# Unit 3 - The Citizen in Society

Content Area: **Social Studies**
Course(s): **Civics**
Time Period: **November**
Length: **5 Weeks**
Status: **Published**

## Transfer

Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society.

## Enduring Understandings

Civil rights and liberties have evolved over time.

It is the responsibility of citizens to participate in government; if not, the country is run by a few…for the few.

To protect the common good may require sacrificing individual rights.

To maintain the fragile balance between rights and the common good is the collective role of all citizens.

## Essential Questions

How has family life in the United States changed over time?

How does the law protect family members, especially children?

Why is learning and practicing good citizenship within the family important?

What goals guide public schools?

How do people develop critical thinking and other life skills?

How do communities develop, and what kinds of communities exist?

What special advantages do people enjoy by living in communities?

What is the difference between a crime against a person and a crime against property?

What rights do all accused criminals have under the U.S. Court System?

In what ways are juvenile offenders treated differently than adult offenders?

Why do you think plea bargaining is controversial?

## Content

## Vocabulary

Department of Education,  civil rights, crime, citizenship, judicial system, Supreme Court, civil libertie

## Learning Objectives

Describe how the move from rural areas to urban areas changed the American family.

Describe how state laws work to protect children.

Identify five important functions served by the family.

Identify the different levels in the U.S. School system.

Identify the seven goals of education.

Describe how learning relates to experience.

Identify the different methods of communication used in communities.

Analyze the relationship between good citizenship and the development of good communities.

Distinguish the difference between a crime against a person and a crime against property.

Identify some of the possible causes of juvenile crime.

Analyze how the judicial system has changed the ways it handles juveniles.

## Resources

## Standards

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| SOC.6.1.8.A.2.a | Determine the roles of religious freedom and participatory government in various North American colonies. |
| SOC.6.1.8.A.2.b | Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. |
| SOC.6.1.8.A.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. |
| SOC.6.1.8.A.3.c | Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. |
| SOC.6.1.8.C.1.b | Explain why individuals and societies trade, how trade functions, and the role of trade |

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