Unit 4 Personal and Civic Responsibilities Copied from: American Government: Law Making, Democracy, and Civic Engagement , Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

American Government: Law Making, Democracy, and Civic Engagement

Grades 9-12

Unit 4 Personal and Civic Responsibilities

Belleville Board of Education

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Unit Overview

In this unit, students will research and explain the importance of voluntary individual participation in the U.S. democratic society. Students will create presentations that include how to measure the effectiveness of participation in the political process at local, state, and national levels, how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity, the importance of volunteer public service in bringing about political change and maintaining continuity, and the difference between personal and civic responsibilities. Students will present their findings in class discussions and/or other classroom activities. Students will also discuss present how, why, and when the rights of individuals are inviolable even against claims for the public good and analyze the consequences on society of political decisions and actions. As a unit culminating activity, students will research and discuss leadership styles and leadership characteristics.

Enduring Understanding

Students will discover and realize the importance of voluntary individual participation in the U.S. democratic society. Students will measure the effectiveness of participation in the political process at local, state, and national levels. Students will discern how historical and contemporary citizen movements were used to bring about political change or to maintain continuity. Students will realize the importance of volunteer public

service in bringing about political change and maintaining continuity, and the difference between personal and civic responsibilities. Students will comprehend how, why, and when the rights of individuals are inviolable even against claims for the public good and recognize the consequences on society of political decisions and actions. Students will recognize various leadership styles and leadership characteristics.

Essential Questions

What does it mean to be part of the U.S. democratic society?

How can an individual participate in the U.S. democratic society?

What are effective and positive types of civic participation?

What are ineffective and negative types of civic participation?

How do we measure the effectiveness of participation in the political process at local, state, and national levels?

What is a citizen movement and how can it bring about political change or to maintain continuity?

What are historical and contemporary examples of citizen movements that were used to bring about political change or to maintain continuity?

What are types of volunteer public service?

How can volunteer public service bringing about political change or maintaining continuity?

What is the difference between personal and civic responsibilities?

How, why, and when are the rights of individuals are inviolable even against claims for the public good?

What are the consequences on society of political decisions and actions?

What are effective leadership styles and leadership characteristics?

Exit Skills

By the end of Unit 4 students will demonstrate the ability to;

Measure the effectiveness of participation in the political process at local, state, and national levels;

Document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity;

Evaluate different leadership styles and their impact on participation;

Explain the factors that influence an individual's political attitudes and actions;

Compare effectiveness of leadership characteristics of state and national leaders; and

Explain the importance of volunteer public service in bringing about political change and maintaining continuity.

Recognize the difference between personal and civic responsibilities.

Explain the difference between personal and civic responsibilities of citizens versus non-citizens;

Present how, why, and when the rights of individuals are inviolable even against claims for the public good;

Analyze the consequences on society of political decisions and actions

Investigate the role of municipal management in serving public and personal good.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

Measure the effectiveness of participation in the political process at local, state, and national levels;

Document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity;

Evaluate different leadership styles and their impact on participation;

Explain the factors that influence an individual's political attitudes and actions;

Compare effectiveness of leadership characteristics of state and national leaders; and

Explain the importance of volunteer public service in bringing about political change and maintaining continuity.

Recognize the difference between personal and civic responsibilities.

Explain the difference between personal and civic responsibilities of citizens versus non-citizens;

Present how, why, and when the rights of individuals are inviolable even against claims for the public good;

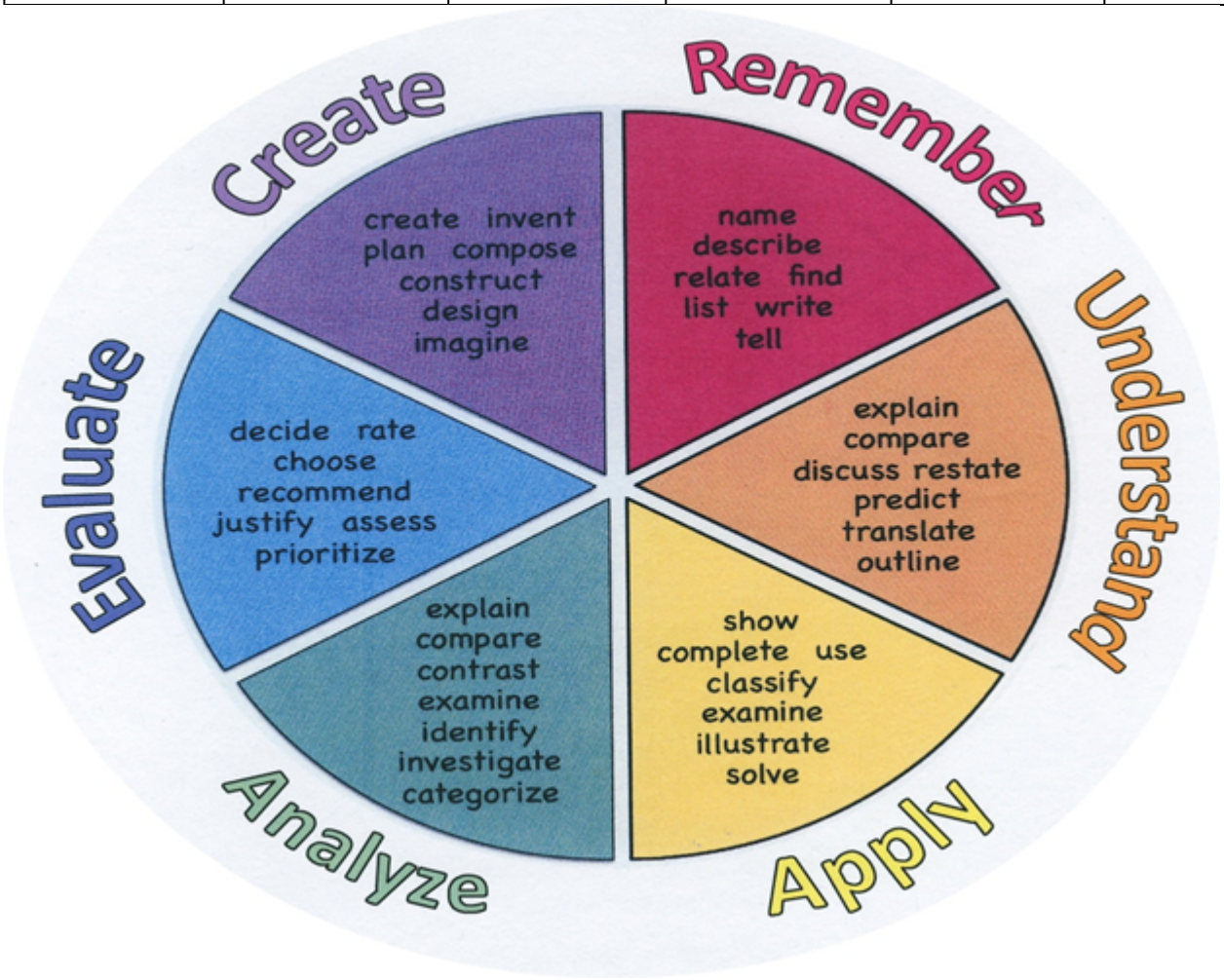
Analyze the consequences on society of political decisions and actions

Investigate the role of municipal management in serving public and personal good.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe

Recognize Repeat Reproduce	Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Separate		Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Continued use and development of e-learning platform using Google Classroom, Oncourse and other web based services
- Reading and outlining text and other e-material and resources
- Using outline templates and PowerPoint presentations to reinforce student learning

- Teacher oriented class discussion
- Reaction Papers addressing relevant topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Interviewing local elected and appointed officials and evaluating effective leadership styles and leadership characteristics

Assessment Evidence - Checking for Understanding (CFU)

Web-Based Assessments

Multimedia Reports

Written Reports

Think, Pair, Share

Exit Tickets

Evaluation rubrics

Self- assessments

KWL Chart

Teacher Observation Checklist

Explaining, Describe, Define

Evaluate

Compare & Contrast

Outline

Newspaper Headline

Socratic Seminar

Study Guide

Reaction Paper

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's

- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- E-Text and resources
- Research and internet articles
- PowerPoint Presentations
- Smart T.V./District provided laptop
- E-Learning Platform (Google Classroom, Oncourse, Quia Web-based testing, ClassLink)

Ancillary Resources

- BHS Courtroom and video system (Room 240)
- BHS Law Library (Room 240)
- Access to local elected and appointed officials

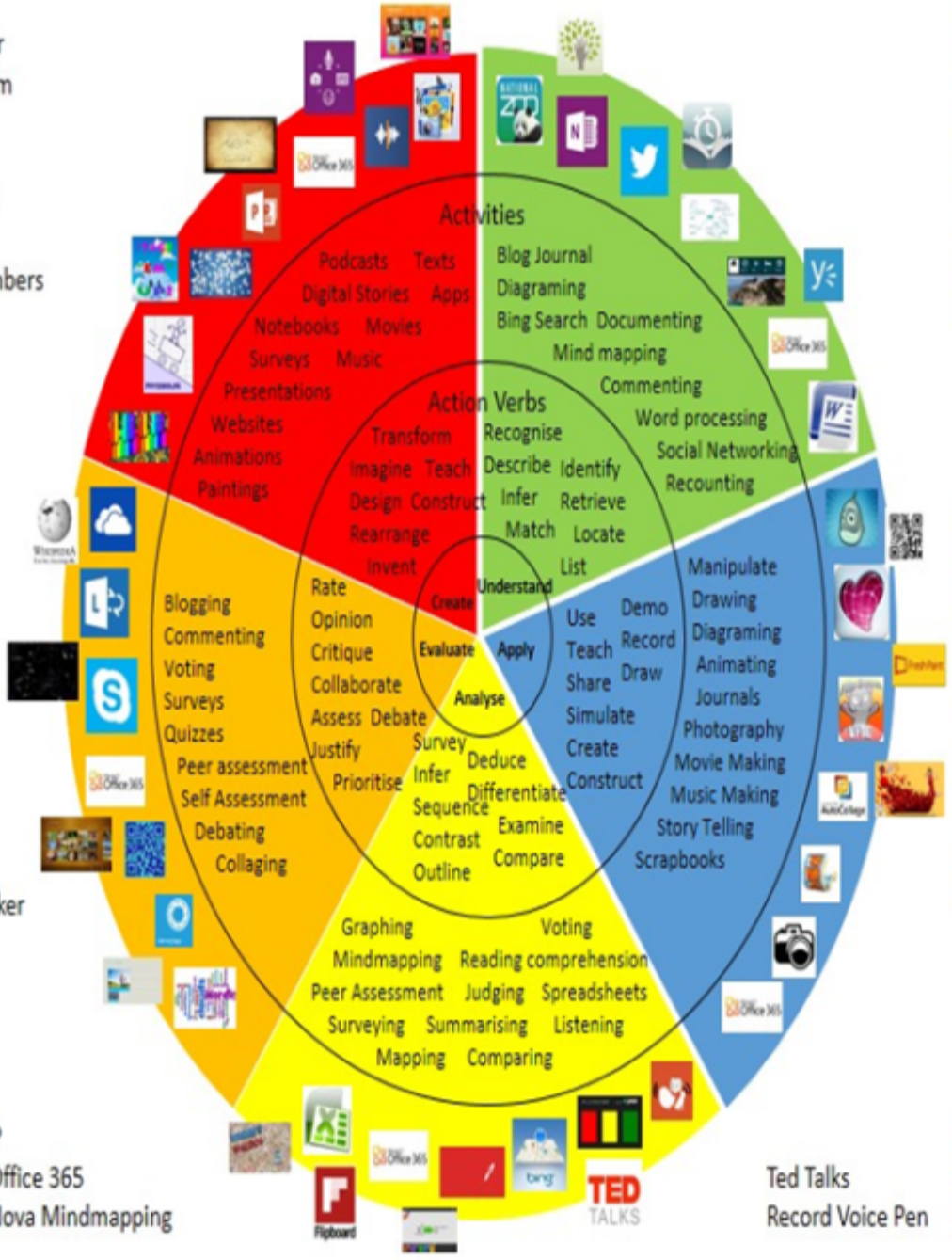
Technology Infusion

- E-Text and resources
- PowerPoint Presentations
- Smart T.V./District provided laptop
- Video/Audio equipment for recording and reviewing classroom presentations
- E-Learning Platform (Google Classroom, Oncourse, Quia Web-based testing, ClassLink)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

	There are different ways you can influence government policy to improve your financial situation.

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Differentiation

Differentiations:

Small group instruction

Extra time to complete assignments

Pairing oral instruction with visuals

Study guides

Hi-Prep Differentiations:

Alternative formative and summative assessments

Guided Reading

Independent research and projects

Project-based learning

Lo-Prep Differentiations

Jigsaw

Open-ended activities

Think-Pair-Share

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction

- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities

- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Modified assignments
- Additional time for assignments and assessments

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Providing assignments/assessments in native language
- Decreasing the amount of work presented or required
- Tutoring by peers
- Providing study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Guided outlining and open outline assessments
- Tutoring by peers
- Using videos, illustrations, pictures, and drawings to explain or clarify

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Providing additional project based learning opportunities for in-depth analysis
- Debate issues with research to support arguments
- Allow students to work at a faster pace

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:
Unit 4 Personal and Civic Responsibilities

NJSLS:

See Link Below

Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

Statement of Objective:

SWDAT identify and evaluate effective leadership characteristics of local elected and appointed officials **by** interviewing local elected and appointed officials and presenting to the class. Students will complete the presentation with 100% accuracy.

Anticipatory Set/Do Now:

Profile a local elected or appointed official

Learning Activity:

T/O Class Discussion; Prepare interview questions for the local elected or appointed official you have selected.

Student Assessment/CFU's:

See Link Below

Materials:

e-text/Resources

Internet access

PowerPoint

Lap-Tops

21st Century Themes and Skills:

See Link Below

Differentiation:

See Link Below

Integration of Technology:

PowerPoint Presentation

Internet

Chromebook

Google Classroom/Oncourse