

Integrated K-12 Civic Education Curriculum

United States History Honors (#2100320) • Land of Hope, Student Edition and Teacher's Edition • Grades 9–12		
If category does not apply to materials please mark "N/A"		
Requirement	Requirement has been met? Yes/No	Evidence of this requirement (link to materials, chapter or page number)
Rule 6A-1.09411, F.A.C., "K-12 Civic Education Curriculum" establishes the intent of the Florida State Board of Education to integrate civics education across all other subject areas as part of regular school work in kindergarten through Grade 12. Instructional materials must provide guidance to educators on integrating civics education content into the subject matter they address in a meaningful way.	Yes	Civic education is integrated throughout all twenty-two chapters rather than confined to a section. Every lesson carries a Classroom Experience with Suggested Exercises, and civic-oriented exercise types recur across the course — Civic Discourse, Critical Thinking and Problem Solving, Speaking Skills and primary-source analysis — so that students examine founding documents, constitutional principles and questions of citizenship as a regular part of the historical work. Representative locators from early to late: Teacher's Edition. Ch. 3 → Lesson 3.5 → Classroom Experience (the Declaration of Independence); Ch. 4 → Lesson 4.9 → Civic Discourse (slavery and the Constitution); Ch. 5 → Lesson 5.1 → Classroom Experience (the Federalist Papers); Ch. 11 → Lesson 11.4 → Reading Comprehension (the Fourteenth Amendment); Ch. 20 → Lesson 20.4 → Key Concepts (civil rights and the law)
R. 6A-1.09411 3. (a) 1 A review of select colonial American charters, compacts, and laws that preceded and influenced the Declaration of Independence and the Constitution of the United States.	Yes	Student Edition: Mayflower Compact, Ch. 2, p. 49, presented as ordinary people creating a civil society and a real-world dramatization of the social contract; Magna Carta, Ch. 3, pp. 61-63, with Figure 3.2, Herter's mural painted alongside The Signing of the American Constitution to draw the parallel between the documents; The Colonists' Habit of Self-Rule, with Figure 3.1, Patrick Henry Before the Virginia House of Burgesses, Ch. 3, pp. 57-58. Teacher's Edition: Ch. 3 → Lesson 3.1 → Critical Thinking and Problem Solving: Students list the events leading to the overthrow of King James II and trace what English constitutional and common-law practice bequeathed to the American colonies.

R. 6A-1.09411 3. (a) 2 The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truths, equality of all persons, limited government, consent of the governed, right of resistance, popular sovereignty, and the divine source of inalienable rights of life, liberty, and property, and how those rights form the philosophical foundation of our government.	Yes	Student Edition: The Declaration of Independence, Ch. 3, p. 88, printed with its statement of self-evident truths, equality, unalienable rights of life, liberty and the pursuit of happiness, and the derivation of just powers from the consent of the governed; Evangelical Individualism, the Enlightenment, and Natural Law, Ch. 3, pp. 73-74. Teacher's Edition: Ch. 3 → Lesson 3.5 → Classroom Experience: Students answer where governments get their power and what should happen when a government fails to protect the people's rights, identify the philosopher whose ideas most shaped the argument, and examine what the phrase "all men are created equal" left unanswered at the time.
R. 6A-1.09411 3. (a) 3 The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the ten (10) amendments that make up the Bill of Rights, and how the Constitution provides the structure of our government.	Yes	Student Edition: The Bill of Rights, Ch. 5, pp. 138-139 and 160-161, with the Federalists' promise to add it as one of the first acts of the new government; Checks and balances, Ch. 4, p. 119; The First Amendment, Ch. 5, p. 155; Later amendments, Ch. 11, pp. 352, 354, 358. Teacher's Edition: Ch. 5 → Lesson 5.2 → Classroom Experience: Students work through federalism, separation of powers, representative government and the rule of law as the structure the Constitution establishes.
R. 6A-1.09411 3. (a) 4 The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	Yes	Student Edition: The Federalist Papers, Ch. 5, pp. 133-137, with Alexander Hamilton, James Madison and John Jay named, the serial publication recorded in the chapter Timeline, and the Anti-Federalist reply. Teacher's Edition: Ch. 5 → Lesson 5.1 → Classroom Experience: Students answer what Federalist 10 gives as the Constitution's cure for the problem of faction, what Federalist 51 identifies as the ultimate protection of the people's rights, and how the Anti-Federalists shaped the eventual content of the Constitution.

R. 6A-1.09411 3. (b) A sense of civic pride and desire to participate regularly with government at the local, state, and federal levels.	Yes	Student Edition: Civic virtue, Ch. 4, pp.110-11 and Ch. 6, pp. 204-205; The widening of suffrage, Ch. 5, p. 160 and Ch.11, p.356 Teacher's Edition: Ch. 22 → Lesson 22.7 → Civic Discourse: Students identify one local official, one state official and one national official or employee whose work affects daily life, describe the role of each, explain how government at all three levels reaches the ordinary citizen, and assess which level they encounter most often and why.
R. 6A-1.09411 3. (c) An understanding of the process for effectively advocating before government bodies and officials.	Yes	Student Edition: The antislavery petition campaign and the response of government, Ch. 7 — the chapter Timeline records that in 1836 the U.S. House adopted the “gag rule” to suppress antislavery petitions (May 26), and the narrative treats the suppression of petitions and of abolitionist mails as an attempt to close off debate, Ch. 8, p. 264; The Liberator, Ch. 7, p. 220. Teacher's Edition: Ch. 7 → Lesson 7.4 → Civic Discourse: StudentsC10:C11 examine how antislavery advocates carried their case to the U.S. House through organized petitions and how the gag rule answered them, then draft and present a short petition to a named government body on a question the chapter raises, identifying the body with authority to act and the argument most likely to move it.
R. 6A-1.09411 3. (d) 1 Has a thorough knowledge of America's founding principles and documents, and is equipped to apply this knowledge.	Yes	Student Edition: The Declaration of Independence, Ch. 3, p. 88; the Constitution, the ratification debates and the Bill of Rights, Ch. 5, pp. 133–141. Teacher's Edition: Ch. 4 → Lesson 4.9 → Civic Discourse: Students prepare and defend responses on how slavery was and was not recognized in the Constitution, how harshly the Founders should be judged for its continuance, and why the framers distinguished between slavery and the slave trade, applying founding principles to the hardest case in the nation's history.

R. 6A-1.09411 3. (d) 2 Demonstrates civic virtue and self-government that promotes the success of the United States constitutional republic through personal responsibility, civility, and respect in political, social, and religious discourse and lawful civic engagement.	Yes	Student Edition: Civic virtue, Ch. 4, pp. 110-11 and Ch. 6, pp. 204-205. Teacher's Edition: Ch. 4 → Lesson 4.9 → Civic Discourse and Ch. 3 → Lesson 3.5 → Classroom Experience: Students prepare positions in advance, argue contested questions on which reasonable people differ, and respond to opposing arguments. The Civic Discourse exercise recurs from Chapter 9 through Chapter 22, giving students repeated structured practice in civil disagreement.
R. 6A-1.09411 3. (d) 3 Respects the military, elected officials, civic leaders, public servants, and all those who have defended the blessings of liberty in pursuit of the common good, even at personal risk.	Yes	Student Edition: The Gettysburg Address, Ch. 10, p. 324, printed in full, dedicating the living to the cause for which the honored dead gave the last full measure of devotion; Lincoln's Second Inaugural Address, Ch. 10, pp.332-333; the Bonus Expeditionary Force of unemployed veterans who came to Washington seeking early redemption of their service certificates, Ch. 17, p. 559; Figure 15.10, 369th Infantry Troops Return Home, Ch. 15, p. 501; the liberation of the concentration camps by Allied forces, Ch. 18. The Student Edition carries this requirement directly through Lincoln's own words honoring those who defended the blessings of liberty at personal cost.
R. 6A-1.09411 3. (d) 4 Understands the United States Constitution, Bill of Rights, and other amendments in their historical context; defends the core values of these documents and the principles that shaped them.	Yes	Student Edition: The Bill of Rights as the bargain that secured ratification, Ch. 5, p. 138; the Thirteenth, Fourteenth and Fifteenth Amendments, Ch. 11, pp. 352, 354, 358. Teacher's Edition: Ch. 11 → Lesson 11.4 → Reading Comprehension: Students read the text of the Fourteenth Amendment and identify how Section 1 defines citizenship and what it forbids the states to do, seeing the Constitution amended under historical pressure and defending the core values the amendments secure.

R. 6A-1.09411 3. (d) 5 Recognizes how political ideologies, such as communism and totalitarianism, conflict with the principles of freedom and democracy essential to preserving the United States constitutional republic.	Yes	Student Edition: Primary Source 19.3, Ch. 19, p. 662, in which Whittaker Chambers records that he repudiated Marx's doctrines and Lenin's tactics because experience had convinced him that Communism is a form of totalitarianism, that its triumph means slavery to men wherever they fall under its sway and spiritual night to the human mind and soul, and that he resolved to break with the Communist Party at whatever risk. The chapter sets this against the American constitutional order. Stalin and the Soviet system, Ch. 18, p. 604 and Ch. 19, p. 643; Mao and the Chinese Communists, Ch. 19, pp. 657–659; Castro and the Cuban Revolution, Ch. 19, pp. 671–672.
R. 6A-1.09411 3. (d) 6 Appreciates the price paid by previous generations to secure the blessings of liberty and why it is the responsibility of current and future generations to preserve it.	Yes	Student Edition: The Gettysburg Address, Ch. 10, p. 324, which charges the living with the great task remaining before them so that the honored dead shall not have died in vain; the liberation of the concentration camps, Ch. 18; Figure 15.10, 369th Infantry Troops Return Home, Ch. 15, p. 501. Teacher's Edition: Ch. 10 → Lesson 10.7 → Civic Discourse: Students prepare for and conduct a Socratic seminar on the significance of the Civil War, considering whether its purpose and meaning changed over time and what allowed the Union to prevail, and answer what the cost of preserving the Union obliges of the generations that inherit it.