

Storyboard:

This Storyboard is for course **SSC7023 – Seventh Grade Social Studies and Civics: Individual Rights** to provide a preview and structure.

Course: SSC7023 – Seventh Grade Social Studies and Civics: Individual Rights

Instructor: Bibi Canasi

Department: Social Studies

Delivery Method: Online/Fall 2023 Session 1

Course Objectives:

After completing this course learners will be able to:

- **Identify** the five freedoms of individual rights protected by the First Amendment
- **Explain** the limitations of some of those rights and provide examples to support the limits.
- **Classify** the structure and **summarize** the powers of the courts in the federal judiciary system.
- **Analyze** and **summarize** the individual right to freedom of speech vs. the potential dangers of speech in society.
- **Discriminate** between different forms of government.
- **Identify** government structure, given scenarios of mock events which will include government treatment of citizens.
- **Create** a comparison chart of individual rights demonstrating differences between other governments and a constitutional republic.
- **Describe** reasons, concerning individual rights, that individuals emigrate to the United States.



Course Outline: This course has been designed in three parts (A, B, and C) and developed in five Modules

Module 1: Declaration of Independence Review

Module 2: Bill of Rights: Focus on the First Amendment

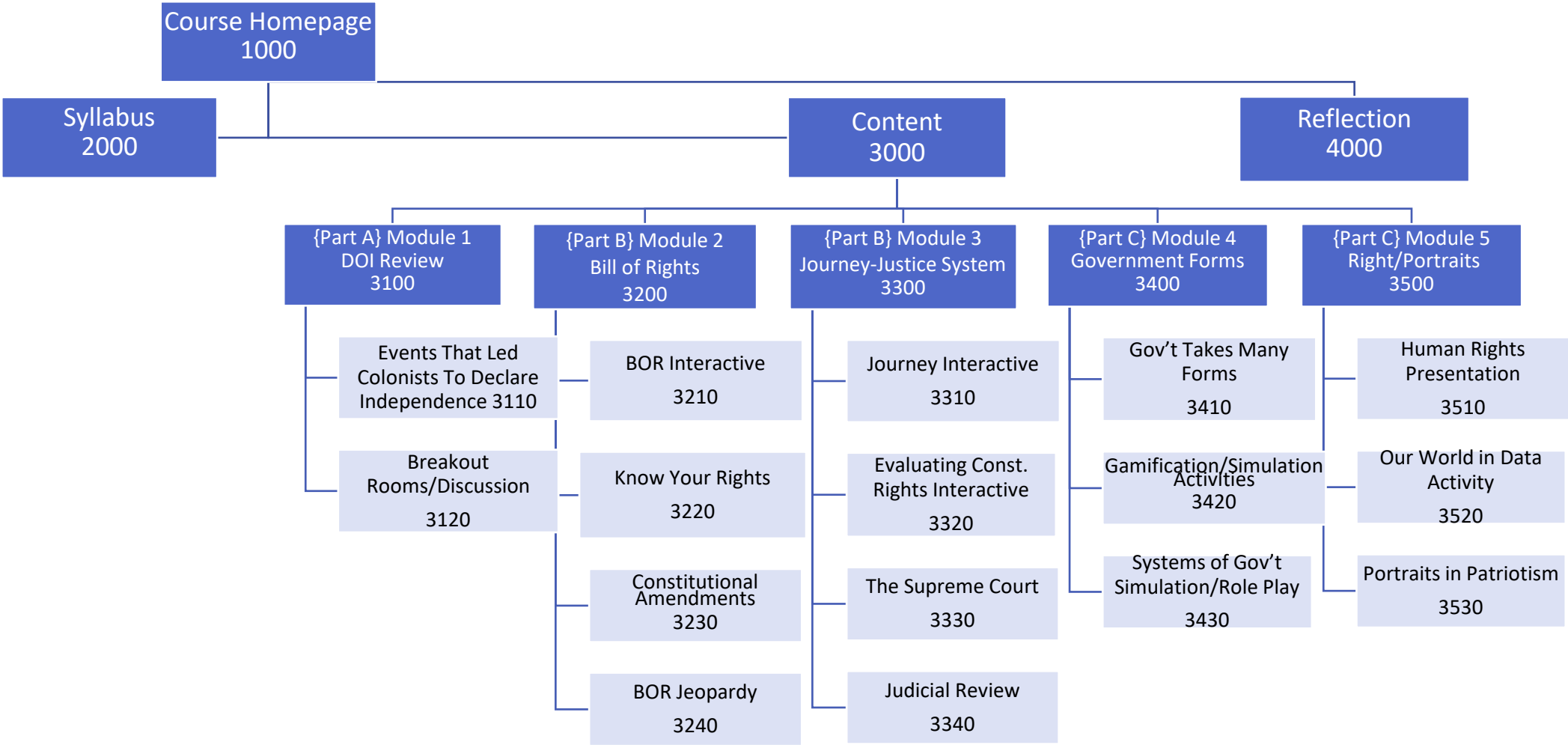
Module 3: Journey Through Our Justice System

Module 4: Government Takes Many Forms

Module 5: Human Rights/Portraits in Patriotism



Course Flowchart:



Module 1 : Declaration of Independence Review

- The learning objective in Module 1 is to review prior knowledge and have students enter a breakout group discussion platform to discuss events that
- Colonists were faced with before ultimately deciding to separate from British rule and form a new government. To validate support, students will sign the Declaration of Independence through an activity sponsored by the National Archives Museum in Washington, D.C.

Learning Objectives	Materials/Media	Activities	Assessment Strategies
Review prior knowledge.	Online video presentation of events that led to the colonists declaring Independence from British rule. Declaration of Independence pdf	Watch the Declaration of Independence Video Lesson. Class review and discussion. Students will be required to discuss the events leading to their decision for independence. Breakout session: Small groups formed for discussion on implications of declaration. Students should be able to analyze the ideas and grievances set forth in the Declaration of Independence. Students will review primary source copy of original Declaration of Independence. Sign the Declaration of Independence to demonstrate your commitment. Simulation: Students will have the opportunity to sign the Declaration on an interactive site and will be able to download a copy with their added signature. https://www.archives.gov/founding-docs/join-the-signers	Audio/Visual Guided Observation Discussion Simulation

Module 2: Bill of Rights: First Amendment Focus

- Given the primary source of the Bill of Rights, students will identify the five freedoms of individual rights protected by the First Amendment.
- Given an analysis of the 13th, 14th, 15th, 19th, 24th, and 26th Amendments of the Bill of Rights, explain the impact of those limitations before Amendments were ratified.

Identify the five freedoms of individual rights protected by the First Amendment	<p>Interactive presentations:</p> <p>Bill of Rights: An Introduction</p> <p>Know Your Rights: Examining Bill of Rights</p> <p>Exploring the First Amendment</p> <p>Pdf versions of presentations</p>	<p>Watch the Bill of Rights: An Introduction Interactive Lesson.</p> <p>Watch Know your Rights: Examining Bill of Rights.</p> <p>Class review and discussion; Complete and submit Bill of Rights Worksheet: Students will be required to participate in class discussion to review BOR and will be required to submit a worksheet.</p>	<p>Audio/Visual Practice by doing Discussion</p>
Explain the limitations of some of those rights, providing examples that support the limits of those rights.	<p>Interactive presentations:</p> <p>Exploring other amendments and limitations.</p> <p>Constitutional Amendments: The Expansion of Democracy</p> <p>Pdf versions of presentations</p>	<p>Watch Exploring Other Amendments and Limitations and Constitutional Amendments: The Expansion of Democracy.</p> <p>Class review and discussion.</p> <p>Bill of Rights Jeopardy Game</p> <p>Limited Rights assignment: Students will be required to submit an assignment, for five of the ten amendments, including an example or illustration demonstrating how rights are limited by that amendment.</p>	<p>Audio/Visual Multimedia Discussion Gamification Analysis</p>

Module 3: Journey Through Our Justice System

- Classify the structure and summarize the powers of the courts in the federal judiciary system, ranging from federal district courts to the Supreme Court.
- Given a review of three Supreme Court cases, analyze and summarize the individual right to freedom of speech vs. the potential danger of that speech to society, to understand why imposed limitations are necessary.

Classify the structure and summarize the powers of the courts in the federal judiciary.	Interactive presentations:	Watch Journey Through Justice: Our Federal Court System	Quizzes: Quizzes are incorporated into each interactive video lesson. The quizzes provide immediate feedback and the option to review content again, if needed.
	Journey Through Justice: Our Federal Court System	Class review and discussion	
	Evaluating Constitutional Rights	Teacher created presentation on The Judicial Branch of Our Government.	
	Pdf versions of presentations	Watch Evaluating Constitutional Rights	

Analyze and summarize the individual right to speech vs. the potential danger of that speech to society.	Interactive Presentations	Watch The Supreme Court and Equal Rights: Two Famous Cases and Judicial Review: Brought to You by Marbury v. Madison	Audio/Visual Discussion Simulation Role-Playing
	The Supreme Court and Equal Rights: Two Famous Cases	Class review and discussion	
	Judicial Review: Brought to You by Marbury v. Madison	Supreme Court Case Assignment First Amendment Mock Trial Assessment	
	Pdf versions of presentations	Students will select two of the several cases reviewed in class and will write two-three paragraphs on those landmark Supreme Court cases, summarizing the case, the right it pertains to in the First Amendment, and its implications on the Bill of Rights. Mock Trial Assessment is a short answer assessment, utilizing simulation strategy where students will identify whether actions or words would be protected under First Amendment right or subject to limitations.	

Identify government structure given scenarios of mock events in fictional countries.	Systems of Government Presentation	Simulation Activity: Form 6 groups and assign a government structure to each group; present mock scenarios so that students may assess how, as a representative of their assigned group, they may respond to scenario. Students will be required to use critical thinking skills in simulation activity.	Audio/Visual Multimedia Role Playing Simulation Critical Thinking
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Module 4: Government Takes Many Forms

- Given descriptions and characteristics of different forms of government, students will apply knowledge by demonstrating the ability to discriminate between the different forms of government based on the treatment or imposed power over citizens.
- Given scenarios of mock events in fictional countries representing different forms of government learned, students will identify the government structure from a given list of government types to choose from.

Discriminate between different forms of government.	Interactive presentation: Government Takes Many Forms Pdf versions of presentations	Watch Government Takes Many Forms. Class review and discussion Drag and drop Forms of Government activity. Activity assigning descriptions to correct form of government. World Government Systems Activity. Students will create a chart listing different forms of government and their traits; followed by identifying real countries who adopt those forms of government.	Audio/Visual Discussion Gamification Simulation
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Module 5: Human Rights/Portraits in Patriotism (1 of 2)

- By utilizing the Our World in Data tool, students will differentiate between the constitutional republic of the United States and other forms of government in relation to individual freedoms as guaranteed by the First Amendment of the United States Constitution.


<p>Distinguish between U.S.'s constitutional republic and other forms of government in relation to individual freedoms as guaranteed by the First Amendment of the United States Constitution.</p>	<p>What is Human Rights Presentation.</p> <p>Human Rights Leaders Presentation</p>	<p>Human Rights Vocabulary Activity</p> <p>Human Rights Interactive Digital Booklet</p> <p>Exploring Human Rights Around the World: https://ourworldindata.org/human-rights</p> <p>Students will select a Human Rights Leader from presentation, and perform independent research on the Leader, what the leader accomplished or tried to accomplish, and the significance of events that transpired because of the Leader's efforts. Students will present their research to class.</p> <p>Group Assignment: Students will create a Data Visualization Chart, and present findings utilizing data from www.ourworldindata.org and other external resources that demonstrate and support the concept how individual civil rights differ in different countries compared to the U.S. First Amendment rights, including limitations. Presentation must include information from news sources and government sources, even if there are disparities in information. This is a group project and points will be assessed for group collaboration, content, and effective use of resources.</p>	<p>Audio/Visual Multimedia Discussion Reflection Synthesis</p> <p>Rubrics will be provided to students for both assignments.</p>
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Module 5: Human Rights/Portraits in Patriotism (2 of 2)

- In the “Portraits in Patriotism” interviews, students will be presented with documented accounts of immigrants who have fled their homelands. Through these interviews, students will be able to summarize the reasons that compelled these individuals to immigrate to the United States and understand the circumstances under which leaving one’s home may become necessary.

<p>Summarize common reasons for emigration to the United States as seen/heard in Portraits in Patriotism</p>	<p>Operation Pedro Pan Presentation</p> <p>Portraits in Patriotism:</p> <ul style="list-style-type: none"> • Ivonne Blank • Mel Martinez • Zika Ardian • Idelia Viera 	<p>Class review and discussion.</p> <p>Students will watch four Portraits in Patriotism interviews and take notes for class discussions.</p> <p>Topic: Identify the reason for the creation of Operation Pedro Pan.</p> <p>Assignment: Summarize reasons why individuals would leave their home country in the context of freedoms and rights and explain how living under the protection of the U.S. Bill of Rights would make a difference in that individual's life.</p>	<p>Audio/Visual</p> <p>Case Studies Format</p> <p>Discussion</p> <p>Assignment Rubric:</p> <p>Students will identify a problem.</p> <p>Analyze the elements of the problem.</p> <p>Effectively gather relevant information about the problem</p> <p>Explain implications and consequences surrounding problems.</p> <p>Support conclusions.</p>
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<div>Project Title: SSC7023-Seventh Grade Social Studies and Civics</div> <div>Lesson Title: Syllabus</div> <div>File Name: CanasiBibiModule6Syllabus.docx</div> <div>Page:</div> <div>Frame: 2000</div> <div>Date:</div>		<div>Audio:</div>	
<div>Links:</div> <div>CanasiBibiModule6Syllabus.docx</div>		<div>Screen Description:</div> <div>Course syllabus</div>	
<div>Screen Layout:</div> <div><div>Seventh Grade Social Studies and Civics Syllabus</div><div>Fall 2023 – Session 1</div><div>Course Number: SSC7023</div><div>Course Name: Seventh Grade Social Studies and Civics</div><div>Department: Social Studies</div><div>Course Length:</div><div>Delivery Method: Online/Fall 2023 Session 1</div><div>Prerequisites: Learner must have completed SS.6.CG</div><div>Course Description</div><div>Learners are building upon foundational knowledge that has been taught in previous school years, as the concepts of the United States Constitution and the Bill of Rights are first introduced in lower education. This course enables the ability to take a deeper dive into the concepts with a broader understanding of the implications of the topic matter.</div><div>Learning Objectives</div><div>Course Objectives:</div><div>After completing the course, the learners will be able to:</div><div><ul style="list-style-type: none">Given the primary source of the Bill of Rights, students will identify the five freedoms of individual rights protected by the First Amendment.Given an analysis of the Amendments of the Bill of Rights, explain the limitations of some of those rights and provide examples to support the limits of those rights.Classify the structure and summarize the powers of the courts in the federal judiciary system, ranging from federal district courts to the Supreme Court.Given a review of three Supreme Court cases, analyze and summarize the individual right to freedom of speech vs. the potential danger of that speech to society.</div><div>Module 1 Objectives:</div><div>The learners will be able to:</div><div><ul style="list-style-type: none">Identify the five freedoms of individual rights and support them by providing examples of the context of those rights.Explain the limitations of those rights and support them by providing examples of the</div></div>		<div>Learning Objectives:</div>	
<div>Multimedia Notes:</div>		<div>Narration:</div>	

Project Title: SSC7023-Seventh Grade Social Studies and Civics Lesson Title: DOI Review Lesson File Name: Page: M1S1 Frame: 3110 Date:		Audio: VO Narration	
Links: Links from school learning management system	Screen Description:	Learning Objectives: CanasiBibiModule6Syllabus.docx Review prior knowledge for preparation for course.	
Screen Layout:  <p>WHAT WERE THE COLONISTS THINKING REVIEWING EVENTS THAT LED TO THE CREATION OF THE DECLARATION OF INDEPENDENCE</p>		Narration/Page Descriptions: M1S2 : New government built on new ideas M1S3: Separation of powers M1S4: Checks and balances M1S5: Natural Rights M1S6: Social contract M1S7: Colonies under British rule M1S8: Colonists declare independence M1S9: Declaring independence M1S10: Grievances M1S11: Sugar Act of 1764 M1S12: Stamp Act of 1765 M1S13: Boston Tea Party M1S14: Resistance continues/transition to breakout	
Multimedia Notes: Links with fun songs for overview to engage learners. Causes of the American Revolution-freestyle rap Constitutional Convention Rap Declaration of Independence Song The First 10 Amendments – The Bill of Right Rap			

[The Singing History Teachers]. (2015, October 5). The Causes of the American Revolution Rap [Video]. YouTube.

https://youtu.be/wxwemmoSpXc?si=An-JXxQqhSwCt_Km

[The Singing History Teachers]. (2015, August 6). Declaration of Independence (What Hurts the Most Parody) [Video]. YouTube.

<https://youtu.be/TnDRhOAAQ1g?si=dCBOtbBKODiCbeY1>

[The Singing History Teachers]. (2019, July 20). Causes of the American Revolution Review - Rap [Video]. YouTube.

https://youtu.be/VC1KtU5_LK0?si=Nsw6HQQdtWY7I3hb

[Joytothegioi]. (2013, January 19). Great Britain, We are Never Ever Getting Back Together! [Video]. YouTube.

<https://youtu.be/6Ap53lS4n-c?si=7jdfnFzMevMVru5H>

Project Title: SSC7023-Seventh Grade Social Studies and Civics
Lesson Title: DOI Review
File Name:
Page: M1S15
Frame: 3120
Date:

Links: from M1S14 and links to Document signing activity
<https://www.archives.gov/founding-docs/join-the-signers>

Screen Layout:

BE PART OF HISTORY
AND SIGN THE
DECLARATION OF
INDEPENDENCE!

CLICK ON THE
DOCUMENT AND SIGN



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RESEARCH OUR RECORDS

VETERANS' SERVICE RECORDS

EDUCATOR RESOURCES

VISIT US

AMERICA'S FOUNDING DOCUMENTS

America's Founding Documents

Home / America's Founding Documents / JOIN THE SIGNERS

Join the Signers of America's Founding Documents

Add your name and become a signer of one of America's Founding Documents!

In 1776, the Declaration of Independence declared that American colonists were breaking free from British rule. In 1787, the Constitution established the United States government.

1. Select one of the founding documents below

Declaration of Independence

Constitution

Multimedia Notes:
<https://www.archives.gov/founding-docs/join-the-signers>

Audio: Group discussion in breakout rooms to ponder what is at stake before signing the Declaring of Independence; pledge your life for freedom.

Learning Objectives: [CanasiBibiModule6Syllabus.docx](#)

Narration/Page Descriptions:

On July 4, 1776, the Second Continental Congress adopted the Declaration of Independence. The document was engrossed on parchment and, one by one, 56 representatives from all 13 colonies signed it.

The Constitutional Convention assembled in Philadelphia in 1787 to revise America's first constitution, the Articles of Confederation - but they decided to draft an entirely new frame of government. On September 17, 1787, thirty-eight delegates signed the new United States Constitution.

2. Choose your penmanship style

- ☐ Colonist
- ☐ American
- ☐ Patriot

3. Type your name in the box below

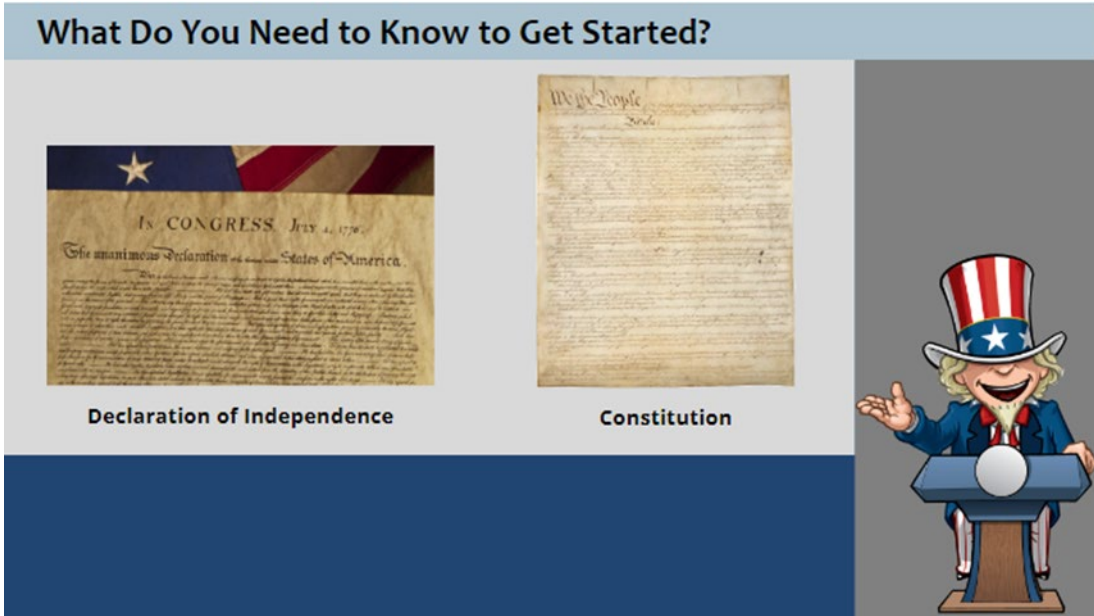
Type your name here



4. Are you sure you want to sign the Declaration of Independence?

If you had been a member of the Second Continental Congress in 1776, you were a rebel and considered a traitor by the King. You knew that a reward had been posted for the capture of certain prominent rebel leaders and the largest British armada ever assembled was just outside New York harbor. Affixing your name to the document meant that you pledged your life, your fortune, and your sacred honor to the cause of freedom.

Yes, I want to sign!



Project Title: SSC7023-Seventh Grade Social Studies and Civics Lesson Title: Bill of Rights File Name: Page: M2S3 Frame: 3210 Date:		Audio: Voiceover
Links: Links from school LMS; links to next slide		Screen Description:
Screen Layout: 		Learning Objectives: CanasiBibiModule6Syllabus.docx Identify the five freedoms of individual rights protected by the First Amendment; Given an analysis of the 13th, 14th, 15th, 19th, 24th, and 26th Amendments of the Bill of Rights, explain the impact of those limitations before Amendments were ratified.
Multimedia Notes: Tutorial and PDF links https://www.cpalms.org/PreviewResourceStudentTutorial/Preview/208652 https://cpalmsmediaproduct.blob.core.windows.net/protected/uploads/resources/208652/accessibleversion.pdf		Narration/Page Descriptions: What might you need to know before we begin? To understand the individual rights protected by the Bill of Rights, you need to be familiar with two important documents that helped start our country. You may remember that the United States was once colonies of Great Britain and not always an independent country. M2S1: The Bill of Rights and You M2S2: Lesson Objectives

Project Title: SSC7023-Seventh Grade Social Studies and Civics Lesson Title: Bill of Rights File Name: Page: Frame: M2S3.4 Date:		Audio: Voiceover										
Links: from M2S3 and links to M2S5		Screen Description: Drag and drop activity										
Screen Layout: <div><div>Practice 1</div><div>Drag and drop to match each document to the correct statement.</div><div><div><div>Declaration of Independence</div></div><div><div>Constitution</div></div></div><div><div>Broke away from British rule</div><div>Defines the role of the government</div><div>July 4, 1776</div><div>Protects citizens' individual freedoms</div></div></div>		Learning Objectives: CanasiBibiModule6Syllabus.docx Identify the five freedoms of individual rights protected by the First Amendment; Given an analysis of the 13th, 14th, 15th, 19th, 24th, and 26th Amendments of the Bill of Rights, explain the impact of those limitations before Amendments were ratified.										
Multimedia Notes: https://www.cpalms.org/PreviewResourceStudentTutorial/Preview/208652		Narration: Let's review all the background knowledge we have covered so far. Drag and drop each statement to the document that it best describes. When you are finished, click SUBMIT to check your answers. {Feedback provided for correct and incorrect submissions}										
Page Description:		<table><tr><th>Drag Item</th><th>Drop Target</th></tr><tr><td>Broke away from British rule</td><td>Declaration of Independence</td></tr><tr><td>July 4, 1776</td><td>Declaration of Independence</td></tr><tr><td>Defines the role of the government</td><td>The Constitution</td></tr><tr><td>Protects citizens' individual freedoms</td><td>The Constitution</td></tr></table>	Drag Item	Drop Target	Broke away from British rule	Declaration of Independence	July 4, 1776	Declaration of Independence	Defines the role of the government	The Constitution	Protects citizens' individual freedoms	The Constitution
Drag Item	Drop Target											
Broke away from British rule	Declaration of Independence											
July 4, 1776	Declaration of Independence											
Defines the role of the government	The Constitution											
Protects citizens' individual freedoms	The Constitution											


Project Title: SSC7023-Seventh Grade Social Studies and Civics
Lesson Title: Bill of Rights
File Name:
Page:
Frame: M2S4.5
Date:

Links: from M2S4 and to M2S5


Screen Description: Founders activity

Screen Layout:

Practice 2




George Washington




John Adams




Thomas Jefferson




Benjamin Franklin



John Jay



James Madison



Alexander Hamilton

Those who wrote the Constitution are known as _____.

Pick the **one** best answer.

Government

Conventions

Founders

Citizens

Multimedia Notes:

<https://www.cpalms.org/PreviewResourceStudentTutorial/Preview/208652>

Audio: Voiceover

Learning Objectives: [CanasiBibiModule6Syllabus.docx](#)
Identify the five freedoms of individual rights protected by the First Amendment.

Narration: Feedback provided for correct and incorrect submission for Activity.

Correct	Choice	Feedback
No	Government	That's not it. The new government was created from the Constitution. Think about what the group of individuals who wrote the Constitution are called. Try again.
Yes	Founders	Nice job. You understand that shortly after the American Revolution ended, the individuals who met in Philadelphia to write the foundation of our government, the Constitution, are referred to as the Founders.
No	Conventions	That's not it. The Convention is the location where the Constitution was written. Think about what the group of people who wrote it are called. Try again.
No	Citizens	That's not it. The Constitution applies to citizens, but the people wrote the document have a different title. Try again.

M2S5: Has the Constitution stayed the same for 250 years?
M2S6: Only 27 Amendments Since 1787
M2S7: Drag and drop activity
M2S8: What is significant about the Bill of Rights?
M2S9: Multiple choice activity
M2S10: Bill of Rights Day
M2S11: What are some of these rights?
M2S11. 1: Drag and drop activity

Project Title: SSC7023-Seventh Grade Social Studies and Civics
Lesson Title: Bill of Rights
File Name:
Page: M2S12
Frame:
Date:

Links: Links to BOR Jeopardy game
Screen Description: transition to Jeopardy game and activity

Screen Layout:

- The Founders wanted to prevent the government from becoming too powerful over the citizens.
- The first 10 amendments were added to protect individual rights and are called the Bill of Rights.
- These individual rights **cannot** be taken away from citizens, as they are protected under the Constitution.



Multimedia Notes: <https://jeopardylabs.com/play/bill-of-rights-jeopardy17>
<https://d.docs.live.net/1d556b5ba0f6bdeb/UCF/EME6417/MODULE%208/the-bill-of-rights-worksheet.pdf>

Audio: Voiceover; jeopardy has narrator and music

Learning Objectives: [CanasiBibiModule6Syllabus.docx](#)
Identify the five freedoms of individual rights protected by the First Amendment; Given an analysis of the 13th, 14th, 15th, 19th, 24th, and 26th Amendments of the Bill of Rights, explain the impact of those limitations before Amendments were ratified.

Narration:

STATE THAT AMENDMENT	FACT OR FICTION	KEY PLAYERS	RIGHT OR WRONG	CONSTITUTIONAL TRIVIA
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

SUMMARIZING The Bill of Rights

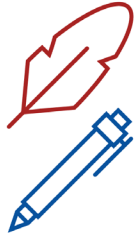
Delegates representing the newly formed United States finished writing the Constitution in 1787, but their work was not done. The thirteen states had to agree to it. The original U.S. Constitution contained few specific guarantees of individual rights. Some delegates were concerned and pushed to add amendments to protect personal freedoms. Ten amendments, called the Bill of Rights, were added to the Constitution in 1791.


Read the first ten amendments. Summarize each amendment in your own words.


First Amendment

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.”

prohibiting: forbidding
abridging: limiting
assemble: gather
petition: formally request
redress: correction
grievances: complaints about unlawful or unfair actions



<p>Project Title: SSC7023-Seventh Grade Social Studies and Civics</p> <p>Lesson Title: Exploring the First Amendment</p> <p>File Name:</p> <p>Page: M2S14</p> <p>Frame: 3220</p> <p>Date:</p>	<p>Audio: Voiceover</p>
<p>Links:</p>	<p>Screen Description:</p> <p>Learning Objectives: CanasiBibiModule6Syllabus.docx</p> <p>Identify the five freedoms of individual rights protected by the First Amendment; Given an analysis of the 13th, 14th, 15th, 19th, 24th, and 26th Amendments of the Bill of Rights, explain the impact of those limitations before Amendments were ratified.</p>
<p>Screen Layout:</p>  <p>The screenshot shows a presentation slide with a red header 'Your Objectives' and a dark blue background. On the left, a white-bordered box contains the text 'In this tutorial, we'll:' followed by a bulleted list: 'Unpack the First Amendment to learn what rights each part guarantees', 'Learn about the limits to those rights—what the First Amendment <i>doesn't</i> protect', and 'See how the First Amendment applies to everyday life'. To the right of the text is a cartoon character of Uncle Sam, wearing his iconic top hat and holding a sign that says 'First Amendment'. Below the character is the text '"Bill" O. Rights'.</p>	<p>Narration/Page Descriptions:</p> <p>M2S13: Exploring the First Amendment</p> <p>M2S15: Federalists vs. Anti-Federalists</p> <p>M2S16: T/F Activity</p> <p>M2S17: The First Amendment</p> <p>M2S18: Matching Activity</p> <p>M2S19: Freedom of Religion: Establishment Clause</p> <p>M2S20: Freedom of Religion: Exercise Clause</p> <p>M2S21: T/F Activity</p> <p>M2S22: Freedom of Speech</p> <p>M2S23: Freedom of Speech: Limits</p> <p>M2S24: Matching Activity</p> <p>M2S25: Freedom of the Press</p> <p>M2S26: Related Freedoms: Press and Speech</p> <p>M2S27: Activity: Limitation or Not?</p> <p>M2S28: Freedom of Assembly</p> <p>M2S29: Freedom to Petition</p> <p>M2S30: Matching Activity</p> <p>M2S31: Drag and drop Activity</p> <p>M2S32: Review objectives learned</p>
<p>Multimedia Notes: Exploring the First Amendment.pdf</p> <p>Exploring the First Amedment Tutorial</p>	

Project Title: SSC7023-Seventh Grade Social Studies and Civics Lesson Title: Constitutional Amendments File Name: Page: M2S34 Frame: 3230 Date:		Audio: Voiceover
Links: from M2S33 and links to M2S35		Screen Description: Objectives review for lesson
Screen Layout: 		Learning Objectives: CanasiBibiModule6Syllabus.docx Identify the five freedoms of individual rights protected by the First Amendment; Explain the limitations of some of those rights, providing examples that support the limits of those rights.
Multimedia Notes: Constitutional Amendments Constitutional Amendments PDF		Narration: In this tutorial, you'll learn about several of the amendments that have been added to the United States Constitution since 1787. All of these amendments have expanded the rights of citizens in our democracy. By the end of this tutorial, you'll know the meaning of, and a little bit of the history behind, the 13 th , 14 th , 15 th , 19 th , 24 th , and 26 th Constitutional Amendments. You'll also understand how each of these amendments expanded our democracy by allowing more citizens, especially minority groups, to vote and to enjoy the guarantee of equal rights. Page Descriptions: MS233: Constitutional Amendments: Expansion of Democracy M2S35: Prior knowledge: Amending the Constitution and Activity M2S36: Right to Vote and Activity M2S37: Setting the Stage: Civil War & Reconstruction M2S38: 13 th Amendment; Involuntary Servitude, Jurisdiction M2S39: 14 th Amendment M2S40: 15 th Amendment; Servitude M2S41: Reconstruction Amendments M2S42: Women's Suffrage M2S43: 19, 24, and 26 Amendments and Activity

Project Title: SSC7023-Seventh Grade Social Studies and Civics

Lesson Title: Journey Through Justice

File Name:

Page: M3S1 and M3S2

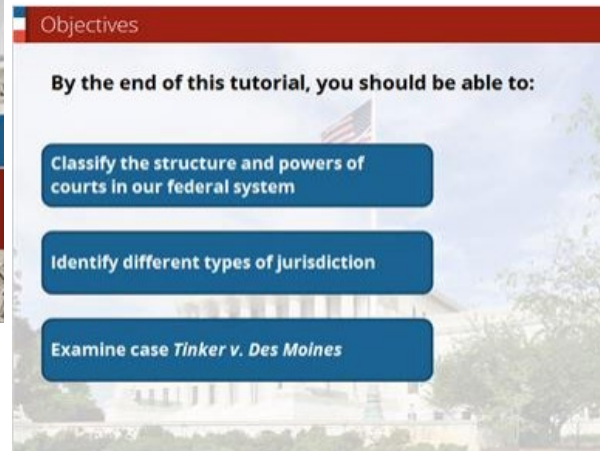
Frame: 3300

Date:

Links: to M3S3

Screen Description: Title page and objectives review

Screen Layout:



Multimedia Notes: [Journey Through Justice: Our Federal Courts](#)
[Journey Through Justice: Our Federal Courts PDF](#)

Audio: Voiceover

Learning Objectives: [CanasiBibiModule6Syllabus.docx](#)

Classify the structure and summarize the powers of the courts in the federal judiciary system, ranging from federal district courts to the Supreme Court. Given a review of three Supreme Court cases, analyze and summarize the individual right to freedom of speech vs. the potential danger of that speech to society, to understand why imposed limitations are necessary.

Narration: Welcome to “Journey through Justice: Our Federal Courts System,” an online tutorial for 7th grade students.

This tutorial is designed to teach you all about how our federal court system works. By the end, you should be able to classify the structure and powers of the courts by examining the facts of a landmark Supreme Court case called ***Tinker vs. Des Moines***.

Page Descriptions:

M3S3: Prior Knowledge and Activity

M3S4: The Judicial Branch

M3S5: Federal Courts: A Pyramid

M3S6: Drag and drop activity

M3S7: Jurisdiction: Say What?

M3S8: Original vs. Appellate

M3S9: Drag and drop activity


M3S10: Tinker vs. Des Moines Independent Community School District

M3S11: How It All Started...


M3S12: Rebels...Or Were They?

M3S13: From District Court To The Supreme Court and Activity


M3S14: Sequence Activity of Events

<p>Project Title: SSC7023-Seventh Grade Social Studies and Civics</p> <p>Lesson Title: Evaluating Constitutional Rights</p> <p>File Name:</p> <p>Page: M3S15 and M3S16</p> <p>Frame: 3320</p> <p>Date:</p>		<p>Audio: Voiceover</p>
<p>Links: from M3S14 and links to M3S17</p>		<p>Learning Objectives: CanasiBibiModule6Syllabus.docx</p> <p>Classify the structure and summarize the powers of the courts in the federal judiciary system, ranging from federal district courts to the Supreme Court.</p> <p>Given a review of three Supreme Court cases, analyze and summarize the individual right to freedom of speech vs. the potential danger of that speech to society, to understand why imposed limitations are necessary.</p>
<p>Screen Layout:</p> 		<p>Narration: Welcome to “Evaluating Constitutional Rights,” an online Civics tutorial for students in 7th grade. In this tutorial, you’ll explore the individual rights guaranteed in the Constitution from a different angle: by learning about some key decisions of the Supreme Court. You’ll learn about real-world scenarios in which those rights clashed with other people’s rights- or the rights of society and for each, you’ll learn how the Supreme Court ultimately ruled on the case, and why. You’ll have a chance to evaluate these complex cases.</p> <p>Page Descriptions:</p> <p>MS317: The Supreme Court and the Bill of Rights</p> <p>M3S18: Freedom of Speech</p> <p>M3S19: Schenck vs. United States Background</p> <p>M3S20: Texas vs. Johnson Background</p> <p>M3S21: Fifth Amendment</p> <p>M3S22: Korematsu vs. United States</p> <p>M3S23: Kelo vs. City of New London Background</p> <p>M3S24: Lesson Review</p>
<p>Multimedia Notes: Evaluating Constitutional Rights</p> <p>Evaluating Constitutional Rights PDF</p>		

Project Title: SSC7023-Seventh Grade Social Studies and Civics Lesson Title: Government Takes Many Forms File Name: Page: M4S1 and M4S2 Frame: 3400 Date:		Audio: Voiceover
Links: from M3S24 and links to M4S3		Screen Description: Title page and review of lesson objectives
Screen Layout: <div data-bbox="216 515 817 828" data-label="Image"> </div> <div data-bbox="468 836 1212 1153" data-label="Complex-Block"> <div> <p>You'll learn the basics about governments and the different forms they take:</p> <ul style="list-style-type: none"> • Monarchy • Democracy • Republic • Autocracy • Oligarchy <p>You'll explain some of the advantages of a constitutional republic over other forms of government.</p> </div> <div data-bbox="825 861 1197 1118" data-label="Image"> </div> </div>		Learning Objectives: CanasiBibiModule6Syllabus.docx Given descriptions and characteristics of different forms of government, students will apply knowledge by demonstrating ability to discriminate between the different forms of government based on the treatment or imposed power over citizens; Given scenarios of mock events in fictional countries representing different forms of government learned, students will identify the government structure from a given list of types to choose from.
Multimedia Notes: Government Takes Many Forms Government Takes Many Forms PDF		Narration: Welcome to “Government Takes Many Forms,” an interactive civics tutorial for students like you. In this tutorial, you’ll learn the basics about governments and the different forms they take. Specifically, you will learn about monarchies, democracies, republics, autocracies, and oligarchies. Finally, you will explain some of the advantages of a constitutional republic, the government of the United States, over other forms of government. Page Descriptions: M4S3: What Is Government? M4S4: Forms vs. Systems M4S5: Monarchy M4S6: Democracy M4S7: Autocracy M4S8: Oligarchy M4S9: What is A Constitutional Republic? M4S10: Features of a Constitutional Republic M4S11: Lesson Review M4S12: Drag and drop activity M4S13: World Government Systems Activity

Project Title: SSC7023-Seventh Grade Social Studies and Civics Lesson Title: World Government Systems Activity File Name: Page: M4S13 Frame: 3400 Date:		Audio:
Links: linked from school learning management system		Learning Objectives: CanasiBibiModule6Syllabus.docx Given descriptions and characteristics of different forms of government, students will apply knowledge by demonstrating ability to discriminate between the different forms of government based on the treatment or imposed power over citizens; Given scenarios of mock events in fictional countries representing different forms of government learned, students will identify the government structure from a given list of types to choose from.
Screen Layout:	Screen Description: Learning booklet utilizing gamification	
		Narration:
Multimedia Notes: World Government Systems Activity Booklet		



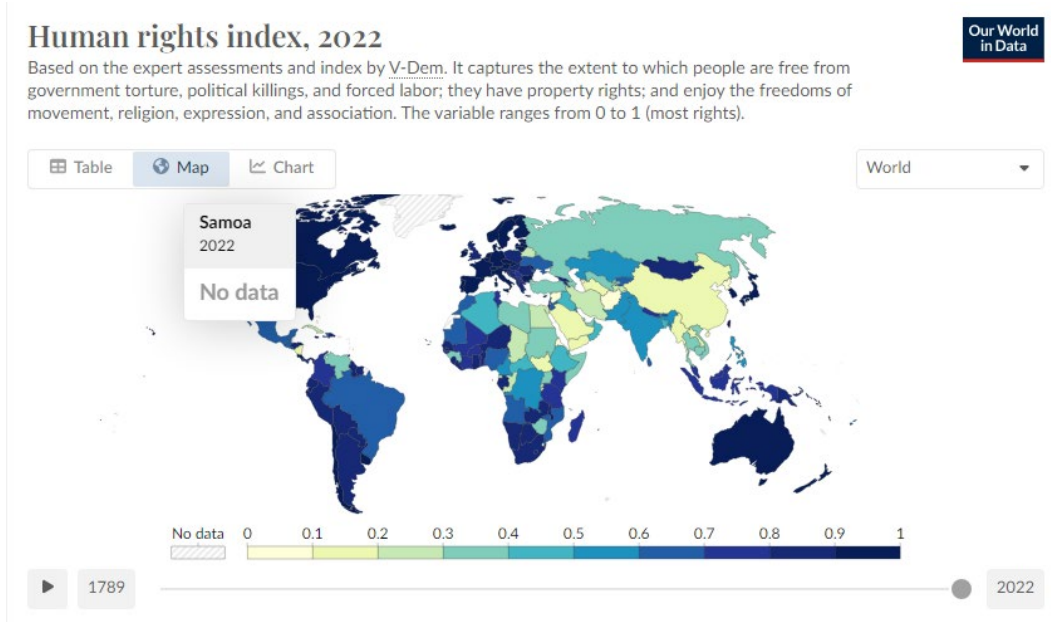
<p>Project Title: SSC7023-Seventh Grade Social Studies and Civics</p> <p>Lesson Title: World Government Systems Activity</p> <p>File Name:</p> <p>Page: M4S16</p> <p>Frame: 3430</p> <p>Date:</p>	<p>Audio: Facilitator/student participation</p>	
<p>Links: linked from school learning management system</p>	<p>Screen Description: Helpful tip analogy for systems of government.</p>	<p>Learning Objectives: CanasiBibiModule6Syllabus.docx</p> <p>Given descriptions and characteristics of different forms of government, students will apply knowledge by demonstrating ability to discriminate between the different forms of government based on the treatment or imposed power over citizens; Given scenarios of mock events in fictional countries representing different forms of government learned, students will identify the government structure from a given list of types to choose from.</p>
<p>Screen Layout:</p> <div data-bbox="180 511 1223 1095">  <p>HELPFUL TIP TO REMEMBER!!!</p> <ul style="list-style-type: none"> ▶ Think of each system like an <u>Octopus</u>. ▶ The <u>head</u> of the <u>Octopus</u> represents the <u>central government</u>, as the “head” is located in the “center” of the octopus. ▶ The “<u>arms</u>” represent the <u>smaller state governments (or countries)</u>, as there are many state/country governments just as there are many “arms” of the octopus. </div>		
<p>Multimedia Notes: Systems of Government.pptx Systems of Government Quiz</p>		
<p>Narration:</p> <p>Page Descriptions:</p> <p>M4S13: Lesson Title</p> <p>M4S14: What is the difference?</p> <p>M4S15: Systems</p> <p>M4S17: Unitary</p> <p>M4S18: Confederal</p> <p>M4S19: Federal</p> <p>M4S20: Quiz</p>		

Project Title: SSC7023-Seventh Grade Social Studies and Civics
Lesson Title: Human Rights
File Name:
Page: M5S1
Frame: 3510/3520
Date:

Links:

Screen Description: Interactive charts and graphs

Screen Layout:





Multimedia Notes: Students will link to <https://ourworldindata.org/human-rights>

Audio: Instructor presentation/class discussion

Learning Objectives: [CanasiBibiModule6Syllabus.docx](#)
By utilizing Our World in Data Tool, students will differentiate between the constitutional republic of the United States and other forms of government in relation to individual freedoms as guaranteed by the First Amendment of the United States Constitution.

Narration:

Project Title: SSC7023-Seventh Grade Social Studies and Civics Lesson Title: Portraits in Patriotism File Name: Page: M5S2 Frame: 3520 Date:		Audio: Mel Martinez Interview for Portraits in Patriotism; background music	
Links: linked from school learning management system	Screen Description: Mel Martinez, former U.S Senator/HUD Secretary	Learning Objectives: CanasiBibiModule6Syllabus.docx Summarize common reasons for emigration to the United States as seen/heard in Portraits in Patriotism interviews. Discussion: Summarize why individuals would leave their home country in the context of freedoms and rights and explain how living under the protection of the U.S. Bill of Rights would make a difference in that individual's life.	
Screen Layout: 		Narration: Recorded Interview offers closed captioning Page Descriptions: M5S3: Ardian Zika, Former Florida House of Representatives M5S4: Ivonne Blank, Early Education Teacher M5S5: Idelia & Dr. Cristina Viera	
Multimedia Notes: Portraits in Patriotism – Mel Martinez Primary Source: US Dept of State Telegram – January 3, 1961 Flights to Freedom – Pedro Pan			

Project Title: SSC7023-Seventh Grade Social Studies and Civics Lesson Title: Reflection Essay File Name: Page: Frame: 4000 Date:		Audio:	
Links: linked from school learning management system		Screen Description:	
Screen Layout:: 		Learning Objectives: CanasiBibiModule6Syllabus.docx	
Multimedia Notes: Image: Earth (East view) in male hands isolated on a black background. Space for copy. Earth globe image provided by NASA - https://earthobservatory.nasa.gov/images/84214/blue-marble-eastern-hemisphere		Narration: As stated on Syllabus, students will have opportunity to analyze and reflect upon the lessons learned in SSC7023. The purpose of this assignment is to encourage self-reflection, introspection, and identifying personal growth. Guidelines: Clearly state the purpose of your essay and the lessons you have learned. Reflect on how those lessons have influenced your thinking, behavior or worldview. Use specific examples or incidents to illustrate your points and provide context. Reflect on how this course has influenced your values and/or beliefs. How will these insights impact your future actions, goals, or choices? Essay should be well structured, coherent, and organized. Use appropriate language and grammar. Provide specific examples to support your reflections. Most importantly: be honest, genuine and introspective in your writing. Thank you for attending SSC7023!	