

Verona Public School District Curriculum Overview

Civics Cycle Course (Elective)



Curriculum Committee Members:
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Supervisor:
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Curriculum Developed:
June 2018

Board Approval Date:
July 31, 2018

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Civics is the study of the rights and duties of citizenship. In this course students will explore their role as citizens at local, national, and global levels. Through the analysis of primary and secondary source readings, engagement with local government, current issue discussion, and class debates, students will develop the tools to become active, informed, and involved citizens. Units will focus on the rights and duties of citizens, local and state government, functions of the federal government, and the expression and protection of personal freedoms.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation C. Communication and Collaboration X D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	X CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) X B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
	<ul style="list-style-type: none"> ● <u>Jr. Scholastic Magazine</u> ● <u>Nesela website</u> ● <u>iCivics website</u> ● <u>U.S. Constitution</u> ● <u>CNN10 Newscast</u>

Unit Title / Topic: Civics: The Rights and Duties of Citizenship

Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
- 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
- 6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
- 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
- 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.

Literacy

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.6-8.1 Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.6-8.1.D Establish and maintain a formal style.

CCSS.ELA-LITERACY.WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.WHST.6-8.3 (See note; not applicable as a separate requirement)

CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.WHST.6-8.8 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.

CCSS.ELA-LITERACY.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

Identify ways that they can, both now and as adults, contribute to society and fulfill their rights and duties as citizens.

Meaning

Students will understand that:

Students will understand that:

- Citizenship is not only membership to a community but a shared commitment.
- Governments are created to protect the rights of citizens.

Essential Questions:

- What does it mean to be a good citizen?
- What do we owe the government?
- What does the government owe us?
- What is the purpose of government?

Civics

- Citizens have “rights” and “duties”.
- The nation has a process for becoming a citizen.

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Acquisition of Knowledge & Skills

- Students will know:**
- Civics is defined as the study of the “rights” and “duties” of citizenship.
 - Citizens can be *natural born* or *naturalized*.
 - Local volunteer organizations exist to help the people of Verona
 - The Declaration of Independence expresses our founding fathers beliefs on government and personal liberty
 - Jury Duty is a requirement of all citizens and essential to our legal system

- Students will be able to:**
- Describe the duties required of citizens
 - Describe the rights held by citizens
 - Describe responsibilities that citizens may take on.
 - Understand the value of volunteerism.
 - Describe factors that draw immigrants to desire U.S. citizenship.

Stage 2: Acceptable Evidence

Transfer Task

Students will independently research local civic / volunteer organization, evaluate the organizations contributions, and select (or create) an organization they would most like to participate in.

Stage 3: Activities

Close readings from applicable articles from Jr. Scholastic / Newsela / as current events unfold.
 Viewing of CNN10 broadcasts with class discussion.

Play iCivics “Responsibility Launcher” game, complete review questions.
 Complete online practice questions for United States Citizenship Test.
 Play iCivics “Immigration Nation game, complete review questions
 Close reading of selections from the Declaration of Independence
 Research on local volunteer organizations
 View “Jury Duty” instruction video with discussion.
 Play iCivics “We the Jury” game, complete review questions.

Unit Title / Topic: State and Local Government

Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

Social Studies

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- 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
- 6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
- 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
- 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.

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Transfer Goal:

Students will be able to independently use their learning to...

Analyze and assess the processes of debate and decision making in various government agencies.

Meaning

Students will understand that:

Students will understand that:

- There are many layers of government that affect society, providing both shared and independent services.

Essential Questions:

- How are governments structured?
- Who provides and maintains our public places?
- How am I represented in government?
- How does my town make decisions?

<ul style="list-style-type: none"> ● Our representative democracy has elected officials at the local, county, and state levels. ● A sense of belonging to a community comes from shared participation with other citizens. 	<ul style="list-style-type: none"> ● What makes a “community”?
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● Police, schools, public parks, and more are examples of services provided by local government. ● Each level of government uses tax dollars to provide the services they are asked. ● Verona has an elected Board of Education and Town Council that govern local affairs. ● The names, title, party, and voting records of their elected officials at the county and state level of government. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast services provided at the municipal, county, and state levels of government. ● Describe how government is able to provide services such as police, schools, parks, etc. ● Identify and contact their elected representatives. ● Describe the makeup of a local elected board (Education / Town Council) and assess their processes for debate and decision making.
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Stage 2: Acceptable Evidence

Transfer Task

Students will attend 1 Board of Education, or Town council meeting, and create a presentation to the class reflecting both the content of the meeting, as well as the roles of various community stakeholders and elected officials.

Stage 3: Activities

Close readings from applicable articles from Jr. Scholastic / Newsela / as current events unfold.
Viewing of CNN10 broadcasts with class discussion.

Play iCivics “Counties Work” game, complete review questions.
Attendance at a Board of Education or Town Council meeting.
Brainstorm and research for public services provided by government, ex. Parks, police, schools, etc.
Research local property and sales tax.
Research the elected officials at the county and state government level.
Class debate on a current issue reported on in student presentations from town meetings.

Unit Title / Topic: Federal Government

Unit Duration: 3 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

Social Studies

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
- 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
- 6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
- 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
- 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.

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Transfer Goal:

Students will be able to independently use their learning to...

Identify and assess the ways in which the U.S Constitution impacts our daily life as a living document.

Meaning

Students will understand that:

Students will understand that:

- A “Balance of power” between 3 branches of government is created by the Constitution
- The Constitution lays out the framework for the responsibilities of each government branch
- Many impactful functions of our government are found in the Constitution

Essential Questions:

- What is the right “balance of power”?
- How does the U.S. Constitution still effect me?
- How does the government make new rules?
- Does our government function the way it was designed to?

Acquisition of Knowledge & Skills

Students will know:

- The 3 branches of Government
 - Legislative
 - Executive
 - Judicial
- The qualifications for President, House, and Senate
- Elected position terms
- How a bill becomes a law
- How the electoral college system functions
- Various actions of government called for in the Constitution:
 - State of the Union
 - Census

Students will be able to:

- Compare and contrast the requirements and responsibilities of House and Senate members, the President, and Supreme Court Justices.
- Debate the importance of life terms for Supreme Court Justices
- Describe the electoral college system and debate its value
- Describe how a bill becomes a law, and participate in a simulated law making process
- Independently read and comprehend the U.S. Constitution and describe areas in which we see its application in everyday life.

Stage 2: Acceptable Evidence

Transfer Task

Students will craft, debate, and vote on “new school policies” through participation in a simulated law making process.

Stage 3: Activities

Close readings from applicable articles from Jr. Scholastic / Newsela / as current events unfold.
Viewing of CNN10 broadcasts with class discussion.

Close reading and discussion on U.S. Constitution Articles, Sections, and Clauses
Play iCivics “Win the White House” game, complete review questions
Pro - Con research and debate on the purpose and fairness of the Electoral College
Play iCivics “Lawcraft” game, complete review questions
Craft, debate, and voting on “new school policies” in simulated law making process.
Play iCivics “Branches of Power” game, complete review questions.
Research and discussion on ways branches upset the balance of power, ex. Executive orders, Elastic Clause

Unit Title / Topic: Know Your Rights!

Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

Social Studies

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- 6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
- 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
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- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.6-8.1 Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.6-8.1.D Establish and maintain a formal style.

CCSS.ELA-LITERACY.WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.WHST.6-8.3 (See note; not applicable as a separate requirement)

CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.WHST.6-8.8 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.

CCSS.ELA-LITERACY.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

Recognize and defend their protected rights as citizens.

Meaning

Students will understand that:

Students will understand that:

- The Bill of Rights protects our individual rights as citizens
- These rights have been tested and re-defined through Supreme Court decisions

Essential Questions:

- Where do our rights come from?
- How are our rights protected?
- Are there limits to my rights?
- What happens when we can't agree on our rights?

- Current debate continues on the scope of our rights
- Opinions and conclusions, based on verifiable facts are necessary for productive debate

Acquisition of Knowledge & Skills

Students will know:

- The major freedoms protected in the Bill of Rights.
- Major Supreme Court decisions affecting the rights of students:
 - Tinker v Des Moines
 - NJ v T.L.O
 - Ingraham v Wright
 - Santa Fe v Jane Doe

Students will be able to:

- Identify the importance and impact of past and current Supreme Court decisions.
- Reflect on current events while applying knowledge of civil liberties
- Research and develop argument for debate on current topics

Stage 2: Acceptable Evidence

Transfer Task

Students will research and develop arguments for debate centered on current issues reflecting individual liberties.

Stage 3: Activities

Close readings from applicable articles from Jr. Scholastic / Newsela / as current events unfold.

Viewing of CNN10 broadcasts with class discussion.

Close reading and discussion of selections from the Declaration of Independence.

Play iCivics “Do I Have a Right” game, complete review questions

Close reading and discussion of the freedoms protected in the Bill of Rights, and selected latter amendments

News review scavenger hunt, finding and describing 5 Bill of Rights issues in current events

Play iCivics “Supreme Decision” game, complete review questions

Supreme court decisions “prediction” activity.

Research and creation of class debate procedure

Research and debate on student selected topics reflecting personal freedoms.