

# 4- Citizen Action

Content Area: **Social Studies**  
Course(s): **Social Studies 7 - Civics**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview:

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In addition to civic education content, this unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities.

## Essential Questions:

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What is the value of civic engagement and how does civic participation help our democracy evolve?

## Enduring Understandings:

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1. Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.
2. A fully researched and analyzed solution (or developing action plan) to a contemporary public policy issue helps students to develop important literacy, problem-solving, and critical thinking skills as well as civic skills & positive civic attitudes.
3. Students will reflect on the value of civic engagement to society and to each individual. Lifelong citizen engagement and participation in the community is necessary for our democracy to continue.

## Standards/Indicators/Student Learning Objectives (SLOs):

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SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
SOC.6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

## Lesson Titles:

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- Citizen Action → Identifying a Problem or Issue

- “What are the challenges facing my community and how can I help?”
- Citizen Action → Developing + Proposing A Solution
  - “What are the skills necessary for effective, informed citizenship?”
- Civic Participation + Democracy
  - “What is the value of civic engagement?”
  - “What is the balance between individual freedom and the common good?”

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### **Career Readiness, Life Literacies, & Key Skills:**

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

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### **Inter-Disciplinary Connections:**

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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### **Equity Considerations**

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#### **Amistad Mandate**

Topic: Incorporate comprehensive lessons on African American history and contributions. For instance, explore the civil rights movement, highlighting key figures and events that shaped the nation's democratic principles. Utilize resources from the New Jersey Amistad Commission to ensure accurate and thorough content.

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic: Incorporate lessons on the Holocaust to emphasize the importance of human rights and the consequences of prejudice and discrimination. Discuss the role of government and individual responsibility in preventing atrocities. Utilize curricula provided by the New Jersey Commission on Holocaust Education to ensure sensitivity and accuracy.

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Climate Change**

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## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Integrate the history and contributions of Asian Americans and Pacific Islanders into discussions on immigration, cultural diversity, and civic engagement. Highlight significant events and figures, such as the impact of Chinese laborers on the Transcontinental Railroad and the activism of Filipino farmworkers. Leverage materials from the New Jersey Department of Education's AAPI curriculum resources.

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Summative Assessment:**

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- Alternative Assessment
- Benchmark

## **Benchmark**

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- Skills-based assessment
- Reading responses
- Writing responses

## **Alternative Assessment**

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- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

## **Resources & Materials:**

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- Quizlet (*vocabulary*)
- iCivics: Local Solutions Civic Action Plan
- NJ Center for Civic Education: Identifying Community Issues
- Project Citizen
- Generation Citizen
- Human Rights Educators USA: Service Learning for Human Rights Education

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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**PROJECT BASED UNIT (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating) :**

- Identifying important issues to be addressed at the local, state, national, and/or global level
  - Students decide whether they will work as an individual, pair or group to develop solution(s)
- How can we identify the appropriate branch or agency of government with authority to address the issue that has been selected?
- How are digital tools, research skills, media literacy skills and active listening skills used for civic participation?
  - Students will complete a "checklist" to be sure they've engaged with a variety of tools and skills while developing their action plan
- How can I determine what the best solution to the problem I have identified?
- How can I initiate change? What is an action plan + how do I best develop mine?

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

## **Modifications**

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## **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)

- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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## **Computer Science and Design Thinking Standards**

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CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.