



Springfield Public Schools
Springfield, New Jersey 07081

Project Citizen

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

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Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

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School Business Administrator/
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

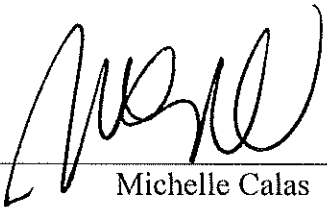
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Social Studies **Grade Level:** 6-8 **Unit Title:** Active Citizenship

Unit Summary: Students will understand that the stability of a democracy is dependent upon the civic participation of its citizens. As citizens in a democratic society, we not only have the right but also the responsibility to participate in our government at every level. This unit is designed to empower students to participate effectively in our government. It will also instill why it is important for them to participate. It will prepare students to become competent, confident, civic minded, citizens.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: This unit will educate students in the methods and procedures used in American government processes. It will empower students to become civic participants in our democracy by providing the skills and knowledge for effective participation.

Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills

Content Statements: American democracy is dependent upon the civic participation of its citizens. In order for self- government to work the citizens must understand the system of government. Citizens must have the knowledge, skills and willingness to participate in all levels of government. Citizens must be informed of and willing to uphold fundamental American principles and values.

CPI#:	Cumulative Progress Indicator (CPI):
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
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.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.



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6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, 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 government body.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
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.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.4	Use evidence and quantitative data 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 proposed policy.
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.



RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- How can you participate in solving problems in your community?
- What is meant by the common good?
- Why do we need government?
- Why is “civic virtue” necessary for a democracy to survive?



- What are American Ideals?
- How and why is federalism a key part of the structure of the U.S. government?

Unit Enduring Understandings:

- Through the social contract, people give up some of their freedom to the government to preserve order and peace.
- A strong commitment to the rule of law has been crucial to efforts to limit the abuse of authority and the arbitrary use of power.
- Governments establish and enforce laws to maintain safety and order.
- There are many different forms of government that government may take.
- The legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.
- Democratic governments work to balance social order and the protection of individual rights.

Unit Learning Targets:

Students will....

- Explain how civic action can effect change.
- Explain how citizens communicate with public officials (protest, petition, sit-ins, etc.).
- Compare and contrast views on a contemporary issue.
- Describe opportunities for citizens to participate in the political process and to monitor and influence government.
- Describe three steps involved in civic action: inform, act and maintain the message.



Evidence of Learning

Summative Assessment: We've Got Issues! (PC Requirement 1)
Students will research public policy problems in their community. As a class, discuss the issues brought up by each student. Have students read/complete, "What Is and What is Not a Problem For Government to Solve" (PC Book pg. 7). Make sure students understand the main goal of Project Citizen is to help them learn how the government works and how they can monitor and influence it. They need to focus on an issue that can be solved by the government. As a class, use Jamboard to separate public policy issues from civil society issues.

Students will complete the Problem Report Form on page 13 of the Project Citizen Level I book. (PC Requirement 1)

Equipment Needed: Laptops, OnCourse, Project Citizen Book

Teacher Resources: Laptops, OnCourse, Project Citizen Book

Formative Assessments:

- Project Citizen Portfolio Requirements
- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 The Effective Citizen	1 hours/1 day
Lesson 2 Civic Action	1 hour/1 day
Lesson 3: Change the World?	1 hour/1 day

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- <https://www.youtube.com/watch?v=-IUSZyjiYuY>
- <https://www.njconservation.org/current-issues/>
- <https://nj.gov/>
- https://www.icivics.org/sites/default/files/lesson_plan/Civic%20Action_Lesson%20Plan_o.pdf
- <https://www.nps.gov/alca/learn/historyculture/we-hold-the-rock.htm>
- <https://acl.gov/ada/origins-of-the-ada>
- <https://www.icivics.org/teachers/lesson-plans/step-1-change-world>
- https://www.icivics.org/sites/default/files/1_Change%20the%20World_Issue%20Guide.pdf
- <https://www.youtube.com/watch?v=4z7gDsSKUmU>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: The Effective Citizen Time Frame: 1 hours/1 day

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Establish a list of knowledge, dispositions and skills/actions of an effective citizen. - Understand the importance of civic participation. - Become aware of ways citizens have solved public policy issues in the past.	Lesson Sequence - Blog- Margaret Meade once said, ““Never doubt that a small group of thoughtful, committed, citizens can change the world. ...indeed, it's the only thing that ever has.” What do you think she meant? - Procedure: Explain that the group will think about what it takes to become an active and effective participant in our democracy. - Explain that as a group they will develop a list of the knowledge, dispositions and skills/actions of an effective citizen. - Break the group into three smaller groups and explain that each group will be responsible for one of the three categories (knowledge,	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



	dispositions and skills/actions). 5. Explain that each group will have between 10-15 minutes to develop their category. What are the specific knowledge/skills, attitudes/beliefs and behavior/actions of an effective citizen? Each group will come up with a list of these qualities. Ask each group to post their list on the wall. Then ask each participant to add whatever they have to the list. They should start with the items they feel are most important. When this is complete, ask the original group to read the top responses. 6. Debriefing questions: ● How did this activity enhance your understanding of effective citizenship? ● Does anything surprise you? ● Do you disagree or question any? 7. Effective Citizens in Action: Bob Geldof-Live Aid; Peter Beneson -Amnesty International Founders; Betty Willams-Peace Activists in Northern Ireland; Nelson Mandela-South Africa https://www.youtube.com/watch?v=-IUSZyjiYuY 8. Exit Card-How might the world be different had these citizens not become	
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	actively involved in their communities?	
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Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- <https://www.youtube.com/watch?v=-IUSZyjiYuY>
- <https://www.njconservation.org/current-issues/>
- <https://nj.gov/>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Civic Action Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how civic action can effect change. - Explain how citizens communicate with public officials (protest, petition, sit-ins, etc.). - Compare and contrast views on a contemporary issue. - Describe opportunities for citizens to participate in the political process and to monitor and influence government. - Describe three steps involved in civic action: inform, act and maintain the message. - Discuss the movements for the following groups: women, the disabled, Native Americans and migrant workers.	Lesson Sequence - Civic Action and Change on iCivics. DISTRIBUTE the “Take Action”-half sheets and have students read through the situations and make their selections. - ANTICIPATE the lesson by discussing the various ways people can approach a problem in their community and what choices students made during the activity. - DISTRIBUTE the reading pages to the class - READ the first page with the class. - PROJECT the “I AM” chart using the projection master or the slide in the PowerPoint presentation.	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



6. DISCUSS the “I AM” format for civic action with students before reading the second reading page with the students. Ask where in the process the successes occur, which part takes the longest, which part is the hardest, which needs the most people involved, etc.
7. READ the second page with the class.
8. DISTRIBUTE the blank sequencing activity and cut out pages. Review the directions and have the students cut and paste the content into the correct areas on the chart.
9. DISCUSS the completed chart and the correct answers using the Teacher Guide or the PowerPoint. Both a blank and completed chart are available in the PowerPoint presentation.
10. CHECK for understanding using the post-cut out activity true/false informal assessment found in the Teacher Guide or the PowerPoint presentation.
11. DISTRIBUTE and assign the review worksheet.
12. EXTEND the lesson by distributing the blank I AM activity page and having students create their own chart using a local problem or a



	current civil rights issue. You may also fill this in as a class.	
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Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- https://www.icivics.org/sites/default/files/lesson_plan/Civic%20Action_Lesson%20Plan_o.pdf
- <https://www.nps.gov/alca/learn/historyculture/we-hold-the-rock.htm>
- <https://acl.gov/ada/origins-of-the-ada>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Change the World? Time Frame: 1 hours/1 day

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Differentiate among large-scale, individual-scale, and local-scale change. - Frame issues at a local, actionable scale. - Identify and select an issue that personally motivates them.	Lesson Sequence “Change the World” on iCivics. Anticipate by asking students if they’ve ever felt powerless to change something they see going on in their community or the world. Do they think it’s possible to “change the world”? Can they think of any examples of things that have changed over time? How do they think those changes happened? - Distribute the reading to the class. Read with the class, pausing to discuss. - Alternatively, have students read in groups or independently. - Distribute the practice activity. Read the directions and example	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



- with the class. Discuss and explain as needed.
5. Allow students time to complete the practice activity. Discuss students' answers to the practice activity to help prepare them for filling out the Issue Choice Template.
 6. Distribute the Issue Choice Template. Assign students to choose an issue and fill out the template before the next step of the project. (Give them the time frame based on your own planning.) We recommend letting students work individually or in pairs so that they will be able to work on an issue that is as personally relevant as possible. However, if you wish, you can adapt the project so the entire class works on the same issue. Allow students class time to brainstorm, research, and/or discuss possible issues for this project.
 7. If students are struggling to identify an issue, direct the "Issue Brainstorm Guide". Use this guide to help you brainstorm issues in your community that you could "move the needle" on in some way. But first, an important announcement: **THIS IS NOT A LIST TO CHOOSE FROM. Why?**



Because most of the issues on this list are Very, Very Huge. Many are umbrella issues that cover lots of smaller problems. This is a Brainstorm Guide, a jumping-off platform. Here's how to use it: 1. Read through the list. As you go, mark or write down issues that spark your interest. 2. Go online and do a quick search about each issue you marked. (It's okay to type the issue exactly as it's worded on the list.) Scan the results just enough to get a sense of whether the issue is about what you thought it was about. 3. Let what you read in the search results spark more ideas. Stay in brainstorming mode until you come up with an issue for the project that is fairly specific and is meaningful to you.

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- <https://www.icivics.org/teachers/lesson-plans/step-1-change-world>
- https://www.icivics.org/sites/default/files/1_Change%20the%20World_Issue%20Guide.pdf
- <https://www.youtube.com/watch?v=4z7gDsSKUmU>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6-8	Unit Title: Active Citizenship
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	Public Policy
Unit Summary: Develop an understanding of what public policy is and the role of public policy in local, state and national government. Be able to identify the private sphere, civil society and government as three unique parts of American society. Evaluate issues facing the community and defend what part of society would best be suited to deal with the issue.					
Primary Interdisciplinary Connections: Communication Arts					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: Understand civic dispositions in order to become an active and well informed citizen. Students will understand the rights, duties and responsibilities of American citizens. Students will exercise those rights to address a public policy issue facing their community.					
Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6					

Learning Targets

Standards: NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills	
Content Statements: American democracy is dependent upon the civic participation of its citizens. In order for self- government to work the citizens must understand the system of government. Citizens must have the knowledge, skills and willingness to participate in all levels of government. Citizens must be informed of and willing to uphold fundamental American principles and values.	
CPI#:	Cumulative Progress Indicator (CPI):
6.3.8.Civics PI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.Civics PI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.Civics PI.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.Civics PI.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.Civics PD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.Civics PD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.



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6.3.8.Civics PD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.Civics DP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.Civics DP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.Civics DP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.Civics PR.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.
6.3.8.Civics PR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.Civics PR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.Civics PR.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.Civics PR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.Civics PR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.Civics HR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconE T.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.EconE T.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.



RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.



SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12. 5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.1 5	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- What is public policy?
- What is civil society?
- How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. influence public policy?
- How can you engage with others to improve the local, state, national and/or global community?



- How can you identify problems that are important to be addressed at the local, state, national and/or global level?
- What kinds of issues are appropriate for government action, and at what level?
- How can a group reach a consensus regarding a public policy issue?
- What are the skills necessary for influencing public policy?
- What are the possible alternative solutions to the problem and which solution is the best?
- How can the appropriate branch or agency of government with authority to address an issue be identified?
- Why are digital tools, research skills, media literacy skills and active listening skills important for civic participation?

Unit Enduring Understandings:

- 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 the government.
- Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change.
- 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 helps develop 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.

Unit Learning Targets:

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.
- Analyze community issues and prioritize them based on their scope, duration, impact and feasibility.
- Understand the value of reaching a consensus regarding which issue(s) to prioritize.
- Develop a fully researched and analyzed solution to a contemporary public policy issue.
- Develop important literacy, problem-solving and critical thinking skills.
- Develop an action plan to have a public policy solution implemented by an appropriate governmental agency.



Evidence of Learning

Summative Assessment: Selecting a Public Policy Issues (PC Requirement 2)
 Students will present their public policy problem issue to the class. As a class, discuss the issues brought up by each student. Have students read/complete, Issue Analysis Worksheet (PC Book pg. 16). Make sure students understand the main goal of Project Citizen is to help them learn how the government works and how they can monitor and influence it. They need to focus on one issue that can be solved by the government.

Students will complete the “Triggering Mechanisms” requirement in the Project Citizen Level I book. (PC Requirement 2) This will help the class evaluate the scope, intensity and resources at stake for each issue. Students will complete this form for every issue presented, using a google form, we will analyze the class results.

Equipment Needed: Laptops, OnCourse, Google Docs

Teacher Resources: Laptops, OnCourse, Google Docs

Formative Assessments:

- Project Citizen Portfolio Requirements
- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Making Connections	1 hours/1 day
Lesson 2 Lost	1 hours/1 day
Lesson 3 Selecting a Problem	1 hour/1 day

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- <https://www.youtube.com/watch?v=rPh3c8Sa37M>
- <https://www.youtube.com/watch?v=l-gQLqv9f4o>
- <https://www.youtube.com/watch?v=Kq65aAYCHOW>
- <https://www.youtube.com/watch?v=gdsCUEXLE-Y>
- <https://www.quandarygame.org/play>
- <https://www.youtube.com/watch?v=GKcJDMXqh2c>
- <https://www.google.com/url?q=https://www.911memorial.org/911-faqs&sa=D&source=docs&ust=1656103057173905&usg=AOvVawoMzhgO4oQsf-5v9MRlr7ZO>
- <https://www.youtube.com/watch?v=HT5FTrIZN-E>
- <https://www.discoveryeducation.com/september-11/#watch-now>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Making Connections Time Frame: 1 hours/1 day

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify issues facing their community. - Analyze how local issues are interconnected. - Kinesthetically experience the interconnectedness of local issues. - Understand how a change in one issue can positively and negatively affect a change in another issue.	Lesson Sequence Making Connections to Build a Consensus Modified from “Making Global Connections”-Engaging students in Global Issues. 1. Overview: Students demonstrate the interconnectedness of their proposed Project Citizen issues and possible solutions through a kinesthetic exercise using pc issue cards/post its and a ball of yarn. Inquiry/Critical Thinking Questions: How are local issues interconnected?	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



- How does a change in one issue affect other issues?
 - How are solutions to local problems interconnected?
2. Lesson Sequence:

Have students blog about the meaning of:

“When you try to pick out anything by itself, you find it hitched to everything else in the universe.” - John Muir

After they write for a few minutes, lead a class discussion about the quote, having students share their writing. If the discussion needs a jumpstart:

- Ask students to think about something they ate today.
- Ask them to think about how the food/meal might be connected to the environment.
- Did the production, processing, or transportation have any impact on the natural environment, including water, land, plants, or animals?
- Now ask them to choose one of these environmental connections and think about its human connection.
- Does the environmental impact have any effect on people? Do people use the environmental resource?

Allow students to share their series of connections about a food they have eaten today.



3. Tell students they are going to do an exercise that will help them see and experience how their Project Citizen issues are interconnected.
4. Have students stand in a circle and ask for a volunteer to start.

Have that student remind the class what their proposed topic is (short 30 second proposal)

Ask if anyone can connect their issue to that topic: (e.g. healthcare is connected to poverty because most people living in poverty do not have access to basic healthcare; conflict is connected to discrimination because some wars are started when one group of people does not like another group based strictly on their ethnic background or religious beliefs; education is connected to population growth because more schools will be needed to meet the needs of the increased population)

If the student(s) cannot figure out how the two issues are connected, other students in the circle can help. If no one in the circle can think of a connection, the student(s) can pass and continue the activity.

Once the student(s) has stated how her/his issue is connected to the previous



one, she/he holds onto a piece of the yarn and tosses the ball of yarn to someone else across the circle

5. Continue the exercise until everyone has caught the ball of yarn, called out the interconnections, and is now holding a piece of the yarn.
6. Have the last student throw the ball of yarn back to you. You should now have a representative “web” of yarn with every student holding a piece of the web.

Have everyone pull the string so the web is taut

7. Tug on your piece of the yarn and ask if anyone felt the tug. Have some others tug on the yarn and see who else feels it. Try tugging harder and see who feels it then. Ask what that tug might represent or signify about the connections between our proposed issues.
8. Conclude the lesson with a discussion using the reflection questions below. You may want to lead the discussion while the students are still standing and holding the yarn so the symbolism of the web is still present.
9. Reflection Questions:

- Why might it be helpful to understand how and why issues are interconnected?
- Can you think of other issues that might be



interconnected like the ones raised in this activity? Any global issues?

- How can understanding the interconnectedness of issues help us find solutions to the problems surrounding these issues?

10. Enduring Understanding:

Understanding the interconnectedness of issues can often be the first step in solving problems. Interconnectedness is an important and key concept in “systems thinking”—a holistic way of thinking that takes into account the connections, interactions, and processes that link different elements together and form a complete “system”. By understanding that issues are interconnected, we can begin to see when and where we can intervene in a system to make change.

11. What are some examples of places we could intervene in a system and maximize positive connections between various issues? Have the students discuss the idea of intervening in a system and making positive changes specific to their proposed topics.
12. Identify not only where or when one could intervene in a system but how an individual’s actions can “snowball” – i.e. trigger other reactions in the system that build upon and sustain



	the positive effects of the original action. 13. What kind of small action might snowball into a large result? How can small changes replicate and multiply to produce widespread and lasting change? 14. Exit Card-Based on this activity-what issue should we focus on for Project Citizen?	
Differentiation: The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.		
Resources Provided: • https://www.youtube.com/watch?v=rPh3c8Sa37M • https://www.youtube.com/watch?v=l-gQLqv9f4o • https://www.youtube.com/watch?v=Kq65aAYCHOW		



Lesson Plan 2 Template		
Content Area:	Social Studies	Lesson Title: Lost! Time Frame: 1 hours/1 day
Lesson Components		
<u>21st Century Themes</u>		
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy		
<u>21st Century Skills</u>		
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy		
Interdisciplinary Connections: Communication Arts		
Integration of Technology: Laptops, OnCourse		
Equipment Needed: Laptops, OnCourse		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Participate in a simulation to reinforce the importance of teamwork and making tough, decisive decisions. - Identify what the common good is/means. - Understand how decisions can impact a group. - Utilize their voice to bring about change in New Jersey. - Realize the importance of Civic Participation, even at their age. - Understand a democracy such as ours, will only survive and thrive, if its citizens are informed and involved.	Lesson Sequence Project Citizen Lesson 9-Lost 1. Read the Lost Scenario. LOST The Scenario: You are stranded on an uncharted island, with at least 25 other passengers, in the shark-infested waters of the Pacific Ocean. At least that is where you think you are. You have found evidence on the island from many different civilizations. It is strange because you have found Egyptian artifacts, Sumerian artifacts and some artifacts you believe to be from Southeast Asia. You have also discovered a village that seemed to be the home of a group of Latin	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



speaking people but this village is primitive and seems to be from early in the first millennium. To make things even more confusing, you think the island is moving! As days turn into weeks you and your fellow survivors have found inner strength that you did not know you had. However, as time goes by, resources are getting scarce and you realize something must be done. After many days of hard labor and scouring the jungle for supplies, your group has successfully built a life raft. The raft can hold a maximum of three people. You must choose what three people can go on the life raft. Remember, your ultimate goal is to have everyone rescued!

Your group must reach a decision as to which three people get a spot on the life raft. You have 15 minutes to reach this decision before high tide and monsoon season comes in and makes travel impossible.

The Survivors

Jack: A spinal surgeon. He has many skills that have saved the lives of people stranded on the island. However, he seems to have some personal issues especially when it comes to alcohol. Some think he is even going a little crazy because he claims to see his dead father walking around the island.



Kate: A fugitive. Only a few people seem to know what she was arrested for. She seems to be really handy with firearms and is definitely tough! You do not want her as an enemy. However, she has a good heart and looks out for others, especially Claire.

Sawyer: A con man. He has not been helpful to the other people on the island. In fact, he has hoarded all of the supplies they were able to gather from the island. He refuses to share them, even when it is a case of life or death.

Claire Littleton: Unemployed. She is about 8 months pregnant and seems to be having complications with the pregnancy. She is very sweet and easygoing. She is helpful when she can be, but the heat and lack of drinking water make it difficult for her to contribute a lot.

Arzt: High school-science teacher. He has an unusual fascination and knowledge of plants and bugs. He has helped gather edible food and is handy when it comes to building things. His knowledge of physics has proved quite useful.

John Locke: He is very adventurous; some might even say it borders on crazy. He is determined to find out the secrets of the island and he does not seem concerned about being rescued. He has been the



group's primary hunter and gatherer.

Walt: Teenage son of Michael. His attitude often causes conflict with the other members of the island. He is trying to learn survival techniques from John Locke but his sneaky ways often get him in a lot of trouble.

Michael: Is trying to learn how to be a father. He was not present for the first 10 years of Walt's life. He is trying to care for Walt and help him deal with the death of his mother. Michael worked construction for most of his life and he is primarily responsible for building the raft.

Jin-Soo-Kwon: We do not know much about him since he only speaks Korean. Jin seems very protective of his wife and will do anything to get her off this island.

Sun-Hwa-Kwon: We do not know much about her since she does not speak English. However, we know from her last name that she comes from the wealthiest family in South Korea. Her father is the head of the largest automaker in eastern Asia.

Sayid Jarrah: A former soldier for the Republican Guard in Iraq. He has many skills, ranging from extensive knowledge of technology to survival skills.



Bernard: A dentist. He seems to be adjusting well to life on the island after some rough first weeks. He is married to Rose; he loves her more than anything and will do anything for her. He will not leave without her.

Rose: A social worker. She recently discovered that she is terminally ill. Doctors said there was little hope for her survival. However, she feels better since being on the island. In fact, it does not even feel like she is sick anymore.

Vincent: Walt's loyal yellow lab. He has a keen sense of smell and this has helped the survivors find food and helped save many lives.

2. Your group will have 15 minutes to make their decision.

- As students are debating, observe and record positive group behaviors and behaviors that will need redirection.

3. We will review and discuss the decisions as a class.

- Were there any similarities? Logic behind the choices?
- Do you agree/disagree with the choices made by the other groups?
- What would have made this easier?
- What made this process difficult?



4. Reflection: what did we learn from this process?

- Everyone is valuable.
- Everyone has unique talents and skills to contribute to our portfolio.

5. Exit Card: How can we apply this to choosing a Project Citizen topic?

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- <https://www.youtube.com/watch?v=gdsCUExLE-Y>
- <https://www.quandarygame.org/play>
- <https://www.youtube.com/watch?v=GKcJDMXqh2c>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Making a Difference Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: OnCourse, Laptops

Equipment Needed: OnCourse, Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the role civic engagement, at the both the local and national level, plays in creating a more responsive and democratic government. - Reflect on personal and social identity to help build self- and social awareness. - Use responsible decision making to identify and plan for acts of service in observance of 9/11 Day and throughout the year. - Build social awareness by considering the importance of valuing diversity and working	Lesson Sequence Lesson Overview: (taken/modified from Discovery Education Teacher Guide) - Students will explore the connection between civic participation, acts of service, and the responsibility of citizens in the policy making process, specifically in observance of 9/11. - Students will begin conceptually by working together to better understand civic engagement and explore the many ways individuals can contribute to their community and nation.	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



collaboratively to make the world a better place for all people.

- Understand the difference between civil society solutions and public policy solutions

3. Next, the class will narrow their focus by using a questioning strategy to consider what gives acts of service, on 9/11 Day and throughout the year, the power to exemplify shared values, inspire action, and even change the world one good deed at a time.
4. Finally, students will reflect on those shared values to identify issues that need to be addressed in our communities today.
5. Lesson Sequence: 1. Show <https://www.911day.org/> (2 minutes and 22 seconds). After-ask students what they know/remember about 9/11.
6. Today's students are not old enough to remember the events of 9/11. It may be beneficial to provide students with a summary of the events from the day. However, the focus of this lesson will not be solely on the history of the attacks but will highlight how the day is now seen as a way to make a positive difference in the world. The 9/11 memorial/museum FAQ page is a great resource for background information on 9/11. <https://www.911memorial.org/911-faqs>



7. Begin the day by sharing that the class will be watching a virtual field trip called 20th Anniversary of 9/11: Paying Tribute Through Good Deeds that explores the power of turning tragedy into positive civic action. Link to video: <https://www.discoveryeducation.com/september-11/#watch-now>

Full video is 25 minutes long. However, it may be segmented to fit the needs/age of the students.

8. To get students thinking about civic participation, post on the board/Jamboard or chart paper the following three questions:
 - What does civic participation look like?”
 - Why is it especially relevant for the anniversary of 9/11?”
 - Why is it necessary in a democracy?

Ask students to consider these questions by writing thoughts/examples on a sticky note. You may choose to provide students with a simple definition of civic participation: Civic participation is any individual or group activity that positively engages in and/or addresses issues of public concern. After a minute or so, allow students to post their notes on the board/Jamboard or



chart paper. Students may respond with examples like “voting,” joining the military,” or “it brings people closer together for a common goal.”

9. As you read out a few responses, ask students if they would consider “acts of service” to be a form of civic participation. As students respond, pose a follow-up question by asking students to identify types of service that they think help contribute to a positive social good in their community or around the world. As students begin to identify answers, keep a running list for the class to see. After students have shared examples, ask students if they notice any similarities or differences. (This list can become a Service-Learning List that is referenced throughout the year).
10. Next, work with the class to understand how these examples can unite people under a shared set of values. Acts of service or good deeds, like the ones listed in class, build trust, empathy, and lasting human connections that create a positive change in their community. Share with the class that as they watch the VFT, they



	should keep in mind the 9/11 Day core message, that tragedy brought people together and awakened an understanding, however brief, that what we have in common as human beings is far more profound than our perceived differences. 11. Finally, have students reflect on the following questions- to help generate a thought-provoking question on the bigger issue of “Civic Participation.” This is an opportunity for students to think more broadly and creatively about the topic; • Why... is civic participation such a big deal? • What would be different...if everyone participated in one day of service? • What would be different...if everyone participated in our democracy? 12. Following the Virtual Field Trip, student groups will debrief what they observed in the VFT and make connections to their own experiences. 13. Reflect on a story that made an impact on them and contribute to a class discussion in which they consider how acts of	
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service and civic participation, on 9/11 Day and beyond, can create a lasting impact.

- “What is the impact of acts of service on 9/11 Day?”
- How can we make an impact on our communities?

Students will ultimately apply what they have learned when identifying an issue they want to fix in their community.

14. Bring the class back together for a full-class discussion around the reflection they just completed. Consider facilitating the discussion with the following questions:

- Was there a particular story or segment from 9/11 Day that resonated with you? Why?
- Were there stories you heard that helped you learn something new or think about something in a different way?
- What did these stories teach you about the relationship between identity, civic values, and acts of service?
- Why do you think acts of service transcend differences people have and build connections between different people and communities?



Participating in democracy and good citizenship extends beyond the act of voting and singing the Star-Spangled Banner. As you have learned, acts of service, no matter how big or small, are an important part of our shared story and values as a nation. Participating in our democracy also means being informed and aware of issues impacting the country and its people.

15. View the following clip (10 minutes): Jon Stewart, the former host of "The Daily Show," appeared before a House committee in Washington, D.C., to again advocate for health benefits for 9/11 first responders. At the start of his 10-minute statement, Stewart said Tuesday's hearing was an "incredible metaphor." "Behind me, a filled room of 9/11 first responders and in front of me, a nearly empty Congress." Stewart said the lack of urgency to help these responders was a "stain" on Congress. "Your indifference cost these men and women their most valuable commodity: time," he said. "It's the one thing they're running out of." <https://www.youtube.com/watch?v=HT5FTTrIZN-E>



- | | | |
|--|--|--|
| | <p>15. After viewing ask students:</p> <ul style="list-style-type: none">● Is this an example of civic participation? Explain why/why not.● What is Stewart trying to do?● What is the meaning behind his metaphor?● What lessons can we take from this? <p>16. Have students work on PC Level II Book Pages 12-21, or if time is an issue focus on the table on Page 21-to distinguish between Public Policy issues and Civil Society solutions.</p> | |
|--|--|--|

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- <https://www.google.com/url?q=https://www.911memorial.org/911-faqs&sa=D&source=docs&ust=1656103057173905&usg=AOvVawoMzhgO4oQsf-5v9MRlr7ZO>
- <https://www.youtube.com/watch?v=HT5FTrIZN-E>
- <https://www.discoveryeducation.com/september-11/#watch-now>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6-8	Unit Title: Public Policy
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	Public Policy Problem
Unit Summary: The class has selected a clear public policy issue to solve and will focus on researching that issue. The objective is to locate additional sources of reliable information connected to the problem. This will aid in the development of alternative policies aimed at fixing the issue.					
Primary Interdisciplinary Connections: Communication Arts					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: There are many ways citizens can have a positive influence on their communities. One way is through working with the government to shape and manage public policy aimed at solving community issues.					
Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6					

Learning Targets

Standards: NJSL Social Studies, NJSL Language Arts, NJSL Social and Emotional Learning, NJSL-Career Readiness, Life Literacies and Key Skills	
Content Statements: The American government derives its power from the “consent of the governed.” Therefore, it is imperative that the governed are actively involved in the government. First amendment freedoms such as speech, press, petition and assembly, empower citizens to lobby government officials to address public policy concerns in their communities.	
CPI#:	Cumulative Progress Indicator (CPI):
6.3.8.Civics PI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.Civics PI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.Civics PI.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.Civics PI.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.Civics PD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.Civics PD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
6.3.8.Civics PD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.



6.3.8.Civics DP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.Civics DP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.Civics DP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.Civics PR.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.
6.3.8.Civics PR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.Civics PR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.Civics PR.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.Civics PR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.Civics PR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.Civics HR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconE T.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.EconE T.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations.



SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12. 5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.1 5	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- What might happen if citizens do not participate in democratic government at the local, state, or federal levels?
- What can individuals do to help ensure that the American experiment with democracy continues?
- How does civic participation help our democracy evolve?
- What are the benefits of civic participation in a democracy?
- Why is it important to locate credible information on the Internet?



Unit Enduring Understandings:

- 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.
- Our democratic society today is a product of the contributions of historical and current leaders and citizens.
- Understand the importance of vetting credible information.
- Analyze data they collect from stakeholders and determine how to use that data to lobby lawmakers for support.
- Determine the difference between categorical and numerical data.
- Analyze and discuss the results of the student created survey, calculating for mean, median, and mode when appropriate.

Unit Learning Targets:

Students will....

- Make sense of Internet search results and find relevant results.
- Determine whether a source is reliable.
- Broaden or narrow their searches in order to get more relevant results.
- Appropriately use social media to find information.
- Take quick, preliminary notes on possibly relevant sources.
- Identify factors that affect their issue.
- Find relationships among those factors and see how they affect each other.
- Analyze the factors to understand the context in which their issue exists.
- Determine which factors are more or less susceptible to change.
- Decide where they can get additional information about the problem they have selected.
- Learn to evaluate the quality of the sources and information they gather.
- Develop survey questions that represent both numerical and categorical data.
- Use appropriate digital tools (Google Form) strategically to design and conduct surveys.
- Calculate various measures of data and describe what one is best used to describe/support their issue.
- Analyze data and construct viable arguments about what their data represents.



Evidence of Learning

Summative Assessment: Our Public Policy Problem (PC Requirement 3)
Students will gather information on their issue from credible sources.
After deciding which sources of information to use students will work in cooperative teams to complete the “Problem Identification and Analysis” form (PC Requirement 3)

Equipment Needed: Laptops, OnCourse, Project Citizen textbook

Teacher Resources: Laptops, OnCourse, Project Citizen textbook

Formative Assessments:

- Project Citizen Portfolio Requirements
- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Find What You Need	1 hour/1 day
Lesson 2 Gathering Information	1 hour/1 day
Lesson 3 Conducting a Poll	1 hour/1 day

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- https://www.icivics.org/sites/default/files/lesson_plan/2_Find%20What%20You%20Need_Lesson%20Plan_o.pdf
- <https://youtu.be/s9XZk9CLxK4>
- <https://nearpod.com/t/social-studies-C372>
- <https://checkology.org/auth>
- <https://www.youtube.com/watch?v=hmRakMppVtw>
- <https://literacyideas.com/top-research-strategies-for-students-and-teachers/>
- <https://www.youtube.com/watch?v=ubR8rEgSZSU>
- <https://www.surveymonkey.com/mp/survey-question-types/>
- <https://www.youtube.com/watch?v=fXQDFhKFuTU>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Find What You Need Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: OnCourse, Laptops, iCivics

Equipment Needed: OnCourse, Laptops, iCivics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Make sense of Internet search results and find relevant results. • Determine whether a source is reliable. • Broaden or narrow their searches in order to get more relevant results. • Appropriately use social media to find information. • Take quick, preliminary notes on possibly relevant sources.	Lesson Sequence Modified from “Find What You Need on iCivics”. 1. Anticipate by asking students if they’ve ever been frustrated by Internet search results when they’re trying to find out information. • What has been frustrating? • What has worked well? Tell them they’ll be researching their issues on the Internet, but that first they’re going to learn a little more about how to find information. 2. Distribute the reading to the class. Read with the class, pausing to discuss. Alternatively, have students read in groups or independently.	• Blog Responses • Answers to essential questions during class discussion. • PC Graphic Organizer • Exit Card responses



3. Distribute the practice activity. Read the directions with the class. Discuss and explain as needed.
4. Allow students time to complete the practice activity.
5. Discuss students' answers to the practice activity to help prepare them for doing their own Internet searches.
6. Distribute several copies of the Source Collector to each student. Be sure to tell them where to find more copies so they don't think they only need to find a certain number of sources. Display the Source Collector instruction page and go through each section of the Source Collector so students understand what to do. Alternatively, make a copy of the instruction page for each student.
7. Assign students to find as much information about their issues as they can. (Give them the time frame based on your own planning.)
8. Instruct students to print each source they list on their collector sheets or save the source as a PDF (depending on whether you plan to have students annotate their sources on paper or on a computer). If neither is possible, plan



	to adjust your approach in the next step to help students gather and organize information from their sources without being able to annotate them first. 9. Schedule dates to check students' progress between now and the "Action Plan" so you can help if they're having trouble finding appropriate sources (or any sources at all).	
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Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- https://www.icivics.org/sites/default/files/lesson_plan/2_Find%20What%20You%20Need_Lesson%20Plan_o.pdf
- <https://youtu.be/s9XZk9CLxK4>
- <https://nearpod.com/t/social-studies-C372>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Gathering Information Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: OnCourse, Laptops

Equipment Needed: OnCourse, Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify factors that affect their issue - Find relationships among those factors and see how they affect each other. - Analyze the factors to understand the context in which their issue exists. - Determine which factors are more or less susceptible to change. - Decide where they can get additional information about the problem they have selected. - Learn to evaluate the quality of the sources and information they gather.	Lesson Sequence - Blog: How can you find out more about the problem our class selected to study? List five sources where you could learn more about this problem. Discuss student answers. Make a list of sources of information on a Google Doc that the class can access. Ask questions to get students to think about specific sources of information. Example: The Internet is too broad. - What specific searches should they do? - What is a Boolean search? - What other search engines can be used? - How about sources not on the Internet? Specific	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



people, level of government, etc.

2. Students will read the “Purpose” section for Step 3 on page 37 of the Project Citizen textbook. Discuss the purpose and activities with students. Emphasize that the main purpose is to gather facts, statistics, articles and information from experts and stakeholders. Finding this information will help the students prove their issue is a serious problem that deserves the attention of policymakers.
3. Divide students into research groups:
 - Internet articles
 - Internet sites (ex: government webpage)
 - Professors/Scholars
 - Lawyers/Judges
 - Interest Groups/Community Organizations
 - Legislative Offices
 - Administrative Offices

Students will follow the “Guidelines For Obtaining and Documenting Information” on pages 40-41 of the Project Citizen textbook.

4. Each group/student will conduct research and report back to the class with their findings. They should record detailed information from their



research/sources as this becomes the documentation section of our portfolio.

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- <https://checkology.org/auth>
- <https://www.youtube.com/watch?v=hmRakMppVtw>
- <https://literacyideas.com/top-research-strategies-for-students-and-teachers/>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Conducting a Poll Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts, Math

Integration of Technology: Laptops, OnCourse, Google Forms

Equipment Needed: Laptops, OnCourse, Google Forms

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop survey questions that represent both numerical and categorical data. - Use appropriate digital tools (Google Form) strategically to design and conduct surveys. - Calculate various measures of data and describe what one is best used to describe/support their issue. - Analyze data and construct viable arguments about what their data represents.	Lesson Sequence - Create and Conduct a Poll/Survey Goal: Create and conduct a poll to gather information from the community about our issue. - Step One: View- https://www.youtube.com/watch?v=ubR8rEgSZSU (4 1/2 minutes) - Step Two: Answer the Following questions to help you design your survey. - Population-who will take the survey? - How will we make/conduct the surveys? - How many questions are we going to ask? Keep in Mind: When designing a survey, the overall format and layout is important from	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



beginning to end. A poorly organized survey may cause respondents to skip questions or completely opt out of answering your survey.

4. Step Three: Write your Questions (in a new Word doc)

Visit:

<https://www.surveymonkey.com/mp/survey-question-types/>
for examples/explanations of good survey questioning techniques.

5. Step Four: Create your survey using Google Forms

Need Help? Here is a quick tutorial-

<https://www.youtube.com/watch?v=fXQDFhKFuTU>

Include:

- It is good practice to begin your survey with an introduction that explains the purpose of the survey.
- Within the introduction, include the following items: Name of the organization conducting the survey.
- A brief explanation of how the data will be used. Many participants like some kind of assurance in regards to their responses. Providing that kind of information before the survey starts



	can help ease those concerns. • An estimate of how long the survey might take. • Add your survey questions Share the survey with your teacher for approval. 6. Step Five: Practice Run Test the survey-does it work? Are the questions easily understood? 7. Distribute the survey to the class and have everyone test it.	
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Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- <https://www.youtube.com/watch?v=ubR8rEgSZSU>
- <https://www.surveymonkey.com/mp/survey-question-types/>
- <https://www.youtube.com/watch?v=fXQDFhKFuTU>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6-8	Unit Title: Public Policy Problem
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	Action Plan
Unit Summary: Students will utilize their voice to bring about change in New Jersey. They will realize the importance of Civic Participation, even at their young age. A democracy such as ours, will only survive and thrive, if its citizens are informed and involved. They will also discover that in a democracy, policy makers must consider the demands of the citizens and weigh them against resources available to meet those demands.					
Primary Interdisciplinary Connections: Communication Arts					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: Clear identification of a public policy issue will create active, informed citizens. Research and analysis of different ways to address a public policy issue enhances critical thinking skills and ensures the voices of multiple stakeholders are heard. Proposing a public policy solution portrays an understanding of the limits placed on the government as well as constitutional principles.					
Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7,9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6					

Learning Targets

Standards: NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills	
Content Statements: It is never too early to become an active, involved citizen. Public policy is not the work of one person or one group. It involves a collaborative effort and takes a tremendous amount of time and dedication to pass.	
CPI#:	Cumulative Progress Indicator (CPI):
6.3.8.Civics PI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.Civics PI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.Civics PI.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.Civics PI.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.Civics PD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.Civics PD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.



6.3.8.Civics PD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.Civics DP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.Civics DP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.3.8.Civics DP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.Civics PR.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.
6.3.8.Civics PR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.Civics PR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.Civics PR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.Civics PR.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.Civics PR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.Civics PR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.Civics HR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconE T.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.EconE T.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.



RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.



SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12. 5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.1 5	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- What is the problem we chose to study?
- What policies exist to address this issue?
- What policy should exist to address this issue?
- What is our Action Plan to get our policy passed and implemented?
- How can the appropriate branch or agency of government with authority to address an



important issue be identified?

- Why are digital tools, research skills, media literacy skills and active listening skills important for civic participation?
- Why is it important to consider several alternative solutions to an important issue?
- How can the best solution to an important issue be selected?
- How important is it to involve stakeholders in public policy solutions?

Unit Enduring Understandings:

- Our democracy is dependent upon the civic engagement of its citizens.
- Public policy is complex.
- 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.

Unit Learning Targets:

Students will....

- Identify a variety of strategies for building public awareness and support for the public policy issue.
- Evaluate the best strategies to use for obtaining community support for our proposed policy.
- Create and implement an action plan for the chosen public policy solution.



Evidence of Learning

Summative Assessment: Our Action Plan (PC Requirement 4)
Students will create and implement an action plan to gain support for their proposed policy. The plan will include all necessary steps from development to passage of the policy, including how to win support from stakeholders. Stakeholders are entities that are affected, either directly or indirectly, by the proposed policy and/or issue. It is important for students to identify groups that are likely to support their proposed policy as well as groups that are likely to oppose their policy.

Once completed, students will invite our local policy maker to the classroom to present their portfolio and ask for the proposal of a bill to address our Project Citizen issue.

Equipment Needed: Laptops, OnCourse, Project Citizen Action Plan, Google Slides

Teacher Resources: Laptops, OnCourse, Project Citizen Action Plan, Google Slides

Formative Assessments:

- Project Citizen Portfolio Requirements
- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Action Campaign	1 hour/1 day
Lesson 2 Letter Writing	1 hour/1 day
Lesson 3 Create a PSA	2 hours/2 days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- https://www.icivics.org/sites/default/files/lesson_plan/County%20Solutions%20-%20Step%209_Lesson%20Plan.pdf
- <https://www.civiced.org/featured-videos>
- <https://www.youtube.com/watch?v=oQojvHPboEQ&feature=youtu.be>
- <https://www.youtube.com/watch?v=y2d-odIimgY>
- http://www.youtube.com/watch?v=ub_a2toZfTs&NR=1
- <https://www.youtube.com/watch?v=JndtG8Y7yfw>
- http://www.listencarefully.org/videos_2
- <https://www.google.com/search?q=create+a+psa+lesson+plan&oq=create+&aqs=chrome.o.69i59l2j69i57j69i59joi433i512j69i61l2j69i60.1176j0j7&sourceid=chrome&ie=UTF-8>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Action Campaign Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse, Google Doc

Equipment Needed: Laptops, OnCourse, Google Doc

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify a variety of strategies for building public awareness and support for the public policy issue. - Evaluate the best strategies to use for different objectives. - Create and implement an action plan for the chosen public policy solution.	Lesson Sequence Modified From “Action Campaign” on iCivics. - Anticipate by asking students what they think would be the most effective way to get public attention and support for the solution the class has proposed. - Distribute one “Launch a Campaign” reading page to each student. - Read the material with the class, pausing to discuss each campaign method. - Distribute one Review Worksheet to each student. - Assign students to complete the worksheet using their reading. - Discuss the students’ answers, using this as a lead-in to the next part of the lesson.	- Blog Responses - Answers to essential questions during class discussion. - PC Graphic Organizer - Exit Card responses



7. Explain to the class that they will be creating different pieces of an action campaign.
8. Assign individual students to create different components of the class's action campaign.
9. Distribute the appropriate templates for students to use.
10. Assign students to complete their templates.
11. Post the campaign components where everyone can see them.
12. Close by asking students to think about the piece of the campaign they created and decide what the next step might be to put their template into action in real life. What would they need to do? (i.e., find a printing company, call the newspaper, log on to Facebook and start an account, etc.) Call on students to share answers.

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- https://www.icivics.org/sites/default/files/lesson_plan/County%20Solutions%20-%20Step%209_Lesson%20Plan.pdf
- <https://www.civiced.org/featured-videos>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Letter Writing Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse, Google Docs

Equipment Needed: Laptops, OnCourse, Google Docs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify an issue facing New Jersey and develop a solution to this issue in the form of a public policy. Students will lobby for support for their issue in the form of letters to local politicians and interest groups.	Lesson Sequence Writing Letters - Log on to our Google Drive to review the “Contact” section of our Action Plan. - Choose one person to write to (put the name on the action plan so your classmates know it is taken). - View Sample Letters (from previous Project Citizen portfolios). - What do you notice about the letter? - What makes it a good letter? - Were the objectives clear? - Write a letter to the person you chose that; - explains our issue,	- Blog Responses - Answers to essential questions during class discussion. - PC Letter - Exit Card responses



- | | | |
|--|--|--|
| | <ul style="list-style-type: none"> • why we want to fix it, • how we want to fix it • and what we want them to do. <p>5. Review the “Letter” resource sheet on the digital resource table.</p> <p>6. Use the “Editor’s Checklist” to proof your letter. Complete the peer edit proofing activity.</p> <p>7. Once your letter is finalized;</p> <ul style="list-style-type: none"> • Print and sign two copies • Fill out an envelope (see board for example) and mail one letter • Put the other letter in your task group section of the portfolio binder | |
|--|--|--|

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- <https://www.youtube.com/watch?v=oQojvHPboEQ&feature=youtu.be>
- <https://www.youtube.com/watch?v=y2d-odIimgY>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Create a PSA Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse, iMovie

Equipment Needed: Laptops, OnCourse, iMovie

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop a persuasive PSA for public advocacy centered around their Project Citizen issue. - Understand the techniques the media uses to generate support/awareness for a cause. - Understand the technical processes that go into creating and editing a public service announcement.	Lesson Sequence LET'S MAKE A PUBLIC SERVICE ANNOUNCEMENT: Public Service Announcements (PSA) educate citizens about issues facing the country or the world. PSA's give citizens information about these issues so they can think about them and take positive action. 1. As a class, watch the following PSAs: Original Partnership for a Drug-Free America commercial (30 seconds) at http://www.youtube.com/watch?v=ub a2toZfTs&NR=1 TRUTH anti smoking commercial (two minutes) at	- Blog Responses - Answers to essential questions during class discussion. - PSA - Storyboard Template



<https://www.youtube.com/watch?v=JndtG8Y7yfw>

Listen Carefully Video 2015
Winner (37 seconds) at
<http://www.listencarefully.org/videos 2>

Ask students what the videos had in common and how they differed. After the discussion, ask students if they know what this type of video is called.

2. Explain that the videos they watched are called Public Service Announcements or PSAs. PSAs are videos created to raise awareness and change public attitudes and behavior toward a social issue. Explain that effective PSAs often have a powerful message that sticks with the viewer, sometimes becoming part of society's collective psyche. Ask the students to identify the message behind each PSA and what behavior or habit the videos were seeking to change.

3. Ask Students:

- the intended audience of each PSA and
- why the particular actors were chosen to play their roles;
- the tone and persuasive tactic each PSA uses to communicate the message;
- whether the videos use positive or negative



- reinforcement to spark a behavioral change; and
- whether they think the PSAs are effective in making viewers rethink and/or change their behavior.
4. Explain that students will be designing their own PSAs to raise awareness about their Project Citizen issue.
 5. Pass out the “Plan Your PSA” Storyboard Template. Give each student more than one copy of the template so that they may start over or try out different ideas.
 6. Tell students that they will use storyboards to plan their video. A storyboard is a visual way to plan the action for TV shows or videos. Movie directors and animators use storyboards to plot their thinking and ideas.
 7. Instruct students to use the blank boxes on the storyboard template to draw images of what they want to show on the screen. Have them plan the audio portion of the video on the lines underneath the boxes. The Audio lines will contain details about the PSA’s music, sound effects, and dialogue. On the SFX line, students should write any special effects they plan to use, such as distortion, blur, and color alteration.



Finally, on the Text line, students will write any text, such as titles or credits they want to show on the screen. As students work, challenge them to come up with messages that will resonate as much as the messages in the PSA examples they viewed.

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze issues facing their community and what role they can play in solving them.

Resources Provided:

- http://www.youtube.com/watch?v=ub_a2toZfTs&NR=1
- <https://www.youtube.com/watch?v=JndtG8Y7yfw>
- http://www.listencarefully.org/videos_2
- <https://www.google.com/search?q=create+a+psa+lesson+plan&oq=create+&aqs=chrome.O.69i59l2j69i57j69i59joi433i512j69i61l2j69i60.1176j0j7&sourceid=chrome&ie=UTF-8>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6-8	Unit Title: Action Plan
Created: Sarah David	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension