

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

**Unit 1 Vocabulary: *A Tradition of Democracy* (Chapters 1 – 4)**

<b>Magna Carta</b>	
<b>English Bill of Rights</b>	
<b>Mayflower Compact</b>	
<b>Thomas Paine</b>	
<b>“Common Sense”</b>	
<b>Enlightenment</b>	
<b>Charles-Louise Montesquieu</b>	
<b>John Locke</b>	
<b>Natural law</b>	The natural right to life, liberty, and property.
<b>Social contract</b>	
<b>Founding Fathers</b>	
<b>Declaration of Independence</b>	
<b>Articles of Confederation</b>	
<b>Constitution</b>	
<b>Preamble</b>	
<b>Federalist</b>	
<b>Anti-Federalist</b>	
<b>Ratification</b>	
<b>Bill of Rights</b>	
<b>Check and Balances</b>	
<b>Amendment</b>	
<b>Direct democracy</b>	
<b>Representative democracy</b>	
<b>Socialism</b>	A political system in which the means of production and distribution are controlled by the people and operated according to equity and fairness rather than market principles.

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

<b>Habeas corpus</b>	An order to bring somebody who has been detained into court, usually for a decision on whether the detention is lawful.
<b>Communism</b>	
<b>Monarchy</b>	
<b>Oligarchy</b>	A small group of people who together govern a nation, often for their own purposes
<b>Autocracy</b>	A country governed by a single ruler who has unlimited political power.
<b>Parliamentary government</b>	A system of government having real executive power vested in a cabinet composed of members of the legislature who are individually and collectively responsible to the legislature.
<b>Federal government</b>	
<b>Confederal government</b>	A political system in which members give limited powers to the central government and members have a right to withdraw from the confederation.
<b>Unitary government</b>	A government that gives the main power to the central government.
<b>Rule of law</b>	
<b>Marbury V. Madison</b>	
<b>Tinker V. Des Moines</b>	
<b>Hazelwood V. Kuhlmeier</b>	
<b>13<sup>th</sup> Amendment</b>	
<b>14<sup>th</sup> Amendment</b>	
<b>15<sup>th</sup> Amendment</b>	
<b>19<sup>th</sup> Amendment</b>	
<b>24<sup>th</sup> Amendment</b>	
<b>Article I of the U.S. Constitution</b>	
<b>Article II of the U.S. Constitution</b>	
<b>Article III of the U.S. Constitution</b>	
<b>Forced internment</b>	The relocation of certain groups during a time of war.
<b>Double Jeopardy</b>	A procedural defense that forbids a defendant from being tried again on the same charges following an acquittal or conviction.
<b>Tyranny</b>	Oppressive power exerted by government.

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

<b>Unenumerated rights</b>	Rights that are not expressly mentioned in the written text of a constitution but instead are inferred from the language, history, and structure of the constitution.
<b>Ex post facto</b>	Latin for "after the fact," which refers to laws adopted after an act is committed making it illegal although it was legal when done, or increases the penalty for a crime after it is committed. Such laws are specifically prohibited by the U. S. Constitution.
<b>Eminent domain</b>	
<b>Civil Rights Act of 1964</b>	
<b>Shays Rebellion</b>	An uprising of small farmers in Massachusetts over what they felt was excessive taxes.

**Unit 1 Questions: *A Tradition of Democracy* (Chapters 1 – 4)**

1. How did Montesquieu's view of separation and John Locke's theories related to natural law and Locke's social contract influence the founding fathers?
2. How did the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" influence colonist' views of government?
3. How did English policies and responses to colonial concerns led to the writing of the Declaration of Independence?
4. Identify the complaints stated in the Declaration of Independence?
5. Explain how the Constitution limits the powers of government through a separation of powers and a system of checks and balances.
6. Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of the Bill of Rights.

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

7. How did the Rule of Law influence the American legal, political, and government systems?
8. What obligations do citizens have?
9. Compare different forms/systems of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy, federal, confederal, parliamentary, and unitary).
10. How did the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments impact minority participation in the political process?
11. Illustrate the structure and function of the three branches of government as established in Articles I, II, and III of the Constitution.
12. What was the impact of the following landmark cases: Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, and Hazelwood v. Kuhlmeier?
13. What is the difference between domestic and foreign policy?

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

**Unit 2 Vocabulary: *The Federal Government* (Ch. 5, 6, 7, 8, 9, 22 & 23)**

<b>Legislative Branch</b>	
<b>Executive branch</b>	
<b>Judicial Branch</b>	
<b>State Courts (see p. 218)</b>	
<b>Federal Courts*</b>	The Constitution created the Supreme Court and empowered Congress, in Article I, Section 8, to establish inferior federal courts. The authority of federal courts is limited to that given to them by the federal statutes that created them.
<b>Federalism</b>	
<b>Plessy v. Ferguson</b>	
<b>Brown v. Board of Education</b>	
<b>Gideon v. Wainwright</b>	
<b>In re Gant (1967)*</b>	States must give juvenile defendants the same constitutional rights as adult criminal defendants. With <i>Gault</i> , the Supreme Court said juvenile defendants must have notice of the charges against them, notice of their right to have an attorney, the right to confront and cross-examine witnesses against them, and the right not to testify against themselves.
<b>Miranda v. Arizona</b>	
<b>United States v. Nixon (ref.21)</b>	
<b>Law making process (see pg. 151)</b>	
<b>Civil Law</b>	
<b>Criminal Law</b>	
<b>Constitutional Law</b>	
<b>Military Law*</b>	<b>Military</b> justice is the body of <b>laws</b> and procedures governing members of the armed forces.
<b>Constitutional Rights*</b>	A constitutional right is a legal right granted by a country's constitution to its citizens and possibly others within its jurisdiction.
<b>Trial Process*</b>	Have 5 stages: jury selection, opening statements, presentation of evidence, closing arguments, jury deliberations.
<b>International Relations*</b>	relationships between countries (economic, foreign <b>affairs</b> and global issues)

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

<b>Civil Disobedience*</b>	The active, professed refusal to obey certain laws, demands, and commands of a government, or of an occupying international power. Civil disobedience is commonly, though not always, defined as a type of nonviolent resistance.
<b>Chief Justice*</b>	The head of the U.S. federal court system and the chief judge of the Supreme Court of the U.S. The Chief Justice is 1 of 9 Supreme Court justices; the other 8 are the Associate Justices.
<b>President Protempore of the Senate*</b>	Second-highest-ranking official of the U.S. Senate. The United States Constitution states that the Vice President of the U.S. is the President of the Senate, despite not being a member of the body, and that the Senate must choose a president pro tempore. The president pro tempore is third in the line of succession to the presidency, after the vice president and the Speaker of the House of Representatives.
<b>District of Columbia v. Heller*</b>	(2008) - was a landmark case in which the Supreme Court of the United States held that the Second Amendment to the United States Constitution protects an individual's right to possess a firearm for traditionally lawful purposes in federal enclaves, such as self-defense within the home. The decision did not address the question of whether the Second Amendment extends beyond federal enclaves to the states.
<b>Economic Freedoms (pg. 452-53)</b>	
<b>Property Rights*</b>	is any <a href="#">physical</a> or <a href="#">intangible entity</a> that is <a href="#">owned</a> by a <a href="#">person</a> or jointly by a group of people or a legal entity like a <a href="#">corporation</a> . Depending on the nature of the property, an owner of property has the right to <a href="#">consume</a> , <a href="#">sell</a> , <a href="#">rent</a> , <a href="#">mortgage</a> , <a href="#">transfer</a> , <a href="#">exchange</a> or destroy it, or to exclude others from doing these things.
<b>Naturalization Laws*</b>	basic requirements for naturalization are that the applicant hold a legal status as a full-time <a href="#">resident</a> for a minimum period of time and that the applicant promise to obey and uphold that country's laws, to which an oath or pledge of allegiance is sometimes added.
<b>Armed Forces*</b>	The armed forces of a <a href="#">country</a> are its <a href="#">government</a> -sponsored defense, fighting forces, and organizations. They exist to further the foreign and domestic policies of their governing body, and to defend that body and the nation it represents from external and internal aggressors
<b>Concurrent Powers</b>	
<b>Delegated Powers</b>	
<b>Elastic Clause</b>	
<b>Enumerated Powers*</b>	List of items found in Article I, section 8 of the US Constitution that set forth the "powers" of the United States Congress.
<b>Implied Powers</b>	
<b>Impeach</b>	
<b>Regulation of Immigration*</b>	<b>Immigration law</b> - governs the <a href="#">legal status</a> of people, in matters such as <a href="#">citizenship</a> . Immigration laws vary from <a href="#">country</a> to country, as well as according to the <a href="#">political</a> climate of the times, as sentiments may swing from the widely inclusive to the deeply exclusive of new immigrants

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

<b>Trade Regulation*</b>	The terms commerce and trade are often used interchangeably, with commerce referring to large-scale business activity and trade describing commercial traffic within a state or a community. The U.S. Constitution, through the <a href="#">Commerce Clause</a> , gives Congress exclusive power over trade activities between the states and with foreign countries.
<b>Juvenile law</b>	An area of the law that deals with the actions and well-being of persons who are not yet adults. In the law a juvenile is defined as a person who is not old enough to be held responsible for criminal acts.
<b>Majority Leader (p. 140)</b>	
<b>Minority leader</b>	
<b>Cabinet (pg. 101)</b>	
<b>Pardon (p. 166)</b>	
<b>Presidential Appointment (p. 166)</b>	
<b>Speaker of the House</b>	
<b>Special interest groups (p.278)</b>	
<b>Secretary of State</b>	
<b>Rights of the Accused*</b>	Class of rights that apply to a person in the time period between when they are formally accused of a <a href="#">crime</a> and when they are either convicted or acquitted. Rights of the accused are generally based on the maxim of " <a href="#">innocent until proven guilty</a> " and are embodied in <a href="#">due process</a> .
<b>Committees (standing, special, conference)</b>	In the U.S. Congress, <b>standing committees</b> are permanent legislative panels established by the House of Representatives and Senate. A <b>select or special committee</b> of the U.S. Congress is a congressional committee appointed to perform a special function that is beyond the authority of the standard committee. A <b>conference committee</b> is a joint committee of a <a href="#">bicameral legislature</a> , which is appointed by, and consists of, members of both chambers to resolve disagreements on a particular <a href="#">bill</a> .
<b>Alliance/Allies</b>	
<b>Ambassador</b>	
<b>Diplomacy/ Diplomats</b>	
<b>Embassy</b>	
<b>Doctrine</b>	
<b>Treaties (p. 166)</b>	
<b>Domestic* &amp; Foreign Policy</b>	<b>Domestic policy</b> , also known as public policy, presents decisions, laws, and programs made by the government which are directly related to all issues and activity within the country.

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

<b>Segregation</b>	The separation of humans into racial groups in daily life. It may apply to activities such as eating in a restaurant, drinking from a water, schools, etc.
--------------------	--

**Unit 2 Questions: *The Federal Government* (Ch. 5, 6, 7, 8, 9, 22 & 23)**

1. Explain and/ or illustrate the trial process and the role of juries in the administration of justice.
2. Explain and/or 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.
3. Explain the impact of Constitutional rights on individuals and society.
4. Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
5. Illustrate the law making process at the local, state and federal levels.
6. Identify sources and types (civil, criminal, constitutional, and military) of law.
7. Explain 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*.
8. What are the differences between local, state and federal governments' obligations and services?
9. Explain the differences between the United States domestic and foreign policies.



**Unit 3 Vocabulary: State and Local Government**

<b>Reserved Powers</b>	
<b>Bicameral</b>	
<b>Penal Code</b>	
<b>Municipality</b>	
<b>Appeals Court</b>	
<b>Charter</b>	
<b>Ordinances</b>	
<b>Town</b>	
<b>Special District</b>	
<b>Home Rule</b>	
<b>Mayor</b>	
<b>Governor</b>	
<b>Grants-in-aid</b>	
<b>Block Grants</b>	

**Unit 3 Questions: State and Local Government**

1. How can you experience the responsibilities of citizens at the local, state, and federal government?

Local:

State:

Federal:

2. What are multiple perspectives on these public and current issues?

Fighting the Drug War:

Supreme Court and Eminent Domain:

Safer Highways:

3. What are examples of service projects you can do to further the public good?
- A)
  - B)
  - C)
4. Describe the structure, function, and corresponding powers of the three branches of United States government as established in Articles I, II, and III of the U.S. Constitution.

Executive Branch

Structure:

Function:

Corresponding Powers:

Judicial Branch

Structure:

Function:

Corresponding Powers:

Legislative Branch

Structure:

Function:

Corresponding Powers:

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

5. How are laws made at the local, state and federal levels?

Local:

State:

Federal:

6. What are sources and types of civil, criminal, constitutional and military law?

Civil:

Criminal:

Constitutional:

Military:

7. How would you describe the levels, functions and powers of federal and state courts?

State

Levels:

Functions:

Powers:

Federal

Levels:

Functions:

Powers:

8. What are the differences and similarities of the constitutions of the United States and Florida?

Differences:

Similarities:

9. What are the obligations and services of the local, state and federal governments?

Local:

State:

Federal:

10. How do federal, state and local taxes support the economy?

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

**Unit 4 Vocabulary: *The Citizen in Government* (Chapters 10, 11, & 12)**

<b>Candidate</b>	
<b>Propaganda</b>	
<b>Issue-based platform</b>	A special interest group focusing on one issue.
<b>Political parties</b>	
<b>Elections</b>	
<b>Electoral college</b>	
<b>Mass media</b>	
<b>Lobby</b>	
<b>Lobbyist</b>	
<b>Income tax</b>	
<b>Bond</b>	
<b>Paying taxes</b>	
<b>Surplus</b>	
<b>Revenue</b>	
<b>National debt</b>	
<b>Deficit</b>	
<b>Political action committee</b>	
<b>Audit</b>	
<b>Constitutional rights</b>	A constitutional right is a legal right granted by a country's constitution to its citizens and possibly others within its jurisdiction.
<b>Amendments</b>	
<b>13<sup>th</sup> Amendment</b>	
<b>14<sup>th</sup> Amendment</b>	
<b>15<sup>th</sup> Amendment</b>	
<b>19<sup>th</sup> Amendment</b>	
<b>24<sup>th</sup> Amendment</b>	

Grade 7 Civics (including Advanced)  
End-of-Course Exam Study Guide

---

<b>26<sup>th</sup> Amendment</b>	
<b>Minority groups</b>	
<b>Budget</b>	
<b>Public opinion</b>	
<b>Interest groups</b>	
<b>Special interest</b>	
<b>Symbolism</b>	Symbolism is the practice of representing things by symbols, or of attaching things with a symbolic meaning or character. A symbol is an object, action, or idea that represents something other than itself, often of a more abstract nature.
<b><i>Bush v. Gore</i> p. R23</b>	
<b><i>United States v. Nixon</i> p. R21</b>	
<b>Civil disobedience</b>	Civil disobedience is the active, professed refusal to obey certain laws, demands, and commands of a government, or of an occupying international power. Civil disobedience is commonly, though not always, defined as a type of nonviolent resistance.
<b>Forced internment</b>	Internment is the imprisonment or confinement of people, commonly in large groups, without trial. "The action of 'interning'; confinement within the limits of a country or place."
<b>Property rights</b>	Property is any physical or intangible entity that is owned by a person or jointly by a group of people or a corporation. Depending on the nature of the property, an owner of property has the right to consume, sell, rent, mortgage, transfer, exchange or destroy it, or to exclude others from doing these things.
<b>Voting Rights Act of 1965 p. R12</b>	
<b>Equal Rights Amendment</b>	Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction. Congress shall have power to enforce this article by appropriate legislation
<b>Civil Rights Acts 1964 p. R12</b>	
<b>Civil Rights Act 1968</b>	The Civil Rights Act of 1968, also known as the Indian Civil Rights Act of 1968, (Pub.L. 90-284, 82 Stat. 73, enacted April 11, 1968) was a landmark piece of legislation in the United States that provided for equal housing opportunities regardless of race, creed, or national origin. The Act was signed into law by President Lyndon B. Johnson, who had previously signed the landmark Civil Rights Act and Voting Rights Act into law.

**Unit 4 Questions: *The Citizen in Government* (Chapters 10, 11, & 12)**

1. What is the role of political parties in the United States?
2. Describe the two major political parties in the United States and explain their ideas about how the country should be governed.
3. How do social issues, candidate debates, and political ads influence public opinion about a candidate's qualifications for office?
4. What affect do interest groups and the media have on monitoring and influencing government?
5. Why are propaganda, symbolism, and bias so effective in shaping public opinion?
6. Analyze the impact of the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, and 26<sup>th</sup> Amendments on participation of minority groups in the American political process.
7. Analyze the significance of Supreme Court case *Bush v. Gore*.
8. Analyze the significance of Supreme Court case *United States v. Nixon*.

9. What is the government's role in controlling financial institutions?
10. Why are borrowing and lending money important to the function of the American economy?
11. Explain the advantages and disadvantages of using credit.
12. Compare the national budget process to the personal budget process.
13. Why is voting important and why do so few people vote?
14. What are the main expenses of the federal government?
15. Describe the different ways the federal government raises revenues to pay for government services.
16. What steps are involved in spending government money?



**Unit 5 Vocabulary: *The Citizen in Society***

<b>Family</b>	
<b>Budget</b>	
<b>Fixed Expenses</b>	
<b>Citizenship</b>	
<b>School Systems</b>	
<b>University</b>	
<b>Mainstreaming</b>	
<b>Public School</b>	
<b>Extracurricular Activities</b>	
<b>Conditioning</b>	
<b>Habit</b>	
<b>Motivation</b>	
<b>Insight</b>	
<b>Critical Thinking</b>	
<b>Prejudice</b>	
<b>Bias (Pg. 250)</b>	
<b>Symbolism</b>	The practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events, or relationships.
<b>Propaganda</b>	

**Unit 5 Questions: *The Citizen in Society***

1. What are the obligations citizens have to obey laws, pay taxes, defend the nation and serve on juries?

2. How are bias, symbolism and propaganda used in media and political communication?

3. What are examples of government and citizen participation in international organizations?

Government Participation:

Citizen Participation:

4. What are the similarities and differences between personal and national budget practices?

**Unit 7 Vocabulary: *The United States and the World***

<b>Summit</b>	
<b>Foreign Aid</b>	
<b>Balance of Trade</b>	
<b>United Nations</b>	
<b>International Court of Justice</b>	

**Unit 7 Questions: *The United States and The World***

1. What are different concepts related to United States domestic and foreign policy?
2. List and Explain are examples of how the United States has dealt with international conflicts.

**Civics End-of-Course Exam Glossary**  
**(From Florida Department of Education Item Specifications)**

**Anarchy:** The absence of any of form of government.

**Anti-Federalists:** A group of people in the early United States who opposed ratification of the U.S. Constitution because they feared a strong national government and a lack of protection for individual rights.

**Anti-Federalist Papers:** A series of essay written to counter and defeat the proposed U.S. Constitution.

**Article:** A number chapter or section of a contract, treaty, or constitution.

**Authority:** The power to direct the actions of people or to make decisions.

**Citizen:** A legal member of a state and/or country.

**Common law:** Legal precedence based on customs and prior legal decisions and is used in civil cases.

**Common or public good:** Beliefs or actions that are seen as a benefit to the larger community rather than individual interests.

**Compact:** An official agreement made by two or more parties.

**Consent of the governed:** An agreement made by the people to establish a government and abide by its laws.

**Democracy:** A system of government in which political power resides with the people.

**Federalist Papers:** A series of essays written to explain and defend the proposed U.S. Constitution.

**Federalists:** A group of people in the early United States who favored the establishment of a strong national government and who worked for ratification of the U.S. Constitution.

**Independent judiciary:** The principle that decisions from the courts are fair and impartial and are not subject to undue influence from the other branches of government.

**Limited monarchy:** A system of government in which the king or queen shares authority with an elected legislature and agree to be bound by a constitution or a set of laws. Also known as a constitutional monarchy.

**Natural rights:** The belief that individuals are born with basic right that cannot be taken away by governments.

**Representative democracy (Republic):** A system of government in which the people elect representatives to make policies and laws for them.

**Rule of law:** A concept that those who govern are bound by the laws; no one is above the law.

**Social contract:** An implied agreement among the people of an organized society that defines the rights, duties, and limitations of the governed and the government.

**Socialism:** An economic system in which the government owns the primary means of production.

**Unalienable (inalienable) rights:** Basic rights of the people that may not be taken away.

**Unitary:** A system of government in which power resides with the central government.

**Civics End-of-Course Exam Sample Questions**  
(From [Florida Department of Education Civics EOC Item Specifications](#))

**Sample Item 1**                      **SS.7.C.1.1**                      **Content Focus:** Separation of Powers

The statements below are from the 1776 Virginia Declaration of Rights.

- 1) That in all capital or criminal prosecutions a man hath a right to demand... evidence in his favor, and to a speedy trial by an impartial jury...
- 2) That the legislative, executive, and judiciary department shall be separate and distinct...
- 3) That the freedom of the press is one of the great bulwarks of liberty, and can never be restrained...
- 4) That a well-regulated militia, composed of the body of the people, trained to arms, is the proper, natural, and safe defense of a free state...

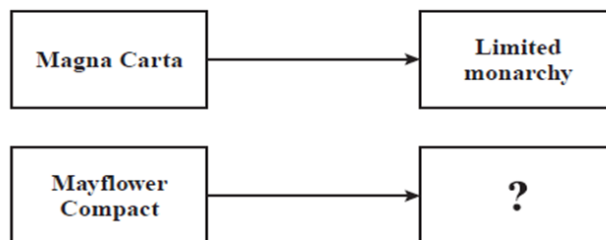
*(Public Domain / U.S. National Archives and Records Administration)*

Which statement reflects the Enlightenment ideas of government as expressed by Montesquieu?

- |      |      |
|------|------|
| A. 1 | C. 3 |
| B. 2 | D. 4 |

**Sample Item 2**                      **SS.7.C.1.2**                      **Content Focus:** Mayflower Compact

The diagram below shows that the colonists formed some of their political views from some historical documents.



Which phrase completes the diagram?

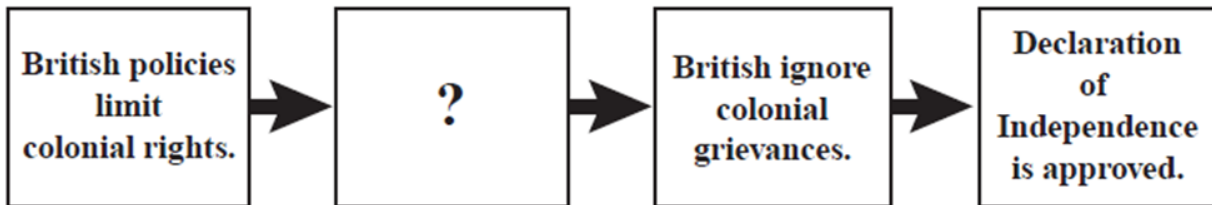
- |                         |                      |
|-------------------------|----------------------|
| A. Separation of powers | C. Self-government   |
| B. Economic freedom     | D. Individual rights |

**Sample Item 3**

**SS.7.C.1.3**

**Content Focus:** Colonial Concerns

The diagram below describes a cause that led to the writing of the Declaration of Independence.



Which action completes the diagram?

- A. Colonial agricultural trade increases.
- B. Colonial religious devotion increases.
- C. Colonial demand for political change increases.
- D. Colonial demand for military assistance increases.

**Sample Item 4**

**SS.7.C.1.4**

**Content Focus:** Political Rights

The passage below was written by Thomas Paine in his 1776 book, *Common Sense*.

*The powers of governing... in the hands of the king... himself such an... enemy to liberty... is he... a proper person to say to these colonies, "YOU SHALL MAKE NO LAWS BUT WHAT I PLEASE."*

*(Public Domain / Project Gutenberg)*

Based on this passage, with which complain against the king from the Declaration of Independence would Thomas Paine agree?

- A. persecuting immigrant groups
- B. taking away religious rights
- C. taking away political rights
- D. persecuting racial groups

**Sample Item 5**

**SS.7.C.1.5**

**Content Focus:** Articles of Confederation

How did the U.S. Constitution solve a problem created by the Articles of Confederation?

- A. It avoided the issue of states' rights.
- B. It allowed the states to elect representatives.
- C. It prevented the amendment of federal laws.
- D. It enabled the federal government to collect taxes.

**Sample Item 6**

**SS.7.C.1.6**

**Content Focus:** We the People

In the Preamble to the U.S. Constitution, what is the meaning of the phrase "We the People"?

- A. The people express their will through political parties.
- B. The people express their will by directly creating laws.
- C. Government receives taxes from the people and exists to support them.
- D. Government receives its power from the people and exists to serve them.

**Sample Item 7**

**SS.7.C.1.7**

**Content Focus:** Checks and Balances

The passage below is from *Federalist No. 47*, written by James Madison in 1788.

*... Montesquieu was guided... in saying "There can be no liberty where the legislative and executive powers are united in the same person, or body"... he did not mean that these departments ought to have... no CONTROL over, the acts of each other.*

*(Public Domain / Project Gutenberg)*

Based on this passage, which constitutional principle does Madison describe?

- A. separation of powers
- B. checks and balances
- C. popular sovereignty
- D. judicial review



**Sample Item 8**

**SS.7.C.1.8**

**Content Focus:** Anti-Federalist Views

Which statement supports the Anti-Federalists in the struggle over ratification of the U.S. Constitution?

- A. The Constitution should limit state government.
- B. The Constitution should protect fundamental rights.
- C. The Constitution should create a strong national government.
- D. The Constitution should prevent the election of amateur politicians.

**Sample Item 9**

**SS.7.C.1.9**

**Content Focus:** Rule of Law

Which characteristic serves as a long-term protection against tyranny and is a foundation of liberty in the United States?

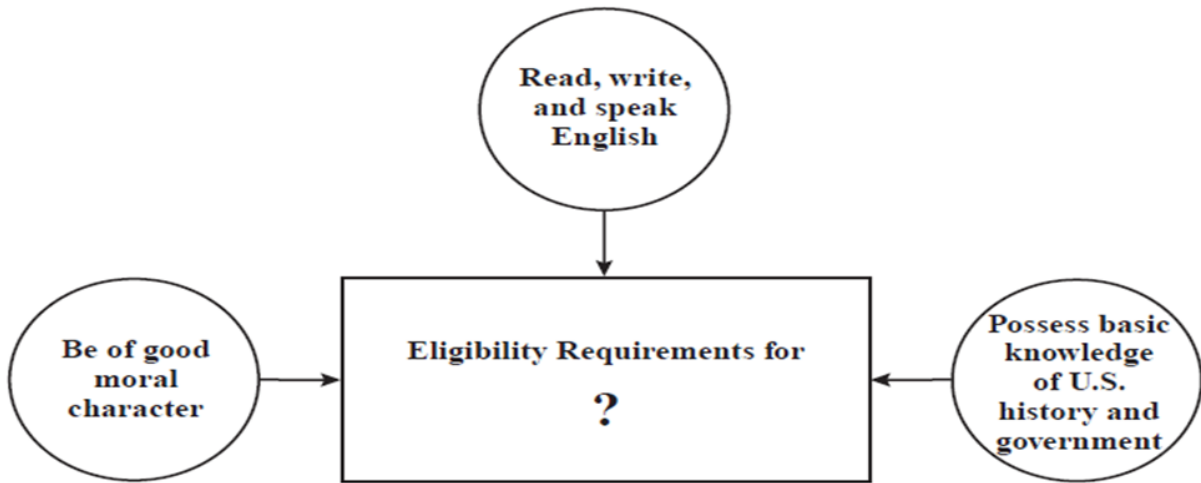
- A. the commerce clause
- B. the elastic clause
- C. the right to trial
- D. the rule of law

**Sample Item 10**

**SS.7.C.2.1**

**Content Focus:** Naturalization

The diagram below shows some general eligibility requirements.



Which statement completes the diagram?


- A. Joining a Military Service
- B. Obtaining a Driver's License
- C. Becoming a Naturalized Citizen
- D. Receiving a Social Security Card

**Sample Item 11**

**SS.7.C.2.2**

**Content Focus:** Jury Duty

The illustration below shows a legal document.

<p>DISTRICT COURT</p> <p>TO:</p> <p><u>Participant Number:</u></p> <p>PLEASE BRING THIS UPPER SECTION WITH YOU WHEN YOU REPORT FOR JURY DUTY</p>	<p>SUMMONS FOR JURY SERVICE</p>  <p>PLEASE READ FURTHER INSTRUCTIONS IN THE INFORMATION INCLUDED WITH THIS SUMMONS.</p> <p>THE COURT SUMMONS YOU TO APPEAR FOR JURY DUTY BEGINNING ON THE DATE, TIME, AND PLACE SHOWN BELOW.</p> <p>LOCATION:</p>
--	---

Why are citizens obligated to respond to such documents?

- A. to guarantee court hearings remain public
- B. to guarantee courts provide probable cause
- C. to protect the constitutional right to be tried by one's peers
- D. to protect the constitutional right to confront one's accuser

**Sample Item 12**

**SS.7.C.2.4**

**Content Focus:** Freedom of the Press

The statement below was made by Thomas Jefferson in a 1876 letter to John Jay.

*... our liberty, which cannot be guarded by the freedom of the press...*

*(Public Domain / Library of Congress)*

Why should the freedom be guarded?

- A. to provide the news media with a guaranteed profit
- B. to keep the news media from controlling the political process
- C. to provide the government with an accurate information source
- D. to keep the government from becoming the primary information source

**Sample Item 13**

**SS.7.C.2.5**

**Content Focus:** Constitutional Rights

The passage below about government is from *Federalist No. 51*.

*If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary....the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.*

*(Public Domain / Library of Congress)*

How are the author's views from this passage applied in the U.S. Constitution?

- A. The U.S. Constitution limits the rights of the people.
- B. The U.S. Constitution limits the power of the federal government.
- C. The U.S. Constitution requires the states to provide for the common defense.
- D. The U.S. Constitution requires the government to promote the general welfare.

**Sample Item 14**

**SS.7.C.2.8**

**Content Focus:** Political Parties

In the modern political system, which issue represents a basic disagreement between Republicans and Democrats?

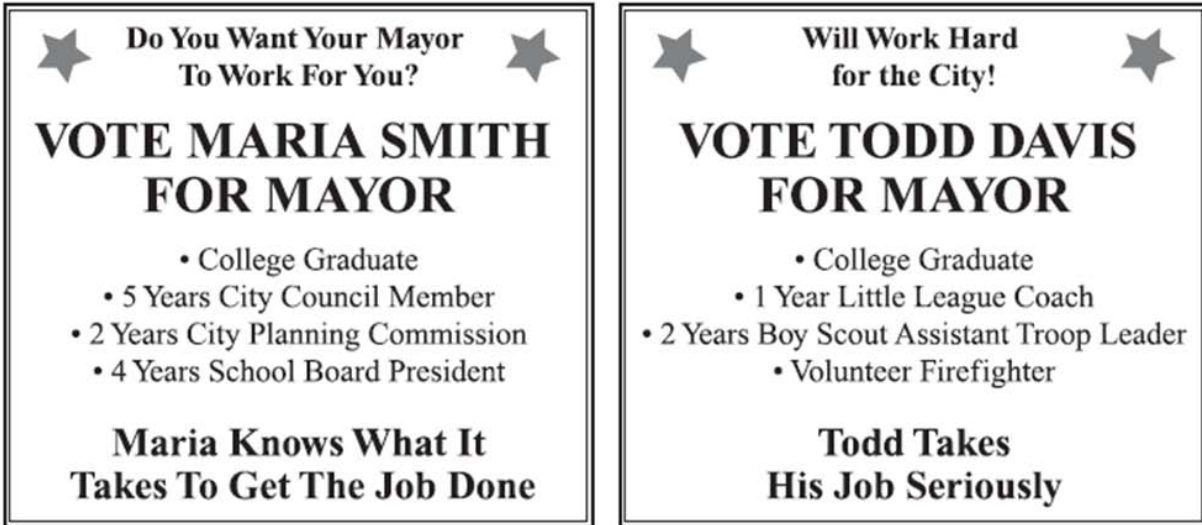
- A. the responsibilities of government
- B. the frequency of national elections
- C. the legality of the U.S. Constitution
- D. the support for the U.S. military soldier

**Sample Item 15**

**SS.7.C.2.9**

**Content Focus:** Campaign Power

The political campaign posters below are for two candidates running for mayor.



According to the information on the posters, what is the reason Maria could be considered more qualified than Todd to be elected mayor?

- A. her political policies
- B. her college education
- C. her campaign promises
- D. her experience working in government

**Sample Item 16**

**SS.7.C.2.10**

**Content Focus:** Influencing Government

Based on the government system in the United States, which individual activity is used to directly influence legislative decisions?

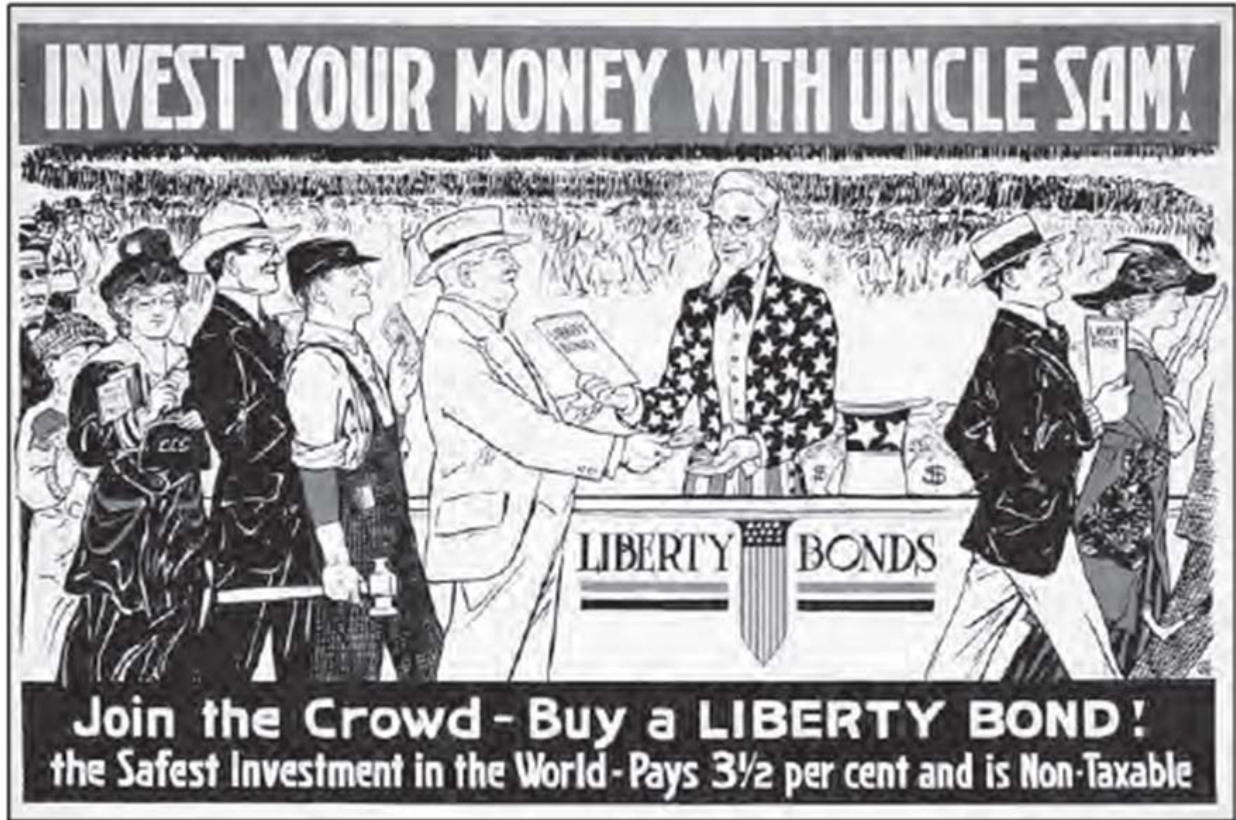
- A. watching political debates on television
- B. discussing political issues at work
- C. collecting opinions for a yearbook
- D. gathering signatures for a petition

**Sample Item 17**

**SS.7.C.2.11**

**Content Focus:** Propaganda

The poster below was created in 1917.



Which type of communication is shown in this poster?

- A. accurate
- B. biased
- C. informational
- D. propagandized

**Sample Item 18**

**SS.7.C.2.12**

**Content Focus:** Solving Problems

Luis owns a small store in the downtown business district. He learned that at the next monthly council meeting, the mayor will propose limiting the amount of time that people can park on the streets in the business district. Luis is afraid that if the city council approves the proposal, his business will suffer. Which of the following should be Luis's final step in attempting to resolve this issue?

- A. prepare a map of the available downtown parking spaces
- B. present an alternative proposal at the next council meeting
- C. call council members with concerns about the proposed policy
- D. survey downtown businesses to determine their thoughts on the issue

**Sample Item 19**

**SS.7.C.2.13**

**Content Focus:** Publicly funded Elections

Below are views for and against publicly funded elections.

<p style="text-align: center;"><b>1.</b></p> <p><b>It is unfair to force taxpayers to pay for opinions they do not support. Voters should be able to express their opinions by giving candidates as much money as they want.</b></p>	<p style="text-align: center;"><b>2.</b></p> <p><b>Candidates would spend less time trying to raise money and spend more time talking about the issues. Some people can afford to give more money to candidates, which gives their opinion an unfair advantage.</b></p>
--	---

Which conclusion can be drawn from these views?

- A. Running an election campaign takes many taxpayers.
- B. Campaigning for elected office requires many opinions.
- C. Campaigning for elected office takes a large amount of time.
- D. Running an election campaign requires a large sum of money.

**Sample Item 20**

**SS.7.C.3.1**

**Content Focus:** Forms of Government

What do an absolute monarchy and an autocracy have in common?

- A. a single ruler
- B. a written constitution
- C. a national court system
- D. a single legislative house

**Sample Item 21**

**SS.7.C.3.2**

**Content Focus:** Division of Authority

The table below shows a comparison of two different systems of government.

**COMPARISON OF FEDERAL AND UNITARY SYSTEMS OF GOVERNMENT**

Federal System	Unitary System
Canada and the United States	France and the United Kingdom
?	?

Which information completes the table?

- A. power shared / power delegated
- B. rule by a democracy / rule by a monarchy
- C. role of government expanded / role of government limited
- D. power divided among the branches / power held by one branch



**Sample Item 22**

**SS.7.C.3.3**

**Content Focus:** Treaties

The newspaper headline below describes an event in U.S. history.



Which parts of the national government participated in the process described in the newspaper headline?

- A. Senate and President
- B. Supreme Court and President
- C. House of Representatives and Senate
- D. Supreme Court and House of Representatives

**Sample Item 23**

**SS.7.C.3.4**

**Content Focus:** Power to Tax

Which statement describes a similarity between the state and the federal governments under the U.S. Constitution?

- A. Both levels of government allow for the election of judges.
- B. Both levels of government have the power to ratify treaties.
- C. Both levels of government allow for the collection of taxes.
- D. Both levels of government have the power to appoint ambassadors.

**Sample Item 24**

**SS.7.C.3.5**

**Content Focus:** Amendment Process

Which is the last step in amending the U.S. Constitution?

- A. The voters approve the amendment in a national election.
- B. The president signs the amendment in a public ceremony.
- C. Three-fourths of the state legislatures ratify the amendment.
- D. Two-thirds of both houses of Congress ratify the amendment.

**Sample Item 25**

**SS.7.C.3.6**

**Content Focus:** Free Speech

What has been one long-term result of the constitutional protection of free speech?

- A. fewer court cases involving minors
- B. fewer laws limiting minority rights
- C. a more accurate election
- D. a more informed society

**Sample Item 26**

**SS.7.C.3.7**

**Content Focus:** 19<sup>th</sup> Amendment

The newspaper below details an important step in amending the U.S. Constitution.



How did the passage of this amendment to the U.S. Constitution impact the political process in the United States?

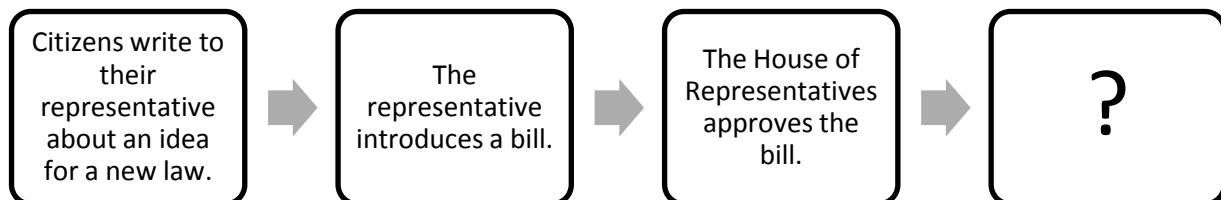
- A. Women were allowed to contribute to political campaigns.
- B. Women were allowed to hold citizenship rights.
- C. Women were allowed to hold public offices.
- D. Women were allowed to vote in national elections.

**Sample Item 27**

**SS.7.C.3.9**

**Content Focus:** Lawmaking Process

The diagram below shows some of the steps involved in creating a Florida state law.



What is the next step in the lawmaking process?

- A. The governor signs the bill into law.
- B. The bill goes to the Senate for action.
- C. The people vote on the bill in an election.
- D. The bill goes to the Supreme Court for a hearing.

**Sample Item 28**

**SS.7.C.3.10**

**Content Focus:** Civil Law

Which type of law is used to help solve disputes between people or organizations?

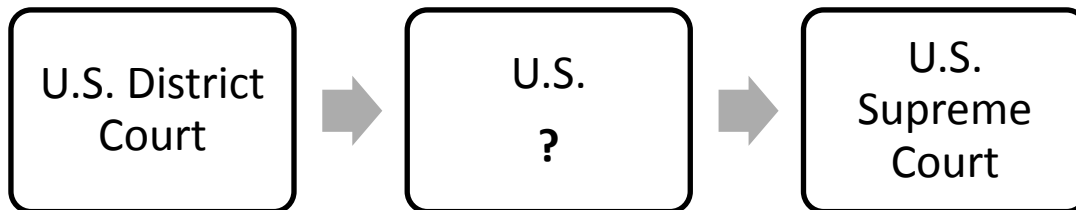
- A. civil
- B. constitutional
- C. criminal
- D. military

**Sample Item 29**

**SS.7.C.3.11**

**Content Focus:** U.S. Court System

The diagram below provides details about the U.S. court system.



Which court completes the diagram?

- A. Court of Veterans Appeals
- B. Court of Appeals
- C. Military Courts
- D. Claims Courts

**Sample Item 30**

**SS.7.C.3.12**

**Content Focus:** *United States v. Nixon*

What lessons did future U.S. leaders learn from the 1974 Supreme Court case *United States v. Nixon*?

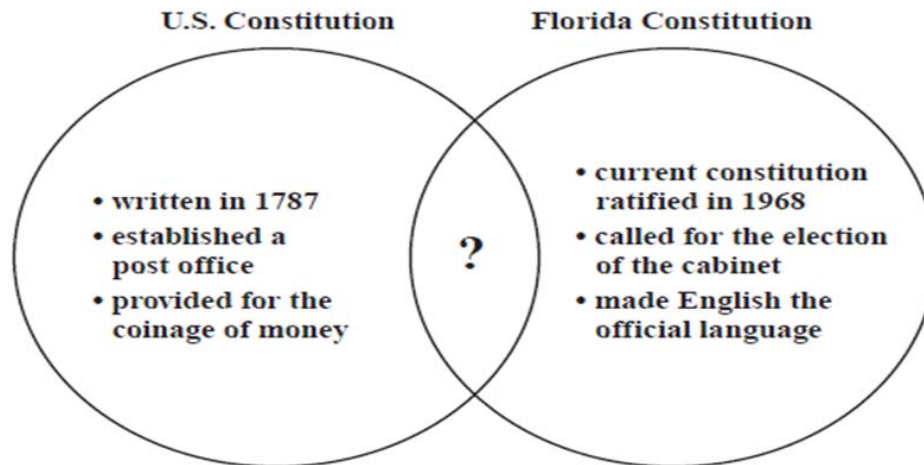
- A. The president is accountable for obeying the law.
- B. The president is responsible for enforcing the law.
- C. The president is not allowed to hold secret talks with foreign governments.
- D. The president is not allowed to have private meetings with cabinet members.

**Sample Item 31**

**SS.7.C.3.13**

**Content Focus:** U.S. and Florida  
Constitutions

The Venn diagram below compares some features of the U.S. and Florida constitutions.



Which feature completes the Venn diagram?

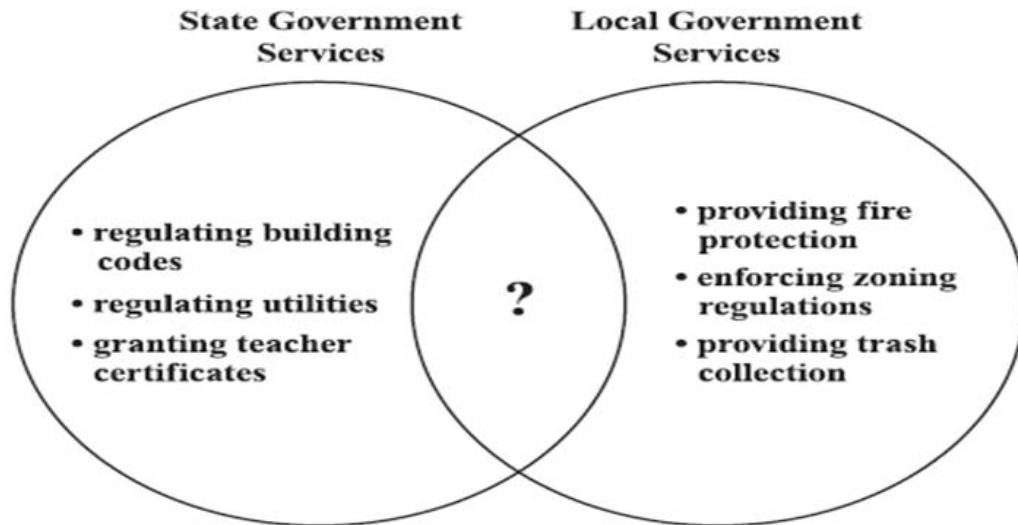
- A. created property taxes
- B. established a zoning board
- C. required a balanced budget
- D. guaranteed individual freedoms

**Sample Item 32**

**SS.7.C.3.14**

**Content Focus:** Responsibilities of  
State and Local Gov'ts

The Venn diagram below shows some services provided by state and local governments.



Which service completes the Venn diagram?

- A. regulating taxicabs
- B. creating a police force
- C. regulating savings banks
- D. issuing driver licenses

**Sample Item 33**

**SS.7.C.4.1**

**Content Focus:** Foreign Policy

Which action is an example of a foreign-policy decision?

- A. Congress increased providing support to newly arrived immigrants.
- B. The president requested a law to regulate pollution near international borders.
- C. Congress raised educational standards to make students competitive in a global market.
- D. The president signed an executive order restoring relations with a communist government.

**Sample Item 34**

**SS.7.C.4.2**

**Content Focus:** International Organizations

The U.S. government is a member of which organization?

- A. United Nations
- B. European Union
- C. World Wildlife Fund
- D. International Red Cross

**Sample Item 35**

**SS.7.C.4.3**

**Content Focus:** Diplomacy

A country with very strong economic ties to the United States is allowing human rights violations to take place. Based on U.S. foreign policy, which is an appropriate first response?

- A. Initiate a trade ban.
- B. Initiate public protests.
- C. Initiate diplomatic talks.
- D. Initiate a military operation.