of a state government
parliamentary	a system of government where power lies with the legislative body and the leader of the country is part of the legislature
president	the head of state, or leader, in a federal system
prime minister	the head of state in a parliamentary system
unitary	a system of government where almost all power is located with the central government

Essential Question:

1. How is power distributed in different systems of government?

SS.7.C.3.3 – Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

Benchmark Clarifications:

- Students will recognize the structure of the legislative, executive, and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the federal government.
- Students will identify the general powers described in Articles I, II, and III of the U.S. Constitution.

Additional Items: approval of presidential appointments, armed forces, coin and print money, concurrent powers, declare war, delegated powers, elastic clause, enumerated powers, foreign relations, impeachment, implied powers, naturalization laws, necessary and proper, regulation of immigration, regulation of trade.

Textbook: Chapter 3, Section 2 (p. 99-102)

appellate jurisdiction	the power to hear appeals of cases which have been tried in lower courts
armed forces	the nation’s military (Air Force, Army, Coast Guard, Marines, National Guard and Navy)
Article	a numbered chapter or section of a contract, treaty, or constitution
coining money	the power of the legislative branch to print money (coins and bills) for use
concurrent powers	powers shared by the national, state, and/or local government
declaration of war	the power of Congress to vote to go to war with another country
delegated powers	the powers specifically named and assigned to the federal government or prohibited to be exercised by the states under the U.S. Constitution, also known as enumerated powers
elastic clause	the power of Congress to pass all laws they deem necessary and proper for carrying out its enumerated powers (also known as implied powers)
enumerated powers	the powers specifically named and assigned to the federal government or prohibited to be exercised by the states under the U.S. Constitution, also known as delegated powers
executive branch	the branch of government that enforces the laws made by the legislative branch
foreign relations	the power of the executive branch to decide on the United States’ dealings with other countries in order to achieve national goals
immigration	the movement of people from one country to another country
impeach	to bring formal charges of wrongdoing against a public official (such as the U.S. President)
implied powers	powers not written in the U.S. Constitution but are necessary and proper in order for the federal government to carry out the expressed powers; Article 1, Section 8, Clause 18 gives Congress the power to do what it deems “necessary and proper” to carry out the delegated powers
judicial branch	the branch of government that interprets the laws made by the legislative branch
legislative branch	the branch of government that creates laws
naturalization laws	laws made by Congress that people from other countries must follow in order to become legal citizens of the United States
necessary and proper	the power of Congress to make laws that they need to carry out their enumerated powers
original jurisdiction	the power of a court to be the first to hear a case on a specific topic; for the U.S. Supreme Court this involves cases involving conflicts between Congress and the president and in cases in which a state is a party
presidential appointments	the power of the U.S. President to choose members of his or her cabinet, ambassadors to other nations, and other officials in his or her administration

Benchmark Review Guide

regulate	to control, govern, or direct according to rule
trade	to buy and sell goods or services
U.S. Congress	the national legislative body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house
U.S. House of Representatives	the lower house of the U.S. Congress
U.S. Senate	the upper house of the U.S. Congress
U.S. Supreme Court	the highest court of the United States; it sits at the top of the federal court system

Essential Question:

1. What is the structure and function of the United States government?

SS.7.C.3.4 – Identify the relationship and division of powers between the federal government and state governments.

Benchmark Clarifications:

- Students will define the system of federalism.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers, and delegated powers as they relate to state and federal government.
- Students will analyze the issues related to the Tenth Amendment of the U.S. Constitution.

Additional Items: supremacy clause

Textbook: Chapter 8, Section 1 (p.202-206), Chapter 9, Section 4 (p.239-242)

concurrent powers	powers shared by the national, state, and/or local government
delegated powers	the powers specifically named and assigned to the federal government or prohibited to be exercised by the states under the U.S. Constitution, also known as enumerated powers
enumerated powers	the powers specifically named and assigned to the federal government or prohibited to be exercised by the states under the U.S. Constitution, also known as delegated powers
federal government	the organization through which political authority is exercised at the national level, government of the United States
federalism	a system of government in which power is divided and shared between national, state, and local government
local government	the governing body of a municipality or county
reserved powers	powers that are not granted to the federal government that belong to (are reserved to) the states and the people, see Tenth Amendment
state government	the organization through which political authority is exercised at the state level, government of a specific state
Supremacy Clause	the clause that states that the U.S. Constitution is the supreme law of the land, and that national laws are supreme over state laws, found in Article VI
Tenth Amendment	the final amendment in the Bill of Rights, it states: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

Essential Questions:

1. What is federalism?
2. How is power divided between the federal and state governments?

SS.7.C.3.5 – Explain the constitutional amendment process.

Benchmark Clarifications:

- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will be able to identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of formally amending the U.S. Constitution.

Additional Items: caucusTextbook: Chapter 3, Section 3 (p.99-102)

amendment	a change to the U.S. Constitution
Caucus	a meeting to select a candidate or promote a policy
Ratify	to confirm by expressing consent, approval, or formal sanction
rescind	to officially cancel or overturn

Essential Questions:

1. How can the United States Constitution be amended?
2. Why is the amendment process difficult?

SS.7.C.3.6 – Evaluate the constitutional rights and their impact on individuals and society.

Benchmark Clarifications:

- Students will recognize how individual rights shape involvement in the social, political, and economic systems.
- Students will recognize how the social, political, and economic systems in the United States are dependent upon individual rights.
- Students will use scenarios to recognize and/or evaluate options for exercising constitutional rights.
- Students will evaluate the impact of the government upholding and/or restricting individual constitutional rights.

Additional Items: civil disobedience, economic freedom, forced internment, property rights

Textbook: Chapter 2, Section 3 (p. 43-48), Chapter 3, Section 3 (p. 99-102), Chapter 4, Section 1 & 2 (p.110-122)

civil disobedience	the refusal to obey certain laws as a form of political protest
economic freedom	the freedom to produce, trade, or use any goods or services without use of force, fraud, or theft
eminent domain	the right of the government to take private property for public use; the Fifth Amendment requires that fair compensation be made when property is taken under eminent domain
forced internment	the confinement of a group of people, especially during a war
freedom of assembly	the right to hold meetings and form groups without interference by the government; guaranteed in the First Amendment
property rights	the right to own property; mentioned in the Fifth and Fourteenth Amendments

Essential Questions:

1. How do constitutional rights impact individual citizens?

2. How do constitutional rights impact our society?

SS.7.C.3.7 – Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th Amendments.

Benchmark Clarifications:

- Students will recognize the rights outlined in these amendments.
- Students will evaluate the impact these amendments have had on various social movements.
- Students will analyze historical scenarios to examine how these amendments have affected participation in the political processes.
- Students will recognize how the amendments were developed to address previous civil rights violations.

Additional Items: Civil Rights Acts of 1964, Civil Rights Acts of 1968, Equal Rights Amendment, states’ rights, Voting Rights Act of 1965

Textbook: Chapter 3, Section 3 (p.99-102), Chapter 4, Section 2 (p. 118-122)

13th Amendment	an amendment to the U.S. Constitution that outlawed slavery in the United States
14th Amendment	an amendment to the U.S. Constitution that defines citizenship, grants citizenship to former slaves and defines voters as males at least 21 year of age
15th Amendment	an amendment to the U.S. Constitution that makes it illegal for the federal or state governments to deny someone the right to vote based on their race
19th Amendment	an amendment to the U.S. Constitution that grants women the right to vote
24th Amendment	an amendment to the U.S. Constitution that made poll taxes illegal as a condition for voting
26th Amendment	an amendment to the U.S. Constitution that lowers the minimum voting age to 18
amendment	a change to the U.S. Constitution
civil rights	the rights belonging to citizens; traditionally refers to the basic rights to be free from unequal treatment based on certain protected characteristics (i.e. race, gender, disability)
Civil Rights Act of 1964	a federal law that prohibits employment discrimination based on race, sex, color, religion, or national origin
Civil Rights Act of 1968	a federal law that prohibits discrimination related to the sale, rental and financing of housing based on race, religion, national origin or sex
discrimination	unfair treatment
Equal Rights Amendment	a proposed amendment to the U.S. Constitution outlawing discrimination based on sex
literacy test	a test used to determine whether or not someone was eligible to register vote
poll tax	a fee required to vote
Prohibit	to forbid or disallow
segregation	the separation of people, such as segregation based on race
states’ rights	a power or issue for individual states to determine
Suffrage	the right to vote
Voting Rights Act of 1965	a federal law that banned race discrimination in voting practices by federal, state, and local governments

Essential Questions:

1. How have voting and civil rights expanded over time?
2. What has been the impact of this expansion?

SS.7.C.3.8 – Analyze the structures, functions, and processes of the legislative, executive, and judicial branches.

Also Assessed:

SS.7.C.3.9 – Illustrate the lawmaking process at the local, state, and federal levels.

Benchmark Clarifications:

- Students will examine the processes of the legislative (e.g., how a bill becomes a law, appointment confirmation, committee selection), executive (e.g., executive order, veto, appointments), and judicial (e.g., judicial review, court order, writ of certiorari, summary judgment) branches of government.
- Students will compare local, state, and federal lawmakers (city/county commissioners/council members; state legislators [representatives and senators]; and U.S. congressmen/congresswomen [representatives and senators]).
- Students will distinguish among ordinances, statutes, and acts on the local, state, and federal levels.
- Students will compare and contrast the lawmaking process at the local, state, and federal levels.

Additional Items: cabinet, Chief Justice, committees (standing, special, conference), impeach, majority leader, majority vote, mayor, minority leader, pardon, President pro tempore of the Senate, presidential appointment, school boards, Speaker of the House, special interest groups.

Textbook: Chapter 3, Section 2 (p.93-97), Chapter 5 (p.136-152), Chapter 6 (160-173), Chapter 7 (p.180-192), Chapter 8, Section 2 (p.207-211), Chapter 8, Section 3 (p.213-216), Chapter 9, Section 1 (p.228-230), Chapter 9, Section 3 (p.234-237)

Act	legislation which has passed both houses of Congress in identical form, been signed into law by the president, or passed over his veto, therefore becoming law
appointment	job or duty that is given to a person
appointment confirmation	the process of the Senate approving the president’s choices for certain positions within the government
bicameral	having two chambers (e.g. the two houses of Congress, the Senate and the House of Representatives)
Bill	an idea being suggested to become a law
Cabinet	persons appointed by a head of state to head executive departments of government and act as official advisers
Chief Justice	the head justice, the Chief Justice is “first among equals”
city commissioner or council member	a member of the governing body of a city
committee selection	how representatives and senators are chosen for their assigned committees
conference committee	a temporary panel composed of House and Senate members, which is formed for the purpose of reconciling differences in legislation that has passed both chambers. Conference committees are usually convened to resolve differences on major and controversial legislation.
constituents	people public officials are elected to represent
county commissioner or council member	a member of the governing body of a county
court order	a formal statement from a court that orders someone to do or stop doing something
executive order	an order that comes from the U.S. President or a government agency and must be obeyed like a law
home rule	self-government by citizens at the local level
how a bill becomes a law	the process of how a proposed law (“bill”) moves through Congress and the president in order to become a law
Impeach	to bring formal charges of wrongdoing against a public official (such as the U.S. President)
judgment	a formal decision given by a court

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judicial review	the power of the U.S. courts to examine the laws or actions of the legislative and executive branches of the government and to determine whether such actions are consistent with the U.S. Constitution
jurisdiction	the right and power for courts to interpret and apply the law
Law	a rule established by government or other source of authority to regulate people’s conduct or activities
majority leader	a position where a Member of Congress is elected by the majority party to serve as the chief spokesperson for that party and to manage and schedule the business of either house
majority party	the political party with the most elected members
majority vote	the Senate may agree to any question by a majority of senators voting, if a quorum is present.
Mayor	the head of government for a city, town or other municipality
minority leader	a position where a member of Congress is elected by the minority party to serve as the chief spokesperson for the party and to support the majority party in managing and scheduling the business of either house
minority party	the political party second in number of elected members to the majority party
nominate	to suggest a person for a position or office
ordinance	a law enacted by a city or county affecting local affairs such as traffic, noise, and animal control
pardon	the formal act of forgiving someone or excusing a mistake
President pro tempore of the Senate	the person who presides over the Senate when the Vice President is not present
presidential appointment	the power of the president to nominate persons to fill positions in the federal government
school board	the group of persons elected to manage local public schools
Speaker of the House	an office identified in Article I, Section 2 of the U.S. Constitution; the leader of the U.S. House of Representatives, usually the highest ranking member of the majority party
special committee	a permanent committee established under the standing rules of both houses of Congress that focuses specific subject areas (e.g. Special Committee on Aging)
special interest groups	people who are concerned with some particular issue or part of the government and who try to influence legislators to act in their favor
standing committee	permanent committee that focuses on specific subject areas (e.g. Education and the Workforce Committee)
state legislator	a member of the Florida House of Representatives (state representative) or Florida Senate (state senator)
state representative	a member of a state legislature (i.e. the Florida House of Representatives)
state senator	a member of a state legislature (i.e. the Florida Senate)
Statute	a law enacted at the state level
summary judgment	a judgment decided by a trial court without that case going to trial; a summary judgment is an attempt to stop a case from going to trial
United States representative	a member of the U.S House of Representatives; representatives are elected in districts throughout each state
United States senator	a member of the U.S. Senate elected to represent an entire state, there are two senators per state
Veto	a decision by an executive authority such as a president or governor to reject a proposed law or statute
writ of certiorari	the procedure to see if the U.S. Supreme Court will hear a case; a writ of certiorari is issued when a higher level court agrees to hear an appeal of an inferior court’s decision

Essential Questions:

1. What are the processes of the three branches?

2. How are laws made at each level of government?

SS.7.C.3.10 – Identify sources and types (civil, criminal, constitutional, military) of law.

Benchmark Clarifications:

- Students will use examples of historical law codes to identify how laws originated and developed in Western society.
- Students will recognize constitutional, statutory, case, and common law as sources of law.
- Students will compare civil, criminal, constitutional, and/or military law.

Additional Items: juvenile law

Textbook: Chapter 7, Section 1 (p. 180-183)

case law	law established by the outcome of former cases
civil law	law concerned with private relations between members of a community rather than criminal, military, or religious affairs
Code of Hammurabi	a written code of rules that guided the ancient society of Babylon; dates back to 1772 B.C.
common law	legal precedence based on customs and prior legal decisions; used in civil cases
constitutional law	the interpretation and implementation of the U.S. Constitution
criminal law	law that deals with crimes and the punishments associated with those crimes
juvenile law	law that deals with the actions and well-being of persons who are not yet adults
Magna Carta	a government document that limited the power of the king of England and protected the rights of the nobility; written by the English nobles in 1215
military law	laws that have been developed to meet the needs of the military
regulation	a rule an agency of the executive branch makes to enforce a law
source	a main reference or point of origin
statutory law	the written law enacted by a legislature, as distinguished from unwritten law or common law
type	a particular category, kind, or group

Essential Question:

1. What are the sources and types of laws?

SS.7.C.3.11 – Diagram the levels, functions, and powers of courts at the state and federal levels.

Also Assessed:

SS.7.C.2.6 – Simulate the trial process and the role of juries in the administration of justice.

Benchmark Clarifications:

- Students will distinguish between the levels, functions, and powers of courts at the state and federal levels.
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare appellate and trial processes.
- Students will examine the significance of the role of juries in the American legal system.

Additional Items: appeal, appellate court, circuit courts, county courts, District Court of Appeals, Florida Supreme Court, judge, judicial review, jurisdiction, justice, U.S. Circuit Court of Appeals, U.S. District Courts, U.S. Supreme Court, trial court

Textbook: Chapter 7, Section 2 (p. 185-188), Chapter 8, Section 4 (p. 217-220)

Appeal	a request, made after a trial, asking a higher court to decide whether that trial was conducted properly
appellate court	any court that has the power to hear appeals from lower courts
Bailiff	court official who keeps order in the court, calls witnesses, is in charge of and makes sure no one tries to influence the jury
Case	a matter that goes before a judge or court of law
Chief Justice	the head justice, the Chief Justice is “first among equals”
circuit courts	a court for a defined region of a state (usually including several counties) that has specific divisions and hears cases within those divisions (e.g., family court, criminal court)
civil case	a case involving the rights of citizens
county courts	a court that hears both civil and criminal cases in one specific county
Court	a place where justice is administered
court clerk	court officer responsible for giving the oath to jurors and witnesses, is also responsible for court paperwork and physical evidence
court reporter	court officer who records, word for word, everything that is said as part of the trial
criminal case	a case involving someone who is accused of committing an illegal activity
cross-examination	the follow-up questioning of a witness by the side that did not call the witness to the stand
defendant	the person who answers the legal action of a plaintiff/prosecutor
direct examination	the first questioning of a witness by the side that called the witness to the stand
District Court of Appeals	an appellate court in the federal system
federalism	a system of government in which power is divided and shared between national, state, and local government
Florida Circuit Courts	the courts that have general jurisdiction over matters not covered by the county courts
Florida County Courts	the courts where most non-jury trials occur; they are referred to as “the people’s courts” because they handle minor disagreements between citizens and minor criminal offenses
Florida Supreme Court	the highest court in Florida
Judge	a public official authorized to decide questions brought before a court
judicial branch	the branch of government that interprets the laws made by the legislative branch

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judicial review	the power of the U.S. courts to examine the laws or actions of the legislative and executive branches of the government and to determine whether such actions are consistent with the U.S. Constitution
jurisdiction	the right and power for courts to interpret and apply the law
Juror	a member of a jury
Jury	a group of citizens sworn to give a true verdict according to the evidence presented in a court of law
Justice	the title given to judges of the U.S. Supreme Court and Florida Supreme Court
original jurisdiction	the power of a court to be the first to hear a case on a specific topic
plaintiff/ prosecutor	the person who brings legal action against another person
U.S. Circuit Court of Appeals	the courts where parties who are dissatisfied with the judgment of a U.S. District court may take their case
U.S. District Courts	the courts where most federal cases begin, the U.S. District Courts are courts of original jurisdiction and hear civil and criminal cases
U.S. Supreme Court	the highest court of the United States; it sits at the top of the federal court system
trial court	the local, state, or federal court that is the first to hear a civil or criminal case; involves a hearing and decision with a single judge, with or without a jury
Verdict	a judgment
voir dire	the process of questioning potential member of a jury for a trial
writ of certiorari	the procedure to see if the U.S. Supreme Court will hear a case

Essential Questions:

1. How are courts organized and structures at the federal and state levels?

2. What is the trial process, and what is the role of a jury?

SS.7.C.3.12 – Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *In re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.

Benchmark Clarifications:

- Students will use primary sources to assess the significance of these U.S. Supreme Court cases.
- Students will evaluate how these U.S. Supreme Court cases have had an impact on society.
- Students will recognize and/or apply constitutional principles and/or rights in relation to the relevant U.S. Supreme Court decisions.

Additional Items: *District of Columbia v. Heller*, juvenile rights, rights of the accused, segregation

Textbook: Chapter 3, Section 2 (p. 93-97), Chapter 3, Section 3 (p. 102, John Marshall picture box), Chapter 4, Section 1 (p. 112-116); Chapter 7, Section 3 (p. 189-192); Chapter 11, Section 3 (p. 282-286)

Arbiter	a person with the power to decide a dispute
<i>Brown v. Board of Education</i>	U.S. Supreme Court case that determined that “separate but equal” segregation was not equal in public education
<i>Bush v. Gore</i>	U.S. Supreme Court case that determined that states cannot violate the Equal Protection Clause under the Fourteenth Amendment when undertaking election recounts.
<i>District of Columbia v. Heller</i>	U.S. Supreme Court case that upheld that the Second Amendment protects an individual’s right to possess a firearm
Equal Protection Clause	the section of the Fourteenth Amendment that says that states must apply the law equally and cannot discriminate against citizens or groups of citizens
executive privilege	the belief that the conversations between the president and his aides are confidential
<i>Gideon v. Wainwright</i>	U.S. Supreme Court case that upheld the Sixth Amendment right that all defendants must be appointed a lawyer if they cannot afford their own attorney
<i>Hazelwood v. Kuhlmeier</i>	U.S. Supreme Court case that determined that the First Amendment does not protect all types of student speech in school
<i>In re Gault</i>	U.S. Supreme Court case that determined that juvenile court must comply with the Fourteenth Amendment
judicial opinion	judgment by a court
judicial review	the power of the U.S. courts to examine the laws or actions of the legislative and executive branches of the government and to determine whether such actions are consistent with the U.S. Constitution
juvenile rights	rights of people under age 18
landmark	an important or unique decision, event, fact, or discovery
legal equality	the concept that everyone is equal in the eyes of the law
legal precedent	a judicial decision that is used as an example in dealing with later, similar cases
<i>Marbury v. Madison</i>	U.S. Supreme Court case that established judicial review
<i>Miranda v. Arizona</i>	U.S. Supreme Court cases that upheld the Fifth Amendment protection from self-incrimination
<i>Plessy v. Ferguson</i>	U.S. Supreme Court case that determined that “separate but equal” segregation was not discrimination
prosecute	to carry on a legal action against an accused person to prove his or her guilt
rights of the accused	the rights included in the Fourth, Fifth and Sixth Amendments: protection from unreasonable search and seizure, double jeopardy, and self-incrimination, the right to due process, right to a speedy and public trial,

SS.7.C.3.13 – Compare the constitutions of the United States and Florida.

Benchmark Clarifications:

- Students will identify the purposes of a constitution (provides a framework for government, limits government authority, protects the rights of the people).
- Students will recognize the basic outline of the U.S. and Florida constitutions (both have articles, amendments, and preambles).
- Students will compare the amendment process of the U.S. and Florida constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

Additional Items: Florida Declaration of Rights

Textbook: Chapter 3, Section 3 (p.168-170), Chapter 8, Section 1 (p.202-206), Chapter 8, Section 2 (p.207-211)

amendment	a change to a constitution
Article	a numbered chapter or section of a contract, treaty, or constitution
authority	the power to direct the actions of people or to make decisions
constitution	the basic principles and laws of a nation or state that determine the powers and duties of the government and guarantee certain rights to the people in it; usually a written document
Florida Declaration of Rights	the part of the Florida Constitution that lists the basic rights guaranteed to all citizens who live in the state
preamble	the introduction to a constitution; it states that the people establish the government, and it lists the purposes of the government

Essential Questions:

1. How are the U.S. and Florida constitutions similar?

2. How are they different?

SS.7.C.3.14 – Differentiate between local, state, and federal obligations and services.

Benchmark Clarifications:

- Students will evaluate scenarios in order to determine which level of government provides specific services.
- Students will classify government services according to level of government in order to evaluate the role that each plays in their lives.
- Students will compare the obligations/powers of governments at each level.
- Students will compare the reserved, concurrent, expressed/ enumerated powers of government.

Additional Items: N/A

Textbook: Chapter 3, Section 1 (p.86-91), Chapter 8 (p.202-220), Chapter 9 (p.228-242), Chapter 14, Section 1 (p.338-342)

concurrent powers	powers shared by the national, state, and/or local government
expressed or enumerated powers	the powers specifically named and assigned to the federal government or prohibited to be exercised by the states under the U.S. Constitution, also known as delegated powers
federal government	the organization through which political authority is exercised at the national level, government of the United States
federalism	a system of government in which power is divided and shared between national, state, and local government
implied powers	powers not written in the U.S. Constitution but are necessary and proper in order for the federal government to carry out the expressed powers
inherent powers	powers not listed in the U.S. Constitution but are necessary for the federal government to function
local government	the governing body of a municipality or county
reserved powers	powers that are not granted to the federal government that belong to (are reserved to) the states and the people
state government	the organization through which political authority is exercised at the state level, government of a specific state
Tenth Amendment	the final amendment in the Bill of Rights, it states: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

Essential Questions:

1. What are the differences between local, state, and federal obligations and services?

2. Why do we have these differences in our form of government?

SS.7.C.4.1 – Differentiate concepts related to U.S. domestic and foreign policy.

Benchmark Clarifications:

- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
- Students will analyze the domestic implications of U.S. domestic and foreign policy.
- Students will identify the goals and objectives of U.S. domestic and foreign policy.
- Students will recognize the role of the U.S. State Department in foreign affairs.

Additional Items: alliances, allies, ambassadors, diplomacy, diplomatic, doctrine, domestic affairs, embassies, foreign affairs, international relation, Secretary of State, treaty

Textbook: Chapter 6, Section 2 & 3 (p. 164-170); Chapter 22, Section 1 & 2 (p.584-296); Chapter 23 (608-624)

alliance	a union between nations for assistance and protection
Allies	nations united with another for some common purpose such as assistance and protection
ambassador	a person sent as the chief representative of his or her own government in another country
diplomacy	the work of keeping up relations between the governments of different countries
diplomat	a person employed or skilled in diplomacy
doctrine	the principles in a system of belief
domestic affairs	issues or concerns in one’s own country
domestic policy	a course of action chosen to guide people in making decisions about their own country
embassy	the residence or office of an ambassador
foreign affairs	issues or concerns about other countries around the world
foreign policy	a course of action chosen in order to guide people in making decisions about other countries
HIV/AIDS	the virus that causes AIDS, spread through bodily fluids rather than casual contact or airborne
international relations	dealings between nations around the world
Secretary of State	the head of the U.S. Department of State; a member of the President’s Cabinet
treaty	an agreement or arrangement between two or more countries
U.S. State Department	the federal department in the U. S. that sets and maintains foreign policies; part of the executive branch of the federal government

Essential Questions:

1. What is domestic policy?

2. What is foreign policy?

3. What are the differences between domestic and foreign policy?

SS.7.C.4.2 – Recognize government and citizen participation in international organizations.

Benchmark Clarifications:

- Students will identify major international organizations in which government plays a role.
- Students will recognize that international organizations may be located in the United States.
- Students will describe ways that individual citizens and government can seek participation in international organizations.
- Students will examine the ways that government and individuals may support international organizations.

Additional Items: Non-Governmental Organizations/International Non-Governmental Organizations (NGO/INGO), North American Free Trade Agreement (NAFTA), North Atlantic Treaty Organization (NATO), International Red Cross/Red Crescent, United Nations (UN), United Nations Children’s Fund (UNICEF), World Court, World Trade Organization (WTO)

Textbook: Chapter 15, Section 3 (p.371-374); Chapter 22 (p. 584-600); Chapter 23 (p. 608-624)

European Union	an organization of European countries formed after World War II to reduce trade barriers and increase cooperation among its members
intergovernmental organization	an organization formed with groups of governments for a specific purpose
international organization	groups of governments or people from different countries working together to solve an issue that crosses country borders
International Red Cross/Red Crescent	an organization that helps people around the world respond to natural disasters and that checks on the conditions of prisoners of war
non-governmental organization (NGO)	a voluntary citizens' group that is organized on a local, national or international level and works ; they perform a variety of service and humanitarian functions, bring citizen concerns to governments, advocate for certain issues such as human rights or the environment, and encourage political participation; also known as international non-governmental organization (INGO)
North American Free Trade Agreement (NAFTA)	a formal agreement among the governments of the U.S., Canada, and Mexico to form a free trade zone in North America and eliminate taxes on the buying and selling of each other’s products
North Atlantic Treaty Organization (NATO)	a group of 28 countries that has agreed to protect each other in case of attack; founded in 1949
treaty	an agreement or arrangement between two or more countries
United Nations (UN)	an organization founded in 1943 to keep the peace, develop friendly relationships among countries, and improve the quality of life for the world’s poor people; consists of 193 member countries
United Nations International Children’s Emergency Fund (UNICEF)	an agency of the United Nations established in 1946 to help governments improve the health and education of children and their mothers
World Bank	an organization that helps poor and middle income countries get the money they need to build improvements that will help reduce poverty
World Court	a permanent panel of fifteen judges appointed by the UN to nine-year terms to hear cases; cases argued before the court focus on disputes between nations who agree to accept its decisions
World Health Organization	an organization established in 1948 within the United Nations that works to improve health throughout the world
World Trade Organization (WTO)	an international body founded in 1995 to promote international trade and economic development by reducing taxes and other restrictions

Essential Questions:

1. What are international organizations?
2. How can government and individual citizens support and play a role in them?

SS.7.C.4.3 – Describe examples of how the United States has dealt with international conflicts.

Benchmark Clarifications:

- Students will identify specific examples of international conflicts in which the United States has been involved.
- Students will identify the reasons for the United States becoming involved in past international conflicts.
- Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.
- Students will identify the different methods used by the United States to deal with international conflicts.

Additional Items: Bay of Pigs, Cuban Missile Crisis, Gulf Wars I & II, Iran Hostage Crisis, Korean War, terrorism, Vietnam War, World War I, World War II

Textbook: Chapter 22, Section 1 & 2 (p. 584-596); Chapter 23 (p. 608-624)

Bay of Pigs	a bay of the Caribbean Sea in Cuba: it was the site of an attempted invasion of Cuba by anti-Fidel Castro forces in April 1961.
Conflict	a sharp disagreement (as between ideas, interests, or purposes)
conflict resolution	the process of ending a conflict or disagreement
Cooperation	the act of working together
Cuban Missile Crisis	in 1962, leaders of the U.S. and the Soviet Union engaged in a tense, 13-day political and military standoff in October over the installation of nuclear-armed Soviet missiles in Cuba
Diplomacy	the work of keeping up relations between the governments of different countries
Gulf War I	a military conflict in 1991 between Iraq and a coalition force of 34 nations mandated by the United Nations and led by the U.S., also known as the Persian Gulf War
Gulf War II	the 2003 military conflict Iraq, also called the Iraq War or "Operation Iraqi Freedom", began March 20, 2003, initiated by the U.S., the United Kingdom and other nations
humanitarian efforts	work focused on improving the health and happiness of other people
international conflict	a conflict between two different nations or groups
Iran Hostage Crisis	a 444-day period during which the new government of Iran after the Iranian Revolution held hostage 66 diplomats and U.S. citizens, beginning on November 4, 1979 and ending on January 20, 1981
Korean War	a war between North and South Korea; South Korea was aided by the U.S. and other members of the United Nations from 1950-1953
military action	members of the U.S. military (Army, Marine Corps, Navy, Air Force and Coast Guard) having a presence in another country typically involving the use of force to stop conflict
North Atlantic Treaty Organization (NATO)	a group of 28 countries that has agreed to protect each other in case of attack; founded in 1949
peacekeeping operations	enforcing a truce between countries or groups by an international military force
terrorism	the use of extreme fear as a means of achieving a goal
United Nations	an organization founded in 1943 to keep the peace, develop friendly relationships among countries, and improve the quality of life for the world's poor people; consists of 193 member countries
U.S. State Department	the federal department in the U. S. that sets and maintains foreign policies; part of the executive branch of the federal government
Vietnam War	a military conflict (1954-1975) between the Communist forces of North Vietnam supported by China and the Soviet Union and the non-Communist forces of South Vietnam supported by the U.S.
World War I	a war between the allies (Russia, France, British Empire, Italy, U.S., Japan, Romania, Serbia, Belgium, Greece, Portugal, Montenegro) and the central powers (Germany, Austria-Hungary, Turkey, Bulgaria) from 1914 to 1918
World War II	a war that began on July 7, 1937 in Asia and September 1, 1939 in Europe and lasted until 1945; it involved most of the world's countries

Essential Questions:

1. What international conflicts has the U.S. been involved in?
2. Why did the U.S. become involved?
3. What kinds of actions did the U.S. take in these conflicts?