Unit 6: Action Citizenship Project

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

How a solution is presented affects how people interpret and react to it.

It is best to present a number of perspectives when approaching an effective solution.

Project reflection increases learning and leads to personal growth.

Essential Questions

How can I best appeal to my audience?

What common misconceptions might my audience have about my topic?

How can my communication skills improve my presentation?

How can I benefit by reflecting on the process of my project?

Content

Planning, producing and presenting a solid solution with accurate research to the committee.

Adhering to proper grammar, usage, and mechanics.

Communicate information through the medium and proper public speaking techniques.

Engaging the audience through the delivery and information.

Gain support for the presented solution.

Reflect on the project and paper prior to presentation using step 6 of the big6 checklist.

Skills

Present and defend the Action Citizenship Project to the advisory committee.

Reflect and revise prior to the presentation.

Answer questions regarding the problem, research, interviews, and solution.

Present the process paper to the committee.

Resources

http://www.civiced.org/programs/project-citizen

http://www.crlsresearchguide.org/Big_Six_Steps.asp

http://civiced.rutgers.edu/projectcitizen.html

http://www.classroomlaw.org/programs/project-citizen/

http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf

https://www.weareteachers.com/6-ways-to-make-civics-learning-come-alive-2/

http://www.educationworld.com/a_curr/curr008.shtm

Standards

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. C. Economics, Innovation, and Technology

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality,

child mortality, or education.

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

6.3.8.D.1 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.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.