Welcome New Year 2 Student

We hope you are looking forward to the 2024-25 school year as much as we are! It promises to be an exciting year filled with interesting field trips, celebrations, projects and learning activities.

As you know, our school is an authorized International Baccalaureate middle school, and as such all students in attendance will be participating in the IB Middle Years Programme. You will find that ours is a rigorous and enriching academic program that will challenge you to meet high expectations and prepare yourself for high school and beyond.

We are providing you with a general list of supplies that you will need for your year 2 classes. Other items may be required at a later date for specific subjects.

| Scientific Calculator (TI30Xa preferred) | Wired earbuds/headphones (NOT wireless) |
| Glue sticks | Plastic Folders (with pockets & prongs) |
| Blue, Black, Green & Red Ink Pens | No. 2 Pencils; Pencil Sharpener with Cover |
| Yellow, Blue and Green Highlighters | Colored Pencils |
| 2 Spiral Notebooks for Math (8.5” x 11”, >100 pgs) | Graph Paper |
| 5-7 Composition Notebooks | Loose-leaf Notebook Paper |
| One 1 ½ -inch 3-ring binder for Civics | 2 Packages Tab Dividers (for binder sections) |
| One 1-inch 3-ring binder for Language Arts | Supply case/pouch |
| Flash drive (helpful, not required) | |

* Agenda book – required & must be purchased at Williams in August*

Locker costs will be $2.00 for hall lockers.

Williams is a mandatory uniform school. Please review the uniform policy and information contained in this packet. NOTE: Williams PTSA will be selling Williams Spirit Gear (uniform shirts, spirit shirts, hoodie sweatshirts) at our Back-to-School Open House scheduled for August 8, 2024. Order forms for PTSA Spirit Gear are also available in the Student Affairs Office. Students are not required to wear uniform shirts sold by PTSA. Uniforms must comply with uniform policy in this packet, however.

We look forward to an exciting year filled with continued academic excellence. Please look for more information later in the summer regarding our August Orientation. You may also visit our website at [http://williams.mysd hc.org/](http://williams.mysd hc.org/) for updates, as well as a copy of this packet if needed.

Thank you!
The Year 2 Team
Students from Pre-kindergarten through 12th grade who are coming into a Florida school for the first time must present an immunization record (DH 680) and a current Florida School Entry Physical Examination, Form (DH 3040). The immunization record must show that the student has met the minimum state requirements for that grade. Immunizations are provided at no charge by the Department of Health, Hillsborough County.

**Immunization Requirements for Kindergarten through sixth grade**

Students entering kindergarten must submit an updated immunization record and a school entry physical examination:

- 5 doses DTaP (diphtheria-tetanus-pertussis)
- * 4-5 doses Polio (Kindergarten)
- 2 doses MMR (measles-mumps-rubella)
- 3 doses Hepatitis B
- * 2 doses Varicella (chicken pox)

* Note. KG — If the fourth dose of polio vaccine is administered prior to the fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.

* * Varicella vaccine is not required if Varicella disease is documented (the year the child had the disease must be included) by a Licensed Physician, Advanced Registered Nurse Practitioner or Physician Assistant.

**Immunization Requirements for students entering seventh through twelfth grade**

Students entering seventh grade must submit an updated immunization record with a Tdap. All students from seventh through twelfth grade immunization record must that the student has met the minimal state requirements:

- 5 doses DTaP (diphtheria-tetanus-pertussis)
- 4 doses Polio (IPV or OPV)
- 2 doses MMR< (measles-mumps-rubella)
- 3 doses Hepatitis B
- 1 dose Tdap (tetanus, diphtheria, pertussis)
- 2 doses Varicella (chickenpox) or has had the disease as documented by a healthcare provider

* * Note. 1 dose Tdap (tetanus- diphtheria- pertussis) for seventh grade is required.

* An updated DH 680 form to include Tdap must be obtained for submission to the school.

* Varicella vaccine is not required if Varicella disease is documented (the year the child had the disease must be included) by a Licensed Physician, Advanced Registered Nurse Practitioner or Physician Assistant.

**Additional Immunization Recommendations:**

Four vaccines which are not mandated for your child’s grade level, but are recommended by the Advisory Committee on Immunization Practices (ACIP) should be discussed with your health care provider are: meningococcal meningitis, hepatitis A series, Influenza and Human Papilloma (HPV) Vaccine series.

**MENINGOCOCCAL DISEASE**

A dose of Meningococcal (MCV4) is recommended for children and adolescents 11-18 years of age. This vaccine is 85-90% effective in preventing meningococcal disease. Meningococcal disease is a serious illness caused by bacteria. The disease is spread by airborne respiratory droplets (cough or sneezes). Symptoms of meningococcal disease are often mistaken for less serious illnesses such as the flu. Common symptoms may include: fever greater than 101.4, red to purple colored rash, nausea, vomiting, generalized muscle aches, severe headaches, confusion, sensitivity to light, and/or stiff neck. It is a leading cause of bacterial meningitis in children 2-18 years old in the United States. The vaccine is available at the department of health, Hillsborough County, if it is not provided by your child's healthcare provider's office. For those who have never gotten MCV4, a dose is recommended at high school entry but not required in the State of Florida. Most colleges and universities require this vaccine. Please check the college or university policy you plan to attend. In addition, this is highly recommended if you are living in a dormitory type of residence. MCV4 is contraindicated to anyone that experience a severe allergic reaction after a previous dose or to any components of vaccines.

**Human Papilloma Virus Disease**

The Human Papilloma Virus (HPV) cause the majority of genital warts, and cancers. HPV vaccine has been shown to protect against 80% of the most common types of cervical cancer and oral cancers and decrease genital warts. While it is recommended for ages 11-12 years of age, this vaccine has been approved for both males and females beginning at nine years of age. The most frequent reported symptoms of HPV vaccine are chronic pain with paresthesia, headaches, fatigue and orthostatic intolerance.

If you have private health insurance or Medicaid, contact your health care provider. If you do not have private health insurance or Medicaid, contact the Florida Department of Health, Hillsborough County Immunization Clinic for further information.
First Day of School
AUGUST 12TH, 2024

Open House — August 8th
* Receive your schedule
  * Meet your teachers
  * Find your classrooms

Canvas
Canvas is our social learning platform! Information through this system will be available when the school year begins.

Your participation is a key to your child’s success!

Important school phone numbers:

- Main school number (813) 744-8600
- School nurse 744-8600 ext. 233
- Ms. Thompson (counselor for students last name A-L), 744-8600 ext. 229
- Ms. Brown (counselor for students last name M-Z), 744-8600 ext. 227

Callin all Athletes!

Extramural Sports Program
- after-school
- open to ALL grade levels
- both boys’ and girls’ teams
- compete against other middle schools

1st Season: Basketball; Boys & Girls
2nd Season: Volleyball: Boys & Girls
3rd Season: Track; Boys & Girls
4th Season: Soccer; Boys & Girls
5th Season: Flag Football: Boys & Girls

Eligibility requirements/student forms:
- Maintain a 2.0 academic average
- Completed ONLINE District sports packet (see below)
  - Your completed sports packet is valid for the entire year
- Athletic paperwork for BASKETBALL due ONLINE mid-late August.

ATHLETIC FORMS ARE ONLY AVAILABLE ONLINE.
PLEASE VISIT THE WILLIAMS DISTRICT WEBSITE FOR INSTRUCTIONS ON HOW TO COMPLETE REQUIRED PAPERWORK:
https://www.hillsboroughschools.org/domain/2320

Guide for getting started with paper work:

Stay Informed!
Williams’ families can stay informed by checking the Williams Middle Magnet School website located at:
https://www.hillsboroughschools.org/williams

Get the latest Williams news on Twitter @WilliamslBMYP and Facebook: Williams Middle Magnet School
# 2024-2025 Student Academic Calendar

**Board Approved 9/19/23**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ First Day of School</td>
<td>Monday, August 12, 2024</td>
</tr>
<tr>
<td>Labor Day/Non-Student Day</td>
<td>Monday, September 2, 2024</td>
</tr>
<tr>
<td>End of 1st Grading Period</td>
<td>Friday, October 11, 2024</td>
</tr>
<tr>
<td>Non-Student Day</td>
<td>Monday, October 14, 2024</td>
</tr>
<tr>
<td>Veterans Day/Non-Student Day</td>
<td>Monday, November 11, 2024</td>
</tr>
<tr>
<td>Fall Break/Non-Student Days</td>
<td>Monday, November 25 - Friday, November 29, 2024</td>
</tr>
<tr>
<td>Students Return to School</td>
<td>Monday, December 2, 2024</td>
</tr>
<tr>
<td>End of 2nd Grading Period/1st Semester</td>
<td>Friday, December 20, 2024</td>
</tr>
<tr>
<td>Winter Break/Non-Student Days</td>
<td>Monday, December 23, 2024 - Friday, January 3, 2025</td>
</tr>
<tr>
<td>Non-Student Day</td>
<td>Monday, January 6, 2025</td>
</tr>
<tr>
<td>Students Return to School</td>
<td>Tuesday, January 7, 2025</td>
</tr>
<tr>
<td>Martin Luther King, Jr./Non-Student Day</td>
<td>Monday, January 20, 2025</td>
</tr>
<tr>
<td>Florida State Fair/Non-Student Day</td>
<td>Friday, February 14, 2025</td>
</tr>
<tr>
<td>Presidents’ Day/Non-Student Day</td>
<td>Monday, February 17, 2025</td>
</tr>
<tr>
<td>Strawberry Festival/Non-Student Day</td>
<td>Monday, March 3, 2025</td>
</tr>
<tr>
<td>End of 3rd Grading Period</td>
<td>Friday, March 14, 2025</td>
</tr>
<tr>
<td>Spring Break/Non-Student Days</td>
<td>Monday, March 17 - Friday, March 21, 2025</td>
</tr>
<tr>
<td>Students Return to School</td>
<td>Monday, March 24, 2025</td>
</tr>
<tr>
<td>Non-Student Day</td>
<td>Friday, April 18, 2025</td>
</tr>
<tr>
<td>Memorial Day/Non-Student Day</td>
<td>Monday, May 26, 2025</td>
</tr>
<tr>
<td>Last Day of School</td>
<td>Friday, May 30, 2025</td>
</tr>
<tr>
<td>End of 4th Grading Period/2nd Semester</td>
<td>Friday, May 30, 2025</td>
</tr>
</tbody>
</table>

**Hurricane Day(s) if needed:** October 14, November 11, November 25-27, and November 29

Student Early Release Day schedule has not been finalized. The last day of school is a 2.5-hour early release.
Williams Middle Magnet School
Uniform Policy

Williams IB Middle Magnet School’s uniform policy promotes a positive learning environment and contributes to school spirit and safety. The wearing of uniforms at our school is a direct result of our School Improvement Plan whereby stakeholders requested and received district approval for the school to become a mandatory uniform school.

The Student Uniform shall consist of the following:

**Shirts**
Only navy collared polo shirts shall be worn. Solid white, black, or gray undershirts may be worn underneath, but they must be tucked in. Only the top two buttons of the polo may remain unbuttoned.

**Bottoms**
Only khaki beige pants, mid-thigh shorts, skirts, skorts, capris, and jumpers may be worn. No jeans are allowed on any day. All pants and shorts must be worn fastened at the waistline. Pants should not drape on the ground, should not have frayed bottoms, should not have holes or be cut-offs. Pants with colored stripes or designs are not allowed.

**Note**
Short shorts or mini-skirts are not acceptable by established School Board Dress Code. The correct length for any type of shorts or skirt is mid-thigh, which is half-way between the top of the leg and the top of the knee when seated. All leggings must be a solid color.

**Feet**
Closed toe shoes must be worn. Flip-flops, shower shoes, skate shoes, Crocs, or similar type shoes, including slippers, are not permitted. High heels or platform shoes are not permitted.

**Head Gear**
Hoods, hats, and bandanas are NOT permitted.

**Outerwear**
Wearing an oversized outer garment, pullover garment or long-sleeved shirt over the school uniform is NOT acceptable. NO PULLOVER SWEATSHIRTS OR HOODED SWEATSHIRTS (exception – Williams Middle Magnet School hooded sweatshirt). Solid black or navy blue full zipper/buttons(top to bottom). Hoods are not to be worn in school.

**Logos**
Only official IB or Williams’ logos will be allowed. Prints, plaid, stripes, or other graphic designs are not permitted on any uniform clothing.

**Fridays**
Only on Fridays and field trips will students be permitted to wear team T-shirts or any official Williams shirt. PE shirts are not allowed to be worn other than in PE classes. Khaki bottoms shall always be worn.

**Early Release Days**
Only on last Monday of each month will students be permitted to wear college and university t-shirts. All logos shall be official logos of the college or university. Khaki bottoms shall always be worn.

---

Consequences for Non-compliance with the Uniform Policy

**First Offense:** Verbal warning to student. Student changes into loaner-shirt if available.

**Second Offense:** Letter or email contact with parent. Student changes into loaner-shirt if available.

**Third Offense:** Detention will be assigned. Student changes into loaner-shirt if available.

**Fourth and Further Offenses:** A referral is written for willful disobedience. Student changes into loaner-shirt if available. A mandatory parent conference is conducted; In-School Suspension assigned.

Any student wearing inappropriate clothing, including shoes, that violates School Board Dress Code will wait in a designated area for a change of clothing brought by a parent/guardian and be subject to the same consequences listed above for uniform violations.

**Students are required to be in uniform before entering the Williams campus and to remain in uniform while on the Williams campus unless otherwise instructed by a teacher or supervision adult.**
Registration Opens
Wednesday, March 20th

HOST Summer Program
Hillsborough Out of School Time
Middle School 6th-8th Grade
June 3, 2024 - August 2, 2024
Monday - Thursday 7:00am-6:00pm

$90 Weekly Per Student
$30 Registration Per Student
*Includes Breakfast, Lunch, Snack & All Field Trips

Our Activities
STEAM, Outdoor Activities, Indoor Games, Vendors, Field Trips & More

OPEN SITES
Barrington
Eisenhower
Farnell
Hill
Mulrennan
Williams
Sites Subject to Change

www.hillsboroughschools.org/host
Summer Reading Assignment Student Checklist

Required

_____ Read *Dry*, by Neal Shusterman and Jarrod Shusterman.

_____ Complete the four questions about the book. Be prepared to turn in the assignment to your Language Arts teacher in the fall.

Optional Extra Credit: Williams Middle Magnet would like to celebrate reading, so we would love to offer you some extra credit to start the school year. Pick any of the SSYRA reading books from the Sunshine State Young Readers Award Books 2024-2025 List for Grades 6-8.

For each one that you read, answer the following two questions: What did you like about the book? What do you wish you could have changed about the book?

Always back up both of your answers with evidence (quotes) from the books (with proper internal citations): i.e.:

“It was only dark for a second. Maybe not even that, but it’s enough to make everyone stop eating. Everyone is frozen. What’s that expression? Waiting for the other shoe to drop? But it doesn’t. The lights are on, they stay on. But it doesn’t change the fact that they blinked,” (Schusterman 40).

Notice where the quotation marks are, where the comma is at the end of the quotation, and the citation with the last name of the author of the book and the page where the quote is located.

This summer packet will be available on our school website at [https://www.hillsboroughschools.org/williams](https://www.hillsboroughschools.org/williams)
Directions:

Respond to each of the four questions by responding in well thought out complete sentences for EACH question. Provide at least TWO specific examples from the text (text evidence) and two sentences of commentary to support your choice. Please include the page number where you found your evidence. You may attach a sheet of paper if needed.

The IB learner profiles listed below represent 10 attributes valued by IB schools. Please use the list to respond to #1 & #2.

<table>
<thead>
<tr>
<th>IB Learner - Profile Traits</th>
<th>IB learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>question the world around them and actively enjoy learning.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>explore concepts, ideas and issues which have global importance.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>take initiative and apply critical thinking skills and creativity to solving problems.</td>
</tr>
<tr>
<td>Communicators</td>
<td>express ideas and information confidently and creatively</td>
</tr>
<tr>
<td>Principled</td>
<td>are honest and have a sense of fairness and justice in their interactions with others.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>are open to different perspectives, values and traditions of other individuals and cultures.</td>
</tr>
<tr>
<td>Caring</td>
<td>show compassion and respect towards the needs and feelings of others.</td>
</tr>
<tr>
<td>Risk-Taker</td>
<td>exhibit independence to explore new ideas. They are courageous in defending their beliefs.</td>
</tr>
<tr>
<td>Balanced</td>
<td>appreciate the importance of nurturing both the mind and body.</td>
</tr>
<tr>
<td>Reflective</td>
<td>think about their own learning and recognize strengths and weaknesses within themselves.</td>
</tr>
</tbody>
</table>

Novel Title: ____________________________________________ Author: _____________

1) Describe ONE IB Learner profile trait that is portrayed by the main character in the novel you chose.

2) Choose another IB learner trait that is portrayed by any other character in your novel.

3) Reflect on the choices made by the characters of your novel. Cite one specific choice and analyze how this choice impacted his/her life or the lives of the people around them.

4) Evaluate your novel as a whole. What do you think is the overall lesson (aka themes) the author is trying to teach to the reader?

This summer packet will be available on our school website at https://www.hillsboroughschools.org/williams
Sunshine State Young Readers Award Books

The Busiest Teacher By June Martin

2022-2023 List For Grades 8-12

ESCAPE By Joyce Helin

Escaping a Trap of Social Media

Called to Race by Geraldine Haines

A Story of Running by Geraldine Haines

Towards the Edge of the Storm by Welcome Winters
### Year 1 Topics

<table>
<thead>
<tr>
<th>Year 1 Topics</th>
<th>Year 2 Topics</th>
<th>Year 3 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth’s Spheres</td>
<td>Linnaean Classification</td>
<td>Types of Forces</td>
</tr>
<tr>
<td>Layers of the Earth</td>
<td>Cell Theory</td>
<td>Factors Influencing Non-Contact Forces</td>
</tr>
<tr>
<td>Heat Transfer through Earth System</td>
<td>Cells Structure and Function</td>
<td>Force Effects on an Object’s Motion</td>
</tr>
<tr>
<td>Rock Cycle</td>
<td>Human Body Systems &amp; Homeostasis</td>
<td>Graphing an Object Motion</td>
</tr>
<tr>
<td>Physical &amp; Chemical Weathering, Erosion, and Deposition</td>
<td>Human Body Systems &amp; Interactions (Reproductive and Immune)</td>
<td>Energy (Part 1)</td>
</tr>
<tr>
<td>andforms</td>
<td>Infectious Agents</td>
<td>Potential Energy</td>
</tr>
<tr>
<td>Slow &amp; Rapid Changes to Earth</td>
<td>Sexual Health Education</td>
<td>Kinetic Energy</td>
</tr>
<tr>
<td>Plate Tectonics</td>
<td>Frog Dissection</td>
<td>Energy Transfer</td>
</tr>
<tr>
<td>Continental Drift</td>
<td>Heredity &amp; Genetics</td>
<td>Energy Transformation</td>
</tr>
<tr>
<td>Measuring the Age of Earth</td>
<td>Asexual and Sexual Reproduction</td>
<td>Energy Waves</td>
</tr>
<tr>
<td>Human Impact</td>
<td>Punnett Squares and Pedigrees</td>
<td>Thermal Energy Flow</td>
</tr>
<tr>
<td>Sun &amp; Earth’s System</td>
<td>Mutations</td>
<td>Structure &amp; Properties of Matter</td>
</tr>
<tr>
<td>Weather Fronts</td>
<td>Evolution, Natural Selection &amp; Adaptation</td>
<td>Atoms</td>
</tr>
<tr>
<td>Water Cycle</td>
<td>Evidence of Common Ancestry</td>
<td>The Periodic Table</td>
</tr>
<tr>
<td>Ocean Currents</td>
<td>Roles &amp; Interactions in Ecosystems</td>
<td>SSA Review Nature of Science</td>
</tr>
<tr>
<td>Distances and Relationships in Space</td>
<td>Limiting Factors</td>
<td>SSA Review Earth Science</td>
</tr>
<tr>
<td>Electromagnetic Spectrum</td>
<td>Interdependence</td>
<td>SSA Review Life Science</td>
</tr>
<tr>
<td>Gravity</td>
<td>Matter &amp; Energy in Ecosystems</td>
<td>SSA Review Physical Science</td>
</tr>
<tr>
<td>Earth – Sun – Moon Systems</td>
<td>Carbon Cycle</td>
<td>FL Statewide Science Assessment (SSA)</td>
</tr>
</tbody>
</table>

### STEM FAIR

All students in all grade levels will be responsible for completing a long-term independent research project (STEM FAIR).

PREPARE NOW by coming up with your ideas for your project!

### HOW:

- **IDENTIFY 3-4 areas of interest for you**
- **BRAINSTORM** several testable questions regarding your areas of interest (see examples).
- How can you make it easier / better / cost effective / more accessible?
- Can you model it using common items or recycled materials?
- How can you share your interest and enthusiasm for your topic with others?

### WHEN:

STEM Fair Projects begin in September and are due by December 1, 2024.

By thinking of possible topic(s) and testable questions NOW, you will have a more meaningful outcome to your project!

All topics will be approved by your Teacher.
Welcome to Year 2 MATH at Williams Middle Magnet School!
Below you will find ways in which you can prepare for your upcoming year 2 math class. You will find an overview of the prerequisite skills needed, major topics in each course as well as resources that will support you in preparation for year 2 math.

Year 2 Math
Primary textbook:
Florida Math: 7th Grade or 7th Grade Adv.
by EdGems
Prerequisite skills to review:
Perform fraction and decimal operations, identify greatest common factor and least common multiple, use positive and negative numbers in real world situations, graph ordered pairs on a coordinate plane, compare and order rational numbers, write and evaluate expressions involving exponents, write and evaluate algebraic expressions, solve equations and inequalities, apply properties of operations, use ratios and rates to solve problems, apply properties of polygons, find area of a polygon, find volume of a rectangular prism, describe data distributions, analyze data, and create dot plots, histograms and box plots.

Major topics of Algebra to preview:
Equivalent numbers and expressions, expressions and equations, inequalities, ratios and proportional relationships, applying proportional relationships, percentages, angles and triangles, scale drawings, probability and data analysis, exponents, and Pythagorean theorem

Algebra Honors
Primary textbook:
Big Ideas Algebra by Cengage
Prerequisite skills to review:
Apply properties of exponents, write and solve equations and inequalities, use multiple representations of functions, construct, interpret and compare functions, write and evaluate algebraic expressions, graph ordered pairs on a coordinate plane, analyze and solve systems of equations, apply properties of operations, and use measures of center and measures of variability

Major topics of Algebra to preview:
Solve equations and inequalities (including systems), apply laws of exponents, analyze linear, quadratic, and exponential functions (including their graphs), simplify radical expressions, apply polynomial operations, factor polynomials, and interpret univariate and bivariate data

Note: This is a high school credit course. Semester grades will be averaged into your high school grade point average (GPA).

What MATH RESOURCES are available to help you review, preview, and practice the skills and concepts listed above?

- [www.khanacademy.org](http://www.khanacademy.org) – video tutorials and embedded practice to access by topic
- [fsassessments.org](http://fsassessments.org) – detailed information regarding FL state assessments in math
- [www.florida students.org](http://www.florida students.org) – tutorials and practice resources sorted by course and then topic
- [www.mathnation.com](http://www.mathnation.com) – video tutorials and self-assessments sorted by course and topic
- [www.IXL.com](http://www.IXL.com) – individualized practice with embedded support and feedback (cost to use)
Below you will find ways in which you can prepare for your upcoming Year 2 World Language class. You will find an overview of the prerequisite skills needed, major topics in each course as well as resources that will support you in preparation for your Year 2 World Language course.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro to French/Spanish</strong></td>
<td><strong>Beg. French/Spanish</strong></td>
<td><strong>French 1/Spanish 1</strong></td>
</tr>
<tr>
<td>(1st Semester)</td>
<td>(1st Semester)</td>
<td>(1st Semester)</td>
</tr>
<tr>
<td>• Greetings</td>
<td>• Review of Greetings</td>
<td>• Review of Greetings /</td>
</tr>
<tr>
<td>• Numbers 0-100</td>
<td>• Review of Numbers 0-100</td>
<td>Numbers / Dates /</td>
</tr>
<tr>
<td>• Weather</td>
<td>• Clothing</td>
<td>Time/ Classroom items.</td>
</tr>
<tr>
<td>• Dates</td>
<td>• House</td>
<td>• Activities/Hobbies /</td>
</tr>
<tr>
<td></td>
<td>• Family</td>
<td>Likes and dislikes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School subjects /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schedule/ Opinions about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>classes.</td>
</tr>
</tbody>
</table>

**Resources for French and Spanish:**
- Duolingo App
- Busuu App
- PBS Learning Media
- RockandLearn YouTube Videos
Welcome to Civics!

In this course, we will explore the rights, responsibilities, and workings of government that shape our society. We will discover our founding ideals and documents that have formed the United States into the country that it is.

Here are some topics we will cover:

<table>
<thead>
<tr>
<th>Types of Government</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlightenment</td>
<td>Founding Documents</td>
</tr>
<tr>
<td>English Policies</td>
<td>Constitution</td>
</tr>
<tr>
<td>Federalist/AntiFederalist</td>
<td>Division of Power</td>
</tr>
<tr>
<td>Types of Law</td>
<td>Landmark Court Cases</td>
</tr>
</tbody>
</table>

For your summer assignment, you will be introduced to the Constitution. Read the directions on the following handouts, complete the background reading, and respond to the questions. Your Civics teacher will grade your assignment when we return in the fall. Don’t have a printer? It’s ok, you can write your answers on a separate sheet of paper.
Anatomy of the Constitution

Breaking It Down. What does each phrase in the Preamble really mean?

We the People of the United States, in Order to form a more perfect Union,

establish Justice, insure domestic Tranquility,

provide for the common defense, promote the general Welfare,

and secure the Blessings of Liberty to ourselves and our Posterity,

do ordain and establish this Constitution for the United States of America.
How Do They Govern?

The U.S. Constitution is the document that established our nation's government. The contents of the Constitution created the three branches of our government with directions for how the federal government works. (It did this with a little over 4,500 words covering only four sheets of paper!) Although the Constitution was written in 1787, more than 200 years ago, it still guides our officials in running our country today. It is the oldest written constitution in the world that is still in use.

Introducing... The Preamble

Our Constitution is divided into nine parts. The first paragraph is called the Preamble and it is short but mighty. Its job is to introduce the Constitution, explain what the document is meant to do, and describe the purpose of the new government. The first three words — “We the People”—contain the important idea of self-government and of unity in our diversity. It states that this nation will be founded on the ideals of justice, peace, and freedom for all. But what we wanted to be, was not quite who we were at that moment.

Defining “We the People”

So, who was this “we?” The Constitution was written for all people living within the United States, but the rights and freedoms for some people were limited in 1787. To start, voting was not granted to every person. And voting is the most formal way that people have power in a democracy. Voting qualifications were left to the states, and in 1787 many people were not allowed to vote. This included many groups such as women, white men without property, free and enslaved Black people, and Native Americans. For white women, it was assumed that they were represented by their husbands and fathers. For others, their humanity was not even recognized under the law. But over time, groups have worked to change that. Even without the formal power to vote, people have organized and protested to bring attention to a cause. Everyone can help make sure the nation moves closer to ensuring justice, peace, and freedom for all.

Creating Congress: Article I

Article I is the first and longest part of the Constitution. It creates the legislative branch of our government. Legislative means law-making. This section is the longest because the people who wrote the Constitution believed that a legislative branch is very important in a government that represents the people. Members of the legislature, or law-making body, are responsible for turning their constituents' wants and needs into laws. They also answer most directly to the people who elect them.

Represent Me!

The legislative branch makes our government a representative democracy. This means that people elect representatives to represent their needs and concerns. Article I creates a legislature called Congress and divides it into two parts: the Senate and the House of Representatives. It also describes how Congress should be organized, tells what qualifications legislators must have, and says how often Congress should hold elections and meet as a group. It explains how the House of Representatives and Senate should work. At first, the people only directly elected members of the House of Representatives but now we vote for Senators too.
Anatomy of the Constitution

### The Senate vs. The House of Representatives

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>The Senate</th>
<th>The House of Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must be at least 30 years old, have been a U.S. citizen for at least 9 years, and live in the state you represent.</td>
<td>You must be at least 25 years old, have been a U.S. citizen for at least 7 years, and live in the state you represent.</td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>2 senators per state = 100 total</td>
<td>Number per state depends on population = 435 total</td>
</tr>
<tr>
<td>They represent...</td>
<td>the interests of the residents of the entire state for 6 years per term.</td>
<td>the interests of the residents who live in the district (within the state) they represent for 2 years per term.</td>
</tr>
<tr>
<td>Special Duties</td>
<td>The Senate acts as a court during impeachments.</td>
<td>All bills that raise money must start in the House of Representatives.</td>
</tr>
<tr>
<td>Role in Lawmaking</td>
<td>A bill must be approved in the same form by BOTH houses of Congress before it can go to the President to become law.</td>
<td></td>
</tr>
</tbody>
</table>

What differences do you notice between the House of Representatives and the Senate? Why do you think the Framers wrote it that way?

### The Powers of Congress

Article I Section 8 lists the powers Congress has. Even though Congress is a law-making body, their powers are limited to what is on this list:

- Collect taxes
- Borrow money and pay debts
- Make rules for how to become a citizen
- Regulate commerce (trade) between the states, with Native American nations, and with foreign countries
- Establish post offices
- Coin money and punish counterfeiters
- Give patents to new inventions
- Create the lower federal courts
- Punish pirates
- Declare war and support an army and navy
- Make any other laws that are “necessary and proper” to carry out the powers in this list.

### Creating the President: Article II

Article II of the Constitution describes the job of the executive branch. This branch executes, or carries out, laws. The president heads this branch, which also includes the vice president and many departments that are in charge of carrying out the government’s day-to-day business. Article II describes who qualifies for the position, what powers the office has, and what happens if that person misbehaves. It also explains how the president is selected through the Electoral College. And even though the 12th Amendment changed how we elected the President and Vice President, it has mostly been the same process since the beginning.

### Presidential Powers

The overall job of the executive branch is to carry out and enforce laws, but Article II gives the president a list of specific duties:

- Act as the commander-in-chief of the armed forces
- Maintain a cabinet of advisors (Today there are 15 who run the executive departments like the Department of Education and the Treasury)
- Make a State of the Union address to Congress
- Negotiate treaties with other countries
- Appoint ambassadors, Supreme Court Justices, federal court judges, and Cabinet members
- Represent the United States when dealing with foreign countries
- Make sure that laws are carried out (executed)
- Grant pardons in all federal criminal offenses, and reprieves (postponing punishments like executions)

### Creating the Courts: Article III

Here come the judges! Article III creates the judicial branch. This branch interprets laws to decide what they mean and whether they have been followed in cases.
Article III creates the Supreme Court and authorizes Congress to create lower federal courts. They deal with United States laws, not state laws. Article III also gives directions about what kinds of cases the Supreme Court and federal courts can hear. Under Article III, federal judges are chosen by the President and approved by the Senate, not elected by the people. They stay on the bench until they retire, die, or are removed for bad behavior. Article III also guarantees trial by jury for criminal cases and explains the crime of treason.

The States: Article IV

States have the power to create and enforce their own laws. Article IV of the Constitution describes how states should interact with each other.

- Each state has to respect the laws and court decisions (such as custody agreements) of the other states.
- If an accused person flees from one state to another, the state where the crime was committed can request that they be returned to face charges. This is called extradition.
- New states can be admitted to the Union with the authorization of Congress and the president.
- All states must have a republican, or representative, type of government. (Sorry, states can't have kings.)

Amending the Constitution: Article V

But the Constitution is not final because the Framers wanted the people to have the ability to change the law, if needed. In fact, they believed it was the duty of the people to make the country stronger by making it better. And over time, people have done just that. Article V describes how the Constitution can be changed. A change or addition to the Constitution is called an amendment. But they did not make it easy. Why do you think they wanted to make the amendment process long and with a lot of checks? What do you think they feared if it was easy to change?

Supreme Law of the Land: Article VI

Federalism is the idea that the national government shares power with the state governments. But what happens if a state law disagrees with a national or federal law? Article VI states that the laws and treaties of the U.S. government are “the supreme law of the land.” If a state and federal law disagree, the federal one wins. This article also requires officials working in state and federal governments to take an oath to support and defend the Constitution no matter what.

Ratification: Article VII

Article VII says the Constitution could not take effect until at least nine out of the thirteen states approved it. (Back then, there were only thirteen states.) Each state held its own convention to discuss and vote on the Constitution's plan for government. Voters and their representatives decided, but many ordinary people read about the proposed Constitution, and discussed and debated its strengths and weaknesses. With all of these opinions, getting approval wasn't easy. After much debate over whether this new government would be too weak or too powerful, a compromise was reached. It was agreed that ten amendments would be added to the Constitution. These amendments, called the Bill of Rights, would list specific rights not already mentioned in the Constitution. This put people's minds at ease, and the Constitution became the law of the land in March 1789. The Bill of Rights was added in 1791.
The Amendment Process

The Constitution has only been amended 27 times in all these years. Does that tell you anything about how hard it is to change? Believe it or not, there are only two steps to the amendment process: approval in the U.S. Congress and approval by the states. But these steps are very difficult (especially the second one). Getting 2/3rds of the members of Congress to agree on something is hard enough… but getting 3/4ths of the states to agree?? That’s an awful lot of agreement! With so much approval required, changing the Constitution can take years.

Here are the ways it can be done:

**So Few Amendments, So Much Time**

Thousands of amendment proposals have been introduced in Congress. Only 33 have ever received enough votes to actually be proposed. Of those, 27 were ratified and are now part of our Constitution. The first ten amendments (Bill of Rights) were added to the Constitution just two years after it was written. Ordinary people have also used their power to push for amendments that would help the nation be more just and equal for all. The 13th, 14th, and 15th amendments ended slavery and promised rights to formerly enslaved people. The 19th and 26th amendments expanded voting rights. We the people have a duty to use our power to make sure our government moves closer to the ideals of the Preamble.

**STEP 1: PROPOSE**

Choose one of these methods:

- **Congressional Vote**
  (All existing amendments were proposed this way)
  Two-thirds (2/3) of both houses of Congress vote YES to the amendment.

- **Congressional Convention**
  (Never actually been used)
  Two-thirds (2/3) of state legislatures ask Congress to hold a convention. The amendment is proposed at this meeting.

**STEP 2: RATIFY**

Choose one of these methods:

- **State Legislature Vote**
  (Most common method)
  Three-fourths (3/4) of state legislatures vote YES to ratify (approve) the amendment.

- **Special State Conventions**
  (Only been used once)
  Each state holds a special convention to consider the proposed amendment. Three-fourths (3/4) of state conventions vote YES to ratify the amendment.

Young people demonstrate in Seattle in 1969 to change the voting age. The 26th Amendment was passed in 1971 and lowered the voting age from 21 to 18.
Anatomy of the Constitution

A. Vocabulary. Match the term with the correct definitions from the lesson.

_____ 1. ratify  A) Introduce a new amendment
_____ 2. execute  B) Carry out a law
_____ 3. federalism  C) A representative form of government
_____ 4. republican  D) Approve or pass an amendment
_____ 5. propose  E) System where the national government shares power with state governments

B. Multiple Choice. Use what you have learned in this lesson to answer the following questions.

_____ 6. How many senators are in the U.S. Senate?
   a) 50
   b) 435
   c) 100
   d) It depends on the population.

_____ 7. What does the Constitution say is the ‘supreme law of the land’?
   a) The Bill of Rights
   b) State laws
   c) The amendments
   d) U.S. or federal laws

_____ 8. What was added to the Constitution that listed rights not already listed?
   a) The 14th Amendment
   b) The approval of all 13 states
   c) The Bill of Rights
   d) The Necessary and Proper Clause

_____ 9. What is the term length for members of the House of Representatives?
   a) 2 years
   b) 4 years
   c) 6 years
   d) Life

C. Separate Those Powers! Draw a line connecting each branch to the powers it has.

10. We write the bills that become laws.

   The Executive Branch

11. We make sure the laws are carried out and enforced.

   The Judicial Branch

12. We hear cases about the laws and decide what the laws mean.

   The Legislative Branch
### Anatomy of the Constitution

**D. Table of Contents.** Complete the Constitutional Table of Contents by filling in the missing pieces with words from the lesson. Use the words below if you need help.

<table>
<thead>
<tr>
<th>legislative</th>
<th>steps</th>
<th>judicial</th>
<th>Constitution</th>
<th>states</th>
<th>amended</th>
<th>federalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Answers these questions...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
<td>What does the Constitution do? What is the __________ of the government?</td>
</tr>
<tr>
<td>Article I</td>
<td>How does the ___________ branch create laws? What powers do the states have?</td>
</tr>
<tr>
<td>Article II</td>
<td>How does the ___________ branch execute laws?</td>
</tr>
<tr>
<td>Article III</td>
<td>How does the ___________ branch interpret the laws?</td>
</tr>
<tr>
<td>Article IV</td>
<td>How should the __________ get along with each other?</td>
</tr>
<tr>
<td>Article V</td>
<td>How can the Constitution be ________________, or changed?</td>
</tr>
<tr>
<td>Article VI</td>
<td>How does ___________ work? Which law is supreme?</td>
</tr>
<tr>
<td>Article VII</td>
<td>What __________ have to be taken to make the Constitution the law of the land?</td>
</tr>
<tr>
<td>Amendments</td>
<td>What changes have been made to the ____________?</td>
</tr>
</tbody>
</table>

**E. Who Said It?** First, match the quote about working in government to the correct branch. Then name the article that describes the powers of this branch.

- “Floor debate [on a bill] is an exhilarating experience and important duty.”
  Carolyn Cheeks Kilpatrick, D–MI
  - Article____
  - The Executive Branch

- “The presidency has many problems, but boredom is the least of them.”
  Richard Nixon, R-CA
  - Article____
  - The Judicial Branch

- “We apply laws to facts. We do not apply feelings to facts.”
  Justice Sonia Sotomayor
  - Article____
  - The Legislative Branch

**F. Think About It.** Review the picture to the right of the section “So Few Amendments, So Much Time” and answer the question below.

Thinking about the “power of the people,” what are some ways that young people can work for change in their school, town, state, or country? Write a brief paragraph to answer the question.

_____________________________
Directions: Fold on the dotted lines to make a 3-sided tent with the text facing out: Tuck the extra flap to the inside.

Executive Branch

Legislative Branch

Judicial Branch
Anatomy of the Constitution

**Whose Job Is It?**
E=Executive  L= Legislative  J= Judicial

(For each description show the correct side of your tent.)

___ 1. Coins money

___ 2. Enforces the laws

___ 3. Decides what a law means

___ 4. Declares war

___ 5. Includes the president, vice president, and the cabinet

___ 6. Divided into the House and Senate

___ 7. Punishes pirates!

___ 8. Makes treaties with other countries

___ 9. Can declare laws unconstitutional

___ 10. Selected by the Electoral College

___ 11. State representatives are elected by popular vote

___ 12. Appoints Supreme Court Justices, federal judges, ambassadors and cabinet members

___ 13. Approves presidential appointments

___ 14. Makes a State of the Union address each year

___ 15. Collect federal taxes