



## **Civics In Action: Course Description** (see the *Civics In Action* Curriculum Map for more detail)

### **Introduction:**

- *All students will leave grade 8 having demonstrated competency over challenging subject matter including...civics and government...so that they may be prepared for responsible citizenship, further learning, and productive employment.*
- *All students will be involved in activities that promote and demonstrate...good citizenship, community service, and personal responsibility.*
- *Preface, National Standards for Civics and Government*

These two goals are at the heart of the Boston Public Schools' grade 8 *Civics in Action* course. The district is committed to ensuring that all grade eight students:

- understand the fundamental underpinnings of American constitutional democracy
- understand that building a civil, democratic society is a complex task that requires thoughtfulness, hard work, understanding, and principled collaboration, and
- develop and demonstrate skills and dispositions that are essential to good citizenship while grappling with important issues and ideas.

The range of content that could be covered in a civics and government course is potentially overwhelming. The content of the *Civics in Action* course has been deliberately focused on:

- a) developing and practicing essential citizenship skills (e.g., critical reading, discourse, writing, collaboration, and decision-making), through
- b) the active exploration of a reasonable range of issues and ideas that are important and interesting to students.

The course will grow and be refined through the ongoing partnership of teachers, administrators, and community partners, in the interest of meeting the needs of our students, in and outside of school.

| Outcome #1   | Assessment:   | Materials/Resources  |
|--|---|--|
| <p>Students will recognize they are members of a community and begin to build a community among the members of their class; they will identify, explore, discuss, debate, and take positions on the roles, responsibilities, and personal characteristics that are critical to the development of a civil, democratic community and society.</p> | <p>Students will construct a collaborative/cooperative classroom environment with their teacher; as part of this endeavor, they will construct a classroom compact, including explicit rules and procedures that will define expectations for student engagement and behavior throughout the school year.</p> <p>Students will adhere to the classroom compact on their own and promote consistent, respectful participation, collaboration, and cooperation with their classmates.</p> <p>Students will engage in thoughtful, collaborative discussions, presentations, debates, and other team activities. They will receive consistent scores of 2 or better on each trait included in rubrics used to assess their participation in these activities.</p> | <ul style="list-style-type: none"> <li>a. Textbook: <i>Civics: Government and Economics in Action</i> and ancillary materials, Prentice-Hall</li> <li>b. Teachers' Curriculum Institute, <i>History Alive! Engaging All Learners in the Diverse Classroom</i> (excerpts)</li> <li>c. Live Wire Media: <i>In Search of Character</i> videos</li> <li>d. Collaboration, Debate, Discussion, and Presentation Rubrics</li> </ul> <p>Collaborative Activities:</p> <ul style="list-style-type: none"> <li>e. Textbook &amp; ancillary materials</li> <li>f. Center for Civic Education: <i>Violence in the Schools</i>, Project Citizen</li> <li>g. Constitutional Rights Foundation: Online Lessons; City Youth; We the People; The Constitution and Bill of Rights; It's Yours-The Bill of Rights Decisions/Decisions (Scholastic)</li> <li>i. Facing History and Ourselves: <i>Choosing to Participate</i></li> </ul> |

| <b>Outcome #2</b>  | <b>Assessment: Each student will...</b>  | <b>Materials/Resources</b>  |
|--|--|---|
| <p>Students will conduct research. They will read, view, analyze, and respond to news broadcasts, newspapers, and magazines (including news reports, feature articles, editorials, letters to the editor, charts, graphs, political cartoons, and other graphics) to gather information, understand issues and ideas, reach conclusions, and engage in related discussions and debates.</p> <p>They will identify/differentiate among background information, main idea, supporting details, facts/opinions/assertions, conclusions, perspective, bias, purpose, and audience.</p> | <p>a. Maintain an up-to-date Civics in Action Notebook (built on the History Alive format), including at least bi-weekly, well-written responses to reports, articles or other sources from news broadcasts, newspapers, magazines, and/or websites. The responses may also include visual/graphic representations (e.g., illustrations, cartoons). Two responses each term (8 total for the year) must receive a score of two or better on each trait in the Civics in Action Notebook Rubric.</p> <p>b. Engage in thoughtful, collaborative discussions, debates, and presentations. Receive scores of two or better on each trait in a related rubric.</p> <p>c. Write a chronological summary of a series of events carried out over multiple days or weeks, all related to the same topic (e.g., Iraq war, gay marriage); receive a score of two or better on each trait in a related rubric.</p> <p>d. Write a compare and contrast paper that examines the coverage of a single issue or event in three different source materials written from different perspectives (e.g., conservative, liberal) or for different purposes (e.g., to inform, to evaluate, to persuade); receive a score of two or better on each trait in a related rubric.</p> | <p>a. History Alive: Interactive Notebook</p> <p>b. Television</p> <p>c. Boston Globe, other newspapers</p> <p>d. Civics Alive/Kids Voting</p> <p>e. Websites (e.g., <a href="http://www.medialit.org">www.medialit.org</a>)</p> <p>f. Note-Taking Rubric/Did I Sheet</p> <p>g. Debate, Discussion, Presentation, and Problem-Solving Protocols/Rubrics</p> |

| Outcome #3  | Assessment: Each student will...  | Materials/Resources  |
|---|---|--|
| <p>Students will identify, take a position on, and respond to issues that are important to them, their school, community, state, nation, and larger world. These issues will include but are not limited to the roles, responsibilities, and functions of government (and its branches); and the protection of people's personal, political, and economic rights.</p> | <p>a. Maintain an up-to-date Civics in Action Notebook that receives a score of two or better on each trait in the Notebook Rubric.</p> <p>b. Engage in thoughtful, collaborative discussions; receive scores of two or better on each trait in a related rubric.</p> <p>c. Complete at least three of the following:</p> <ul style="list-style-type: none"> <li>- oral presentation</li> <li>- multi-media presentation (e.g., oral, visual, graphics, musical)</li> <li>- persuasive essay or speech</li> <li>- debate</li> </ul> <p>at level 2 or better on a related rubric. These products may be used, in part, to meet the writing requirement outlined in 2.a. above.</p> <ul style="list-style-type: none"> <li>- one product must identify, take a position on, and respond to an issue related to the exercise or restriction of personal, political, or economic rights</li> <li>- one product must identify, take a position on, and respond to an issue related to the roles, responsibilities, functions of government or one of its branches</li> <li>- the topic of the third product may be chosen by the student</li> </ul> <p>e. Complete at least two letters (to the editor or other relevant party); receive a score of 2 or better on a related rubric. These essays may be used to meet the weekly writing requirement outlined in 2.a. above.</p> | <p>a. Center for Civic Education: <i>Violence in the Schools</i>, Project Citizen</p> <p>b. Constitutional Rights Foundation</p> <p>c. Online Lessons; City Youth Decisions/Decisions (Scholastic)</p> <p>d. Textbook: <i>Civics: Government and Economics in Action</i> and ancillary materials, Prentice-Hall)</p> <p>e. Facing History and Ourselves: <i>Choosing to Participate</i></p> <p>f. Boston Globe, other newspapers; Boston Globe Newspaper in Education materials</p> <p>g. Television</p> <p>h. History Alive: Interactive Notebook</p> <p>i. Debate, Discussion, Presentation, and Problem-Solving Protocols/Rubrics</p> |

| Outcome #4   | Assessment: Each student will...  | Materials/Resources  |
|--|---|--|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify a person or group</li> <li>• Describe his/her/its position on an important community, state, national or international issue</li> <li>• Describe the actions the person or group took in relation to the issue</li> <li>• Identify or infer the person's or group's motivation in taking the position and actions</li> <li>• Identify evidence to support their assertions about the person/group, his/her/its position, actions, and motivation.</li> <li>• Compare and contrast the positions, actions, and motivations of two people or groups with differing points of view on the same issue.</li> <li>• Identify and explain their own (or a compromise) position on the issue.</li> </ul> | <p>a. Write an expository essay or make an oral presentation on the individual or group, his/her/its position, actions, and motivation; receive a score of two or better on each trait in a related rubric.</p> <p>b. Building from the expository essay/ presentation, write a compare and contrast essay or make an oral presentation that:</p> <ul style="list-style-type: none"> <li>• describes two individuals or groups, their different positions, actions, and motivations, and identifies and explains the student's own position on the issue</li> </ul> <p style="text-align: center;">or</p> <p>In partnership with another student who wrote an expository essay about a person or group who took a different position on the same issue, write a compare and contrast essay or make an oral presentation that:</p> <ul style="list-style-type: none"> <li>• describes the individuals or groups, their different positions, actions, and motivations, and identifies and explains a compromise position on the issue that might be acceptable to both parties</li> </ul> <p>Each student's work must receive a score of two or better on each trait in a related rubric.</p> | <p>a. Boston Globe, other newspapers; Boston Globe Newspaper in Education materials</p> <p>b. Television</p> <p>c. Magazines (as available)</p> <p>d. Facing History and Ourselves: <i>Choosing to Participate</i></p> <p>e. Case Studies (TBD: existing historical or contemporary case studies)</p> <p>f. Civics Alive/Kids Voting</p> <p>g. Related Rubrics</p> |

| Outcome #5  | Assessment: Each student will...   | Materials  |
|---|--|--|
| <p>Students will demonstrate and understanding of the American legal system.</p>  | <p>a. Conduct effective discussions and debates regarding issues of importance to the American legal system</p> <p>b. complete creditable, written responses to the key questions</p> <p>c. Complete teacher-developed assessments of content-related understanding and skills.</p> <p>d. Maintain an up-to-date Civics in Action Notebook; receive a score of two or better on each trait in the Civics in Action Notebook Rubric.</p>  | <p>a. Textbook: <i>Civics: Government and Economics in Action</i> (Prentice-Hall)</p> <p>b. Constitutional Rights Foundation: <i>On-Line Lessons, Bill of Rights in Action</i></p>   |
| Outcome #6  | Assessment: Each student will...   | Materials/Resources  |
| <p>Students will recognize their roles and responsibilities as members of a community.</p> <p>They will identify and conduct research on a school or community need or problem and participate in civic action to respond to that need or problem in some constructive manner (e.g., through data gathering, letters, petitions, information campaigns, advocacy, volunteerism, public protest, phone campaigns, appeals to political figures or others in a leadership position, or other forms of personal engagement).</p> | <p>Participate in a team, all-class, or multiple class project devoted to addressing a selected school or community issue through a variety of initiatives.</p> <p>Score at level 2 or better on each trait in the related rubric:</p> <ul style="list-style-type: none"> <li>• Identification of a need or problem</li> <li>• Data-gathering: description of the need or problem, its causes, severity, affects; efforts already being made to address it; different perspectives of people re: its importance and possible responses</li> <li>• Options: identification of possible responses</li> <li>• Identification of the pros, cons, and efficacy of each response; existing obstacles and available resources</li> <li>• Identification of appropriate response</li> <li>• Construction of an action plan including individual roles and responsibilities</li> <li>• Execution of the action plan</li> <li>• Description of results</li> <li>• Preparation of report/presentation</li> <li>• Completion of report/presentation</li> </ul> | <p>a. Boston Globe, other newspapers</p> <p>b. Constitutional Rights Foundation: City Youth Center for Civic Education: <i>Project Citizen, Violence in the Schools</i></p> <p>d. Good Character.com: Service Learning; Opportunities for Student Action</p> <p>e. Civics Alive/Kids Voting</p> <p>f. Debate, Discussion, Presentation, and Problem-Solving Protocols/ Rubrics</p> |

| Outcome #7  | Assessment: Each student will...   | Materials/Resources   |
|---|--|---|
| <p>Students will understand the fundamental underpinnings of American constitutional democracy, civic life, and our relationships with other countries and peoples.</p> | <p>Students will present and write thoughtful responses to the key questions below (from the National Civics Standards, Grade 6-8).</p> <ol style="list-style-type: none"> <li>Complete regular teacher-developed assessments to assess their understanding of the concepts included in the questions, as well as other ideas and details of importance to the course and teacher.</li> <li>Receive a passing grade on the <i>Civics in Action</i> mid- and end-of-course assessments.</li> <li>Maintain an up-to-date <i>Civics in Action</i> Notebook that includes notes and more elaborate responses to the questions identified below. The responses should include an array of visual/graphic as well as written responses. The student must receive a score of two or better on each trait in the <i>Civics in Action</i> Notebook Rubric.</li> <li>Engage in thoughtful, collaborative discussions; receive scores of two or better on each trait in a related rubrics.</li> </ol> | <ol style="list-style-type: none"> <li>Textbook: <i>Civics: Government and Economics in Action</i> and ancillary materials, Prentice-Hall</li> <li>Constitutional Rights Foundation: The Constitution and Bill of Rights; We the People; It's Yours: the Bill of Rights</li> <li>Constitutional Rights Foundation: City Youth</li> <li>Civics Alive/Kids Voting</li> <li>Live Wire Media: <i>In Search of Character</i> videos</li> <li>Debate, Discussion, Presentation, and Problem-Solving Protocols/ Rubrics</li> </ol> |

Key Questions: from the National Civics Standards, Grades 6-8

*What are civic life, politics, and government?*

- What is civic life?
- What is politics?
- What is government?
- Why are government and politics necessary?
- What purposes should and does government serve?
- Who makes the rules of government?
- What conditions are essential for the flourishing of constitutional government?
- How are the national, state and local governments organized and what do they do?
- What are the functions of the various branches of government? When and how do they come into conflict?

*What are the foundations of the American political system?*

- a. What are the fundamental principles that shape the American political system?
- b. What are the distinctive characteristics of American society?
- c. What important factors help shape American society?
- d. What is the value and what are the challenges of diversity in American life?
- e. What have been some of the major conflicts between our fundamental ideals, values and principles and reality in American political and social life (e.g., liberty and justice for all, equality of opportunity, individual rights and the common good, freedom of expression)?  
What is your position on these conflicts
- f. Why do people often agree on values or principles in the abstract but disagree when they are applied to specific issues
- g. How can the discrepancies between reality and the ideals of American constitutional democracy be reduced by individual, social, political action?

*What are the Roles of the Citizen in American Democracy?*

- a. What does it mean to be an American citizen?
- b. How do you become a citizen of the United States?
- c. What are the personal, political, and economic rights of citizens and what are the major documents that outline these rights?
- d. What are some contemporary issues that invoke personal, political, and economic rights...and your position on these issues?
- e. What limits should individual rights be subordinated to the public good?
- f. What are the responsibilities of citizens?
- g. What are some contemporary issues that involve personal responsibilities...and your position on these issues?
- h. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
- i. How can citizens take part in civic life? How can you contribute to making a civil society and world?

*What is the relationship of the United States to other nations and to world affairs?*

- a. How are the governments of other countries similar and different from ours?
- b. How is the United States currently influencing other nations and their affairs?
- a. What are some issues involving our relationships with other countries...and what is your position on these issues?
- b. How can I be a thoughtful and productive world citizen?

## Introduction: Civics in Action Curriculum Map

The following curriculum map presents a suggested scope and sequence of instructional outcomes, activities, and assessments, with related instructional materials, for September through June. The map has been constructed to promote a balance of instructional time devoted to the following course elements:

- 1) reading, writing, and discussions devoted to the content from the text
- 2) the ongoing exploration and answering of key questions, and
- 3) work devoted to debates, simulations, and civic action projects.

Every week to ten days of instruction should include work on each of the three elements mentioned above. The product of students' ongoing work in each of these three areas should be kept in their *Civics in Action Notebook* (see "Interactive Student Notebooks", *History Alive! Engaging All Learners in the Diverse Classroom*). Among other things, the *Civics in Action Notebook* will include daily notes, summaries, and personal responses that help students think about, visualize, and remember important content and ideas they're studying. It will also be the repository of each student's work on the civic action projects they engage in during the year.

Materials have been provided to help teachers implement all three elements. You'll find these materials itemized in the curriculum map. In many cases, a variety of materials have been identified to provide teachers with an array of resources they may choose from. For example, the civic action projects may be built from activities included in *Active Civic Projects* (Prentice Hall), *Project Citizen* (Center for Civic Education), *Violence in the Schools* (Center for Civic Education), or *City Youth: Education and Community Action* (Constitutional Rights Foundation). In the weeks leading to the national elections, additional activities may build from the *Election Kit: Election 2004* (Prentice Hall) or from *Civics Alive: Kids Voting* (Kids Voting USA).

Similarly, debates and simulations may be built from activities included in *Simulations and Debates* (Prentice Hall), the *Bill of Rights in Action* (Constitutional Rights Foundation), the on-line lessons also provided by the Constitutional Rights Foundation and included in your teacher's resource packet, or from the newspapers that will be provided to every class from the *Boston Globe* and *USA Today*. Taken together, the resources provided for the civic action projects, simulations, and debates provide teachers with an array of more-or-less scripted activities designed to align with teachers' differing needs and expertise.

While some classes may engage in civic action projects that take them outside the school, others may elect to keep their projects school-based. In either case, teachers and students are strongly encouraged to enlist community members to participate as guest presenters or in other roles as community-based resources. Finally, all civic action projects will conclude with a public presentation of all related goals, activities, and results in June.

## Civics in Action Curriculum Map

| <b>September-October (2nd Week)</b>  |  |
|--|--|
| <b>Outcomes:</b>   | <p>#1. Students will build a community among the members of their class; they will identify, explore, discuss, debate, and take positions on responsibilities and characteristics that are critical to a civil, democratic community, society, and classroom.</p> <p>#6. Students will identify and conduct research on a school or community need or problem; they will begin to plan a civic action project to respond to the need or problem in some constructive manner.</p> <p>#7. Students will understand what it means to be an American and a citizen.</p> <p><u>General:</u> 1) Students will understand the purpose and scope of the course. 2) Students will understand the structure of the textbook and be able to use text organizers, illustrations, photos, graphics, and cartoons to build their understanding of content. 3) Students will learn how to take notes by marking up text. 4) Students will begin to construct their Civics in Action Interactive Notebook.</p>           |
| <b>Key Questions:</b>  | <ol style="list-style-type: none"> <li>1. What rights, duties, roles, and responsibilities do we have as citizens, community members, and classmates?</li> <li>2. How can you contribute to building a cooperative, collaborative, civil class, school, and community?</li> <li>3. How are Americans similar and different...and how is that reflected in our classroom and school?</li> <li>4. What are the values, characteristics, and institutions that shape American society and bind us together as Americans?</li> <li>5. To what extent do the people you know (and you) take our rights, roles, responsibilities, and values seriously?</li> <li>6. What are civic life, politics, and government?</li> <li>8. What are some of our school &amp; community needs and problems...and how can you make a difference?</li> </ol>  |
| <b>Assessments:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• construct a classroom compact, including explicit rules and procedures that will define classroom expectations</li> <li>• write a narrative or expository paper that makes a connection b/w one of the following characteristics and their experiences or makes a connection b/w a characteristic and its importance in building a classroom community: respect, responsibility, fairness, caring, courage, diligence, integrity, citizenship.</li> <li>• conduct a simple discussion/debate</li> <li>• complete creditable, written responses to the key questions</li> <li>• make daily Civics in Action Notebook entries, including daily notes, summaries, and personal responses that help them think about, visualize, and remember important content and ideas they're studying</li> </ul>   |
| <b>Chapter(s)/<br/>Key Activities:<br/>Civics: Gov't &amp;<br/>Economics in Action</b> | <p><u>Chapters:</u> 1-3</p> <p><u>Skills:</u> Summarizing (p. 530); Identifying Points of View; Transferring Information; <i>Interpreting Political Cartoons</i> (pp. 3-5)</p> <p><u>Discussions/Debates/Simulations:</u> School Vouchers; <i>Simulations and Debates, Issues in the Law</i> (Civil Rights &amp; Guantanamo Bay)</p> <p><u>Civic Action Project:</u> <i>Active Civic Projects</i></p> <p><u>Key Instructional Activities</u> (Text &amp; Unit Resource Books): K-W-Ls, Anticipation Guides, Enrichment Activities, Vocabulary Builder</p>  |
| <b>Other Materials/<br/>Resources/<br/>Activities:</b>                                 | <p><u>Classroom Compact &amp; Community:</u> <i>In Search of Character</i> videos (Live Wire)*; Trust-Building/Ice Breaker Exercises (Civics in Action binder)*; <i>Creating a Tolerant, Cooperative Classroom</i> (from <i>History Alive! Engaging All Learners in the Diverse Classroom</i>)</p> <p><u>Text Overview:</u> <i>Nonfiction Matters</i> (Harvey; chapter 7)</p> <p><u>Civics in Action Notebook:</u> <i>Interactive Student Notebooks</i> (from <i>History Alive! Engaging All Learners in the Diverse Classroom</i>)</p> <p><u>Discussions/Debates/Simulations:</u> Discussion/Debate Protocols/Rubric; <i>Decisions, Decisions: Immigration</i> (Scholastic/Tom Snyder)*</p> <p><u>Civic Action Project:</u> <i>Project Citizen</i> (Center for Civic Education), <i>Violence in the Schools</i> (Center for Civic Education), or <i>City Youth: Education and Community Action</i> (Constitutional Rights Foundation), <i>The Kids' Guide to Social Action</i> (Free Spirit Press).</p> |

\* The *In Search of Character* videos introduce and explore a variety of characteristics that are essential for the development of effective teams, communities, and societies. They should be used on a periodic basis to help students explore these characteristics and build a stronger classroom community over the course of the first few months of school. The trust-building and ice breaker exercises in the Civics In Action binder provide teachers with additional opportunities to break down barriers among students, to build trust, and to develop a sense of community among the members of the class. These exercises should be used and debriefed on a regular basis during the first few months of school....and throughout the school year.

The *Decisions, Decisions: Immigration* simulation may work well in this unit after students have considered what a diverse population of people make up and have contributed to the development of the United States. If time does not permit, it may be postponed to later in the year.

## Civics in Action Curriculum Map

| <b>October (3rd Week)/November (Election Day)</b>                                       |  |
|---|--|
| <b>Outcomes:</b>  | <p>#4. Students will compare and contrast the positions, actions, and motivations of two people or groups (current political candidates and their parties) with differing points of view on the same issues and identify their own position on the issue.</p> <p>#2. Students will conduct research; they will read, view, analyze, and respond to news broadcasts, newspapers, magazines; they will gather information, understand issues/ideas, reach conclusions, engage in discussions/debates; they will identify background info., main idea, supporting details, facts/opinions/assertions, conclusions, perspective, bias, purpose, audience.</p> <p>#6. Students will engage in a civic action project related to the election and continue work on the project identified in Sept.</p>   |
| <b>Key Questions:</b>   | <ol style="list-style-type: none"> <li>1. How would you describe the American "political culture"?</li> <li>2. What are the rights and responsibilities of American citizens within our political culture?</li> <li>3. Who has (and does not have) these rights and responsibilities?</li> <li>4. What are the strengths and weaknesses of our two-party system?</li> <li>5. What are the right positions on the big issues in this year's elections?</li> <li>6. Who are the best candidates?</li> <li>7. What are you going to do to get involved in some civic action involving the election?</li> </ol>  |
| <b>Assessments:</b>   | <p>Students will:</p> <ul style="list-style-type: none"> <li>• successfully conduct a number of discussions and debates</li> <li>• successfully complete an expository essay or oral presentation on the positions, actions, and motivations of an individual or group regarding a selected issue.</li> <li>• successfully complete a compare/contrast essay or oral presentation on two individuals' or groups' positions, actions, and motivations regarding a selected issue (on their own or with another student), and include his/her/their own position or a compromise position that might be suitable to both individuals or groups</li> <li>• understand the <i>key concepts</i> and complete creditable oral or written responses to the key questions</li> <li>• make daily Civics in Action Notebook entries, including daily notes, summaries, personal responses, responses to reports, articles or other sources from news broadcasts, newspapers, or magazines they're watching or reading</li> </ul> |
| <b>Chapter(s)/<br/>Key Activities*:<br/>Civics: Gov't &amp;<br/>Economics in Action</b> | <p>Chapters: 22, 23, 9 (pp. 238-47) + <i>Interpreting Political Cartoons</i> (pp. 24-25)</p> <p>Skills: Finding Main Idea and Supporting Details (p. 582), How to Analyze a News Article (p. 568); Making Decisions, Evaluating Campaign Speeches, Analyzing a Presidential Debate, Evaluating Media Coverage, Analyzing Political Advertising, Analyzing Political Cartoons, Analyzing Political Polls</p> <p>Discussions/Debates/Simulations: Campaign Contributions, National Conventions, Campaign Finance Reform, Law and the Real World (p. 617), <i>Issues in the Law</i> (Poll Taxes and Voting Rights)</p> <p>Civic Action Project: <i>Election Kit: Election 2004</i></p>  |
| <b>Other Materials/<br/>Resources/<br/>Activities*:</b>                                 | <p><u>Expository Essays/Oral Presentations</u>: Presentation Protocol, Essay &amp; Presentation Rubrics, <i>Civics Alive: Kids Voting</i>, Boston Globe</p> <p><u>Discussions/Debates</u>: Discussion &amp; Debate Protocols/Rubric; Decision-Making Protocol; issue(s) selected from among key election issues and party platforms (readings from the newspaper or student/teacher-collected resources); <i>Civics Alive: Kids Voting</i></p> <p><u>Civic Action Project</u>: <i>Civics Alive: Kids Voting</i></p>  |

\* Teachers should select the combination of activities that will work best for them in helping students meet the outcomes, answer the key questions, and complete the assessments identified above.

## Civics in Action Curriculum Map

| <b>November (Post-Election Day)-December (Holidays)</b>                            |   |
|--|---|
| <b>Outcomes:</b>   | <p>#7. Students will understand the fundamental underpinnings of American constitutional democracy embodied in the Constitution and the Bill of Rights.</p> <p>#3. Students will identify, take a position on, and respond to issues that are important to them and the implementation of constitutional democracy in America.</p> <p>#6. Students will work on a civic action project to respond to a school/community need/problem.</p>   |
| <b>Key Questions:</b>  | <ol style="list-style-type: none"> <li>1. What are the fundamental principles &amp; values that shape the American constitutional democracy &amp; the Amer. political system?</li> <li>2. How are the government's power and responsibility distributed, shared, and limited by the United States constitution?</li> <li>3. What are the personal, political, &amp; economic rights of American citizens and what are the major documents that outline them?</li> <li>4. What are the responsibilities of American citizens?</li> <li>5. What are some contemporary issues that involve our rights and responsibilities...and your position on these issues?</li> <li>6. What are some conflicts between our fundamental ideals, values, and principles...and reality in American political and social life? How can you (or someone else) respond to these conflicts in a productive manner?</li> <li>7. Why do people say they believe in these ideals, values, and principles but have a hard time living up to them?</li> </ol> |
| <b>Assessments:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• successfully conduct a number of discussions and debates</li> <li>• successfully complete a persuasive essay or speech on a constitutional right of particular importance to them</li> <li>• make daily Civics in Action Notebook entries</li> <li>• understand the <i>key concepts</i> and complete creditable oral or written responses to the key questions</li> <li>• successfully complete other teacher assessments of content understanding and skills</li> </ul>   |
| <b>Chapters/<br/>Key Activities:</b><br><i>Gov't &amp;<br/>Economics in Action</i> | <p>Chapters: 4.2, 5.3, 6 + <i>Constitutional Study Guide</i> (pp. 38-42), <i>Interpreting Political Cartoons</i> (pp. 7-8)</p> <p>Skills: Comparing and Contrasting (P. 610), Analyzing Primary Sources, Identifying Causes &amp; Effects, Analyzing Political Cartoons, Analyzing Public Documents</p> <p>Discussions/Debates/Simulations: the Death Penalty, Hazelwood School District (Freedom of Press): <i>Constitutional Study Guide</i>, New Jersey v. TLO (Search &amp; Seizure): <i>Constitutional Study Guide</i>, Law and the Real World (p. 169)</p> <p>Key Instructional Activities (Text &amp; Unit Resource Books): K-W-Ls, Anticipation Guides, Enrichment Activities, Vocabulary Builder</p> <p>Civic Action Project: <i>Active Civic Projects</i></p>   |
| <b>Other Materials:</b>  | <p><i>It's Yours: The Bill of Rights; The Constitution and Bill of Rights; We the People</i> (Constitutional Rights Foundation)</p> <p>Civics in Action Notebook</p> <p>Persuasive Essays or Speech: Presentation Protocol, Essay and Presentation Rubrics</p> <p>Discussions/Debates: Discussion &amp; Debate Protocols/Rubric: Decision-Making Protocol: issue(s) selected from Constitutional Rights Foundation: <i>On-Line Lessons; Bill of Rights in Action; Decisions: Decisions: Immigration or Prejudice</i> (Tom Snyder)</p> <p>Civic Action Project: <i>Active Civic Projects</i> (Prentice Hall), <i>Project Citizen</i> (Center for Civic Education), <i>Violence in the Schools</i> (Center for Civic Education), or <i>City Youth: Education and Community Action</i> (Constitutional Rights Foundation), <i>The Kids' Guide to Social Action</i> (Free Spirit Press).</p>  |

## Civics in Action Curriculum Map

| <b>January</b>   |   |
|--|---|
| <b>Outcomes:</b>   | <p>#3. Students will identify, take a position on, and respond to issues that were important to the ongoing development of constitutional democracy in America.</p> <p>#4. Students will compare and contrast the positions, actions, and motivations of people or groups with differing points of view on the same issue and identify their own position on the issue.</p> <p>#7. Students will increase their understanding of the fundamental underpinnings of American constitutional democracy; they will understand how the Constitution adapts to the needs of society.</p> <p>#6. Students will work on a civic action project to respond to a school/community need/problem.</p>   |
| <b>Key Questions:</b>  | <ol style="list-style-type: none"> <li>1. Are the laws of the United States always just and fair? How can you tell when one isn't just or fair?</li> <li>2. How do you go about changing an unjust or unfair law?</li> <li>3. What have been some of the major conflicts between our fundamental ideals, values, and principles and the laws we have made? How have Americans responded to these conflicts? What's left for us to do now?</li> <li>4. When should you step in to protect the rights of another person? When should you look the other way?</li> </ol>   |
| <b>Assessments:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• successfully conduct a number of discussions and debates</li> <li>• make frequent Civics in Action Notebook entries</li> <li>• understand the <i>key concepts</i> and complete creditable oral or written responses to the key questions</li> <li>• complete a thoughtful, well-written letter to a political figure expressing a position on an issue discussed and debated during the month</li> <li>• earn a passing score on the BPS Civics in Action Mid-Course Assessment</li> </ul>   |
| <b>Chapters/<br/>Key Activities:<br/>Civics: Gov't &amp;<br/>Economics in Action</b> | <p><u>Chapters:</u> 7 + Constitutional Study Guide (pp. 43-51; 59-75), Interpreting Political Cartoons (p. 9)</p> <p><u>Skills:</u> Analyzing Photographs, Analyzing Primary Sources, Analyzing Political Cartoons</p> <p><u>Discussions/Debates/Simulations:</u> English-The Nation's Official Language? Affirmative Action, Goss v. Lopez (Due Process): Constitutional Study Guide, Santa Fe v. Doe (First Amendment Rights): Constitutional Study Guide, First Amendment Rights Simulation, <i>Simulations &amp; Debates, Issues in the Law</i>, (First Amendment Freedoms)</p> <p><u>Key Instructional Activities (Text &amp; Unit Resource Books):</u> K-W-Ls, Anticipation Guides, Enrichment Activities, Vocabulary Builder</p> |
| <b>Other Materials:</b>  | <p><u>Discussions/Debates/Simulations:</u> Discussion &amp; Debate Protocols/Rubric; issue(s) selected from Constitutional Rights Foundation: <i>On-Line Lessons, Bill of Rights in Action</i>; other issue(s) from the newspaper or student/teacher-collected resources; <i>Decisions, Decisions: Immigration or Prejudice</i> (Tom Snyder)</p> <p><u>Civic Action Project:</u> <i>Active Civic Projects</i> (Prentice Hall), <i>Project Citizen</i> (Center for Civic Education), <i>Violence in the Schools</i> (Center for Civic Education), or <i>City Youth: Education and Community Action</i> (Constitutional Rights Foundation), <i>The Kids' Guide to Social Action</i> (Free Spirit Press).</p>                              |

## Civics in Action Curriculum Map

| <b>February/March</b>  |   |
|--|---|
| <b>Outcomes:</b>   | <p>#7. Students will increase their understanding of the fundamental underpinnings of American constitutional democracy including the roles, responsibilities, and functions of the three branches of the federal government.</p> <p>#1. Students will identify, take a position on, and respond to issues of importance to them regarding the structure, operations, and conduct of the federal government.</p> <p>#6. Students will work on a civic action project to respond to a school/community need/problem.</p>   |
| <b>Key Questions:</b>  | <ol style="list-style-type: none"> <li>1. What is government, why is it necessary, and what purpose does it serve?</li> <li>2. How is the national government organized and what does it do?</li> <li>3. Who makes the rules of government, carries them out, and settles differences among people regarding the rules?</li> <li>4. What are the similarities and differences among the executive, legislative, and judicial branches of government?</li> <li>5. How do we make sure unfair or unjust rules aren't made?</li> <li>6. What are the benefits of having three branches of government instead of one, extremely powerful leader?</li> <li>7. What are some contemporary issues that involve some of the rules we've made...and your position on these issues?</li> </ol>  |
| <b>Assessments:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• successfully conduct a number of discussions and debates</li> <li>• complete one of the following on a topic related to the roles, responsibilities, and functions of the federal government or one of its branches: an oral presentation, a multi-media presentation, a persuasive speech or essay</li> <li>• complete one of the following on an issue related to the exercise or restriction of personal, economic, or political rights: an oral presentation, a multi-media presentation, a persuasive speech or essay</li> <li>• make frequent Civics in Action Notebook entries</li> <li>• understand the <i>key concepts</i> and complete creditable oral or written responses to the key questions</li> <li>• successfully complete other teacher assessments of content understanding and skills</li> </ul> |
| <b>Chapters/<br/>Key Activities:</b><br><i>Civics: Gov't &amp;<br/>Economics in Action</i> | <p>Chapters: 8, 9, 10 + Constitutional Study Guide (pp. 54-58), Interpreting Political Cartoons (pp. 10-12)</p> <p>Skills: Sequencing, Drawing Inferences, Evaluating the Validity of Internet Sources, Conducting Surveys, Analyzing Political Cartoons, Analyzing Primary Sources</p> <p>Discussions/Debates/Simulations: Government Regulation of the Internet, Term Limits for Justices, Law and the Real World (p. 268), <i>Simulations &amp; Debates, Issues in the Law, (Legal Issues and the Internet)</i></p> <p>Key Instructional Activities (Text &amp; Unit Resource Books): K-W-Ls, Anticipation Guides, Enrichment Activities, Vocabulary Builder</p>   |
| <b>Other Materials:</b>  | <p>Discussions/Debates/Simulations: Discussion &amp; Debate Protocols/Rubric; Presentation Protocol/Rubric, Essay Rubric, issue(s) selected from Constitutional Rights Foundation: <i>On-Line Lessons, Bill of Rights in Action</i>; other issue(s) from the newspaper or student/teacher-collected resources</p> <p>Civic Action Project: <i>Active Civic Projects</i> (Prentice Hall), <i>Project Citizen</i> (Center for Civic Education), <i>Violence in the Schools</i> (Center for Civic Education), or <i>City Youth: Education and Community Action</i> (Constitutional Rights Foundation), <i>The Kids' Guide to Social Action</i> (Free Spirit Press).</p>  |

## Civics in Action Curriculum Map

| April  |  |
|--|--|
| <b>Outcomes:</b>   | <p>#7. Students will increase their understanding of the fundamental underpinnings of American constitutional democracy including the roles, responsibilities, and functions of state and local government.</p> <p>#1. Students will identify, take a position on, and respond to issues of importance to them regarding state and local government.</p> <p>#6. Students will work on a civic action project to respond to a school/community need/problem.</p>  |
| <b>Key Questions:</b>  | <ol style="list-style-type: none"> <li>1. What is government, why is it necessary, and what purpose does it serve?</li> <li>2. How are state and local governments organized and what do they do?</li> <li>3. Who makes the rules of government?</li> </ol>  |
| <b>Assessments:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• successfully conduct a number of discussions and debates</li> <li>• make frequent Civics in Action Notebook entries</li> <li>• understand the <i>key concepts</i> and complete creditable oral or written responses to the key questions</li> <li>• write a creditable letter to the editor or a government office regarding an issue of importance to the student</li> <li>• successfully complete other teacher assessments of content understanding and skills</li> </ul>  |
| <b>Chapters/<br/>Key Activities:</b><br><i>Civics: Gov't &amp;<br/>Economics in Action</i> | <p><u>Chapters:</u> 11, 12 + Interpreting Political Cartoons (pp. 13-14, 26-27), <i>State &amp; Local Handbook</i></p> <p><u>Skills:</u> Analyzing Primary Sources, Analyzing Maps, Analyzing Graphs, Distinguishing Facts and Opinions, How to Write a Letter to the Editor, Analyzing Diagrams, Analyzing Charts, How to Express Your Views, Analyzing Political Cartoons</p> <p><u>Discussions/Debates/Simulations:</u> Planning Board Simulation, Social Services for Illegal Immigrants; Law and the Real World (p. 328); <i>Simulations &amp; Debates, Issues in the Law, (How Should Judges be Selected?)</i></p> <p><u>Key Instructional Activities (Text &amp; Unit Resource Books):</u> K-W-Ls, Anticipation Guides, Enrichment Activities, Vocabulary Builder</p> |
| <b>Other Materials:</b>  | <p><u>Discussions/Debates/Simulations:</u> Discussion &amp; Debate Protocols/Rubric; issue(s) selected from Constitutional Rights Foundation: <i>On-Line Lessons, Bill of Rights in Action</i>, other issue(s) from the newspaper or student/teacher-collected resources</p> <p><u>Civic Action Project:</u> <i>Active Civic Projects</i> (Prentice Hall), <i>Project Citizen</i> (Center for Civic Education), <i>Violence in the Schools</i> (Center for Civic Education), or <i>City Youth: Education and Community Action</i> (Constitutional Rights Foundation), <i>The Kids' Guide to Social Action</i> (Free Spirit Press).</p>   |

## Civics in Action Curriculum Map

| <b>May (Week 1-3)</b>  |  |
|--|--|
| <b>Outcomes:</b>   | <p>#7. Develop an understanding of the relationship of the United States to other nations and world affairs.</p> <p>#1. Students will identify, take a position on, and respond to issues of importance to them regarding U.S. international affairs.</p> <p>#6. Students will begin to bring their civic action project(s) to conclusion for public presentation.</p>   |
| <b>Key Questions:</b>  | <ol style="list-style-type: none"> <li>How are the governments of other countries similar and different from ours?</li> <li>How is the United States currently influencing other nations and their affairs?</li> <li>What are some contemporary issues that involve our relationships with other countries...and your position on these issues?</li> </ol>   |
| <b>Assessments:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>successfully conduct a number of discussions and debates</li> <li>make frequent Civics in Action Notebook entries</li> <li>understand the <i>key concepts</i> and complete creditable oral or written responses to the key questions</li> <li>write a persuasive essay regarding an issue of importance to U.S. international affairs</li> <li>successfully complete other teacher assessments of content understanding and skills</li> </ul>   |
| <b>Chapters/<br/>Key Activities:<br/>Civics: Gov't &amp;<br/>Economics in Action</b> | <p><u>Chapters:</u> 24.1, 24.2, pp. 663-5, chap. 25 + Interpreting Political Cartoons (pp. 13-14, 26-27)</p> <p><u>Skills:</u> Analyzing Diagrams, Predicting Consequences, Analyzing Maps and Charts, Determining Patterns and Distributions of Maps, Analyzing Political Cartoons, Law and the Real World (p. 676)</p> <p><u>Discussions/Debates/Simulations:</u> Planning Board Simulation, Social Services for Illegal Immigrants, Promoting Democracy and Human Rights Overseas, National Security Council Simulation, Nation-Building Efforts Debate; <i>Simulations &amp; Debates, Issues in the Law</i>, (International Justice)</p> <p><u>Key Instructional Activities (Text &amp; Unit Resource Books):</u> K-W-Ls, Anticipation Guides, Enrichment Activities, Vocabulary Builder</p> |
| <b>Other Materials:</b>  | <p><u>Discussions/Debates/Simulations:</u> Discussion &amp; Debate Protocols/Rubric; issue(s) selected from Constitutional Rights Foundation; <i>On-Line Lessons, Bill of Rights in Action</i>, other issue(s) from the newspaper or student/teacher-collected resources;</p> <p><u>Civic Action Project:</u> <i>Active Civic Projects</i> (Prentice Hall), <i>Project Citizen</i> (Center for Civic Education), <i>Violence in the Schools</i> (Center for Civic Education), or <i>City Youth: Education and Community Action</i> (Constitutional Rights Foundation), <i>The Kids' Guide to Social Action</i> (Free Spirit Press).</p>  |

## Civics in Action Curriculum Map

| May (Week 3) – June (Week 1)   |   |
|--|---|
| <b>Outcomes:</b>   | <p>#5. Develop an understanding of the American Legal System.</p> <p>#1. Students will identify, take a position on, and respond to issues important to the American legal system.</p> <p>#6. Students will bring their civic action project(s) to conclusion for public presentation.</p>  |
| <b>Key Questions:</b>  | <ol style="list-style-type: none"> <li>1. What is the place of law in the American constitutional system?</li> <li>2. Where do laws come from?</li> <li>3. What is the difference between criminal and civil law?</li> <li>4. How well does the legal system work in your community and with people close to you?</li> </ol>  |
| <b>Assessments:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• conduct a number of discussions and debates regarding issues of importance to the American legal system</li> <li>• make frequent Civics in Action Notebook entries</li> <li>• understand the <i>key concepts</i> and complete creditable oral or written responses to the key questions</li> <li>• successfully complete other teacher assessments of content understanding and skills</li> <li>• complete all activities related to their civic action projects; prepare for public presentation</li> </ul>   |
| <b>Chapters/<br/>Key Activities:</b><br><i>Civics: Gov't &amp;<br/>Economics in Action</i> | <p>Chapters: 19, 20</p> <p>Skills: Identifying Bias</p> <p>Discussions/Debates/Simulations: Trying Juveniles as Adults; <i>Simulations &amp; Debates; Issues in the Law</i>, (DNA Databases)</p> <p>Key Instructional Activities (Text &amp; Unit Resource Books): K-W-Ls, Anticipation Guides, Enrichment Activities, Vocabulary Builder</p>   |
| <b>Other Materials:</b>  | <p>Discussions/Debates/Simulations: Discussion &amp; Debate Protocols/Rubric; issue(s) selected from Constitutional Rights Foundation: <i>On-Line Lessons, Bill of Rights in Action</i>, other issue(s) from the newspaper or student/teacher-collected resources;</p> <p>Civic Action Project: <i>Active Civic Projects</i> (Prentice Hall), <i>Project Citizen</i> (Center for Civic Education), <i>Violence in the Schools</i> (Center for Civic Education), or <i>City Youth: Education and Community Action</i> (Constitutional Rights Foundation), <i>The Kids' Guide to Social Action</i> (Free Spirit Press).</p> |

## Civics in Action Curriculum Map

| June (Week 2 -Close of School)   |   |
|--|---|
| <b>Outcomes:</b>   | #6 Students will recognize and demonstrate how they fulfilled their roles and responsibilities as members of a community. They will publicly present civic action projects that responded to school/community needs or problems in some constructive manner.  |
| <b>Key Questions:</b>  | <ol style="list-style-type: none"> <li>1. What does it mean to be an American citizen?</li> <li>2. How can citizens take part in civic life? How can you contribute to making a civil society and world?</li> </ol>   |
| <b>Assessments:</b>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• successfully present all activities related to their civic action projects</li> <li>• successfully complete the BPS citywide <i>Civics in Action</i> end-of-course assessment</li> </ul>   |
| <b>Chapters/<br/>Key Activities:</b><br><i>Civics: Gov't &amp;<br/>Economics in Action</i> | none  |
| <b>Other Materials:</b>  | <p><i>Civic Action Project:</i><br/> <i>Active Civic Projects</i> (Prentice Hall)<br/> <i>Project Citizen</i> (Center for Civic Education)<br/> <i>Violence in the Schools</i> (Center for Civic Education)<br/> <i>City Youth: Education and Community Action</i> (Constitutional Rights Foundation)<br/> <i>Civics in Action</i> Notebook<br/> <i>The Kids' Guide to Social Action</i> (Free Spirit Press)<br/>                     Public Presentation Materials: portfolios, displays, videos, oral presentations, demonstrations, et al.</p> |