Grade 7 Unit 7: The Role of the Citizen	
Enduring Understandings/Skill Focus	**Assessment Plan**
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. **Students will consider the following question:** How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?	Mock Election
Texts	**NJSLA Social Studies Standards**
Textbook- United States History Beginnings to 1877 **Primary Sources** **Beyond the Bubble** • None **Other Materials** • NJ Civic for Civic Education • Gettingsmart • Project Citizen • http://yparhub.berkeley.edu/ • https://generationcitizen.org • https://teach.mikvachallenge.org/ • Human Rights Educators USA • Freedom Foundation (Newseum) • iCivics.org	6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information. 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion. 6.3.8.Civics.PD.2: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.3: Construct a claim as it why it is important for democracy that individuals are informed by facts, aware of diverse perspectives, and willing to take action on public issues. 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions and communicate the best one to an appropriate governmental body. 6.3.8.CivicsPR3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty and equality) 6.3.8.CivicsPR.4: Use evidence and quantitative date to propose or defend a public policy related to climate change. 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. 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on a proposed policy.
Writing Tasks	

Big Ides	As a performance assessment, engage your students in preparing and presenting their class plan to improve their community at the local, state or national level to the actual legislative body or executive agency with the authority to make the change that the project requests. Students might also present their project at the annual Project Citizen Showcase sponsored by the New Jersey Center for Civic Education and held at Rutgers University in Piscataway each June
Big Ideas 1. What are issues that are important to be addressed at the local, state, national and/or global level? Which issue is more important and feasible to address? 2. How can a class determine the best solution to an important public policy issue? 3. How can individuals initiate change? What is an action plan? 4. What are the rights and responsibilities of citizenship? 5. Why is civic engagement critical for a democratic society?	

SIOP Strategies	Accom/Mod/GT/AT
• Think-Pair-Share • White Board Response • Cooperative Learning Strategies • Comprehension Strategies • Popcorn Reading	*Accommodation:* • Extended Time for assignments • Re-teaching material • Small group/guided reading groups for comprehension • Homogeneous grouping • Present information in various formats • Graphic organizers for written assignments • Modeling/Examples of fluency and expectations of assignments • Redirection • Break down reading and writing tasks into smaller chunks *Modifications:* • Modify amount of work required • Offer multiple forms of assessment • Differentiate assignments • Allow extended time to complete assignments *Gifted and Talented/Academically Talented:* • Encourage students to explore concepts in depth and encourage independent studies of investigations • Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.

- Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.
- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Allow students to move more quickly through the material.

Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21st Century Skills	Academic Vocabulary	
Mathematics: **Visual and Performing Arts:** **Health/PE:** **World Languages:** **Language Arts:** RI.CR.7.1, RI.CI.7.2, RI.IT.7.3, L.VL.7.3, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RI.AA.7.7, SL.II.7.2, SL.PI.7.4, W.WP.7.4. **Science:** **Technology:** **Career Ready Practices:** 9.4.8.GCA.2, 9.4.8.IML.7, 9.4.8.IML.14, 9.4.8.IML.15	Substitution: Digital versions of materials are available. Augmentation: Students prepare, complete, and submit summative assessments using Schoology. Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	☐ Creativity & Innovation ☒ Media Literacy ☒ Economic and Government Influences ☐ Critical Thinking & Problem Solving *Students must use problem solving and critical thinking skills in many classroom questions.* ☐ Life and Career Skills *(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)* ☒ Global and Cultural Awareness ☐ Information & Communication Technologies Literacy ☒ Communication & Collaboration ☒ Information Literacy	**Tier 1**	*N/A*
			Tier 2	*Academic Vocabulary* words not in general use, not content specific and appear far more in written texts than in speech *Examples in this Unit:* *Examples for Teaching:* • Introducing words during or after text • Student friendly definitions *Examples in this Unit* • Distinct • Influence
			Tier 3	*Domain-Specific Vocabulary* • words related to a specific content or field of study • students are likely to encounter in the future *Examples in this Unit*

				Consent of the governed, dignity, due process, English Bill of Rights, Life, Human Rights, Inalienable, Liberty, Magna Carta, Natural Rights, Property, Rule of Law, Social Contract, Authority, Autocracy, Consent of the governed, Democracy, Dictatorship, Government, Individual Rights, Legitimate, Monarchy, Oligarchy, Order, Popular Sovereignty, Power, Republic, State of Nature, **Examples for Teaching:** • Contextualize the words • Mental Models

Learning Map (Pacing Guide)

Week	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1		NJ Center for Civic Education: What is public policy? What is civil society? OR ☐ Gettingsmart: Strategies for teaching Public Policy
2		A variety of organizations have developed frameworks to help students address public policy issues: o NJ Center for Civic Education: Selecting a Public Policy Issue to Address o Project Citizen o Youth Participatory Action Research o Generation Citizen o Mikva Challenge o Human Rights Educators USA: Service Learning for Human Rights o Newseum: Identifying community issues
3		NJ Center for Civic Education: Identifying the best solution to a public policy problem
4		NJ Center for Civic Education: How can individuals and groups bring their concerns to public policymakers? ☐ NJ Center for Civic Education: Presenting your class plan ☐ NJ Center for Civic Education: Student Reflections

5		Why are elections important? iCivics: Voting Matters ☐ What are State Voting requirements? ☐ How can you determine which candidate is the best qualified for the position? iCivics: How can we evaluate candidates for positions of authority? ☐ Mock Primary Election: Instill the habit of participating in elections by having students research candidates and vote in the annual New Jersey Mock Election, held each year two weeks prior to primary election day in June.
6		Civics: Citizen me ☐ NJ Center for Civic Education: What is Citizenship? What are the rights and responsibilities of citizens?
7		NJ Center for Civic Education: Why should individuals participate in civic life?