UNIT 4: CITIZENSHIP AND AMERICAN GOVERNMENT

Content Area: **Social Studies**
Course(s): **Naval Science 1**
Time Period: **October**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

1. What it means to be a citizen of the United States.
2. The concept of a representative democracy.
3. The Declaration of Independence, the Constitution, the Bill of Rights and the other amendments and it's relationship to the rights and responsibilities of US citizens.
4. How the US armed forces are organized under the control of elected and appointed civilian leaders.

Essential Questions

1. What is your role as a citizen?
2. What are your rights and responsibilities?
3. Explain the role of the government?
4. What is the significance of the founding documents?
5. What the defense structure of the United States?
6. How is the US Navy organized?
7. What is the role of the US Army and US Air Force?

Content

1 Citizenship NS1-U3C1S1 – Laws and Your Role as a Citizen
NS1-U3C1S2 – The Role of Government
2 Foundations of the US Government NS1-U3C2S1 – Declaration of Independence and Constitution
NS1-U3C2S2 – The Constitution and Bill of Rights
NS1-U3C2S3 – The Bill of Rights and Other Amendments
3 National Defense NS1-U3C3S1 – US Defense Structure and Navy Organization
NS1-U3C3S2 – The Navy, Army, and Air Force

Skills

1. Analyze authority and laws
2. Evaluate their role as a citizen and their rights and responsibilities
3. Describe the role of government
4. Evaluate the significance of the founding documents
5. Explain the defense structure of the United States
6. Analyze the organization of the US Navy
7. Describe the roles of the US Army and Air Force

Resources

PARCC Scoring Rubric

https://parcc.pearson.com/resources/practice-tests/english/Grade6-11-ELA-LiteracyScoringRubric-July2015.pdf

- **https://www.navy.com/**
- **https://www.nrotc.navy.mil/**
- **http://www.njrotc.navy.mil/curriculum.html**

- Naval Junior Officers Training Corps Introduction
- Cadet Reference manual
- A Field Manual for NJROTC 10th Edition

Standards

Reading: Informational Text

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10. 2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide

an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text

RI.9-10. 6Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance…

Writing

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts…

W9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W9-10.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W9-10.BDevelop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W9-10.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W9-10.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W9-10.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources…

Speaking and Listening

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions…

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats…

Language

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases…

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards **

D2. Civic and Political Institutions
D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.
D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

History

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12. Analyze change and continuity in historical eras.
D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.