

# Unit 3: Civic Participation

Content Area: **Social Studies**  
Course(s): **Civics**  
Time Period: **Semester 2**  
Length: **4 Weeks**  
Status: **Published**

## Standards

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	<p>Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</p>
SOC.6.1.12.CivicsPD.16.a	<p>Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p> <p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>
SOC.6.1.12.CivicsPR.16.a	<p>Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>
SOC.6.1.12.GeoHE.16.a	<p>Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.</p> <p>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</p>
SOC.6.1.12.EconGE.16.a	<p>Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p>
SOC.6.1.12.HistoryCC.16.b	<p>Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>Civic participation and deliberation are essential characteristics of productive citizenship.</p>
SOC.6.3.12.EconGE.1	<p>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.</p> <p>History, Culture, and Perspective: Historical Sourcing and Evidence</p> <p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>
SOC.6.3.12.HistorySE.1	<p>Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p> <p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>
SOC.6.3.12.HistoryCA.12	<p>Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p>

## Enduring Understandings

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1. Popular Sovereignty, individualism and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.
  2. Understand the importance of being a responsible and participatory citizen.
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
  - Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
  - Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

## Essential Questions

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1. How do factors associated with political ideology, efficacy, structural barriers and demographics influence the nature and degree of political participation?
2. How does individual choice and state laws play a role in voter turnout in elections?
3. How do political parties, interest groups and social movements provide opportunities for participation and influence how people relate to government and policy-makers?
4. Why should civic participation be important to all Americans and how does **certain characteristics impact voting behavior?**
5. How do political parties and interest groups impact who controls government and how do they shape public policy decisions?

## Knowledge and Skills

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1. Process by which citizens learn about politics
2. The nature, sources and consequences of public opinion
3. Political parties
4. Third parties and how they face significant barriers
5. Difference between liberals and conservatives
6. How most Americans classify themselves as moderates
7. Ways in which citizens vote and otherwise participate in political life - patterns based on race, class, religion, gender, sexual orientation.

8. Reasons why citizens do not vote and barriers to voting including African Americans, AAPI, disabilities, LGBTQ+, gender, religion
9. Court cases in which citizens have been denied or granted rights: Plessy, Brown, Korematsu, AAD, Amendments 13, 14, 15, 19 etc.

## **Transfer Goals**

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1. Students will be able to independently apply how political parties, voting, and media affect American political culture, including diverse forces, institutions, and practices present within our nation.
2. Students will be able to independently determine the impact of compromise and dissent in making policy.

## **Resources**

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Digital Sources:

[iCivics - Engaging Students in Meaningful Civic Learning](#)

[C3 Teaching - College, Career and Civic Life](#)

[New Jersey Department of State](#)

[US Government Services and Information](#)

[Bill of Rights Institute](#)

[The Choices Program - Brown University](#)

[Civics 101 - Podcast Platform](#)

[PBS News Hour](#)

Supplemental Resources:

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

[The Lobbyists Playbook \(60 Minutes\)](#)

[GOPOPPO - Increasing the Diffusion of Political Understanding Through Civic Engagement](#)

[Project Citizen](#)

## **Assessments**

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

## **Modifications**

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUle3K1VSG7nxuc4CpCec/edit>