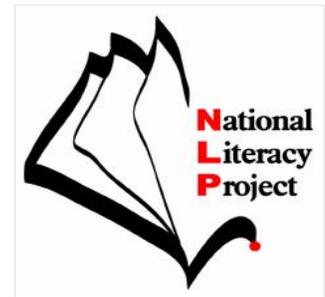




**Literacy Design
Collaborative**



Florida Joint Center for Citizenship



Matrix of Modules, Benchmarks Covered, Authors, and Teaching Tasks National Literacy Project Civics Collection Revised October 2017

The NLP Civics Collection is a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although these modules were written with Florida Standards in mind, they can be easily adapted for use in other states.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Project Collection* cover all of the benchmarks in civics that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (LAFS) are also addressed in each module. In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

Grade	Title	Grade Level Civics Benchmarks	Original Authors/Florida County	Teaching Task	Overview of Module
K	A. Why Rules and Laws Are Important (3 hours)	<u>K.1.1</u> : Define and give examples of rules and laws. <u>K.1.2</u> : Explain purpose and necessity of rules and laws at home, school, and community.	Rachael Moose, Pam Ferrante, and sandy mcglynn (Seminole)	Why are rules important? After listening to literary and informational texts on the importance of rules and laws, draw a picture and write or dictate at least one sentence in which you explain why one of the rules in the texts is important. Support your response with evidence from the text/s.	Students explore rules and laws and develop an understanding of why they are necessary at home, school, and in the community.
	B. What Good Citizens Do (3 hours)	<u>K.2.1</u> : Demonstrate characteristics of good citizens. <u>K.2.2</u> : Demonstrate that conflicts can be resolved. <u>K.2.3</u> : Describe fair ways for groups to make decisions.	Karen Nolen, Rachael Moose, Pam Ferrante, and sandy mcglynn (Seminole)	After listening to literary and informational texts on what good citizens do, draw a picture and write or dictate at least one sentence for a class book in which you describe the actions of a good citizen from one of the texts. Support your response with evidence from the text/s.	Students recognize characteristics of being a good citizen, explain how friends can resolve conflicts, and describe fair ways for groups to make decisions.
1	A. People, Rules, and Laws (3 hours)	<u>1.1.1</u> : Explain purpose of rules and laws. <u>1.1.2</u> : Give examples of people with power to make and enforce rules and laws.	Pam Ferrante, Karen Nolen, Patricia Goldman (Seminole)	After listening to texts on school and community rules and laws, and the people who enforce them, write a paragraph in which you explain why one rule mentioned in the books is important and what could happen if people break this rule. Support your response with evidence from the text/s.	Students share ideas about why rules are important, how rules are enforced, who enforces rules, and what happens when people do not follow the rules.

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	<p>B. Citizens Have Responsibility</p> <p>(5 hours)</p>	<p><u>1.2.1:</u> Explain rights and responsibilities students have in the school community.</p> <p><u>1.2.2:</u> Describe characteristics of responsible citizenship in the school community.</p> <p><u>1.2.3:</u> Identify ways students can participate in the betterment of their school and community.</p> <p><u>1.2.4:</u> Show respect and kindness to people and animals.</p>	<p>Pam Ferrante (Seminole)</p>	<p>What does it mean to be a responsible citizen? After reading and listening to literary and informational texts on being a responsible citizen, write at least one paragraph in which you explain how a character from one of the texts showed the characteristics of responsible citizenship in school or the community. Support your response with evidence from the text/s.</p>	<p>Students explore the idea of responsible citizenship in their school and community.</p>
	<p>C. Conflict Resolution</p> <p>(3 hours)</p>	<p><u>1.1.3:</u> Give examples of use of power without authority in the school and community.</p> <p><u>1.3.1:</u> Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p>	<p>Pam Ferrante and Patricia Goldman (Seminole)</p>	<p>After listening to literary text(s) on conflict resolution, write a paragraph in which you explain how a conflict in one of the texts was resolved in a way that was fair and just. Support your response with evidence from the text/s.</p>	<p>Students explore the idea of conflict resolution and some fair and just ways to resolve conflicts including incidents about bullying.</p>
	<p>D. American Symbols</p> <p>(3 hours)</p>	<p><u>1.3.2:</u> Recognize symbols and individuals that represent American constitutional democracy.</p>	<p>Patricia Goldman and Pam Ferrante (Seminole)</p>	<p>After reading and listening to texts about American symbols, draw one symbol and write a paragraph in which you explain the symbol's meaning. Support your response with evidence from the text/s.</p>	<p>Students learn about the importance of American symbols. Students then share their understanding of the symbols by drawing, writing, and speaking about the symbols.</p>

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				Include at least one historical or descriptive fact about the symbol in your response.	
2	A. The United States Constitution (7 hours)	<u>2.1.1</u> : Explain why people form governments. <u>2.1.2</u> : Explain consequences of absence of rules and laws. <u>2.3.1</u> : Identify Constitution as document that establishes the structure, function, powers, and limits of American government.	Rhonda Marynec and Nadya Acevedo (Brevard)	After reading the Preamble of the Constitution and secondary sources about the constitution, write one to three paragraphs in which you explain the founding fathers' reasons for forming the government. Support your response with evidence from the text/s.	Students understand what the Constitution does and says, they identify founding fathers, and write one to three paragraphs explaining the reasons the founding fathers' wrote the Constitution. Students study the Preamble as the introduction of the Constitution.
	B. Rights and Responsibilities of U.S. Citizens (7 hours)	<u>2.2.1</u> : Identify what it means to be a US citizen by birth or naturalization. <u>2.2.3</u> : Explain why U.S. citizens have guaranteed rights and identify rights. <u>2.3.2</u> : Recognize symbols, individuals, events and documents that represent the U.S.	Denise Crabtree and Lauren Pantoja (Pasco)	After reading the first amendment and informational texts on the rights and responsibilities of U.S. citizens, write at least one paragraph in which you explain why one right of U.S. citizens is guaranteed and why one responsibility is important. Support your response with evidence from the text/s.	Students learn about rights and responsibilities of U. S. citizens. Students explore the relationship between guaranteed rights and why the associated responsibility is important.
	C. Responsible Citizenship (6 hours)	<u>2.2.2</u> : Define and apply characteristics of responsible citizenship. <u>2.2.4</u> : Identify ways citizens can make a	Denise Crabtree and Lauren Pantoja (Pasco)	After reading informational texts on the characteristics of responsible citizenship, write at least one paragraph in which you explain how one citizen we learned	Students learn about the characteristics of responsible citizens and positive ways citizens contribute to their various communities.

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		<p>positive contribution in their community.</p> <p><u>2.2.5</u>: Evaluate the contributions of African Americans, Hispanics, Native Americans, veterans, and women.</p>		<p>about made a positive contribution to his or her community and how that person represents the characteristics of responsible citizenship. Support your response with evidence from the text/s.</p>	
3	<p>A. By the People, For the People: Government and the Constitution</p> <p>(8 hours)</p>	<p><u>3.1.1</u>: Explain purpose and need of government.</p> <p><u>3.1.2</u>: Describe how government gains power from the people.</p> <p><u>3.1.3</u>: Explain how government was established through a written Constitution.</p> <p><u>3.3.4</u>: Recognize that U.S. Constitution is supreme law of the land.</p>	Christy Gabbard (PK Yonge)	<p>After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution. Support your response with evidence from the text/s.</p>	<p>Students explore how the government was established through a written Constitution, the purpose of the Constitution, and the relationship of the government with a written Constitution.</p>
	<p>B. Comparing Three Levels of Government</p> <p>(7 hours)</p>	<p><u>3.2.1</u>: Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</p> <p><u>3.3.1</u>: Identify levels of government (local, state, federal).</p> <p><u>3.3.2</u>: Describe how government is organized at</p>	Christy Gabbard (PK Yonge) and Heather Lacey (Fredrick County, Maryland)	<p>After reading informational texts on local, state, and federal government, write a report in which you compare the services provided at each level of government. Support your opinion with evidence from the text/s. What conclusions can you draw about the different roles of the local, state, and federal government?</p>	<p>Students learn about the three levels of government and describe and compare the services offered at each level (local, state, federal).</p>

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		<p>the local level. <u>3.3.3</u>: Recognize that every state has constitution.</p>			
4	<p>A. The Florida State Constitution: Structure, Function, and Purpose (11 hours)</p>	<p><u>4.1.1</u>: Describe how Florida’s constitution protects rights of citizens and provides for the structure, function, and purposes of state government. <u>4.3.1</u>: Identify three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each. <u>4.3.2</u>: Distinguish between state and local government.</p>	<p>Autumn McKenzie and Daryl Saunders (Hillsborough) and Lauren Pantoja (Pasco)</p>	<p>After reading primary and secondary sources on Florida's state government, write an essay in which you explain how the Florida Constitution guides the structure, function, and purposes of the state government, and protects the rights of its citizens. Support your response with evidence from the text/s.</p>	<p>Students explore Florida's Constitution and how it protects the rights of the Citizens of Florida. Students explain how the Florida Constitution guides the structure, function, and purpose of the government.</p>
	<p>B. Florida Citizens Working Together (9 hours)</p>	<p><u>4.2.1</u>: Discuss public issues in Florida that impact the daily lives of its citizens. <u>4.2.2</u>: Identify ways citizens work together to influence government and help solve community and state problems. <u>4.2.3</u>: Explain importance of public service, voting, and volunteerism.</p>	<p>Rich Hattal (Brevard)</p>	<p>After reading literary and informational texts on civic engagement in Florida, write an essay in which you relate how Florida citizens described in the texts worked together to solve civic issues. What conclusions can you draw about the importance of collaboration in public service? Support your response with evidence from the text/s.</p>	<p>Students explore how citizens in Florida work together to solve community and state problems. Civic engagement is a central concept in this module. Students draw conclusions about the importance of collaboration in public service.</p>

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5	A. Roots of American Democracy: Declaration of Independence to Articles of Confederation (10 hours)	<p><u>5.1.1</u>: Explain how and why the US government was created.</p> <p><u>5.1.3</u>: Explain the definition and origin of rights.</p> <p><u>5.1.4</u>: Identify the Declaration of Independence’s grievances and the Articles of Confederation’s weaknesses.</p> <p><u>5.2.1</u>: Differentiate ideas of Patriots, Loyalists, and “undecided” in Revolution.</p>	Lauren Pantoja and Denise Crabtree (Pasco)	After reading informational texts about the transition from British colonies to an independent nation, write an essay in which you explain why the Articles of Confederation were ratified and how they addressed the grievances of the Declaration of Independence. Support your response with evidence from the text/s. Include at least three examples from the texts in your response.	Students study the Declaration of Independence and how the grievances outlined in that document influenced the drafting of the Articles of Confederation, both documents that created a foundation for the Constitution. Students are introduced to the origin of the concept of "rights" and how Locke's ideas were used in the Articles of Confederation. The philosophies of the key players in these events, the Loyalists and the Patriots, are examined.
	B. Roots of American Democracy: Federalism (9 hours)	<p><u>5.1.1</u>: Explain how and why the US government was created.</p> <p><u>5.1.2</u>: Define a constitution, and discuss its purposes.</p> <p><u>5.1.4</u>: Describe the Declaration of Independence’s grievances and the Articles of Confederation weaknesses.</p> <p><u>5.1.6</u>: Compare views of Federalists and Anti-Federalists views of government.</p>	Rich Hattal and Rhonda Marynec (Brevard)	After reading primary and secondary source documents on the formation of the United States government, write an essay in which you explain why compromise between federalists and anti-federalists was needed to form a government that has lasted over 200 years. Support your response with evidence from the text/s.	Students explore the early development of American rights and read from primary and secondary source documents such as the <i>Federalist Papers</i> . Students uncover reasons that compromise was necessary to ensure a government that would last.

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	<p>C. Civil and Political Rights</p> <p>(9 hours)</p>	<p><u>5.1.5</u>: Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U. S. Constitution.</p> <p><u>5.2.3</u>: Analyze how constitution expanded voting rights from our nation’s early history to today.</p> <p><u>5.3.4</u>: Describe amendment process as defined in Article V of the Constitution and give examples.</p> <p><u>5.3.5</u>: Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p>	<p>Rich Hattal and Rhonda Marynec (Brevard)</p>	<p>After reading the Bill of Rights and informational texts on the Bill of Rights, write an essay in which you explain how one of the first ten amendments guarantees freedom to citizens and limits the power of government. Support your response with evidence from the text/s.</p>	<p>Students examine the purpose and power of the Bill of Rights, the amendment process, and voting rights. The focus is on how the Bill of Rights impacts the civic and political rights of citizens and limits the power of the government.</p>
	<p>D. Basic Principles of the U. S. Constitution: Limiting Government</p> <p>(11 hours)</p>	<p><u>5.3.1</u>: Describe the organizational (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U. S. Constitution.</p> <p><u>5.3.2</u>: Explain how popular sovereignty, rule of law, separation of powers, checks and balances,</p>	<p>Donna Dunakey, Sharon Costedio, Tara Sunnarborg (Charlotte)</p>	<p>How does the Constitution limit the powers of the United States government? After reading primary source documents and informational texts on the Constitutional limits of governmental power, write a speech in which you explain how one principle found in the Constitution (separation of powers, checks and balances, popular sovereignty, rule of law, federalist</p>	<p>Students examine the basic principles of the United States constitution. After examining separation of powers, checks and balances, popular sovereignty, rule of law, federalism, and individual rights, students write a speech explaining one principle found in the Constitution and how that principle limits the powers of government.</p>

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		<p>federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and the Bill of Rights.</p> <p><u>5.3.3</u>: Give examples of powers granted to the federal government and those reserved for the states.</p> <p><u>5.3.6</u>: Examine foundation of the U. S. legal system by recognizing the role of the courts in interpreting law and settling conflicts.</p>		<p>or individual rights) limits the powers of American government. Support your response with evidence from the text/s.</p>	
	<p>E. Raise Your Hand! Why is Civic Responsibility Is Important to American Democracy (7 hours)</p>	<p><u>5.2.2</u>: Compare political participation of Colonial times to today.</p> <p><u>5.2.4</u>: Evaluate importance of civic responsibilities in American democracy</p> <p><u>5.2.5</u>: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p>	<p>Denise Peters and Rich Hattal (Brevard)</p>	<p>After reading informational texts and viewing historical images, write an essay in which you explain the importance of civic responsibility in American democracy. Support your response with evidence from the text/s. Give one example from the past or current events to illustrate and clarify your position.</p>	<p>Students examine the duties and responsibilities of U. S. citizens including those of Colonial times. Students consider several civic responsibilities and explain why civic responsibility is important to American Democracy.</p>
<p>6</p>	<p>A. The Influence of</p>	<p><u>6.1.1</u>: Identify democratic principles of ancient</p>	<p>Lauren Pantoja (Pasco) and</p>	<p>After reading informational texts on ancient Greek and Roman</p>	<p>Students explore the influence of Greek and Roman principles on the</p>

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	Greek and Roman Democratic Principles on the American Political Process (8 hours)	Greece that served as a foundation for American constitutional democracy. <u>6.1.2:</u> Identify how the government of the Roman Republic contributed to the development of democratic principles. <u>6.2.1:</u> Identify principles from ancient Greece and Rome civilizations which are reflected in American political process today, and discuss their effect on the American political process.	Martha Ford (Hillsborough)	governments, write an essay in which you describe the democratic principles of these two governments that are reflected in the United States political process today. Support your discussion with evidence from the text/s.	American political tradition. Students read primary and secondary sources that introduce the various aspects of Greek and Roman philosophy and their effects on the ancient laws. They will then apply that information to the founding of our own government.