Unit 4: The Role of the Citizen in a Democratic Society

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **Marking Period 2**
Length: **22 Blocks**
Status: **Published**

Core Instructional & Supplemental Materials including various levels of Texts

iCivics

Project Citizenship

Generation Citizen

Civic Action Project

NJ Center for Civics Education

Civic Educator

Econedlink

Topic - Unit Description

This unit will analyze the rights and responsibilites of citizenship, roles of local and state government, public policy, and demonstrate an understanding of what it means to be an active citizen.

Alignment to Core Content Standards

6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

	Civic participation and deliberation are the responsibility of every member of society.
6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
	Civics, Government, and Human Rights: Democratic Principles
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
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.
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.

Enduring Understandings

EU1: A citizen is a person who, by place of birth, nationality of one or both parents, or naturalization is granted full rights and responsibilities as a member of a nation or political community.

EU2: The government of the State of New Jersey, like that of the United States, is divided into three coequal branches: the legislative, the executive, and the judicial. The principal function of the Legislature is to enact laws. The Executive Branch (the Governor, Lieutenant Governor and State agencies) carries out the programs established by law. The Judiciary (the Supreme Court and lower courts) punishes violators, settles controversies and disputes, and is the final authority on the meaning and constitutionality of laws.

EU3: Civil society is playing an increasingly important role in governance and public policy.

EU4: Democracy is government in which power and civic responsibility are exercised by all adult citizens, directly, or through their freely elected representatives.

EU5: An effective citizen as one who has the knowledge, skills, and attitudes required to assume the “office of citizen” in our democratic republic

EU6: Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Essential Questions

Essential Question(s)	Unit	Inquiry Question(s	Supporting Questions
How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	Rights and Responsibilities of Citizenship	What is a citizen?	• Who is a citizen? • How does an immigrant become a citizen? • What rights and responsibilities does a citizen have that non-citizens (resident aliens) do not have? • What should be U.S. policy towards immigrants? • What is my role, in my community, to be financially responsible?
	Local and state government	How do the three branches of government function at the local and state level in New Jersey?	• How do ideas become laws or rules at local state and national levels? • How does government function in New Jersey and in your local community/school district?
	Public policy	How can citizens and civil society influence public policy?	• What is public policy? • What is civil society? • How do institutions of civil society, such as interest groups, fraternal groups, business groups, etc. Influence public policy? • How have those without full political rights (women before 1920, and minorities before the Civil Rights Movement) affected change? • How can I engage with others to improve my local, state, national and/or global community?
	Citizen Action: Identifying a problem	What are the challenges facing my democracy and my community and how can I help sustain it?	• How can I identify problems that are important to be addressed at the local, state, national and/or global level? • What matters to me and why? • How can the Universal Declaration of Human Rights help us to identify important issues at the state, local or national level? • Why are issues involving human rights important? • Why are issues involving climate changes and the environmental issues critical? • How do issues of economic justice involve

			human rights?
	Citizen Action: Developing and proposing a solution.	What are the skills necessary for effective informed citizenship?	• How can I identify the appropriate branch or agency of government with authority to address my important issue? • How can I use digital tools for civic participation? • How can I research an important problem and develop the best solution? • How can I assess the credibility of online or printed information? • How can I determine whether a source is biased? • Why is it important to research and carefully listen to opposing viewpoints? • How can I investigate my issue and find high quality information? • How can I work collaboratively with my classmates? • How can I determine what is the best solution to the problem that I have identified? • Why should I carefully consider several alternative solutions? • How can I develop a written and/or oral presentation advocating your solution?
	Civic Participation: Active citizenship and sustaining democracy	What is the value of civic engagement?	• Why do democracies fail? • What are the duties, obligations, and responsibilities of citizenship in democracy? • What are the benefits citizenship in a democracy? • What might happen if citizens did not participate in democratic government at the local, state, or federal levels? • How do extensive citizen participation and multiple viewpoints affect the possible solutions to an identified problem? • What can individuals do to help ensure that the American experiment with democracy continues? • In what ways do philanthropic and charitable organizations support communities?

Skills, Learning Objectives & Learning Activities

Skill	Topic	Learning Objectives
Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.	Rights and Responsibilities of Citizenship	• Define citizenship • Define citizenship on five levels (home, school, city, state, nation) • Describe key rights and responsibilities of citizens. • Identify ways to become a U.S. citiz • List rights and responsibilities of bot U.S. citizens and all U.S. residents • Trace the progress of citizenship and voting rights for different groups ove time • Examine reasons people migrate fror their home nations and come to the United States • Explore the requirements for legal residence, including the distinction between legal residents , visitors, and undocumented immigrants • Describe the naturalization process a the value many immigrants place on U.S. citizenship
Compare how ideas become laws at the local, state, and national level.	Local and state government	• Read articles about two local or cour issues. • Collect information from the articles • Analyze why the issues are significar • Identify personal connections to the issues. • Select one issue to tackle for the County Solutions project • Evaluate how issues can turn into law
Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	Public policy	• Define public policy • Identify action and regulation as two types of public policy • Define the following terms: public sphere, public agenda, & public opinion

Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.		• Identify the relationships among the public sphere, the public agenda, public opinion, and public policy
Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	Citizen Action: Identifying a problem	• Work in a group to brainstorm solutions for the class problem. • Evaluate potential effectiveness of ideas the class has brainstormed. • Evaluate the ideas for cost and simplicity.
Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. Use evidence and quantitative data to propose or defend a public policy related to climate change.	Citizen Action: Developing and proposing a solution	• Summarize the problem and the research they have completed in earl steps. • Describe their proposed solution usir a 5W + H graphic organizer. • Analyze the benefits/limitations or th roles of various actors in the propose regulation or action. • Predict the long-term effect of the proposed solution.
Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	Civic Participation: Active citizenship and sustaining democracy	• Identify a variety of strategies for building public awareness and suppo • Evaluate the best strategies to use for different objectives. • Create components of an action campaign for the solution the class chose. • Explore a nonprofit organization in your community.

Assessments

Formative: PBL - Action Citizenship Topic, Current Events Analysis, Annotated Bibliography, Action Campaign

Summative: Project Citizen, Generation Citizen or other citizen action activity.

Benchmark: Unit 4 Test

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LA.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LA.RI.7.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
LA.W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and

	dangling modifiers.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.

Holocaust & Amistad

6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.

6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.

Persons with Disabilities & LGBTQ

Persons with Disabilties & LGBTQ

This unit focused on action citizenship.

- How has and is the US been an unequal democracy?
- What can we do to make this a more perfect Union?

Computer Science & Design Thinking

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary

- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns