



Access Civics
Grade 7
(#7821021)

May 2017

Access M/J Civics (#7821021)

Course Number: 7821021

Abbreviated Title: ACCESS M/J CIVICS

Course Path: Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas

Course Length: Year (Y)

Course Type: Core Course

Course Status : Course Approved

Course Section: Exceptional Student Education

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click here](#)

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).

Additional Instructional Resources:

A.V.E. for Success Collection: [Click here](#)

Course Standards

SS.7.C.1.1:

Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.a:	Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.			
SS.7.C.1.Su.a:	Recognize the United States Constitution was based on ideas from the past.			
SS.7.C.1.Pa.a:	Recognize that ideas of people influence others.			
Resources:	Analyzing the Declaration of Independence Click here The Declaration of Independence website Click here The Declaration of Independence printable Click here The Declaration of Independence PowerPoint Click here Element Card Click here			

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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.b:	Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.Su.b:	Recognize an influence on the colonists' view of government, such as the Mayflower Compact.			
SS.7.C.1.Pa.b:	Recognize that ideas of people influence others.			
Resources:	Resources: Magna Carta PowerPoint Click here Thomas Paine "Common Sense" Liberty Kids video Click here The Pilgrims Mayflower Compact Social Studies Video PBS Learning Media Click here Colonist: What Were They Thinking Click Here Element Card Click here			

[SS.7.C.1.3:](#)

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.c:	Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.			
SS.7.C.1.Su.c:	Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.			
SS.7.C.1.Pa.c:	Recognize people in the American colonies were unhappy with the way England was treating them.			
Resources:	Element Card Click here			

[SS.7.C.1.4:](#)

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.d:	Identify complaints described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, and cutting off trade with other countries.			
SS.7.C.1.Su.d:	Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, or cutting off trade with other countries.			
SS.7.C.1.Pa.d:	Recognize people in the American colonies were unhappy with the way England was treating them.			
Resources:	Analyzing the Declaration of Independence Click Here School House Rock: Declaration of Independence Click Here Element Card Click here			

[SS.7.C.1.5:](#)

Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.e:	Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.			
SS.7.C.1.Su.e:	Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.			
SS.7.C.1.Pa.e:	Recognize that government can be changed.			
Resources:	Element Card Click here			

SS.7.C.1.6:

Interpret the intentions of the Preamble of the Constitution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.f:	Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.			
SS.7.C.1.Su.f:	Recognize that the Preamble of the United States Constitution states the reasons the government was created.			
SS.7.C.1.Pa.f:	Recognize a reason for government.			
Resources:	Mini-Page: The Constitution Click Here School House Rock: Preamble Click Here The Preamble to Our Constitution website Click here The Preamble to Our Constitution print outs Click here The Declaration of Independence PowerPoint Click here Element Card Click here			

SS.7.C.1.7:

Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.g:	Identify examples of separation of powers in the Constitution, such as the three branches of government.			
SS.7.C.1.Su.g:	Recognize the powers of the branches of government of the United States.			
SS.7.C.1.Pa.g:	Recognize that the government has different parts.			
Resources:	Federalism Click here			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	Separation of Powers video Click here The Declaration of Independence PowerPoint Click here Branches of Power Game Click Here 3 Branches of Government video Click Here Three Branches of Government Lesson Plan Click Here Three Branches of Government Poster Click Here Branches of Government Game Click here Constitution 101 PowerPoint Click here Ben's Guide Click here Element Card Click here			

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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.h:	Identify an argument for and against the inclusion of a bill of rights in the Constitution.			
SS.7.C.1.Su.h:	Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states			
SS.7.C.1.Pa.h:	Recognize that both individuals and groups have rights.			
Resources:	The Declaration of Independence PowerPoint Click here The Bill of Rights Click Here The first Amendment: Freedom of Expression Click Here The Bill of Rights: Interactive Quiz Click Here School House Rock: Just a Bill Click Here Smart Board Activity: Bill of Rights Click Here Smart Board Activity: Bill of Rights (Quiz show activity) Click Here Element Card Click here			

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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.1.In.i:	Identify how the rule of law is used in American government, such as people must follow the laws of the government.			
SS.7.C.1.Su.i:	Recognize that people must follow the laws of American government.			
SS.7.C.1.Pa.i:	Recognize that people must follow laws of government.			
Resources:	Understanding Rule of Law Click Here Rule of Law video Click Here Rule of Law iCivics Click Here Element Card Click here			

SS.7.C.2.1:

Define the term "citizen," and identify legal means of becoming a United States citizen.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.a:	Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.			
SS.7.C.2.Su.a:	Recognize that a citizen is a legal resident of a country.			
SS.7.C.2.Pa.a:	Recognize a person who is an American citizen.			
Resources:	Defining Citizenship Click here What are two ways of becoming a U.S. citizen? Click here			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Citizenship: It All Starts Here! Immigration Nation Click Here Immigration game Click Here Defining Citizenship: (Civics360) Click Here Element Card Click here				

SS.7.C.2.2:

Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.b:	Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.			
SS.7.C.2.Su.b:	Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.			
SS.7.C.2.Pa.b:	Recognize an obligation of citizens, such as obeying laws.			
Resources: Show Your Citizenship! Click Here Trial by Jury: You Decide! Click Here FAQs: Juries: (Qualifications & Types of Juries & What to Expect as a Juror) Click Here Tax Man Max -- Schoolhouse Rock: Click Here Smart Board Activity: Citizen Rights and Responsibilities in Your Community Click Here Citizen Rights & Responsibilities Click Here Click Here Element Card Click here				

SS.7.C.2.3:

Experience the responsibilities of citizens at the local, state, or federal levels.

Remarks/Examples:

Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.c:	Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.			
SS.7.C.2.Su.c:	Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.			
SS.7.C.2.Pa.c:	Recognize a responsibility of a good citizen, such as voting.			
Resources:	Element Card Click here			

SS.7.C.2.4:

Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.d:	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.			
SS.7.C.2.Su.d:	Recognize the rights of individuals in the Bill of Rights.			
SS.7.C.2.Pa.d:	Recognize a right of citizens guaranteed by law.			
Resources:	What are my First Amendment rights? Click here The Bill of Rights PP Click here Bill of Rights folder game/ worksheet link Click here Bill of Rights folder game/worksheet Click here A 3-Minute Guide to the Bill of Rights Click Here The Bill of Rights Click Here Exploring The First Amendment Click Here			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	Know Your Rights: Examining the Bill of Rights Click Here Just a Bill: School House Rock Click Here Element Card Click here			

[SS.7.C.2.5:](#)

Distinguish how the Constitution safeguards and limits individual rights.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.e:	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.			
SS.7.C.2.Su.e:	Recognize the rights of individuals in the Bill of Rights.			
SS.7.C.2.Pa.e:	Recognize a right of citizens guaranteed by law.			
Resources:	What are my First Amendment rights? click here The Bill of Rights PP click here Bill of Rights folder game/ worksheet link click here Bill of Rights folder game/worksheet click here School House Rock: Just a Bill Click Here Element Card Click here			

[SS.7.C.2.6:](#)

Simulate the trial process and the role of juries in the administration of justice.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.f:	Identify the purpose of a jury in a trial.			
SS.7.C.2.Su.f:	Recognize the purpose of the jury in a trial.			
SS.7.C.2.Pa.f:	Recognize a right of citizens guaranteed by law.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	Element Card Click here			

[SS.7.C.2.7:](#)

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

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.g:	Describe the voting process for selecting leaders in the school or community.			
SS.7.C.2.Su.g:	Identify how to vote for a leader in the school or community.			
SS.7.C.2.Pa.g:	Recognize that people can vote to select a leader in the school or community.			
Resources:	Element Card Click here			

[SS.7.C.2.8:](#)

Identify America's current political parties, and illustrate their ideas about government.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.h:	Identify the current political parties in America.			
SS.7.C.2.Su.h:	Recognize the current political parties in America.			
SS.7.C.2.Pa.h:	Recognize that there are political parties in America.			
Resources:	Political Parties in America Click Here Political Parties PowerPoint Click Here Element Card Click here			

SS.7.C.2.9:

Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.i:	Identify the qualifications of candidates for a political office.			
SS.7.C.2.Su.i:	Recognize that candidates run for a political office.			
SS.7.C.2.Pa.i:	Recognize a political office.			
Resources:	Element Card Click here			

SS.7.C.2.10:

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.j:	Identify how the media and people influence government.			
SS.7.C.2.Su.j:	Recognize that the media and people can influence government.			
SS.7.C.2.Pa.j:	Recognize that the media influences people.			
Resources:	The Role of Media Click here Influencing Government Click Here Element Card Click here			

SS.7.C.2.11:

Analyze media and political communications (bias, symbolism, propaganda).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.k:	Identify how the media and people influence government.			
SS.7.C.2.Su.k:	Recognize that the media and people can influence government.			
SS.7.C.2.Pa.k:	Recognize that the media influences people.			
Resources:	The Role of Media Click here Element Card Click here			

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.l:	Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.			
SS.7.C.2.Su.l:	Recognize a problem in the local community and an authority to respond to that problem.			
SS.7.C.2.Pa.l:	Recognize an authority to respond to a problem.			
Resources:	Public Policy Problem Solving Video Click Here Activate Game Click Here Finding Civil Solutions Tutorial Click Here Element Card Click here			

[SS.7.C.2.13:](#)

Examine multiple perspectives on public and current issues.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.m:	Identify different perspectives on current issues.			
SS.7.C.2.Su.m:	Recognize different perspectives on current issues.			
SS.7.C.2.Pa.m:	Recognize a point of view on current issues.			
Resources:	Newsela Click here Element Card Click here			

[SS.7.C.2.14:](#)

Conduct a service project to further the public good.

Remarks/Examples: The project can be at the school, community, state, national, or international level.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.2.In.n:	Engage in a service project to further the public good, such as at school, community, or state levels.			
SS.7.C.2.Su.n:	Assist with a service project to further the public good, such as at school, community, or state levels.			
SS.7.C.2.Pa.n:	Participate in a service project to further the public good, such as at school, community, or state levels.			
Resources:	Community Service Ideas for Kids of all ages Click Here Service Learning is Essential Click Here Element Card Click here			

[SS.7.C.3.1:](#)

Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.a:	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.			
SS.7.C.3.Su.a:	Recognize different forms of government, such as democracy and communism			
SS.7.C.3.Pa.a:	Recognize that in a democracy, people vote to elect government leaders.			
Resources:	Forms of Government: Click here Pa - How does government gain its power from the people?: Click here Element Card Click here			

[SS.7.C.3.2:](#)

Compare parliamentary, federal, confederal, and unitary systems of government.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.b:	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.			
SS.7.C.3.Su.b:	Recognize different forms of government, such as democracy and communism.			
SS.7.C.3.Pa.b:	Recognize that in a democracy, people vote to elect government leaders.			
Resources:	Forms of Government Click here Pa - How does government gain its power from the people? Click here Element Card Click here			

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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.c:	Identify the major function of the three branches of the United States government established by the Constitution.			
SS.7.C.3.Su.c:	Recognize the major function of the three branches of the United States government.			
SS.7.C.3.Pa.c:	Recognize that the United States government has three parts.			
Resources:	Three Branches of Government Poster Click Here Why do people form governments? Click here How is the U.S. federal government organized? Click here We Have Three Governments Tutorial Click Here Federalism Tutorial Click Here Tar Heel Reader Book Click Here Free Brain Pop - Branches of Government Click Here School House Rock: Three Branches of Government Click Here Element Card Click here			

SS.7.C.3.4:

Identify the relationship and division of powers between the federal government and state governments.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.d:	Identify the relationship of power between the federal and state governments.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.Su.d:	Recognize the relationship of power between the federal and state governments.			
SS.7.C.3.Pa.d:	Recognize that governments have different powers.			
Resources:	Federalism Video Click Here What are the levels of government? click here We Have Two Governments Click Here School House Rock: Three Branches of Government Click Here Element Card Click here			

[SS.7.C.3.5:](#)

Explain the Constitutional amendment process.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.e:	Identify steps to amending the Constitution.			
SS.7.C.3.Su.e:	Identify that the Constitution can be changed by amendments.			
SS.7.C.3.Pa.e:	Recognize that the government can change laws.			
Resources:	Amending the Constitution Click Here Amending America: How Do We Amend? Click Here Amending the Constitution Click Here Element Card Click here			

[SS.7.C.3.6:](#)

Evaluate Constitutional rights and their impact on individuals and society.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.f:	Identify the rights of individuals provided by the Constitution and Bill of Rights.			
SS.7.C.3.Su.f:	Recognize the rights of individuals provided by the Constitution and Bill of Rights.			
SS.7.C.3.Pa.f:	Recognize individual rights provided by the government.			
Resources:	Element Card Click here			

SS.7.C.3.7:

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.g:	Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.			
SS.7.C.3.Su.g:	Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.			
SS.7.C.3.Pa.g:	Recognize that American citizens have the right to vote.			
Resources:	Constitutional Amendments: The Expansion of Democracy Click Here Tar Heel Reader: Voting (Participatory) Click here Element Card Click here			

SS.7.C.3.8:

Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.h:	Identify the major function of the three branches of the United States government established by the Constitution.			
SS.7.C.3.Su.h:	Recognize the major function of the three branches of the United States government.			
SS.7.C.3.Pa.h:	Recognize that the United States government has three parts.			
Resources:	Why do people form governments? Click here 3 Branches of Government Click here Element Card Click here			

SS.7.C.3.9:

Illustrate the law making process at the local, state, and federal levels.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.i:	Identify how government makes a law.			
SS.7.C.3.Su.i:	Recognize how government makes a law.			
SS.7.C.3.Pa.i:	Recognize that the government makes laws.			
Resources:	How a Bill Becomes a Law Click here Structure, Powers, & Processes of State & Local Government Click here Element Card Click here			

SS.7.C.3.10:

Identify sources and types (civil, criminal, constitutional, military) of law.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.j:	Identify how government makes a law.			
SS.7.C.3.Su.j:	Recognize how government makes a law.			
SS.7.C.3.Pa.j:	Recognize that the government makes laws.			
Resources:	Structure, Powers, & Processes of State & Local Government Click here What's Law Got to Do with It? Click Here Element Card Click here			

SS.7.C.3.11:

Diagram the levels, functions, and powers of courts at the state and federal levels.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.k:	Identify court systems, such as criminal and civil courts at different levels of government.			
SS.7.C.3.Su.k:	Recognize different court systems, such as criminal and civil courts.			
SS.7.C.3.Pa.k:	Recognize that courts settle conflicts.			
Resources:	State Courts Video Click Here The Role of the Courts Video Click Here Court Quest Click Here Element Card Click here			

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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.I:	Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.			
SS.7.C.3.Su.I:	Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.			
SS.7.C.3.Pa.I:	Recognize that the Supreme Court recognizes that all citizens are equal.			
Resources:	Landmark Supreme Court Cases Click here Brown v. Board of Education document Click Here Miranda v. Arizona document Click Here Video of Brown v. Board of Education Click Here Element Card Click here			

SS.7.C.3.13:

Compare the constitutions of the United States and Florida.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.m:	Describe the Constitution of the State of Florida.			
SS.7.C.3.Su.m:	Identify the Constitution of the State of Florida.			
SS.7.C.3.Pa.m:	Recognize that the State of Florida has laws.			
Resources:	State Constitutions Lesson Click Here Why does every state have a constitution? Click here			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<p>How does the Florida Constitution organize our state government? Click here Sunshine State Government Click here Government of Florida Click Here Element Card Click here</p>				

SS.7.C.3.14:

Differentiate between local, state, and federal governments' obligations and services.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.3.In.n:	Identify obligations and services of local, state, and federal governments.			
SS.7.C.3.Su.n:	Recognize major obligations and services of local, state, and federal governments.			
SS.7.C.3.Pa.n:	Recognize that local, state, and federal governments provide services.			
<p>Resources: We've Got Issues Lesson Click Here What are the levels of government? Click here We Have Three Governments Tutorial Click Here Federalism Tutorial Click Here Government Goods and Services Lesson Click Here Element Card Click here</p>				

SS.7.C.4.1:

Differentiate concepts related to United States domestic and foreign policy.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.4.In.a:	Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.			
SS.7.C.4.Su.a:	Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).			
SS.7.C.4.Pa.a:	Recognize that the government solves problems.			
Resources:	Foreign and Domestic Policy Video Click Here Foreign and Domestic Policy Tutorial Click Here Element Card Click here			

SS.7.C.4.2:

Recognize government and citizen participation in international organizations.

Remarks/Examples: Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.C.4.In.b:	Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.			
SS.7.C.4.Su.b:	Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.			
SS.7.C.4.Pa.b:	Recognize that the United States helps other countries.			
Resources:	International Organizations Video Click Here International Organizations Click Here Element Card Click here			

[SS.7.C.4.3:](#)

Describe examples of how the United States has dealt with international conflicts.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.7.C.4.In.c:</u>	Identify how the United States has been involved in an international conflict.			
<u>SS.7.C.4.Su.c:</u>	Recognize that the United States has been involved in an international conflict.			
<u>SS.7.C.4.Pa.c:</u>	Recognize an international conflict.			
Resources: Element Card Click here				

[SS.7.E.1.1:](#)

Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.7.E.1.In.a:</u>	Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.			
<u>SS.7.E.1.Su.a:</u>	Recognize characteristics of a market (buyers/sellers) economy			
<u>SS.7.E.1.Pa.a:</u>	Recognize people use money to purchase goods and services.			
Resources:				

SS.7.E.1.2:

Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.1.In.b:	Identify differences in borrowing and lending money, including the use of credit.			
SS.7.E.1.Su.b:	Recognize differences in borrowing and lending money.			
SS.7.E.1.Pa.b:	Recognize the difference between a loan and a gift.			

Resources:

SS.7.E.1.3:

Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.1.In.c:	Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.			
SS.7.E.1.Su.c:	Recognize common examples of the concepts of supply and demand, choice, and scarcity.			
SS.7.E.1.Pa.c:	Recognize an example of choice and scarcity.			

Resources: How are prices determined? PowerPoint [Click here](#)

SS.7.E.1.4:

Discuss the function of financial institutions in the development of a market economy.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.1.In.d:	Identify different kinds of accounts and services provided by banks or other financial institutions.			
SS.7.E.1.Su.d:	Recognize common accounts provided by banks or other financial institutions.			
SS.7.E.1.Pa.d:	Recognize that a bank is a place to save money.			
Resources:				

[SS.7.E.1.5:](#)

Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.1.In.e:	Identify that profit and incentives motivate people and businesses to work harder.			
SS.7.E.1.Su.e:	Recognize that incentives motivate people to work.			
SS.7.E.1.Pa.e:	Recognize an incentive for completing work.			
Resources:				

[SS.7.E.1.6:](#)

Compare the national budget process to the personal budget process.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.1.In.f:	Identify an individual budget and how personal needs are used to develop it.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.1.Su.f:	Recognize the parts of a budget and how personal needs are used to develop it.			
SS.7.E.1.Pa.f:	Recognize a plan (budget) to use resources, such as time, money, or materials.			
Resources:				

[SS.7.E.2.1:](#)

Explain how federal, state, and local taxes support the economy as a function of the United States government.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.2.In.a:	Identify how federal and local taxes are used by the government.			
SS.7.E.2.Su.a:	Recognize how taxes are used by the government.			
SS.7.E.2.Pa.a:	Recognize that taxes pay for services.			
Resources: Overview of Federal Taxes Video Click here				

[SS.7.E.2.2:](#)

Describe the banking system in the United States and its impact on the money supply.

Remarks/Examples: Examples are the Federal Reserve System and privately owned banks.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.2.In.b:	Identify that the banking system in the United States controls the money supply and interest rates.			
SS.7.E.2.Su.b:	Recognize that the banking system in the United States controls money.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.2.Pa.b:	Associate banks with money.			
Resources:				

[SS.7.E.2.3:](#)

Identify and describe United States laws and regulations adopted to promote economic competition.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.2.In.c:	Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.			
SS.7.E.2.Su.c:	Recognize that there are laws that affect the economy, such as patent laws.			
SS.7.E.2.Pa.c:	Recognize that businesses must follow rules.			
Resources:				

[SS.7.E.2.4:](#)

Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.2.In.d:	Identify people from diverse backgrounds who have created successful businesses.			
SS.7.E.2.Su.d:	Recognize people from diverse backgrounds who have created successful businesses.			
SS.7.E.2.Pa.d:	Recognize that people create businesses.			
Resources:				

[SS.7.E.2.5:](#)

Explain how economic institutions impact the national economy.

Remarks/Examples: Examples are the stock market, banks, credit unions.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.2.In.e:	Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.			
SS.7.E.2.Su.e:	Recognize that financial institutions impact the national economy, such as banks and credit unions.			
SS.7.E.2.Pa.e:	Associate banks with money.			

Resources:

[SS.7.E.3.1:](#)

Explain how international trade requires a system for exchanging currency between and among nations.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.3.In.a:	Recognize that currencies from different countries can be exchanged for trade.			
SS.7.E.3.Su.a:	Recognize that countries use different types of currency for trade.			
SS.7.E.3.Pa.a:	Recognize coins or bills from the United States.			

Resources:

[SS.7.E.3.2:](#)

Assess how the changing value of currency affects trade of goods and services between nations.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.3.In.b:	Recognize that currencies from different countries can be exchanged for trade.			
SS.7.E.3.Su.b:	Recognize that countries use different types of currency for trade.			
SS.7.E.3.Pa.b:	Recognize coins or bills from the United States.			
Resources:				

[SS.7.E.3.3:](#)

Compare and contrast a single resource economy with a diversified economy.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.3.In.c:	Identify differences between a single resource economy and a diversified economy.			
SS.7.E.3.Su.c:	Recognize a difference between a single resource economy and a diversified economy.			
SS.7.E.3.Pa.c:	Recognize a product of an economy.			
Resources:				

[SS.7.E.3.4:](#)

Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.E.3.In.d:	Identify characteristics of the standard of living in the United States and other countries.			
SS.7.E.3.Su.d:	Recognize characteristics of the standard of living in the United States.			
SS.7.E.3.Pa.d:	Recognize that some people have more than others.			
Resources:				

[SS.7.G.1.1:](#)

Locate the fifty states and their capital cities in addition to the nation's capital on a map.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.1.In.a:	Locate selected states, capitals, and the nation's capital on a map.			
SS.7.G.1.Su.a:	Locate selected states and their capitals on a map.			
SS.7.G.1.Pa.a:	Locate the United States on a map.			
Resources:				

[SS.7.G.1.2:](#)

Locate on a world map the territories and protectorates of the United States of America.

Remarks/Examples: Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.1.In.b:	Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.1.Su.b:	Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.			
SS.7.G.1.Pa.b:	Locate the United States on a map.			
Resources:				

[SS.7.G.1.3:](#)

Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.1.In.c:	Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.			
SS.7.G.1.Su.c:	Identify the boundaries of United States, Canada, and Mexico on a map.			
SS.7.G.1.Pa.c:	Locate the United States on a map.			
Resources:				

[SS.7.G.2.1:](#)

Locate major cultural landmarks that are emblematic of the United States.

Remarks/Examples: Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.2.In.a:	Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.2.Su.a:	Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.			
SS.7.G.2.Pa.a:	Associate a major cultural landmark with the United States, such as the Statue of Liberty.			
Resources:				

[SS.7.G.2.2:](#)

Locate major physical landmarks that are emblematic of the United States.

Remarks/Examples: Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.2.In.b:	Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains.			
SS.7.G.2.Su.b:	Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains.			
SS.7.G.2.Pa.b:	Associate a major physical landmark with the United States, such as the Grand Canyon.			
Resources:				

[SS.7.G.2.3:](#)

Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.2.In.c:	Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.			
SS.7.G.2.Su.c:	Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.			
SS.7.G.2.Pa.c:	Recognize how a physical characteristic of a location affects people.			
Resources:				

[SS.7.G.2.4:](#)

Describe current major cultural regions of North America.

Remarks/Examples: Examples are the South, Rust-belt, Silicon Valley.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.2.In.d:	Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.			
SS.7.G.2.Su.d:	Recognize a major cultural region of the United States, such as the South.			
SS.7.G.2.Pa.d:	Recognize a characteristic of culture in North America.			
Resources:				

[SS.7.G.3.1:](#)

Use maps to describe the location, abundance, and variety of natural resources in North America.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.3.In.a:	Use maps to identify natural resources in North America.			
SS.7.G.3.Su.a:	Use maps to recognize natural resources in North America.			
SS.7.G.3.Pa.a:	Use a pictorial map to recognize a natural resource.			
Resources:				

[SS.7.G.4.1:](#)

Use geographic terms and tools to explain cultural diffusion throughout North America.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.4.In.a:	Use geographic terms and tools to identify different cultures in North America.			
SS.7.G.4.Su.a:	Use geographic tools to recognize a different culture in North America.			
SS.7.G.4.Pa.a:	Use a geographic tool to recognize a characteristic of culture in North America.			
Resources:				

[SS.7.G.4.2:](#)

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.4.In.b:	Use maps and other geographic tools to identify different population groups of the United States			
SS.7.G.4.Su.b:	Use maps and other geographic tools to recognize a population group of the United States.			
SS.7.G.4.Pa.b:	Use a geographic tool to recognize a characteristic of culture in North America.			
Resources:				

[SS.7.G.5.1:](#)

Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Remarks/Examples: Examples are tri-county mangrove decimation, beach erosion.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.5.In.a:	Use a map to display information about issues of conservation or ecology in the local community.			
SS.7.G.5.Su.a:	Use a map to display information about an issue of conservation or ecology in the local community.			
SS.7.G.5.Pa.a:	Use a map to display information about the local environment.			
Resources:				

[SS.7.G.6.1:](#)

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

Remarks/Examples: Examples are population density, changes in census data, and district reapportionment over time.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.7.G.6.In.a:	Use a form of technology to locate and view maps with current information about the United States, such as population density.			
SS.7.G.6.Su.a:	Use a form of technology to view maps with current information about a region of the United States, such as population maps.			
SS.7.G.6.Pa.a:	Use technology to view information about the United States.			
Resources:				

[LAFS.68.RH.1.1:](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[LAFS.68.RH.1.2:](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.RH.1.3:](#) Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

[LAFS.68.RH.2.4:](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[LAFS.68.RH.2.5:](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).

[LAFS.68.RH.2.6:](#) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[LAFS.68.RH.3.7:](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[LAFS.68.RH.3.8:](#) Distinguish among fact, opinion, and reasoned judgment in a text.

[LAFS.68.RH.3.9:](#) Analyze the relationship between a primary and secondary source on the same topic.

[LAFS.68.WHST.1.1:](#) Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.5:](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.2.6:](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.68.WHST.3.8:](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#) Draw evidence from informational texts to support analysis reflection, and research.

[LAFS.68.WHST.4.10:](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[LAFS.7.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.7.SL.1.AP.1a:	Discuss how own view or opinion changes using new information provided by others.			
LAFS.7.SL.1.AP.1b:	Describe how the claims within a speaker's argument match own argument.			
LAFS.7.SL.1.AP.1c:	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.			

[LAFS.7.SL.1.2:](#)

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.7.SL.1.AP.2a:	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.			
LAFS.7.SL.1.AP.2b:	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.			
LAFS.7.SL.1.AP.2c:	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.			

[LAFS.7.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.7.SL.1.AP.3a:	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.			
LAFS.7.SL.1.AP.3b:	Evaluate the soundness or accuracy of reasons presented to support a claim.			

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.7.SL.2.AP.4a:	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.			
LAFS.7.SL.2.AP.4b:	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.			

[MAFS.K12.MP.1.1:](#) **Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.3.1:](#) **Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—

explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#) Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#) Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

Remarks/Examples: Bullying prevention, Internet safety, and nutritional choices.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.7.P.8.In.2:	Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.			
HE.7.P.8.Su.2:	Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.			
HE.7.P.8.Pa.2:	Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.			