03_Unit 3: Role of the Citizen

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **4 weeks/ 20 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 8

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.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit Summary:

In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations. This unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities.

Essential Question(s):

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- What events throughout history have you read/learned about in which the basic human

rights of citizens was compromised?

Enduring Understanding(s):

- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Human rights have been compromised at various points within History.
- Political and civil institutions impact all aspects of people's lives.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy

CONTENT AREA STANDARDS

SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
SOC.6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
SOC.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.
SOC.6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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.6-8.6	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.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.W.8.8	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.

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
	There are strategies to improve one's professional value and marketability.

STUDENT LEARNING TARGETS

Declarative Knowledge
Students will understand that:

- Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.
- Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn.
- Citizens have additional rights and responsibilities that non-citizens do not possess.
- Local government includes school boards, municipalities, and counties; each with specific authority.
- The New Jersey Constitution delegates certain powers and responsibilities to local governments and school boards.
- State government includes three branches--executive, legislative and judicial--with separate powers and checks and balances.
- Decisions made by local and state governments have enormous impact on our lives.
- Public policy includes the decisions, commitments and actions made by those who hold or affect government positions.
- Public policies are often embodied in laws, rules or regulations.
- Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government.
- Individuals and civil society can influence public policy outcomes by speaking with

their elected representatives and lobbying for change.
- Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.
- Issues will be prioritized based on their scope, duration, impact and feasibility.
- Students will appreciate the value of reaching consensus regarding which issue(s) to prioritize. of the issues identified.
- A fully researched and analyzed solution to a contemporary public policy issue helps students to develop important literacy, problem-solving and critical thinking skills.
- Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes
- Students will reflect on the value of civic engagement to society and to each individual.
- Lifelong citizen engagement and participation in the community is necessary for our democracy to continue.
- The cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens.

Procedural Knowledge

Students will be able to:

- Identify and describe human rights.
- Describe the rights and responsibilities of a United States citizen and a non-citizen (resident alien).
- Describe the essential attributes of a citizen.
- Construct an argument as to the source of human rights and how they are best protected.
- Describe how the three branches of government function at the local and state level in New Jersey.
- Explain how well federalism resolves the competing demands of limiting government power and the need for efficiency in government.
- Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- Explain how individuals and civil society influence public policy.
- Define/describe republic, civic virtue, trial by jury, Magna Carta, Parliament, House of Burgesses, and the Mayflower Compact.
- Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.
- Describe the kinds of issues that are appropriate for government action, and at what level.

- Explain how a group can reach a consensus regarding a public policy issue.
- Construct an argument as to the value of civic engagement.
- 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.

EVIDENCE OF LEARNING

Alternative:

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

For this unit, formative assessments may include:

- observation
- one-on-one
- questioning

- graphic organizers

Alternative:

- anecdotal notes
- exit tickets

Summative Assessments

For this unit, summative assessments may include:

- graphic organizers
- homework
- tests/quizzes
- culminating activity
- Project Citizen: https://www.civiced.org/project-citizen

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

teachtci.com   - History Alive! The United States Through Industrialism

https://www.history.com- History Channel

https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics/file - Rutgers New Jersey Center for Civic Education

Holocaust & Human Rights Education Center: https://hhrecny.org/

Supplemental:

https://www.civiced.org/project-citizen - Project Citizen

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English

Technology/Muliti-Media - Audio/visual media analysis

Math - computations

Visual and Performing Arts - debate

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.