

**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)

<b>checks and balances</b>	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
<b>consent of the governed</b>	an agreement made by the people to establish a government and abide by its laws
<b>Enlightenment</b>	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
<b>individual liberty</b>	a person’s ability to be free and independent
<b>influence</b>	having an effect or impact on the actions, behavior, opinions, etc., of another or others
<b>natural law</b>	laws passed by government to protect natural rights
<b>natural rights</b>	the belief that individuals are born with basic rights that cannot be taken away by governments; life, liberty, and property
<b>separation of powers</b>	the structure of the federal government, according to the U.S. Constitution, that sets up three branches with their own distinct powers and responsibilities
<b>social contract</b>	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)

<b>compact</b>	an official agreement made by two or more parties
<b><i>Common Sense</i></b>	a pamphlet published by Thomas Paine in 1776 to convince the American colonists to support becoming independent from England
<b>English Bill of Rights</b>	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
<b>due process</b>	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
<b>limited government</b>	a government that has been limited in power by a constitution, or written agreement
<b>limited monarchy</b>	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
<b>Magna Carta</b>	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
<b>Mayflower Compact</b>	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
<b>Preamble</b>	the introduction to the U.S. Constitution
<b>rights</b>	a set of things that people believe they should be free to do without restrictions
<b>rule of law</b>	a concept that those who govern are bound by the laws; no one is above the law
<b>self-government</b>	popular or representative system where the people create and run their own government
<b>Thomas Paine</b>	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)

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

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

<b>Articles of Confederation</b>	the first constitution of the United States, adopted in 1781 and replaced in 1789
<b>confederation</b>	a system of government where power is located with the independent states and there is little power in the central government
<b>Constitutional Convention</b>	a meeting in Philadelphia in 1787 where delegates decided to throw out the Articles of Confederation and draft the Constitution
<b>debt</b>	something owed; such as money
<b>Shays's Rebellion</b>	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)

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

<b>checks and balances</b>	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
<b>constitutional government</b>	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
<b>judicial review</b>	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
<b>limited government</b>	a government that has been limited in power by a constitution, or written agreement
<b><i>Marbury v. Madison</i></b>	U.S. Supreme Court case that established judicial review
<b>separation of powers</b>	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)

<b>Anti-Federalist Papers</b>	a series of essays written to counter and defeat the proposed U.S. Constitution
<b>Anti-Federalists</b>	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
<b>Bill of Rights</b>	the first ten amendments to the U.S. Constitution, establishing rights and protections for American citizens
<b>Federalist Papers</b>	a series of essays written to explain and defend the proposed U.S. Constitution
<b>Federalists</b>	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
<b>ratification</b>	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)

<b>citizen</b>	a legal member of a state and/or country
<b>law</b>	a rule established by government or other source of authority to regulate people's conduct or activities
<b>rule of law</b>	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)

<b>14<sup>th</sup> Amendment</b>	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
<b>alien</b>	any person not a citizen or national of a country
<b>citizen</b>	a legal member of a state and/or country
<b>immigrant</b>	a person who comes to a country to live permanently
<b>law of blood</b>	the principle that a person's nationality at birth is the same as that of his or her biological mother
<b>law of soil</b>	the principle that a person's nationality at birth is determined by the territory within which he or she was born
<b>legal permanent resident</b>	someone who is legally and permanently living in the U.S., but not a citizen
<b>naturalization</b>	the process by which an immigrant becomes a citizen
<b>resident</b>	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)

<b>citizen</b>	a legal member of a state and/or country
<b>common good</b>	beliefs or actions that are seen as a benefit to the larger community rather than individual interests, also known as the public good
<b>obligation</b>	something a person is required to do
<b>responsibility</b>	something a person should do
<b>selective service</b>	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)

<b>Bill of Rights</b>	the first ten amendments to the U.S. Constitution, establishing rights and protections for American citizens
<b>cruel and unusual punishment</b>	punishment prohibited by the Eighth Amendment to the U.S. Constitution; includes torture or other forms of punishment too severe for the crime committed
<b>double jeopardy</b>	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
<b>due process of law</b>	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
<b>eminent domain</b>	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
<b>equal protection under the law</b>	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
<b>First Amendment</b>	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
<b>pleading the fifth</b>	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
<b>right to bear arms</b>	the idea in the Second Amendment that people have an individual right to own and carry weapons
<b>right to legal counsel</b>	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
<b>search and seizure</b>	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
<b>suffrage</b>	the right to vote; protected in the 15 <sup>th</sup> , 19 <sup>th</sup> , 24 <sup>th</sup> and 26 <sup>th</sup> Amendments
<b>trial by jury</b>	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
<b>unenumerated rights</b>	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)

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

<b>bias</b>	a preference, opinion or attitude that favors one way of thinking or feeling over another
<b>candidate</b>	a person running for political office
<b>Communist Party</b>	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
<b>Democratic Party</b>	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
<b>government</b>	a system or organization for exercising authority over a body of people
<b>Libertarian Party</b>	a political party that believes in individual freedom and the only purpose of government is to protect this freedom
<b>party platform</b>	a document stating the aims and goals of a political party
<b>political party</b>	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
<b>political system</b>	the members of a social organization who are in power
<b>Republican Party</b>	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
<b>Socialist Party</b>	a political party that believes people should own and control industry through democratically controlled public agencies, cooperatives, or other collective groups
<b>society</b>	a body of individuals living as members of a community
<b>third party</b>	a political party that is not one of the two major parties in the country; a minor party
<b>two-party system</b>	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)

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

<b>impact</b>	to have a strong effect on something or someone
<b>influence</b>	having an effect or impact on the actions, behavior, opinions, etc., of another or others
<b>interest group</b>	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
<b>lobbying</b>	to conduct activities in order to influence public officials
<b>lobbyist</b>	a person who conducts activities in order to influence public officials
<b>media</b>	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.
<b>monitor</b>	to watch, keep track of, or check usually for a special purpose
<b>petitioning the government</b>	any nonviolent, legal means of encouraging or disapproving government action, directed to the judicial, executive or legislative branch
<b>political action committee (PAC)</b>	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
<b>public agenda</b>	a list of issues that much of society agrees are a priority
<b>public policy</b>	government actions in the form of laws
<b>public sphere</b>	a place where society discusses the issues that affect everyone
<b>watchdog</b>	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)

<b>bandwagon</b>	propaganda technique encouraging the viewer to like something or someone because everyone else does
<b>Bias</b>	a preference, opinion or attitude that favors one way of thinking or feeling over another
<b>card stacking</b>	propaganda technique involving the use of showing one-sided information
<b>glittering generalities</b>	propaganda technique using short phrases or words to promote positive feelings or emotions
<b>media</b>	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
<b>name calling</b>	propaganda technique using negative words to associate with a product or person
<b>plain folks</b>	propaganda technique conveying that a candidate is a “regular” person, just like everyone else
<b>political communication</b>	the use of media to convey messages or information related to government issues, campaigns or public offices
<b>propaganda</b>	the method of spreading ideas or information for the purpose of helping or injuring an institution, a cause, or a person
<b>symbolism</b>	the use of something to represent ideas or qualities
<b>testimonial</b>	propaganda technique involving the use of a celebrity or spokesperson to speak on behalf of a product or candidate
<b>transfer</b>	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)

<b>deliberate</b>	to think about or discuss issues and decisions carefully
<b>editorial</b>	an opinion based item generated by the editor or editorial board of a newspaper or other media.
<b>Issue</b>	a subject that is under debate by two or more parties
<b>nonprofit organization</b>	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
<b>perspective</b>	point of view
<b>political party</b>	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
<b>special interest group</b>	people who are concerned with some particular issue or part of the government and who try to influence legislators to act in their favor
<b>voting age population</b>	citizens residing in the United States, age 18 and older; before the passage of the 26 <sup>th</sup> 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)

<b>absolute monarchy</b>	a form of autocracy where a person becomes the sole leader of a country by being born into a family of rulers
<b>Anarchy</b>	the absence of any form of government
<b>autocracy</b>	a form of government where one person has unlimited power
<b>communism</b>	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
<b>democracy</b>	a system of government in which political power resides with the people
<b>dictatorship</b>	a form of autocracy where a military leader becomes the leader of a country often through violent means
<b>direct democracy</b>	a form of government in which the power to govern lies directly in the hands of the people rather than through elected representatives
<b>form of government</b>	the way a government is structured
<b>monarchy</b>	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
<b>oligarchy</b>	a form of government in which a small group has total control and power
<b>representative democracy</b>	a system of government in which the people elect representatives to make policies and laws for them, also known as a republic
<b>Republic</b>	a system of government in which the people elect representatives to make policies and laws for them, also known as a representative democracy
<b>Socialism</b>	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)

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

<b>appellate jurisdiction</b>	the power to hear appeals of cases which have been tried in lower courts
<b>armed forces</b>	the nation's military (Air Force, Army, Coast Guard, Marines, National Guard and Navy)
<b>Article</b>	a numbered chapter or section of a contract, treaty, or constitution
<b>coining money</b>	the power of the legislative branch to print money (coins and bills) for use
<b>concurrent powers</b>	powers shared by the national, state, and/or local government
<b>declaration of war</b>	the power of Congress to vote to go to war with another country
<b>delegated powers</b>	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
<b>elastic clause</b>	the power of Congress to pass all laws they deem necessary and proper for carrying out its enumerated powers (also known as implied powers)
<b>enumerated powers</b>	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
<b>executive branch</b>	the branch of government that enforces the laws made by the legislative branch
<b>foreign relations</b>	the power of the executive branch to decide on the United States' dealings with other countries in order to achieve national goals
<b>immigration</b>	the movement of people from one country to another country
<b>impeach</b>	to bring formal charges of wrongdoing against a public official (such as the U.S. President)
<b>implied powers</b>	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
<b>judicial branch</b>	the branch of government that interprets the laws made by the legislative branch
<b>legislative branch</b>	the branch of government that creates laws
<b>naturalization laws</b>	laws made by Congress that people from other countries must follow in order to become legal citizens of the United States
<b>necessary and proper</b>	the power of Congress to make laws that they need to carry out their enumerated powers
<b>original jurisdiction</b>	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
<b>presidential appointments</b>	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

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<b>regulate</b>	to control, govern, or direct according to rule
<b>trade</b>	to buy and sell goods or services
<b>U.S. Congress</b>	the national legislative body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house
<b>U.S. House of Representatives</b>	the lower house of the U.S. Congress
<b>U.S. Senate</b>	the upper house of the U.S. Congress
<b>U.S. Supreme Court</b>	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)

<b>concurrent powers</b>	powers shared by the national, state, and/or local government
<b>delegated powers</b>	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
<b>enumerated powers</b>	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
<b>federal government</b>	the organization through which political authority is exercised at the national level, government of the United States
<b>federalism</b>	a system of government in which power is divided and shared between national, state, and local government
<b>local government</b>	the governing body of a municipality or county
<b>reserved powers</b>	powers that are not granted to the federal government that belong to (are reserved to) the states and the people, see Tenth Amendment
<b>state government</b>	the organization through which political authority is exercised at the state level, government of a specific state
<b>Supremacy Clause</b>	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
<b>Tenth Amendment</b>	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)

<b>amendment</b>	a change to the U.S. Constitution
<b>Caucus</b>	a meeting to select a candidate or promote a policy
<b>Ratify</b>	to confirm by expressing consent, approval, or formal sanction
<b>rescind</b>	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)

<b>civil disobedience</b>	the refusal to obey certain laws as a form of political protest
<b>economic freedom</b>	the freedom to produce, trade, or use any goods or services without use of force, fraud, or theft
<b>eminent domain</b>	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
<b>forced internment</b>	the confinement of a group of people, especially during a war
<b>freedom of assembly</b>	the right to hold meetings and form groups without interference by the government; guaranteed in the First Amendment
<b>property rights</b>	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 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, and 26<sup>th</sup> 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)

<b>13<sup>th</sup> Amendment</b>	an amendment to the U.S. Constitution that outlawed slavery in the United States
<b>14<sup>th</sup> Amendment</b>	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
<b>15<sup>th</sup> Amendment</b>	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
<b>19<sup>th</sup> Amendment</b>	an amendment to the U.S. Constitution that grants women the right to vote
<b>24<sup>th</sup> Amendment</b>	an amendment to the U.S. Constitution that made poll taxes illegal as a condition for voting
<b>26<sup>th</sup> Amendment</b>	an amendment to the U.S. Constitution that lowers the minimum voting age to 18
<b>amendment</b>	a change to the U.S. Constitution
<b>civil rights</b>	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)
<b>Civil Rights Act of 1964</b>	a federal law that prohibits employment discrimination based on race, sex, color, religion, or national origin
<b>Civil Rights Act of 1968</b>	a federal law that prohibits discrimination related to the sale, rental and financing of housing based on race, religion, national origin or sex
<b>discrimination</b>	unfair treatment
<b>Equal Rights Amendment</b>	a proposed amendment to the U.S. Constitution outlawing discrimination based on sex
<b>literacy test</b>	a test used to determine whether or not someone was eligible to register vote
<b>poll tax</b>	a fee required to vote
<b>Prohibit</b>	to forbid or disallow
<b>segregation</b>	the separation of people, such as segregation based on race
<b>states' rights</b>	a power or issue for individual states to determine
<b>Suffrage</b>	the right to vote
<b>Voting Rights Act of 1965</b>	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)

<b>Act</b>	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
<b>appointment</b>	job or duty that is given to a person
<b>appointment confirmation</b>	the process of the Senate approving the president's choices for certain positions within the government
<b>bicameral</b>	having two chambers (e.g. the two houses of Congress, the Senate and the House of Representatives)
<b>Bill</b>	an idea being suggested to become a law
<b>Cabinet</b>	persons appointed by a head of state to head executive departments of government and act as official advisers
<b>Chief Justice</b>	the head justice, the Chief Justice is "first among equals"
<b>city commissioner or council member</b>	a member of the governing body of a city
<b>committee selection</b>	how representatives and senators are chosen for their assigned committees
<b>conference committee</b>	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.
<b>constituents</b>	people public officials are elected to represent
<b>county commissioner or council member</b>	a member of the governing body of a county
<b>court order</b>	a formal statement from a court that orders someone to do or stop doing something
<b>executive order</b>	an order that comes from the U.S. President or a government agency and must be obeyed like a law
<b>home rule</b>	self-government by citizens at the local level
<b>how a bill becomes a law</b>	the process of how a proposed law ("bill") moves through Congress and the president in order to become a law
<b>Impeach</b>	to bring formal charges of wrongdoing against a public official (such as the U.S. President)
<b>judgment</b>	a formal decision given by a court

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<b>judicial review</b>	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
<b>jurisdiction</b>	the right and power for courts to interpret and apply the law
<b>Law</b>	a rule established by government or other source of authority to regulate people's conduct or activities
<b>majority leader</b>	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
<b>majority party</b>	the political party with the most elected members
<b>majority vote</b>	the Senate may agree to any question by a majority of senators voting, if a quorum is present.
<b>Mayor</b>	the head of government for a city, town or other municipality
<b>minority leader</b>	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
<b>minority party</b>	the political party second in number of elected members to the majority party
<b>nominate</b>	to suggest a person for a position or office
<b>ordinance</b>	a law enacted by a city or county affecting local affairs such as traffic, noise, and animal control
<b>pardon</b>	the formal act of forgiving someone or excusing a mistake
<b>President pro tempore of the Senate</b>	the person who presides over the Senate when the Vice President is not present
<b>presidential appointment</b>	the power of the president to nominate persons to fill positions in the federal government
<b>school board</b>	the group of persons elected to manage local public schools
<b>Speaker of the House</b>	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
<b>special committee</b>	a permanent committee established under the standing rules of both houses of Congress that focuses specific subject areas (e.g. Special Committee on Aging)
<b>special interest groups</b>	people who are concerned with some particular issue or part of the government and who try to influence legislators to act in their favor
<b>standing committee</b>	permanent committee that focuses on specific subject areas (e.g. Education and the Workforce Committee)
<b>state legislator</b>	a member of the Florida House of Representatives (state representative) or Florida Senate (state senator)
<b>state representative</b>	a member of a state legislature (i.e. the Florida House of Representatives)
<b>state senator</b>	a member of a state legislature (i.e. the Florida Senate)
<b>Statute</b>	a law enacted at the state level
<b>summary judgment</b>	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
<b>United States representative</b>	a member of the U.S House of Representatives; representatives are elected in districts throughout each state
<b>United States senator</b>	a member of the U.S. Senate elected to represent an entire state, there are two senators per state
<b>Veto</b>	a decision by an executive authority such as a president or governor to reject a proposed law or statute
<b>writ of certiorari</b>	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)

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

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

## Benchmark Review Guide

<b>judicial review</b>	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
<b>jurisdiction</b>	the right and power for courts to interpret and apply the law
<b>Juror</b>	a member of a jury
<b>Jury</b>	a group of citizens sworn to give a true verdict according to the evidence presented in a court of law
<b>Justice</b>	the title given to judges of the U.S. Supreme Court and Florida Supreme Court
<b>original jurisdiction</b>	the power of a court to be the first to hear a case on a specific topic
<b>plaintiff/prosecutor</b>	the person who brings legal action against another person
<b>U.S. Circuit Court of Appeals</b>	the courts where parties who are dissatisfied with the judgment of a U.S. District court may take their case
<b>U.S. District Courts</b>	the courts where most federal cases begin, the U.S. District Courts are courts of original jurisdiction and hear civil and criminal cases
<b>U.S. Supreme Court</b>	the highest court of the United States; it sits at the top of the federal court system
<b>trial court</b>	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
<b>Verdict</b>	a judgment
<b>voir dire</b>	the process of questioning potential member of a jury for a trial
<b>writ of certiorari</b>	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)

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

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	trial by jury, the right to be informed of criminal charges, right to be confronted by adverse witnesses, right to an attorney, protection from self-incrimination
<b>segregation</b>	the separation of people, such as segregation based on race
<b>self-incrimination</b>	the right in the Fifth Amendment that protects a person from being forced to reveal to the police, prosecutor, judge, or jury any information that might subject him or her to criminal prosecution
<b>separation of powers</b>	the structure of the federal government, according to the U.S. Constitution, that sets up three branches with their own distinct powers and responsibilities
<b>Supremacy Clause</b>	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
<b><i>Tinker v. Des Moines</i></b>	U.S. Supreme Court case that upheld a student's First Amendment right to engage in symbolic speech in school
<b>unanimous</b>	in complete agreement
<b><i>United States v. Nixon</i></b>	U.S. Supreme Court case that limited executive privilege

### Essential Questions:

1. What are the outcomes of select landmark Supreme Court cases?
2. Why are these cases significant?

**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)

<b>amendment</b>	a change to a constitution
<b>Article</b>	a numbered chapter or section of a contract, treaty, or constitution
<b>authority</b>	the power to direct the actions of people or to make decisions
<b>constitution</b>	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
<b>Florida Declaration of Rights</b>	the part of the Florida Constitution that lists the basic rights guaranteed to all citizens who live in the state
<b>preamble</b>	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)

<b>concurrent powers</b>	powers shared by the national, state, and/or local government
<b>expressed or enumerated powers</b>	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
<b>federal government</b>	the organization through which political authority is exercised at the national level, government of the United States
<b>federalism</b>	a system of government in which power is divided and shared between national, state, and local government
<b>implied powers</b>	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
<b>inherent powers</b>	powers not listed in the U.S. Constitution but are necessary for the federal government to function
<b>local government</b>	the governing body of a municipality or county
<b>reserved powers</b>	powers that are not granted to the federal government that belong to (are reserved to) the states and the people
<b>state government</b>	the organization through which political authority is exercised at the state level, government of a specific state
<b>Tenth Amendment</b>	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)

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

<b>European Union</b>	an organization of European countries formed after World War II to reduce trade barriers and increase cooperation among its members
<b>intergovernmental organization</b>	an organization formed with groups of governments for a specific purpose
<b>international organization</b>	groups of governments or people from different countries working together to solve an issue that crosses country borders
<b>International Red Cross/Red Crescent</b>	an organization that helps people around the world respond to natural disasters and that checks on the conditions of prisoners of war
<b>non-governmental organization (NGO)</b>	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)
<b>North American Free Trade Agreement (NAFTA)</b>	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
<b>North Atlantic Treaty Organization (NATO)</b>	a group of 28 countries that has agreed to protect each other in case of attack; founded in 1949
<b>treaty</b>	an agreement or arrangement between two or more countries
<b>United Nations (UN)</b>	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
<b>United Nations International Children’s Emergency Fund (UNICEF)</b>	an agency of the United Nations established in 1946 to help governments improve the health and education of children and their mothers
<b>World Bank</b>	an organization that helps poor and middle income countries get the money they need to build improvements that will help reduce poverty
<b>World Court</b>	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
<b>World Health Organization</b>	an organization established in 1948 within the United Nations that works to improve health throughout the world
<b>World Trade Organization (WTO)</b>	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)

<b>Bay of Pigs</b>	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.
<b>Conflict</b>	a sharp disagreement (as between ideas, interests, or purposes)
<b>conflict resolution</b>	the process of ending a conflict or disagreement
<b>Cooperation</b>	the act of working together
<b>Cuban Missile Crisis</b>	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
<b>Diplomacy</b>	the work of keeping up relations between the governments of different countries
<b>Gulf War I</b>	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
<b>Gulf War II</b>	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
<b>humanitarian efforts</b>	work focused on improving the health and happiness of other people
<b>international conflict</b>	a conflict between two different nations or groups
<b>Iran Hostage Crisis</b>	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
<b>Korean War</b>	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
<b>military action</b>	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
<b>North Atlantic Treaty Organization (NATO)</b>	a group of 28 countries that has agreed to protect each other in case of attack; founded in 1949
<b>peacekeeping operations</b>	enforcing a truce between countries or groups by an international military force
<b>terrorism</b>	the use of extreme fear as a means of achieving a goal
<b>United Nations</b>	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
<b>U.S. State Department</b>	the federal department in the U. S. that sets and maintains foreign policies; part of the executive branch of the federal government
<b>Vietnam War</b>	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.
<b>World War I</b>	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
<b>World War II</b>	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?