

Please Note:

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher. In general, teachers should remain within 1-2 weeks of the suggested pacing. The list of terms and concepts is not an all-inclusive list.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

Publisher Resource:

Civics, Economics, and Geography, Florida Edition – McGraw-Hill

Course Supplemental Resources:

[Civics 360](#)

[Civics EOC Test Item Specifications](#)

[Escambia County Civics EOC Review Site](#)

[Civics Tutorials from FLDOE](#)

[Center for Civics Education](#)

[Congress for Kids](#)


[PowerPoint Presentations](#)

[iCivics](#)

[Various Civics Topics](#)


District Provided EOC Review Cards

DBQ Project Binders

	Week/ Suggested Dates	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 10 – Oct 13 (8½ weeks)	1 <u>August</u> 10,11 14,15,16,17,18	Citizenship <ul style="list-style-type: none"> • SS.7.C.2.1, SS.7.C.2.2, SS.7.C.2.3 • Terms, concepts, and ideas: vote, volunteer, alien, immigrant, law of blood, law of soil, resident, selective service, jury duty, 14th Amendment • Chapter 3 	 1st Quarter Tasks and Sample Question:
	2 & 3 <u>August</u> 21,22,23,24,25 28,29	Types and Systems of Government <ul style="list-style-type: none"> • SS.7.C.3.1, SS.7.C.3.2 • Terms, concepts, and ideas: direct democracy, republic, representative democracy, socialism, communism, monarchy, oligarchy, autocracy, absolute monarchy, republic, parliamentary, federal, confederal, unitary, governor, president, prime minister • Chapter 3 	The Constitution Boston Tea Party
	3 & 4 <u>August</u> 30,31 <u>September</u> 1 5,6	Foundations of United States Government <ul style="list-style-type: none"> • SS.7.C.1.1, SS.7.C.1.2 • Terms, concepts, and ideas: Montesquieu, separation of powers, John Locke, natural law, social contract, Magna Carta, English Bill of Rights, Mayflower Compact, <i>Common Sense</i>, limited monarchy, self-gov't • Chapter 4 	Types of Government Articles of Confederation vs. The Constitution
	5 & 6 <u>September</u> 7,8 11,12,13,14,15 18,19	Declaration of Independence <ul style="list-style-type: none"> • DBQ Project: "The Ideals of the Declaration" • SS.7.C.1.3, SS.7.C.1.4 • Terms, concepts, and ideas: Declaration of Independence, role of government, natural rights, colonial complaints of Declaration of Independence, assent, oppression, self-evident, tyranny • Chapter 4 	Declaration of Independence FloridaStudents.org
	6 & 7 <u>September</u> 20,21,22 25,26	Articles of Confederation <ul style="list-style-type: none"> • SS.7.C.1.5, SS.7.C.1.8 • Terms, concepts, and ideas: Shays's Rebellion, debt, Constitutional Convention, Federalist, Anti-Federalist, Federalist Papers, Anti-Federalist Papers • Chapter 4 	
	7 & 8 <u>September</u> 27,28,29 <u>October</u> 2,3,4,5,6	Principles of the United States Constitution <ul style="list-style-type: none"> • SS.7.C.1.7, SS.7.C.1.9 • Terms, concepts, and ideas: constitution, constitutional government, rule of law, popular sovereignty, limited government, separation of powers, checks and balances • Chapter 5 	Constitution Day and Celebrate Freedom Week Resources

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

Week/ Suggested Dates	Major Concepts / Topics	Possible Resources
<p>1 <u>October</u> 17,18,19,20</p>	<p>Structure of the United States Constitution</p> <ul style="list-style-type: none"> • SS.7.C.1.6, SS.7.C.3.3, SS.7.C.3.5 • Terms, concepts, and ideas: ordain, article, amendment, ratify, Bill of Rights, Supremacy Clause • Chapter 5 	
<p>2,3,&4 <u>October</u> 23,24,25,26,27 30,31 <u>November</u> 1,2,3 6,7,8,9</p> <p>Quarter 2 Oct 17 – Dec 21 (8 weeks + exams)</p>	<p>Bill of Rights</p> <ul style="list-style-type: none"> • SS.7.C.2.4, SS.7.C.2.5, SS.7.C.3.12 • Terms, concepts, and ideas: 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 (9th Amendment), privacy • Chapter 6 • SCOTUS cases: <i>Tinker v. Des Moines</i>, <i>Hazelwood v. Kuhlmeier</i>, <i>Miranda v. Arizona</i>, <i>Gideon v. Wainwright</i>, <i>District of Columbia v. Heller</i> • DBQ Project: “Should Schools Be Allowed to Limit Student Online Speech?” 	 <p>2nd Quarter Tasks and Sample Question:</p> <p>FloridaStudents.Org</p>
<p>5 & 6 <u>November</u> 13,14,15,16,17 20,21</p>	<p>Amendments</p> <ul style="list-style-type: none"> • SS.7.C.3.6, SS.7.C.3.7, SS.7.C.3.12 • Terms, concepts, and ideas: civil disobedience, economic freedom, forced internment, property rights, Civil Rights Acts of 1964, Civil Rights Act of 1968, Equal Rights Amendment, states’ rights, Voting Rights Act of 1965, 13th Amendment, 14th Amendment, 15th Amendment • Chapter 6 • SCOTUS case: <i>Plessy v. Ferguson</i> 	<p>Bill of Rights Game</p>
<p>7 & 8 <u>November</u> 27,28,29,30 <u>December</u> 1 4,5,6,7,8</p>	<p>Elections & Political Parties</p> <ul style="list-style-type: none"> • SS.7.C.2.3, SS.7.C.2.5, SS.7.C.2.7, SS.7.C.2.8, SS.7.C.2.9, SS.7.C.2.10, SS.7.C.2.11, SS.7.C.2.13, SS.7.C.3.7, SS.7.C.3.12 • Terms, concepts, and ideas: Communist Party, Democratic Party, Libertarian Party, Republican Party, and Socialist Party, rights, responsibilities, Civil Rights Acts of 1964, Civil Rights Act of 1968, Equal Rights Amendment, states’ rights, and Voting Rights Act of 1965, interest groups, media, symbolism • Chapter 10 & 11 • SCOTUS case: <i>Bush v. Gore</i> 	<p>Landmark Supreme Court Cases</p> <p>Supreme Court Cases</p> <p>Election Process</p>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

	Week/ Suggested Dates	Major Concepts / Topics	Possible Resources
	<p>1 & 2 January 8,9,10,11,12 16,17,18,19</p>	<p>Legislative Branch</p> <ul style="list-style-type: none"> • SS.7.C.3.3, SS.7.C.3.8, SS.7.C.3.9 • Terms, concepts, and ideas: bicameral, approval of presidential appointments, confirmation, 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, committees (standing, special, conference), impeach, majority leader, majority vote, mayor, minority leader, President pro tempore of the Senate, school boards, Speaker of the House, special interest groups. • Chapter 7 	<p>How Laws are Made</p> <p>Congress for Kids</p> <p>Learn about Congress</p> <p>The Legislative Branch</p> <p>White House Description of Legislative Branch</p>
<p>Quarter 3 Jan 8 – Mar 15 (10 weeks)</p>	<p>(sometime within weeks 1 & 4)</p>	<p>Although teachers may utilize any of the documents or exercises from the two DBQs listed below, they will choose ONE of the following DBQs for their students to write:</p> <ul style="list-style-type: none"> • DBQ Project: “How Did the Constitution Guard Against Tyranny?” • DBQ Project: “Campaign Propaganda: Which Strategy Would You Use?” <p>Teachers should have students write this DBQ sometime within weeks 1 and 4 of Quarter 3.</p>	
	<p>3 & 4 January 22,23,24,25,26 30,31 February 1,2</p>	<p>Influencing Government</p> <ul style="list-style-type: none"> • SS.7.C.2.7, SS.7.C.2.8, SS.7.C.2.9, SS.7.C.2.10, SS.7.C.2.11, SS.7.C.3.12, SS.7.C.2.13 • Terms, concepts, and ideas: Republican Party, Democratic Party, Communist Party, Libertarian Party, Socialist Party, lobbying, lobbyist, Political Action Committee, watchdog, special interest, bias, symbolism, propaganda, caucus • Chapter 10,11, & 12 	<p>White House Elections & Voting</p> <p>Inside the Voting Booth</p> <p>Interest Groups</p>



All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

<p>5 <u>February</u> 5,6,7,8,9</p>	<p>Executive Branch</p> <ul style="list-style-type: none"> • SS.7.C.3.3, SS.7.C.3.8, SS.7.C.3.12 • Terms, concepts, and ideas: presidential appointments, armed forces, concurrent powers, delegated powers, enumerated powers, foreign relations, impeachment, implied powers, regulation of trade, cabinet, impeach, pardon, executive order, veto, pocket veto, executive agreement, president, vice-president • SCOTUS case: <i>United States v. Nixon</i> • Chapter 8 	<p>President for a Day</p> <p>The Executive Branch</p> <p>Landmark Cases</p> <p>White House Description of Executive Branch</p>
<p>6 & 7 <u>February</u> 12,13,14,15,16 20,21,22,23</p>	<p>Foreign Policy</p> <ul style="list-style-type: none"> • SS.7.C.4.1, SS.7.C.4.2, SS.7.C.4.3 • Terms concepts, and ideas: alliances, allies, ambassadors, diplomacy, diplomats, doctrine, domestic affairs, embassies, foreign affairs, international relations, Secretary of State, treaty, trade, sanction, Non-Governmental Organizations/International Non-Governmental Organizations (NGO/INGO), North American Free Trade Agreement (NAFTA), North Atlantic Treaty Organization, Peace Corps, World Health Organization, International Court of Justice, (NATO), International Red Cross/Red Crescent, United Nations (UN), United Nations Children’s Fund (UNICEF), World Court, World Trade Organization (WTO), Bay of Pigs, Cuban Missile Crisis, Gulf Wars I and II, Iran Hostage Crisis, Korean War, terrorism, Vietnam War, World War I, and World War II • Chapter 25 	<p>International Organizations Tutorial</p>
<p>8 & 9 <u>February</u> 26,27,28 <u>March</u> 1,2 5,6,7,8,9</p>	<p>Judicial Branch</p> <ul style="list-style-type: none"> • SS.7.C.3.3, SS.7.C.3.8, SS.7.C.2.5, SS.7.C.3.12 • Terms, concepts, and ideas: precedent, <i>ex post facto</i>, <i>habeas corpus</i>, independent judiciary, summary judgement, Chief Justice, Supreme Court, judicial review, court order, writ of certiorari, appellate process, privacy • SCOTUS case: <i>Marbury v. Madison</i> • Chapter 9 	<p>Supreme Court Cases</p> <p>White House Description of Judicial Branch</p>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 4 Mar 19 – May 24 (7½ weeks + exams)	1 & 2 <u>March</u> 19,20,21,22,23 (Spring Break is 3/26-3/30) <u>April</u> 2,3,4,5,6	Law and the Court System <ul style="list-style-type: none"> • SS.7.C.3.10, SS.7.C.3.11, SS.7.C.3.12 • Terms, concepts, and ideas: juvenile law, appeal, appellate court, circuit courts, county courts, District Court of Appeals, judge, judicial review, jurisdiction, justice, U.S. Circuit Court of Appeals, U.S. District Courts, U.S. Supreme Court, trial court, prosecution, defendant, jury, dispute, ruling, civil law, criminal law, military law, constitutional law, precedent, summons, opinion, juvenile rights, rights of the accused, segregation • SCOTUS case: <i>in re Gault</i> • Review of SCOTUS cases: <i>District of Columbia v. Heller</i>, <i>Marbury v. Madison</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, <i>Tinker v. Des Moines</i>, <i>Hazelwood v. Kuhlmeier</i>, <i>United States v. Nixon</i>, <i>Bush v. Gore</i> • Chapter 15 & 16 	Landmark Cases The Role of the Courts Tutorial  3rd Quarter Tasks and Sample Question:
	3 & 4 <u>April</u> 9,10,11,12,13 16,17,18,19,20	State and Local Government <ul style="list-style-type: none"> • SS.7.C.3.4, SS.7.C.3.9, SS.7.C.3.11, SS.7.C.3.13, SS.7.C.3.14 • Terms, concepts, and ideas: Florida Declaration of Rights, federal system, reserved powers, concurrent powers, supremacy clause, federalism, mayor, ordinance, statute, act, school board, county, city, levy, city charter, Florida Supreme Court, county courts, circuit courts, District Court of Appeals • Chapter 13 & 14 	 4th Quarter Tasks and Sample Question: Constitution and Federalism
	5 → EOC <u>April</u> 23 → EOC	EOC Assessment Review <ul style="list-style-type: none"> • FL DOE Civics EOC Test Item Specifications & Sample Questions 	EOC Review Site
	Post-EOC	<ul style="list-style-type: none"> • Teacher selected DBQ to supplement the standards 	

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.