



**Franklin County School  
Curriculum Map for M/J Civics 2025-2026**

| 1 <sup>st</sup> Nine Weeks  | Week / Pacing                                                 | Major Concepts/ Topics                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>August 11-October 10</b> | <b>1</b><br>8/11-8/18                                         | <ul style="list-style-type: none"> <li>• <b>Citizenship</b></li> </ul>                                                                                                                                                                                                                                                                                                                                               |
|                             | <b>2-3</b><br>8/19- 8/29                                      | <ul style="list-style-type: none"> <li>• <b>Forms and Systems</b></li> </ul>                                                                                                                                                                                                                                                                                                                                         |
|                             | <b>4-5</b><br>9/2- 9/12                                       | <ul style="list-style-type: none"> <li>• <b>Foundations of US Government</b></li> </ul>                                                                                                                                                                                                                                                                                                                              |
|                             | <b>6-7</b><br>9/15- 9/29                                      | <ul style="list-style-type: none"> <li>• <b>Declaration of Independence</b></li> </ul>                                                                                                                                                                                                                                                                                                                               |
|                             | <b>8-9</b><br>9/30-10/10<br>End of 1 <sup>st</sup> nine weeks | <p><b>*Important Dates: 9/1 Labor Day Holiday, 9/11 Required Instruction for Heroes' Day</b></p> <p><b>*9/19 Teacher Planning</b></p> <p><b>*Required Instruction: Constitution Day 9/17</b></p> <p><b>CSA Window 9/15-10/10</b></p> <ul style="list-style-type: none"> <li>• <b>Journey to the Constitution</b></li> <li>• <b>Begin Constitution</b></li> </ul> <p><b>*Important Dates: Early release 10/10</b></p> |

**BEST Standards- 1<sup>st</sup> Nine Weeks****Quarter 1 Focus: “WE” the People**

SS.7.CG.2.1 Define the term “Citizen” and explain the constitutional meaning of becoming a U.S. citizen.

SS.7.CG.2.2 Differentiate between obligations and responsibilities of U.S. citizenship and evaluate their impact on society.

SS.7.CG.1.1 Analyze the influences of ancient Greece, ancient Rome, and the Judeo-Christian tradition on America’s constitutional republic.

SS.7.CG.1.2 Trace the principles underlying America’s founding ideas on law and government.

SS.7.CG.1.3 Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights, and Thomas Paine’s Common Sense had on colonists.

SS.7.CG.1.4 Analyze how Enlightenment ideas, including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and social contracts, influenced the Founding.

SS.7.CG.1.3 Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights, and Thomas Paine’s Common Sense had on colonists.

SS.7.CG.1.4 Analyze how Enlightenment ideas, including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and social contracts, influenced the Founding.

SS.7.CG.1.5 Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

SS.7.CG.1.6 Analyze the ideas and grievances set forth in the Declaration of Independence.

SS.7.CG.1.7 Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.

SS.7.CG.1.8 Explain the purpose of the Preamble to the U.S. Constitution.

SS.7.CG.1.9 Describe how the U.S. Constitution limits the power of government through separation of powers, checks and balances, individual rights, rule of law, and due process.

SS.7.CG.1.10 Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.

SS.7.CG.1.11 Define rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.



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| <b>2<sup>nd</sup> Nine Weeks</b>   | <b>Week / Suggested Pacing</b>                                | <b>Major Concepts/ Topics</b>                                                                                                                                                                                      |
|------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>October 13-<br/>December 18</b> | <b>1-2</b><br>10/13- 10/24                                    | <ul style="list-style-type: none"> <li><i>continue</i> The Constitution<br/> <b>*9/19 Teacher Planning</b></li> </ul>                                                                                              |
|                                    | <b>3-4</b><br>10/27- 11/7                                     | <ul style="list-style-type: none"> <li><b>Elections and Voting</b><br/> <b>*Required Instruction: Veterans Day (instruction on the 7th)</b><br/> <b>11/3-11/6: Holocaust Education Week</b></li> </ul>             |
|                                    | <b>5-7</b><br>11/12- 12/5                                     | <ul style="list-style-type: none"> <li><b>BILL OF RIGHTS</b> <b>CSA Window 11/17-12/18</b><br/> <b>*Important Dates: 11/10, 11/11 Veterans Day Holiday,</b><br/> <b>Thanksgiving Break 11/24- 11/28</b></li> </ul> |
|                                    | <b>8-9</b><br>12/8-12/18<br>End of 2 <sup>nd</sup> nine weeks | <ul style="list-style-type: none"> <li><b>Amendments</b><br/> <b>*Important Dates: 12/19- 1/6</b><br/> <b>Christmas/ New Year Holiday</b></li> </ul>                                                               |

## **BEST Standards- 2<sup>nd</sup> Nine Weeks**

### **Quarter 2 Focus: Civic Participation**

SS.7.CG.2.3 Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

SS.7.CG.2.4 Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights. Students will recognize that rights are protected, but some rights are limited.

SS.7.CG.2.5 Describe the trial process and the role of juries in the administration of justice at the state and federal levels.

SS.7.CG.2.6 Examine the election and voting process at the local, state, and national levels.

SS.7.CG.2.7 Identify the constitutional requirements to hold state and national office.

SS.7.CG.2.6 Examine the election and voting process at the local, state and national levels.

SS.7.CG.3.14 Explain the purpose and function of the Electoral College in electing the President of the United States.

SS.7.CG.2.6 Explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping policy.

SS.7.CG.3.1 Describe the structure and function of the three branches of government established in the U.S. Constitution.

SS.7.CG.3.3 Describe the structure and function of the three branches of government established in the U.S. Constitution.

SS.7.CG.3.7 Explain the structure, functions, and processes of the legislative branch of government.

SS.7.CG.3.8 Explain the structure, functions, and processes of the legislative branch of government.

SS.7.CG.3.9 Explain the structure, functions, and processes of the judicial branch of government.

SS.7.CG.3.4 Explain the relationship between state and national governments as written in Article IV of the U.S.

Constitution and the 10th Amendment. SS.7.CG.3.5 Explain the amendment process outlined in Article V of the U.S. Constitution. Student will recognize the methods used to propose and ratify amendments to the U.S. Constitution.

### **Required Instruction: Holocaust Education**

**\*\*Required Instruction - 1003.42(f) The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions**



## Franklin County School

### Curriculum Map for M/J Civics 2025-2026

| 3 <sup>rd</sup> Nine Weeks | Week / Suggested Pacing | Major Concepts/ Topics                                                                                                                                                                    |
|----------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January 6-<br>March 12     | 1-3<br>1/6 -1/23        | <ul style="list-style-type: none"> <li>Legislative Branch</li> <li><b>*Important Dates: MLK JR Holiday Jan. 19th</b></li> </ul>                                                           |
|                            | 4-5<br>1/26 -2/6        | <ul style="list-style-type: none"> <li>Executive Branch <b>CSA Window 1/27-2/27</b></li> </ul>                                                                                            |
|                            | 6-7<br>2/9- 2/20        | <ul style="list-style-type: none"> <li>The U.S. and Foreign Affairs</li> <li><b>*Important Dates: Presidents Day Holiday 2/16</b><br/><b>Teacher Planning 2/17</b></li> </ul>             |
|                            | 8-10<br>2/23- 3/13      | <ul style="list-style-type: none"> <li>Judicial Branch and Sources and Types of Law</li> <li><b>*Important Dates: Teacher Planning 3/13</b><br/><b>SPRING BREAK 3/16 -3/20</b></li> </ul> |
|                            | Quarter 3 ends          |                                                                                                                                                                                           |

**BEST Standards- 3<sup>rd</sup> Nine Weeks****Quarter 3 Focus: The United States and the World**

SS.7.CG.3.1 Describe the structure and function of the three branches of government established in the U.S. Constitution.

SS.7.CG.3.3 Describe the structure and function of the three branches of government established in the U.S. Constitution.

SS.7.CG.3.7 Explain the structure, functions, and processes of the legislative branch of government.

SS.7.CG.3.8 Explain the structure, functions, and processes of the legislative branch of government.

SS.7.CG.3.9 Explain the structure, functions, and processes of the judicial branch of government.

SS.7.CG.3.4 Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

SS.7.CG.3.5 Explain the amendment process outlined in Article V of the U.S. Constitution. Student will recognize the methods used to propose and ratify amendments to the U.S. Constitution.

SS.7.CG.2.7 Identify the constitutional requirements to hold state and national office.

SS.7.CG.2.6 Examine the election and voting process at the local, state and national levels.

SS.7.CG.3.14 Explain the purpose and function of the Electoral College in electing the President of the United States.

SS.7.CG.2.6 Explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping policy.

SS.7.CG.3.6 Explain how the 13th, 14th, 15th, 19th, 24th, and 26th Amendments broadened participation in the political process.

SS.7.CG.3.10 Compare the viewpoints of the Federalists and the Anti-federalists regarding ratification of the U.S. Constitution and including a bill of rights.

SS.7.CG.3.11 Analyze the effects of landmark Supreme Court decisions on law, liberty, and the interpretation of the U.S. Constitution. (Landmark cases include Marbury v. Madison; Dred Scott v Sandford; Plessy v. Ferguson; Brown v. Board; Gideon v. Wainwright; Miranda v. Arrizon; In Re: Gault; U.S. v. Nixon; Hazelwood v. Kuhlmeier).



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| Quarter 4         | Week /<br>Suggested Pacing                                                                                                                                                                                                       | Major Concepts/ Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| May 23-<br>May 28 | 3/16 -3/20<br><br><b>1-3</b><br>3/23 -3/27<br>3/30 -4/3<br>4/6 -4/10<br><br><b>4, 5,6 and 7</b><br><br>4/13-4/17 4/20-<br>4/24 4/27-5/1<br>5/5-5/9<br><br><b>8-10</b><br>5/11-5/15 5/18-<br>5/22 5/25-5/29<br><br>Quarter 4 ends | <b>*Important Dates: SPRING BREAK- NO SCHOOL</b><br><br><ul style="list-style-type: none"> <li><b>National, State and Local Gov't</b><br/> <i>*3/25 Required Instruction: Medal of Honor Day (on or before 3/25)</i><br/> <i>*Report Cards on March 26th</i></li> <li><b>Review for CIVICS EOC (4 weeks)</b><br/><br/> <b>*Important Dates: School Closed: 4/6</b><br/> <b>GOOD FRIDAY, Easter Break</b><br/><br/> <b>*Teacher Planning 4/17</b><br/><br/> <b>*School Closed- May 1st</b><br/><br/> <b>* Post EOC *</b><br/> <b>• Holocaust Education SS.68.HE.1.1</b><br/> <b>• Geography</b><br/> <b>• Economics</b> </li> </ul> |
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#### **Quarter 4 Focus: Florida, the U.S. and the World**

SS.7.CG.3.12 Compare the U.S. and Florida constitutions.

SS.7.CG.3.13 Explain government obligations to its citizens and the services provided at the local, state, and national levels.

SS.7.CG.2.8 Examine the impacts of media, individuals, and interest groups on monitoring and influencing government.

SS.7.CG.2.9 Analyze media and political communications and identify examples of bias, symbolism, and propaganda.

SS.7.CG.2.10 Explain the process for citizens to address a state or local problem by identifying appropriate government agencies to address the issue and determining a course of action.

SS.7.CG.4.1 Explain the relationship between U.S. foreign and domestic policy.

SS.7.CG.4.2 Describe the United States and citizen participation in international organizations.

SS.7.CG.4.3 Describe examples of the United States' actions and reactions in international conflicts.

SS.7.CG.4.4 Explain the significance of September 11, 2001.

SS.7.CG.3.15 Analyze the advantages of capitalism and the free market in the United States over government controlled economic systems regarding economic freedom and raising the standard of living for citizens.

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.

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.