Curriculum: Citizenship (JCAC)

Curricular Unit: Major Social Institutions

Instructional Unit: A. Explain the importance of how major social institutions meet human needs

Description Section in Schoolnet:
ELO:
1) What are the major social institutions?
2) How do the major social institutions fulfill human needs?
3) What are the consequences that can occur when institutions fail to meet the needs of individuals and groups?

Standard Alignments (Section 2)
SSCLE: RIGIT.6.M,N; TSSI.7.F
Knowledge: (SS) 6,7
CCSS: 9-10.RH.1; 9-10.WHST.2f; 9-10.WHST.9
NETS: 1b; 4a; 5a,b
Performance: 1.5, 1.9, 1.10, 3.1

Unit (Section 3)
Learning Targets:
• 1.1 Explain the meaning of a social institution
• 1.2 Name the five major social institutions
• 2.1 Explain how the family fulfills human needs
• 2.2 Explain how education fulfills human needs
• 2.3 Explain how religion fulfills human needs
• 2.4 Explain how the economy fulfills human needs
• 2.5 Explain how the government fulfills human needs
• 3.1 Identify the consequences that can occur when the family unit, educational system, and religious organizations fail to meet the needs of individuals and groups
• 3.2 Identify the consequences that can occur when the government and economic system fail to meet the needs of individual groups

Board Approved 8-3-15
Instructional Strategies:

- Multimedia presentation of essential ideas, enduring understandings, and key terms to further understand how the major social institutions fulfill human needs
- Shared analysis of political cartoons to examine the impact of major social institutions
- Demonstration of the importance of organizational skills using graphic organizers pertaining to the ways the major social institutions fulfill human needs

Assessments/Evaluations:

- Formative:
  - Question and answer
  - Graphic organizer
  - Political cartoons
- Summative – students may choose from one of the following:
  - Traditional multiple-choice test
  - Essay test

Sample Assessment Questions:

- ELO 1: Explain the meaning of a social institution.
- ELO 2: Explain how government fulfills human needs.
- ELO 3: Summarize the consequences that can occur when the government fails to meet the needs of individual groups

Instructional Resources/Tools:

- Keynote/PowerPoint notes
- Government textbook – United States Government: Democracy in Action
- Website – https://www.icivics.org/
- Current events using:
  - newspapers
  - periodicals
  - the Internet
  - YouTube
- Political cartoons

Cross Curricular Connections:

- ELA: Use of literacy strategies to improve comprehension

Depth of Knowledge (Section 5)

DOK: 4
Curriculum: Citizenship (JCAC)

Curricular Unit: Principles of Government

Instructional Unit: B. Describe how constitutional principles protect the rights of U.S. citizens

Description Section in Schoolnet:

ELO:
1) How do the principles of limited government and checks and balances prevent government from abusing the rights of citizens?
2) How do the principles of majority rule, minority rights, a written constitution, and civil rights secure the rights of citizens?

Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>SSCLE: PPGS.2.Ab; MUSWH.3a.K</th>
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<tbody>
<tr>
<td>Knowledge: (SS) 2,3</td>
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<tr>
<td>CCSS: 9-10.RH.1; 9-10.WHST.2f; 9-10.WHST.9</td>
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<tr>
<td>NETS: 1c; 4b; 5a,b</td>
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<td>Performance: 1.10</td>
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</table>

Unit (Section 3)

Learning Targets:

- 1.1 Explain how America's Founding Fathers created a system of limited government
- 1.2 Compare and contrast how the three branches of government check and balance each other
- 2.1 Explain the principle of majority rule with minority rights
- 2.2 Explain how a written constitution secures the civil rights of American citizens

Instructional Strategies:

- Multimedia presentation of essential ideas, enduring understandings, and key terms to further understand how America's Founding Fathers created a system of limited government
- Shared reading of primary source documents related to the creation of America's limited government
- Small group guided practice opportunity using multiple historical resources to compare foundational documents critical in the shaping of America's limited government
- Guided practice of a concept map tracing the creation of limited government in the United States
- Demonstration of organizational skills using graphic organizers to compare and contrast how principles of American government collectively shape limited government in the United States

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Discussion
  - Graphic organizer
- Summative – students may choose from one of the following:
  - Concept map
  - Traditional multiple-choice test
  - Essay test

Sample Assessment Questions:

- ELO 1: Explain how America's Founding Fathers created a system of limited government.
- ELO 2: Explain the principle of majority rule with minority rights.

Instructional Resources/Tools:

- Keynote/PowerPoint notes
- Primary source documents
- Government textbook – *United States Government: Democracy in Action*
- Website – [https://www.icivics.org/](https://www.icivics.org/)
- Current events using:
  - newspapers
  - periodicals
  - the Internet
  - YouTube

Cross Curricular Connections:

- ELA: Use of literacy strategies to improve comprehension

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Citizenship (JCAC)

Curricular Unit: Civic Responsibilities

Instructional Unit: C. Explain the importance of the responsibilities of individual citizens

Description Section in Schoolnet:
ELO:
1) What are the responsibilities of individual citizens?
2) What are the consequences that can occur when individuals fail to carry out their personal responsibilities?

**Standard Alignments (Section 2)**

<table>
<thead>
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<tbody>
<tr>
<td>Knowledge: (SS) 1,6,7</td>
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<tr>
<td>CCSS: 9-10.RH.1; 9-10.WHST.2f; 9-10.WHST.9</td>
</tr>
<tr>
<td>NETS: 1b; 4a; 5a,b</td>
</tr>
<tr>
<td>Performance: 1.1, 1.4, 3.1, 4.2</td>
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**Unit (Section 3)**

<table>
<thead>
<tr>
<th>Learning Targets:</th>
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<tbody>
<tr>
<td>• 1.1 Differentiate between a U.S. citizen's rights and individual responsibilities</td>
</tr>
<tr>
<td>• 1.2 Identify different ways citizens can contribute to their community and country</td>
</tr>
<tr>
<td>• 2.1 Summarize reasons why citizens choose to not carry out their personal responsibilities</td>
</tr>
<tr>
<td>• 2.2. Explain the consequences that can occur when citizens fail to carry out their personal responsibilities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Multimedia presentation of essential ideas, enduring understandings, and key terms to further understand an American citizens rights and responsibilities</td>
</tr>
<tr>
<td>• Shared analysis of political cartoons to examine issues related to citizens' rights and responsibilities</td>
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<td>• Small group guided practice in reading and discussing the point of view of two or more authors on the meaning of rights and responsibilities</td>
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<tr>
<td>• Guided practice in creating an informational presentation for elementary students on the topic of citizens' rights and responsibilities</td>
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Board Approved 8-3-15
## Assessments/Evaluations:

- Formative assessments:
- Peer/self-assessment
- Learning log
- Summative assessments – students can choose from one of the following:
  - Children's book
  - Traditional multiple-choice test
  - Oral presentation

## Sample Assessment Questions:

- ELO 1: Identify different ways citizens can contribute to their community/country.
- ELO 2: Summarize reasons why citizens choose to not carry out their personal responsibilities.

## Instructional Resources/Tools:

- Keynote/PowerPoint notes
- Government textbook – *United States Government: Democracy in Action*
- Website – [https://www.icivics.org/](https://www.icivics.org/)
- Current events using:
  - newspapers
  - periodicals
  - the Internet
  - YouTube
- Political cartoons

## Cross Curricular Connections:

- ELA: Use of literacy strategies to improve comprehension

### Depth of Knowledge (Section 5)

DOK: 4
Curriculum: Citizenship (JCAC)

Curricular Unit: Class Roles and Cultural Conflict

Instructional Unit: D. Describe how the changing roles of groups within American society have created cultural conflicts

Description Section in Schoolnet:

ELO:
1) How have the roles of class, ethnic, racial, gender, and age groups changed in American society?
2) What are the causes and consequences of cultural conflicts?
3) What are the possible resolutions of cultural conflicts?

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SS克莱:</th>
<th>RIGIT.6.L.O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge:</td>
<td>(SS) 6</td>
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<tr>
<td>NETS:</td>
<td>1c; 4b; 5a,b</td>
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<tr>
<td>Performance:</td>
<td>1.6, 3.6</td>
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**Unit (Section 3)**

**Learning Targets:**

- 1.1 Assess the changing roles of women and racial and ethnic minorities in American society
- 1.2 Analyze changes in American social classes and age groups
- 2.1 Trace the causes of cultural conflicts
- 2.2 Summarize the consequences of cultural conflicts
- 3.1 Identify resolutions to past cultural conflicts
- 3.2 Predict possible resolutions to future cultural conflicts

**Instructional Strategies:**

- Multimedia presentation of essential ideas, enduring understandings, and key terms to further understand the causes, consequences, and possible resolutions of cultural conflicts
- Shared analysis of historical political cartoons to examine the changing roles of women and racial and ethnic minorities in American society
- Shared reading of primary source documents to compare the changing roles of women and racial and ethnic minorities in American society
- Demonstration of organizational skills using graphic organizer to compare and contrast previous cultural conflicts

Board Approved 8-3-15
Assessments/Evaluations:

- Formative assessments:
- Small group discussion
- Political cartoon
- Summative assessment: Common assessment test

Sample Assessment Questions:

- ELO 1: Explain how the roles of racial and gender groups have changed in American society
- ELO 2: Trace the causes of cultural conflicts
- ELO 3: Explain resolutions to past cultural conflicts

Instructional Resources/Tools:

- Keynote/PowerPoint notes
- Government textbook – *United States Government: Democracy in Action*
- Website – [https://www.icivics.org/](https://www.icivics.org/)
- Current events using:
  - newspapers
  - periodicals
  - the Internet
  - YouTube
- Primary source documents
- Political cartoons

Cross Curricular Connections:

- ELA: Use of literacy strategies to improve comprehension

**Depth of Knowledge (Section 5)**

DOK: 3