

CIVICS

December 2007

Passaic County Technical Institute

PASSAIC COUNTY TECHNICAL INSTITUTE
Wayne, New Jersey

CIVICS I (Part of CRIMINAL JUSTICE/PUBLIC SAFETY I)

I. COURSE DESCRIPTION

Civics I is a full year course designed to broaden the students awareness of all levels of government and the rights and responsibilities of citizenship.

This course will provide students with a basic understanding of civic life, politics, and government. It will help them understand the workings of our American political system, as well as, other political systems. The relationship of American politics and government to world affairs will be highlighted. This course will help students develop an understanding of the rights and responsibilities of citizens in America and a framework for their competent and responsible participation. The past is regularly connected to the present through the study of current events. Students will examine primary resource documents such as The Gettysburg Address, The Americans Creed, The Declaration of Independence, The Constitution, The Mayflower Compact, The Emancipation Proclamation, and Civil Rights act of 1964 as well as Biographies of influential Americans. The curricula if regularly infused with the use of technology through Internet Connect lessons, the Internet, and supplement materials aligned with the text. Lastly, writing and debating skills will be regularly incorporated into the coursework.

II. COURSE OBJECTIVES/OUTLINE

A. KNOWLEDGE

Students will acquire the basic ideas and concepts necessary to develop a better understanding of the structure and process of American government.

1. Students will develop an understanding of the historical principles and foundations of our government.
2. Students will outline the structure and functions of the local, state and federal governments.
3. Students will identify the many forms of local and state governments, which exist for comparison
4. Students will assess the contribution of many ideas, peoples, and events in the continuous development of our government.
5. Students will identify the rights and responsibilities of each individual/citizen to our government.
6. Students will demonstrate an understanding of historical roots and daily operations of a two party system.
7. Students will describe the importance of cultural diversity and equality and its role in the operation of our government.
8. Students will identify the basic principles and structure of our justice system.
9. Students will assess the importance of the individual in our system of government.

B. SKILLS

Students will further develop their abilities to read, write, and communicate orally. Students will also strengthen their problem solving and analytical skills.

1. Students will refine reading and writing skills.
2. Students will refine oral communication skills.
3. Students will demonstrate their abilities to organize, classify, interpret, summarize, and analyze information.
4. Students will reinforce map and graph reading skills.
5. Students will refine their use of reference materials and technological resources.
6. Students will develop their abilities to think critically about people, events, government policies, and trends.
7. Students will be provided with opportunities to work with others for a common goal.

C. ATTITUDE

Students will be provided well-balanced and objective information in order to formulate individual attitudes and opinions of American government that are defensible with logical arguments based on fact.

1. Students will understand the democratic form of American government with its essential freedoms and privileges.
2. Students will develop an appreciation for civic responsibilities and participation within our government.
3. Students will develop a positive attitude towards community involvement as an individual's responsibility to our government and way of life.
4. Students will develop an appreciation of the efforts of many individuals past and present working to make the American government the best in the world.
5. Students will develop a positive attitude regarding their own role in society and government.
6. Students will promote attitudes, which will encourage individuality and reject prejudice, discrimination and stereotyping based on American history and other countries around the world.
7. Students will promote positive civic attitudes and actions, which most importantly respect the dignity and value of human life.

D. SOCIAL PARTICIPATION

Students will demonstrate the knowledge and social skills necessary to become proud and effective citizens within the American governmental system on all levels.

1. Students will recognize the need for active social participation on the part of each individual in order to insure the future success of our government.
2. Students will be encouraged to develop their own leadership talents through various classroom activities (i.e.: cooperative group activities, debates, role playing activities, etc.).
3. Students will develop an understanding of the strengths and weaknesses of American government, in proper context with other countries of the world.
4. Students will increase their awareness of the historical impact of cultural diversity on our government all levels.
5. Students will be encouraged to develop and participate in activities, which will be helpful to New Jersey communities and governments.
6. Students will assess their own awareness of current governmental problems and situations at all levels and offer possible ideas or solutions for the future.

7. Students will further develop their interests in our government and apply their technological training given at our school to meet the needs of our government and community.
8. Students will develop their own positive self image by understanding their role in the future of our government.
9. Students will develop their own positive self image by understanding their role in the future of our government.
10. Students will participate in class activities and discussions, express beliefs and develop an appreciation for good citizenship.

UNIT I - A TRADITION OF DEMOCRACY (6.1, 6.2, 6.4)

1. Students will explain the importance of the study of civics.
2. Students will identify who are US citizens and how people become U.S. citizens.
3. Students will describe the basic purposes and the development of U.S. government.
4. Students will describe the philosophies behind the creation of the Constitution.
5. Students will describe the compromises made at the Constitutional Convention.
6. Students will explain the basic principles of the U.S. constitution.
7. Students will discuss the organization of the U.S. government.
8. Students will outline the rights and responsibilities of US citizens.
9. Students will compare the basic ideologies, philosophies and events of the colonial period to the current day.
10. Students will analyze and understand landmark US Supreme Court cases (i.e.: Schenk v. US, Marbury v. Madison, Reynolds v. Sims, Muller v. Oregon)
11. Students will complete related activities such as the identified Civics Lab “We the Students”

UNIT II - THE FEDERAL GOVERNMENT (6.1, 6.2, 6.4)

1. Students will explain the organization and powers of Congress.
2. Students will recall the workings of the legislative branch
3. Students will trace the process of how a bill becomes a law
4. Students will identify the various types of powers
5. Students will list all the powers and limitations of Congress
6. Students will list the main powers and responsibilities of the President of the United States.
7. Students will discuss the roles played by the executive departments, the Cabinet, and independent agencies.
8. Students will describe the impeachment process.
9. Students will outline the structure of the judicial branch.
10. Students will identify the jurisdictions of each court.
11. Students will assess the importance of judicial review.
12. Students will identify the types of law found in the United States.
13. Students will complete related activities such as the identified Civics Lab “Reinventing Government.”

UNIT III STATE AND LOCAL GOVERNMENTS (6.1, 6.2, 6.4)

1. Students will describe the ways in which state governments serve their citizens.
2. Students will explain the organization of state governments including Executive, legislative and judicial branches.
3. Students will define various units of local government.
4. Students will identify kinds of city government.
5. Students will explain how all levels of government work together to serve U.S. citizens.
6. Students will complete related activities such as the identified Civics Lab “Creating a Government”

UNIT IV THE CITIZEN IN GOVERNMENT (6.1, 6.2, 6.4)

1. Students will trace the development of the two-party system in the United States.
2. Students will recognize the rights and responsibilities of voters, including the Voting Rights Act of 196, and process for voter registration.
3. Students will understand ways in which government is influenced (i.e.: polls, interest groups, etc.).
4. Students will identify ways to become involved in the political process.
5. Students will explain how government raises and spends money.
6. Students will complete related activities such as the identified Civics Lab “Election Campaign”

UNIT V THE CITIZEN IN SOCIETY (6.1, 6.2, 6.4)

1. Students will analyze the changing family structure in America and laws relating to it.
2. Students will understand the US system for education and evaluate its success in context with what’s offered elsewhere in the world.
3. Students will recognize the importance of US Supreme Court cases such as Brown v. Board of Education and Gideon v. Wainwright.
4. Students will complete activities such as the Civics Skills Workshop “Distinguishing Fact form Opinion”
5. Students will comprehend purpose and structure of Communities.
6. Students will understand the framework and purpose of criminal laws that govern our society, and compare and contrast laws for adults and juveniles.
7. Students will complete related activities such as the identified Civics Lab “Citizen of the Year.”

UNIT VI THE AMERICAN ECONOMY (6.1, 6.2, 6.5)

1. Students will understand the history and fundamentals of the American economic system, as well related case law such as Gibbons v. Ogden.
2. Students will develop an understanding of the American System for the production and distribution of goods and services.
3. Students will comprehend the basics of money management, credit, bank accounts, interest, and insurance.
4. Students will comprehend economic challenges faced by business and consumers, and the tension between labor and management.
5. Students will examine the US economic system with others around the world.
6. Students will analyze career challenges and evaluate various career choices

7. Students will increase their understand of product disclosures and warranties through the completion of activities such as the Civics Skills Workshops “Understanding warranties & Reading labels.”

UNIT VII THE UNITED STATES AND THE WORLD (6.2, 6.3, 6.4)

1. Students will examine American foreign policy and international relations when working for peace with the United Nations.
2. Students will understand the history of American foreign policy including the Monroe Doctrine and Roosevelt’s Four Freedoms, The Cold War, and current trends.
3. Students will complete related activities such as the identified Civics Lab “A New Nation.”

UNIT VIII MEETING FUTURE CHALLENGES (6.2, 6.3, 6.4)

1. Students will evaluate American life and examine how we ensure rights for all.
2. Students will develop concepts for improving life for all Americans based on historical events and our system of government.
3. Students will develop and appreciation for the global environment and understand the need for environmental protection.
4. Students will complete related activities such as the identified Civics Lab “Operation 2010.”

IV. EVALUATION

Students will be evaluated objectively in accordance with state and local guidelines. It is our goal to afford students every opportunity to succeed and to include both formative and summative methods of assessment. A wide variety of evaluation methods will be utilized in order to accommodate the multiple intelligences of our students, and incorporate the variety of learning styles and diversification of instructional methods. Evaluation methods will include, but are not necessarily limited to, the following:

- Tests and Quizzes (questioning strategies include essay, multiple choice, true and false, matching, fill in the blank, short answer, tables, charts, graphs, document based questioning, etc.);
- Projects;
- Classroom activities;
- Research;
- Reports;
- Notebook maintenance;
- Class participation;
- Rubrics;
- Portfolios;
- Oratorical competitions and/or similar debates;
- ITV projects may also be used to apply and reinforce the relevant unit on state and local governments; and,
- Teacher observation.

Evaluations may be oral, written or otherwise expressed within the discretion of the instructor. Evaluation criteria will address the New Jersey Core Curriculum Content Standards.

V. TEXTBOOK

American Civics

Holt, Rinehart & Winston

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VI. TEACHING STRATEGIES

In order to meet the individual needs of our students, differentiated instruction is utilized in every class. This involves the use of a variety of instructional strategies, including but not necessarily limited to: readings and exercises from the approved text(s) and related supplemental materials; hands-on practical projects; oratorical competitions and similar contests, cooperative group activities; teacher generated handouts; lecture in conjunction with class discussion and notes; debates; mock trials; role playing activities; map work; activities involving music and art from relevant historical eras; oral and written reports; simulations; primary resource based analysis and questioning; multimedia documentaries, movies, and slideshows; and Internet and ITV presentations and conferences.

Student participation in community service projects is encouraged and rewarded according to school policies. Active involvement in political groups on the local and state level is also encouraged. Analysis of media coverage with regard to local, state, national and world politics will be regularly included. Guest speakers and field trips will also be utilized when available.

SCOPE AND SEQUENCE CHART

I = Introduced
 D = Developed in Depth
 R = Reinforced

American Civics

SKILL TO BE LEARNED	Suggested Grade Levels			
	9	10	11	12
Summarize the early historical development of our national gov't		IDR		
Identify the structure of our government on all levels		IDR		
Identify the various forms of state and local governments		IDR		
Compare/contrast the strengths/weaknesses of the many forms of local/state/federal government		IDR		
Identify the rights/responsibilities of individuals		IDR		
Assess the importance of political participation and citizenship		IDR		
Identify basic principles of our justice system		IDR		
Compare/contrast strengths/weaknesses of a two-party system		IDR		
Reinforce a positive attitude towards active citizenship		IDR		
Assess the system of making laws in Congress		IDR		
Identify the importance of Supreme Court decisions and how they relate to the rights of individuals		IDR		
Compare/contrast the "old" with the "new" immigration		IDR		
Assess the extent to which a democratic government can succeed in bringing about social reform		IDR		
Describe how the media reinforce stereotypes of various groups		IDR		
Understanding the various purposes of public speaking, delivering, and evaluating a speech		IDR		
Evaluate and present information for better decision making skills		IDR		
Reinforce problem solving and decision-making skills		IDR		

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ITV LESSON PLAN PROJECT

High School/Civic or Government Class

Title: Hands on Approach to Public Policy
Topic/Theme: Civic Participation
Summary: This unit is designed to promote competent and responsible civic (student) participation on the local and/or state level. Our goal is to engage students in their communities - this project hopes to develop a lasting commitment to civic participation.
Time Frame: This unit can be done quickly, within a two week time period or take as long as a semester, or something that you work on all year. This is completely up to the instructor. If this project is to be coordinated between multiple schools, a suggestion would be to set up a meeting and pre-plan some due date and then have ITV meetings at the end of the entire unit.

Goals and Objectives: Students will be able to:

1. Learn how to influence public policy on the local or state level
2. Learn the policy making process
3. Develop concrete skills and a strong foundation to becoming citizens who participate
4. Develop effective, creative, communication skills

Materials and Technology:

1. ITV Room and access to T.V. monitor and conference room
2. Computers - for research purposes
3. Using Community Resource People
4. Interactive Teaching through co-operative learning and questioning

Procedures/Activities:

The Hands on Approach to Public Policy is a project designed to show students how to express themselves effectively. They will pick a level of government and an agency that deal with a problem they would like to tackle as a class. There are five steps in developing this project:

1. Identifying the problem
2. Gathering information
3. Examining possible solutions
4. Developing a public policy to attack the problem
5. Developing an action plan

STEP ONE: IDENTIFYING THE PROBLEM

During this step the class will brainstorm problems within their community. Groups of three will do and they can fill out the form that is attached.

Possible Problems:

1. Gang activity
 2. Lack of voter turnout
 3. Non-existent recycling programs
 4. School uniforms
 5. Vandalism
- As a class you should also interview others to gather more information
 - Find evidence of the problem in local newspapers, T.V. reports, etc.
 - Make a final decision and select a problem as a class through voting

STEP TWO: GATHER INFORMATION

Once topic is finalized gather information by creating “research teams.” Students are encouraged to invite guest speakers from the community

1. Libraries, newspapers
2. Professors, teachers
3. Community organizations and interest groups
4. Legislative offices, administrative agencies
5. Internet

STEP THREE: DEVELOP A PORTFOLIO

1. Four groups should be formed at this time
2. Include original written work, artwork, list sources, charts, graphs, etc.
3. This will be the display section of this project

Portfolio Group I - 2 pages double-spaced

1. Explain the problem
2. Why is the problem important
3. How serious is it and how widespread is it
4. What level of government does it deal with
5. Why should government handle this problem or should anyone else take responsibility for solving this problem

Portfolio Group II - 1 page summarizing policy

1. Explain the present or alternative policies designed to solve the problem
2. Cite as least 2 or 3 policies and if they are they adequate
3. What are the sides of this problem include what their positions are
4. What are the advantages and disadvantages

Portfolio Group III

1. Propose a policy dealing with the problem, it must be constitutional or support one of the alternative policies (modifying it)
2. Explain the policy you choose and the reason for supporting it
3. List advantages and disadvantages
4. Explain why it is constitutional
5. What branches of government or agencies will be responsible for carrying our policy

Portfolio Group IV

1. Develop an action plan
2. Explain how individuals or groups could support proposed plan
3. Identify government agencies and groups willing to support proposed policy
4. Identify those who oppose and suggest how you could win their support

Be creative, selective; clarify your information so that everyone can understand it.

Documentation: Newspaper articles, written reports, interviews, T.V. and radio coverage, interest groups, **YOU MUST MAKE A TABLE OF CONTENTS FOR ALL THE DOCUMENTATION THAT YOU USE.**

STEP FOUR: PRESENTATION OF PORTFOLIO

1. inform the audience of the topic
2. explain the alternative policies
3. discuss the “class choice” and use supporting evidence to make your case

Oral Presentation: 4 Minutes

Use graphic to help presentation

Follow Up Questions: 6 Minutes

Clarify Points

Defend Statements

Explain what you learned from this experience

STEP FIVE: RELECTION

What and how have you learned. Present a list of questions and statements.

Relevant Core Curriculum Content Standards: (6.1-6.6)

STUDENT HANDOUT

AMERICAN CIVICS

I. Course Overview

Our philosophy is that every student should receive assistance in reaching his or her potential in knowledge and skill with the ultimate goal being an entry-level position or higher education. Appropriate services to assist the student in making the transition from school to work or higher education must be included in the student's total technical experience.

The Civics curriculum will be presented in tandem to the Criminal Justice / Public Safety Curriculum (shop). This two-year program of study encompasses the sophomore and junior years of high school. Throughout the course offering, students will be introduced to the beginning of government, to its current state. Diverse activities will be implemented during the year.

The course will provide students with a basic understanding of civic life, politics, and government. It will help them understand the workings of our American political system, as well as, other political systems. The relationship of American politics and government to world affairs will be highlighted. This course will help students develop an understanding of the rights and responsibilities of citizens in an American constitutional democracy, and a framework for competent and responsible participation.

II. Student Proficiencies

Upon successful completion of the requirements for this course the students will be able to:

- A. Develop an awareness of the importance of social participation in our political process
- B. Describe the rights and responsibilities of the individual within our government.
- C. Outline the structure of our federal government in relation to our basic ideals and principles.
- D. Develop an understanding of the historical principles and foundations of our government.
- E. Analyze the roles and contributions of groups, individuals and events have on the shaping of our government.
- F. Develop an understanding of the historical principles and foundations of our government.
- G. Summarize the development and structure of our county, local, state, and national forms of government
- H. Develop an understanding of the history, purpose and operation of a two party system.
- I. Develop a better appreciation of our forms of government and the need for political participation of the part of each citizen.
- J. Develop an understanding of the meaning and importance of citizenship to the United States of America.
- K. Effectively refine their social studies skills through the use of current events, diagrams, charts, technology, projects and participation in activities, discussions, debates, mock trials.
- L. Identify the basic principles and structure of our system of justice.
- M. Examine, understand, and evaluate the direct effects our government has had on the individual and the society as a whole.
- N. Evaluate the mutual influence of technology and culture.
- O. Explain how people depend on the physical environment and explain characteristics of renewable and nonrenewable resources.