



### Matrix of Modules and Civics Benchmarks and LAFS Covered NLP Civics Collection

Grade	Title Teaching Task	Civics Benchmarks	LAFS Reading Standards	LAFS Writing Standards	Other LAFS Standards
K	<p><b>A. Why Rules and Laws are Important (3 hours)</b>            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.</p> <p><b>Template IE3: Explanation</b></p>	<p><u>K.1.1</u>: Define and give examples of rules and laws. and why they are important.  <u>K.1.2</u>: Explain purpose and necessity of rules and laws at home, school, and community.</p>	<p><u>K.RI.4.10</u>: Actively engage in group reading activities with purpose and understanding.  <u>K.RL.4.10</u>: Actively engage in group reading activities with purpose and understanding.</p>	<p><u>K.W.1.2</u>: Uses a combination of drawing, dictating, and writing to compose information/ explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	

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	<p><b>B. What Good Citizens Do (3 hours)</b> After listening to literary and informational texts on what good citizens do, draw a picture or 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.</p> <p><b>Template IE2: Description</b></p>	<p><u>K.2.1</u>: Demonstrate characteristics of good citizens. <u>K.2.2</u>: Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. <u>K.2.3</u>: Describe fair ways for groups to make decisions.</p>	<p><u>K.RI.1.1</u>: With prompting and support, ask and answer key details about a text. <u>K.RL.1.2</u>: With prompting and support, retell familiar stories including key details.</p>	<p><u>K.W.1.2</u>: Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><u>K.SL.1.1</u>: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
1	<p><b>A. People, Rules, and Laws (3 hours)</b> After listening to literary 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.</p> <p><b>Template IE3: Explanation</b></p>	<p><u>1.1.1</u>: Explain purpose of rules and laws in the school and community. <u>1.1.2</u>: Give examples of people with power and authority to make and enforce rules and laws in the school and community.</p>	<p><u>1.RL.1.2</u>: Retell stories, including key details, and demonstrate understanding of their central lesson or message.</p>	<p><u>1.W.1.2</u>: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><u>1.SL.1.1</u>: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

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	<p><b>B. Citizens Have Responsibility (5 hours)</b>            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><b>Template IE3: Explanation</b></p>	<p><u>1.2.1</u>: Explain rights and responsibilities students have in the school community.  <u>1.2.2</u>: Describe characteristics of responsible citizenship in the school community.  <u>1.2.3</u>: Identify ways students can participate in the betterment of their school and community.  <u>1.2.4</u>: Show respect and kindness to people and animals.</p>	<p><u>1.RI.1.1</u>: Ask and answer key details about a text.</p>	<p><u>1.W.1.2</u>: Uses a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic.  <u>1.W.3.8</u>: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>1.SL.1.2</u>: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
	<p><b>C. Conflict Resolution (3 hours)</b>            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><b>IE3: Explanation</b></p>	<p><u>1.1.3</u>: Give examples of use of power without authority in the school or community.  <u>1.3.1</u>: Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p>	<p><u>1.RL.1.2</u>: Retell stories, including key details and demonstrate understanding of their central message or lesson.</p>	<p><u>1.W.3.8</u>: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>1.SL.1.2</u>: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

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	<p><b>D.</b> <b>American Symbols</b> <b>(3 hours)</b> After reading and listening to texts about American symbols, draw one symbol and write a paragraph in which you explain symbol's meaning. Support your response with evidence from the text/s. Include at least one historical or descriptive fact about the symbol in your response.</p> <p><b>Template IE3: Explanation</b></p>	<p><u>1.3.2</u>: Recognize symbols and individuals that represent American constitutional democracy.</p>	<p><u>1.RI.3.7</u>: Use illustrations and details in a text to describe its key ideas.</p>	<p><u>1.W.3.8</u>: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>1.SL.1.1</u>: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
2	<p><b>A.</b> <b>The United States Constitution</b> <b>(7 hours)</b> 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.</p> <p><b>Template IE3: Explanation</b></p>	<p><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 function, powers, and limits of American government.</p>	<p><u>2.RI.1.3</u>: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <u>2.RI.2.4</u>: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p><u>2.W.1.2</u>: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. <u>2.W.3.8</u>: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>2.SL.1.1</u>: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
	<p><b>B.</b> <b>Rights and Responsibilities of</b></p>	<p><u>2.2.1</u>: Identify what it means to be a U.S. citizen</p>	<p><u>2.RI.1.3</u>: Describe the connection between a</p>	<p><u>2.W.1.2</u>: Write informative/explanatory</p>	

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	<p><b>U.S. Citizens (7 hours)</b> 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.</p> <p><b>Template IE3: Explanation</b></p>	<p>by birth or naturalization. <u>2.2.3:</u> Explain why US citizens have guaranteed rights and identify rights. <u>2.3.2:</u> Recognize symbols, individuals, events, and documents that represent the U.S.</p>	<p>series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <u>2.RI.2.6:</u> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>texts in which they introduce a topic, use facts and definitions to develop points.</p>	
	<p><b>C. Responsible Citizenship (6 hours)</b> After reading informational texts on the characteristics of responsible citizenship, write at least one paragraph in which you explain how one citizen we learned 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> <p><b>Template IE3: Explanation</b></p>	<p><u>2.2.2:</u> Define and apply characteristics of responsible citizenship. <u>2.2.4:</u> Identify ways citizens can make a positive contribution. <u>2.2.5:</u> Evaluate the contributions of African Americans, Hispanics, Native Americans, veterans, and women.</p>	<p><u>2.RI.1.3:</u> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><u>2.W.3.8:</u> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>2.SL.1.2:</u> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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3	<p><b>A.</b> <b>By the People, For the People: Government and the Constitution (8 hours)</b> 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><b>Template IE3: Explanation</b></p>	<p><u>3.1.1</u>: Explain purpose and need of government. <u>3.1.2</u>: Describe how government gains power from the people. <u>3.1.3</u>: Explain how government was established through a written Constitution. <u>3.3.4</u>: Recognize that U.S. Constitution is supreme law of land.</p>	<p><u>3.RI.1.1</u>: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>	<p><u>3.W.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
	<p><b>B.</b> <b>Comparing Three Levels of Government (7 hours)</b> 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><b>Template IE5: Comparison</b></p>	<p><u>3.2.1</u>: Identify group and individual citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. <u>3.3.1</u>: Identify levels of government (local, state, federal). <u>3.3.2</u>: Describe how government is organized at the local level. <u>3.3.3</u>: Recognize that every state has constitution.</p>	<p><u>3.RI.3.9</u>: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><u>3.W.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>3.W.3.7</u>: Conduct short research projects that build knowledge about a topic.</p>	

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4	<p>A. <b>The Florida State Constitution: Structure, Function, and Purpose (11 hours)</b> 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><b>Template IE3: Explanation</b></p>	<p>4.1.1: Describe how Florida's constitution protects rights of citizens and provides for the structure, function, and purposes of state government. 4.3.1: Identify three branches (Legislative, Judicial, Executive) of government in Florida. 4.3.2: Distinguish between state and local government.</p>	<p>4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>4.SL.1.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>
	<p>B. <b>Florida Citizens Working Together (9 hours)</b> After reading literary and informational texts on civic engagement in Florida, write an essay in which you explain how Florida citizens described in the texts worked together to solve community or state problems. What conclusions can you draw about the importance of collaboration in public service? Support your response with evidence from the text/s.</p>	<p>4.2.1: Discuss public issues in Florida. 4.2.2: Identify ways citizens work together to influence government. 4.2.3: Explain importance of public service.</p>	<p>4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.3.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 4.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

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	<b>Template IE3: Explanation</b>				
5	<p>A.</p> <p><b>Roots of American Democracy: Declaration of Independence to Articles of Confederation (10 hours)</b></p> <p>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.</p> <p><b>Template IE3: Explanation</b></p>	<p><u>5.1.1</u>: Explain how and why the U.S. 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 the American Revolution.</p>	<p><u>5.RI.3.9</u>: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>5.W.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><u>5.SL.1.1</u>: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><u>5.L.3.4</u>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content choosing flexibly from a range of strategies.</p>
	<p>B.</p> <p><b>Roots of American Democracy: Federalism (9 hours)</b></p> <p>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</p>	<p><u>5.1.1</u>: Explain how and why the U.S. 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 Independences grievances</p>	<p><u>5.RI.1.3</u>: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><u>5.W.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	

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	<p>and anti-federalists was needed to form a government that has lasted over 200 years. Support your response with evidence from the text/s.</p> <p><b>Template IE3: Explanation</b></p>	<p>and the Articles of Confederation’s weaknesses.</p> <p><u>5.1.6</u>: Compare views of Federalists and Anti-Federalists views of government.</p>			
	<p><b>C. Civil and Political Rights (9 hours)</b></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><b>Template IE3: Explanation</b></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><u>5.RI.1.2</u>: Determine two or more main ideas of a text and explain how they are supported by key details.</p>	<p><u>5.W.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
	<p><b>D. Basic Principles of the U. S. Constitution: Limiting Government (11 hours)</b></p> <p>How does the Constitution limit</p>	<p><u>5.3.1</u>: Describe the organizational (legislative, executive, judicial branches) and powers of the federal</p>	<p><u>5.RI.3.9</u>: Integrate information from two texts on the same topic in order to write or speak about the subject</p>	<p><u>5.W.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	

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	<p>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 or individual rights) limits the powers of American government. Support your response with evidence from the text/s.</p> <p><b>Template IE3: Explanatory</b></p>	<p>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, 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>knowledgeably.</p>	<p><u>5.W.2.4</u>: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	
	<p><b>E. Raise Your Hand! Why Civic Responsibility Is Important to American Democracy (7 hours)</b></p> <p>After reading informational texts and viewing historical images, write an essay in which you explain the importance of civic</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</p>	<p><u>5.RI.3.9</u>: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>5.W.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	

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	<p>responsibility in American democracy. Support your response with evidence from the text/s. Give one example from the past or present to illustrate and clarify your position.</p> <p><b>Template IE3: Explanation</b></p>	<p>citizens go beyond basic civic and political responsibilities to improve government and society.</p>			
6	<p><b>A.</b> <b>The Influence of Greek and Roman Democratic Principles on the American Political Process (8 hours)</b> After reading informational texts on ancient Greek and Roman 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.</p> <p><b>Template IE2: Description</b></p>	<p><u>6.1.1</u>: Identify democratic principles of ancient 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.</p>	<p><u>6.RI.1.2</u>: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><u>6.W.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>SS.6.W.3.2</u>: Explain the democratic concepts developed in ancient Greece. <u>SS.6.W.3.10</u>: Describe the government of the Roman Republic and its contribution to the development of democratic principles.</p>	<p><u>6.SL.1.1</u>: Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>