



Township of Ocean Schools

Assistant
Superintendent Office of
Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT World Cultures

COURSE Civic Leadership

Curriculum Development Timeline

School: OTHS

Course: Civic Leadership

Department: Social Studies

Board Approval	Supervisor	Notes
July 2015	Stephen Sarles	Born Date
July 2016	Chris Wilson	Revisions
August 2021	Michael Emmich	Revisions
August 2024	Cecilia Vila	Updated to Include New State Mandates





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COURSE Civic Leadership

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Foundations of Leadership	11	Social Issues
2	Foundations of Leadership	12	Voting
3	Responsible Citizenship	13	Voting
4	Responsible Citizenship	14	Voting
5	Great Leaders in History	15	Environmental Rights
Week	Marking Period 2	Week	Marking Period 4
6	Great Leaders in History	16	Environmental Rights
7	Great Leaders in History	17	Case Study
8	Levels of Government	18	Case Study
9	Levels of Government	19	Finals
10	Social Issues	20	Finals

Core Instructional & Supplemental Materials including various levels of

Harvard Case Method Material, [Educating For American Democracy](#), [Bill of Rights Institute Materials](#), [icivics resources](#), *Daring Greatly* by Brene Brown, [Ted Talks](#), *7 Habits of Highly Effective People*





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COURSE Civic Leadership

Time Frame	2 weeks
Topic	
Foundations of Leadership	
Alignment to Standards	
6.1.12.CivicsDP.4.b, 6.1.12.HistoryUP.16.a	
Learning Objectives and Activities	
SWBAT analyze the common traits of effective state, national, or international leaders. SWBAT explain which current and/or past world leaders have promoted civic virtues and had a greater impact on people and societies regardless of their country of origin. SWBAT illustrate examples of leadership expressed in smaller, daily moments. SWBAT define their own goals and vision for the type of leader they want to be.	
Assessments	
<u>Formative:</u> • Leadership Survey • Discussions • Discussion Questions • Reflection questions at the end of class <u>Summative:</u> • End of unit test <u>Benchmark:</u> • Voting Restrictions Essay <u>Alternative:</u> • Vision Board	
Interdisciplinary Connections	





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Career Readiness, Life Literacies, and Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

Technology Integration

- Technology (Google slides) will be used to reflect on their learning progress.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

- CPR9 - Model integrity, ethical leadership and effective management.
- CPR10 - Plan education and career paths aligned to personal goals.

Time Frame	2 weeks
Topic	
Responsible Citizenship	
Alignment to Standards	
6.1.12.CivicsPD.1.a, 6.1.12.CivicsPI.2.a, 6.1.12.CivicsDP.4.b	
Learning Objectives and Activities	
SWBAT understand that as citizens of the United States, it is our duty to become informed about our roles and responsibilities regarding civic life. SWBAT discuss the relationship between rights and responsibilities in civic life. SWBAT participate in government and civic life by staying up on current events, debating government policy, voting, and other civic activities. SWBAT analyze the many different avenues citizens can take to make a difference in their school and communities. SWBAT develop strategies and methods to participate in their local communities and state government	





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Assessments

Formative:

- Duties vs. Rights T-chart





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- Current Events survey
- Reflection questions at the end of class
- Discussion Questions

Summative:

- Reflection paper after the Mayor's visit
- Freedom of speech illustrated through art

Benchmark:

Alternative:

- iCivics activities

Interdisciplinary Connections

- 1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

- Technology (Google Slides) will be used to reflect on their learning progress.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

- CRP4. Communicate clearly and effectively and with reason.





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Time Frame	3 weeks
Topic	
Great Leaders in History	
Alignment to Standards	
6.1.12.HistoryCC.13.a, 6.1.12.EconEM.10.a	
Learning Objectives and Activities	
SWBAT define ethical responsibilities of leaders and give examples. SWBAT compare and contrast leaders from the U.S. to leaders of other countries. SWBAT compare and contrast different leaders strategies during the Civil Rights Movement and analyze which strategy was most effective SWBAT analyze what circumstances, if any at all, are needed to develop great leaders. SWBAT identify the changes America's leaders have gone through from independence to modern times.	
Assessments	
<u>Formative:</u> • Readings • Reflection questions at the end of class • Research • Discussions • Discussion Questions <u>Summative:</u> • Essay <u>Benchmark:</u> <u>Alternative:</u> • Informative poster	
Interdisciplinary Connections	





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- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	2 weeks
Topic	
Levels of Government	
Alignment to Standards	
6.1.12.CivicsPR.2.a, 6.1.12.CivicsPI.14.b, 6.1.12.CivicsPR.2.a	
Learning Objectives and Activities	
SWBAT explain the role each level of government plays in governance. SWBAT use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	





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SWBAT use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today

Assessments

Formative:

- Class readings and questions
- Concept map using Padlet
- Reflection questions at the end of class
- Discussions

Summative:

- Students will write a letter to their representative about an issue they care about.

Benchmark:

Alternative:

- Essay

Interdisciplinary Connections

- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

- CRP4. Communicate clearly and effectively and with reason.





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Time Frame	2 Weeks
Topic	
Social Issues	
Alignment to Standards	
6.1.12.HistoryCC.16.b, 6.1.12.HistoryCC.15.b, 6.1.12.HistorySE.14.b, 6.1.12.HistorySE.14.a, 6.1.12.EconET.14.a	
Learning Objectives and Activities	
SWBAT discuss the social issues and problems facing America today. SWBAT understand how the government's responses to social issues have changed over time. SWBAT evaluate how legislative, judicial, and administrative systems respond to social problems. SWBAT analyze America's involvement in other countries' social issues. SWBAT create solutions to a current social issue today's leaders are facing.	
Assessments	
<u>Formative:</u> ● Flip Grid Responses ● Discussion Questions ● Class Readings ● Current Event Reports ● Reflection questions at the end of class <u>Summative:</u> ● Social Issue Presentations <u>Benchmark:</u> <u>Alternative:</u> ● Class debate	
Interdisciplinary Connections	





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- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Technology Integration

- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	2 weeks
Topic	
Voting	
Alignment to Standards	
6.1.12.CivicsDP.13.a, 6.1.12.CivicsPI.14.a, 6.1.12.CivicsCM.14.b	
Learning Objectives and Activities	
SWBAT use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote. SWBAT draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected. SWBAT analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the	





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Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

Assessments

Formative:

- Bell Ringer or Do Now questions at the beginning of class
- Discussions with peers
- Survey after guest speaker (League of Women Voters)
- Discussion Questions
- Reflection questions at the end of class

Summative:

- Group research project

Benchmark:

Alternative:

- Written exam

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.





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Time Frame	2 weeks
Topic	
Environmental Rights	
Alignment to Standards	
6.1.12.GeoHE.13.a, 6.1.12.GeoHE.14.a, 6.1.12.GeoHE.8.a	
Learning Objectives and Activities	
SWBAT construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws. SWBAT evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. SWBAT determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	
Assessments	
<u>Formative:</u> • Survey • Climate Change articles and discussion questions • Reflection questions at the end of class • Discussions <u>Summative:</u> • Student led discussions and presentations on climate change with environmental justice as a focus. <u>Benchmark:</u> <u>Alternative:</u> • Essay	
Interdisciplinary Connections	





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- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.
- 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity.

Technology Integration

- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.





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Time Frame	2 weeks
Topic	
Case Study	
Alignment to Standards	
6.1.12.HistoryCC.13.c, 6.1.12.HistoryCC.13.a	
Learning Objectives and Activities	
SWBAT determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans SWBAT compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	
Assessments	
<u>Formative:</u> • Case Study Discussion Questions • Discussion of Case Study • Reflection questions • Survey <u>Summative:</u> • Response paper to the Case Study <u>Benchmark:</u> <u>Alternative:</u> • Student project relating to the case	
Interdisciplinary Connections	
• RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. • W.11-12.9. Draw evidence from literary or informational texts to support analysis,	





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reflection, and research.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications





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COURSE Civic Leadership

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Five meter skill stations embedded in rotation as needed

