Name: Erica Schnee

Course/Grade: U.S. Government, 12th grade

Unit Title: Passport to Citizenship

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS: from Montana Standards for Social Studies:Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.from Common Core State Standards: Standards for Literacy in History/Social StudiesAnchor Standards for Reading-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. -Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.-Read and comprehend complex informational texts independently and proficiently. Anchor Standards for Writing-Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. Investigate their community, school, country and world.
2. Respect differences among people of a variety of cultural and regional backgrounds with varying points of view.
3. Develop critical thinking skills by asking relevant questions.
4. Discover methods by which they can impact change and act on a belief.
5. Synthesize their knowledge of various current events, government structures, and global issues in order to advocate for the responsibilities of global citizenship.
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| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*1. They are citizens of their community, state, country, and the world.
2. The Constitution sets up the government structures in the United States.
3. Rights of citizens are outlined in the Constitution and how those rights have evolved throughout history through court cases.
4. There are multiple perspectives regarding current controversial issues.
5. They have responsibilities as global citizens and should take action on issues about which they feel strongly.
6. Citizens can effect change through various levels of government.
 | ESSENTIAL QUESTIONS 1. What does it mean to be a citizen of your community, state, country, and the world?
2. How does the United States Constitution set up/arrange for the structures of government?
3. How do the Constitution and Judicial branch protect your rights as a citizen?
4. What issues are controversial in the United States and around the world and what are the varying viewpoints on those issues?
5. What are the responsibilities of global citizenship?
6. How can citizens participate in civil society?
7. How are policies developed and what can citizens do change current policies?
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| ***Acquisition*** |
| *Students will know…* 1. How the U.S. Constitution sets up the branches of government in the United States as compared to other countries.
2. What rights are protected by the Bill of Rights.
3. How the judicial branch has impacted and protected the rights of citizens.
4. Multiple points of view on a controversial issue.
5. How to participate in civil society for the global good.
6. How to act on a belief to effect change.
 | *Students will be skilled at…* 1. Reading and interpreting the United States Constitution.
2. Reading and interpreting court documents.
3. Researching different positions on a controversial issue and understanding how other countries perspectives on that issue compare with the United States.
4. Recognizing and understanding the multiple positions about a current controversial issue and how those positions have evolved within the cultural context of the country/region.
5. Writing persuasively.
6. Communicating how citizens can be involved in their community at all levels, local to global.
7. Participating in civil society.
8. Advocating for a policy change on an issue if importance to them.
9. Using technology to investigate and research, process information and communicate information in a dynamic form to various audiences.
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| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| 1. Describe, give examples, express, illustrate, interpret, demonstrate, explain, visualize, apply, summarize, evaluate, analyze, synthesize, produce, show, point out, compose, create, compare
2. Describe, give examples, express, illustrate, interpret, demonstrate, explain, visualize, apply, summarize, evaluate, analyze, synthesize, produce, show, point out, compose, create
3. Identify, locate, research, assess for bias, assess for reliability, judge, evaluate, critique, distinguish, express, analyze, explain, summarize, compose, persuade, compare, give examples, support
4. Identify, research, judge, interpret, evaluate, synthesize, relate, analyze, support, compose, create, present
5. Locate, organize, prepare, apply, participate, connect, reflect, compose
6. Research, organize, plan, prepare, apply, evaluate, explain, persuade, support, give examples, discuss, participate, connect, reflect, compose, create, act
 | TRANSFER/PERFORMANCE TASK(S): 1. Constitution Comparison Assignment: Students will do a comparative analysis of the founding principles of the United States Constitution and the Constitutions of 3-5 other countries. Students will evaluate each Constitution based on a minimum of six of the following concepts:
* Separation of Powers \*Citizen participation
* Federalism \*Equality
* Checks and balances \*Political tolerance
* Limited government \*Transparency
* National Sovereignty \*Judicial Review
* Rule of Law \*Fair elections
* Multi-party system \*Bill of Rights

Students will create a visual assessment of the degree to which each country incorporates each of their selected principles and share these in small groups.1. Constitution and Civil Rights Assessment: This assignment is important to demonstrate that students have a basic understanding of the foundational principles found in the Constitution and Bill of Rights. This assignment will also demonstrate that students understand how those fundamental principles apply to real world situations. Students have flexibility in choosing which components of the Constitution they are able to apply to real world situations as well as flexibility in determining what their final product looks like. Options include, but are not limited to: written essay, presentation, multi-media project, visual representation, infographic, poster, legal brief, board game, story, model, etc.
2. Multiple Perspectives Assignment: Students will explore and understand both sides of a current global policy issue, while evaluating sources of information for reliability and bias. Students will then form their own opinion on the issue and support their position with evidence by writing a persuasive essay.
3. Supreme Court Case Analysis: Students will research and present about an important Supreme Court decision addressing the question of, “How have the Court’s decisions played a role in defining our system of government, rights as citizens, and ultimately our way of life?” With a partner, students are charged with researching a landmark Supreme Court case and presenting their information to the class in the presentation format of their choice (Powerpoint, Prezi, video, etc.) This assignment could also be adjusted to be more global if needed.
4. Participation Assignment: Students will learn how to become active global citizens by participating in civil society in some way. For the participatory assignment students will choose one activity from a pre-approved list (students are always able to propose their own alternative,) participate in that activity, reflect upon the experience with regard to the question, “What are the responsibilities of global citizenship?” Finally, students will prepare a written evaluation and reflection of their experience. **The reflection component of this assignment could be expanded to create a class website of resources community members could use to get involved at the local level.**
5. Advocacy Assignment: The Advocacy assignment is the final research/experiential component of the “Passport to Citizenship.” This assignment allows students the opportunity to take a stand for something they believe in. The goal of this assignment is not only to encourage action on a belief, but also to experience first-hand the avenues open to citizens in order to impact policy development for a global society. Students will select an activity from the approved list (again, students may propose alternatives):
* Participate in a demonstration or rally.
* Organize a demonstration or rally.
* Create and circulate a petition.
* Attend a local meeting (School Board, City Commission, State Legislative Committee hearing, etc.) and voice an opinion during the public forum time period.
* Contact a government official, government organization, or special interest group about a specific issue.
* Write a letter to the editor for publication in the local newspaper.
* Create a political ad-campaign, get out the vote, issue awareness, etc.
* Create or join a special interest group and plan a course of action for policy development or change.

Students will then participate in the activity and reflect upon their experience in writing or presentation form. |
| 1. Define, identify, recognize, express, illustrate, organize, produce, choose, apply, solve, summarize, analyze, interpret, persuade, defend, give examples, infer, produce, create, evaluate, reflect | OTHER EVIDENCE: 1. Comparative Constitution analysis and Constitution test for understanding.
2. Civil Rights test for understanding.
3. Reading guides for the chapters covered during this time period.
4. Policy making digital representation assignment.
5. Global Current Events folders and summaries checked twice during this time period.
6. Informal assessments during Socratic Seminars, class discussions and peer review of projects.
7. Final reflective summary presentation answering the guiding question: What does it mean to be a citizen of your community, state, nation and the world?
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| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*This unit plan is a bit unusual as it continues throughout the entire semester. Therefore, each performance task is actually a component of other units taught throughout the course. Students build their skills and knowledge with each of these assignments, carefully consider what they have learned from each one, and compile this information in their final reflection about what it means to be a global citizen. As a result of the complicated nature of this unit I did not include clear time frames in the Learning Plan, but rather explained how they fit into each unit.1. Unit 1-Constitution and Founding Principles Essential Questions-
* How should political and economic power be distributed in a society?
* How are differing values regarding the role of government reflected in different government systems?
* How and why did the framers distribute power in the Constitution?
* How does power flow through our federal system of government?
* How does the distribution of power in the United States compare to that of other countries?

As part of the first unit of the semester, students will complete Performance Tasks #1 and 2, Constitution Comparison Assignment and Constitution and Civil Rights Assessment. Prior to completing this assignment, students will have completed the following: Read two chapters from their text about Forms of Government and the United States Constitution, completed a Constitutional power grab activity regarding the ideas of federalism, separation of powers, and checks and balances, completed a Constitution scavenger hunt, completed a personal values analysis regarding role of government and ideologies. Students will complete **Constitution Comparison Assignment** (see above) as a formative assessment. Students will then complete **Constitution and Civil Rights Assignment** (see above) as a final assessment for Unit 1 in combination with an exam demonstrating their understanding of the main ideas and content of the U.S. Constitution. 1. Unit 2-Legislative Branch Essential Questions-
* How do laws really get made?
* What factors contribute to the policy making process in the United States?
* What issues are currently on the policy agenda and what are the various positions about policy development for those issues?
* How do the current issues above relate to other countries around the world?

As part of the second unit of the semester, students will complete Performance Task #3, Multiple Perspectives Assignment. Prior to completing this assignment students will have already completed the following: Read the chapter from their textbook about Congressional Lawmaking, created a digital representation of the law-making process, participated in a mock Congress, and completed the first entry of their current events project. Students will complete **Multiple Perspectives Assignment** (see above) as a summative assessment after participating in the mock Congress.1. Unit 3-Judicial Branch and Civil Rights Essential Questions:
* How is the U.S. judicial system organized to ensure justice?
* How are your rights defined and protected under the Constitution?
* How does protection of rights in the United States compare with protection of rights in other countries?

As part of the third unit of the semester, students will complete Performance Task #4, Supreme Court Case Analysis. Prior to completing this assignment, students will have already completed the following: Read the two chapters from their textbook about the Bill of Rights and Civil Liberties and Courts, Judges and the Law, participated in a Supreme Court simulation regarding three cases dealing with civil rights and liberties of high school students, taken a quiz on the amendments to the Constitution. Additionally, throughout the unit students will also complete a judicial system comparison looking at set-up and decisions of the court systems of three countries as compared with the judicial system of the United States. Students will complete their **Supreme Court Case Analysis** (see above) in the middle of this unit. This assignment will help them solidify the relationship between the judicial branch and protection of civil rights and liberties before they begin their global comparison.1. Unit 4-Participation Essential Questions:
* What are the rights and responsibilities of global citizenship?
* How can you make a difference in a democracy?

As part of the fourth unit of the semester, students will complete Performance Task #5, Participation Assignment. This assignment is actually assigned during Unit 2 in order to give students enough time to arrange and complete their activity. Students will also complete the textbook chapter on Citizen Participation in Democracy. The **Participation Assignment** is attached at the end to give a clear picture of how students may choose to participate.1. Unit 5-Take Action Essential Questions:
* What problems exist in the world, and what can you do to solve them?

The fifth unit is comprised entirely of Performance Task #6, **Advocacy Assignment** (see above**.**) This assignment involves students identifying a problem they feel needs to be solved, examine what governments have done already to address this issue, and develop a plan of action. Throughout this unit students will participate in small peer advisory groups to discuss their selected policy issues and plans of action1. Final Product Essential Question:
* What does it mean to be a citizen of your community, state, country and the world?

Students will create a digital representation of their answer to the essential question using Glogster which they will present to the class. This presentation will include a reflection of all Passport to Citizenship assignments and how their experiences with those assignments led them to their beliefs about global citizenship. |
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Participatory Assignment Sheet

The participatory assignment is one component of the “Passport to Citizenship.” It is important to not only know what it takes to be an active citizen, but also to start participating in the community. For the participatory assignment you will be choosing one activity from the following list of pre-approved activities. Once you have selected your activity, you will be responsible for contacting the organization, obtaining a schedule of activities/meetings, and creating a plan with a timeline outlining how your plan to complete the assignment. After attending and/or participating in the activity, you will provide a typed write-up answering a series of questions. Included here is a rubric to understand how you will be graded and what is expected from you. You will also need to complete the “Proof of Participation” form.

**Possible pre-approved activities**

Attend a public meeting/forum

Attend a protest or demonstration

Volunteer at a polling station

Observe a trial

Attend a convention or organization meeting

Community service(non-profit organization)

Youth Leg

Model UN

Log contact with government official

Interview someone in a government position

Intern in a political office

Volunteer in a local campaign office

Job shadow

Social Media-follow Congressman? Other?

Create or join a PAC or SIG

Draft/Circulate/Submit a petition

\*Optional-student proposal with teacher approval

**Your write-up must answer the following questions:**

**Description of the activity:**

* Where was the activity?
* What did you do there?
* Who was involved?
* What issues were being covered?
* Reason for choosing the activity.

**Reflection:**

What was your goal for this activity?

Was the activity what you expected? Why or why not?

Did the activity and/or your involvement make a difference? (political efficacy, opinion, community, etc.)

What were some challenges you faced, or was there something you would have changed?

**Connections:**

Describe how your activity relates to government and topics we have discussed in class?

Which branch or branches as well as what levels of government were involved?

**Polishing:**

Carefully proofread your work. There shouldn’t be any spelling or grammatical errors. To avoid this, have someone evaluate your work.

Participatory Planning Sheet

Due two weeks after assigned

Activity you are planning to participate in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you think this organization connects to government? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why did you select this activity/organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Contact person and number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Schedule of meetings/hours: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your timeline and plan for accomplishment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Expected Completion Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \***Keep in mind your written assignment is due by \_\_\_\_\_\_\_\_\_\_**\*

Proof of Participation Form

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Phone/Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Hours Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I verify that the above student completed the participatory activity listed above:

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_