

# Unit One: Foundations of Citizenship

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **8 weeks**  
Length: **Weeks**  
Status: **Published**

## **Foundations of Citizenship**

---

Students will be able to describe the ideas and values that bind us together as a nation and a people, discuss the groupings of people and how it impacts our interactions and beliefs, and define the rights, duties and responsibilities associated with American citizenship.

## **Transfer**

---

Students will be able to distinguish the characteristics which identify American citizenship, society, values and institutions.

## **Meaning**

---

## **Understandings**

---

Students will understand that...

Americans are a cultural melting pot of varying identities that encompass a unique set of unifying values

Society develops the individual through groups and institutions

Being an Americans comes with rights, duties, and responsibilities of citizenship

## **Essential Questions**

---

Students will keep considering...

How is citizenship defined and what does it mean to be an American?

How do individual cultures contribute to a shared identity?

What are the meanings of the values of equality, freedom and justice?

How does the government meet the needs of society?

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will know...

the five major institutions (family, religion, education, the economy, & government) in American society.

the benefits and responsibilities of the five major institutions in American society.

how individual responsibility and commitment to law are related to the stability of American society.

the meaning of citizenship in the United States.

the rights, duties, and responsibilities of citizens in the United States.

the rights and responsibilities of government and its citizens as delineated in the US Constitution, the NJ Constitution of 1947, and the UN Universal Declaration of Human Rights.

the characteristics needed for effective participation in civic and political life.

how citizens can participate in the political process at the local, state, or national level (ex. registering to vote, voting, attending meetings, contacting representatives, demonstrating, signing petitions, & boycotting) and

analyze how these forms of political participation influence public policy.

the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (ex. rights of minorities, women, disabled, and foreign-born citizens).

### **Students will be skilled at...**

---

Students will develop the following skills:

Identify and describe the five major institutions (family, religion, education, the economy, & government) in American society.

Evaluate the benefits and responsibilities of the five major institutions in American society.

Explain how individual responsibility and commitment to law are related to the stability of American society.

Compare the meaning of citizenship in the United States to citizenship in other nations.

Trace the development of the rights, duties, and responsibilities of citizens in the United States.

Compare and contrast the rights and responsibilities of government and its citizens as delineated in the US Constitution, the NJ Constitution of 1947, and the UN Universal Declaration of Human Rights.

Evaluate the characteristics needed for effective participation in civic and political life.

Investigate how citizens can participate in the political process at the local, state, or national level (ex. registering to vote, voting, attending meetings, contacting representatives, demonstrating, signing petitions, & boycotting) and analyze how these forms of political participation influence public policy.

Formulate a position on various aspects of American political, social, and economic life and suggest ways to address them (ex. rights of minorities, women, disabled, and foreign-born citizens).

### **Academic Vocabulary**

---

#### **Chapter One, Section One:**

Demography

Sunbelt

Service Job

Baby Boom

Diversity

**Chapter One, Section Two:**

Immigrants

discrimination

racism

exclusion laws

census

**Chapter One, Section Three:**

beliefs

values

equality

freedom

justice

-

**Chapter Two, Section One:**

Rules

Socialization

social institutions

-

**Chapter Two, Section Two:**

Family

Blended Families

-

**Chapter Two, Section Three:**

Economy

Consumer

Market

Price

Money

-

**Chapter Two, Section Four:**

Monarchy

Dictatorship

Democracy

Patriotism

Political Socialization

-

**Chapter Three, Section One:**

Citizen

Naturalized

Alien

Representatives

-

**Chapter Three, Section Two:**

Rule of Law

Jury of Peers

Witnesses

Common Good

Candidate

-

**Chapter Three, Section Three:**

Social Roles

-

## Target 2

---

Differentiate the experiences of mainstream Americans and Americans from the margins

---

- Differentiate the experiences of mainstream Americans and Americans from the margins

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
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.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## Target 3

---

Compare and contrast the importance of equality, equal opportunity and freedom among the various cultural and social groups in America.

- Compare and contrast the importance of equality, equal opportunity and freedom among the various cultural and social groups in America.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
SOC.6.1.12.CS5	The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

## Target 1

---

Determine methods of fostering conformity and membership within various social institutions.

---

- Determine methods of fostering conformity and membership within various social institutions.

SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

## Learning Goal 3

---

Analyze the various forms government and assess each's role in meeting society's needs

- Analyze the various forms government and assess each's role in meeting society's needs

MA.S-ID.A

Summarize, represent, and interpret data on a single count or measurement variable

MA.S-ID.B

Summarize, represent, and interpret data on two categorical and quantitative variables

LA.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

SOC.6.1.12.CS1

Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

SOC.6.1.12.CS2

Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

SOC.6.2.12.A.3.a

Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

WORK.9-12.9.1.12.1

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

WORK.9-12.9.1.12.1

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

WORK.9-12.9.1.12.A.1

Apply critical thinking and problem-solving strategies during structured learning experiences.

WORK.9-12.9.1.12.B.1

Present resources and data in a format that effectively communicates the meaning of the

data and its implications for solving problems, using multiple perspectives.

## Target 1

---

Describe the differences between monarchy, dictatorship and democracy

- Describe the differences between monarchy, dictatorship and democracy

SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

## Target 2

---

Assess the role of government in response to the needs of the people

- Assess the role of government in response to the needs of the people

SOC.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
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.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

## Learning Goal 4

---

Evaluate the meaning and responsibilities of citizenship and the process of acquiring American citizenship

- Evaluate the meaning and responsibilities of citizenship and the process of acquiring American citizenship
- Evaluate the meaning and responsibilities of citizenship and the process of acquiring American citizenship

MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
-----------	--



MA.S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

## **Summative Assessment**

---

All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

## **21st Century Life and Careers**

---

WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning

experiences.

WORK.9-12.9.1.12.B.1

Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

WORK.9-12.9.1.12.C.1

Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

WORK.9-12.9.1.12.C.2

Analyze the common traits of effective state, national, or international leaders.

## **Formative Assessment and Performance Opportunities**

---

Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)

## **Accommodations/Modifications**

---

Differentiation:

IEP modifications and 504 accommodations

Enrichment:

College Prep A/B

Honors

AP Level Courses

## **Unit Resources**

---

May include, but not be limited to:

Civics: Government and Economics in Action Textbook

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit

## **Interdisciplinary Connections**

---