

## Participation in Government Curriculum Overview

Unit	Essential Questions	Knowledge	Skills	Major assessments & experiences
<p><b>Seek Justice</b>  <b>9/4-10/12</b> (6 weeks)  <i>Students will determine what should happen in a morally complex criminal case, based on both the fundamental purposes of the justice system and on information they have gathered about the effectiveness of different approaches. They will work in groups to design a criminal justice system based on their team's goals.</i></p>	<ul style="list-style-type: none"> <li>• What is justice?</li> <li>• When someone does something wrong, should they be punished?</li> <li>• Are New York's tough drug laws effective?</li> </ul>	<ul style="list-style-type: none"> <li>• Goals for dealing with criminals.</li> <li>• Pros and cons of mandatory prison sentences for drug-related offenses.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom routines</li> <li>• Annotate text</li> <li>• Use Cornell notes to identify important details, as well as your own questions and comments, when the teacher provides the main idea</li> <li>• Keep a learning journal.</li> <li>• Write complete, well-organized body paragraphs</li> <li>• Listen actively and take turns appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Prison survival manual</li> <li>• You are the warden</li> <li>• Judge's decision: what should happen to this criminal?</li> <li>• Policy proposal</li> </ul>
<p><b>Join a Movement</b>  <b>10/16-11/30</b>            (8 weeks + Thanksgiving)  <i>Students will read a memoir of one of the Little Rock Nine, along with background historical information. They will then analyze how various groups fought to expand their rights around the same time, and will evaluate the effectiveness of the different strategies.</i></p>	<ul style="list-style-type: none"> <li>• What is a hero?</li> <li>• What have other people done to fight for what they believe?</li> </ul>	<ul style="list-style-type: none"> <li>• Different ways people have responded to injustice.</li> <li>• Strategies for gathering public support and putting pressure on government to make change.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Cornell notes to determine the main idea of a text</li> <li>• Develop <i>substantive</i> questions and comments</li> <li>• Use evidence to support a conclusion</li> <li>• Quote / paraphrase / attribute sources</li> <li>• Use and demand evidence (Accountable Talk)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Warriors Don't Cry</i></li> <li>• Movement research</li> <li>• Persuasive essay: what strategies are most effective?</li> </ul>
<p><b>Vote</b>  <b>12/3-1/15</b> (5½ weeks + Xmas)  <i>Students will research candidates and their campaigns. They will create campaign materials, vote, and analyze primary results. They will examine voter registration patterns and seek to register eligible voters in their community.</i></p>	<ul style="list-style-type: none"> <li>• How can talking change the world?</li> <li>• Is our election system truly democratic?</li> </ul>	<ul style="list-style-type: none"> <li>• Civic discussion</li> <li>• Special interest groups.</li> <li>• Platform and image.</li> <li>• Propaganda and seeing through propaganda.</li> <li>• Voter turnout.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct online research</li> <li>• Use and detect propaganda techniques.</li> <li>• Evaluate websites' reliability.</li> <li>• Use Cornell Notes to comment on sources.</li> <li>• Use the essay format to organize ideas for impact.</li> <li>• Discussion: Question each other's evidence.</li> <li>• Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Campaign platform pamphlet</li> <li>• Anti-homework ad using propaganda techniques.</li> <li>• Campaign commercial video.</li> <li>• Press conference and voter registration drive @ SLJ Primary Night.</li> </ul>

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<p><b>Lobby &amp; Protest</b>  <b>1/30-3/14</b> (6 weeks + Winter)</p> <p><i>Students will take the role of lobbyists on housing issues. They will conduct research and generate policy proposals. They will seek to influence the City to follow their proposals through meetings, public education, and protest.</i></p>	<ul style="list-style-type: none"> <li>• How do we make our voices heard?</li> <li>• How can ensure that our city becomes safer and more beautiful, and at the same time that it becomes a place where low-income people can live comfortably?</li> </ul>	<ul style="list-style-type: none"> <li>• Government is a tool.</li> <li>• City council member as ally.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and statistics.</li> <li>• Interview an expert online</li> <li>• Take notes online</li> <li>• Develop <i>deep</i> questions and comments</li> <li>• Non-narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>• Policy proposal</li> <li>• Class blog</li> <li>• Meet with City Councilwoman</li> <li>• Design and stage a protest</li> </ul>
<p><b>Pass a Law</b>  <b>3/17-5/2</b> (6 weeks + Spring)</p> <p><i>Students will take the roles of various U.S. representatives and determine what their constituency would want to do about the availability of healthcare and insurance. They will negotiate changes to a proposed health reform bill, debate, and finally vote.</i></p>	<ul style="list-style-type: none"> <li>• How do we balance competing ideas about justice?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 3 levels of government.</li> <li>• 3 branches of government.</li> <li>• Checks and balances.</li> <li>• How an idea becomes a law.</li> <li>• Constituencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate reliability of news sources.</li> <li>• Strategies for powerful speaking</li> <li>• Debate</li> <li>• Negotiate a compromise between conflicting proposals.</li> </ul>	<ul style="list-style-type: none"> <li>• How a bill becomes a law children's book / game board</li> <li>• Persuasive essay</li> <li>• Position paper</li> <li>• Negotiation in committee</li> <li>• Debate on House floor</li> </ul>
<p><b>Participate in the global community</b>  <b>5/2-6/13</b> (6 weeks)</p> <p><i>Students will research global warming, and analyze how environmental protection may conflict with economic development. They will take on the role of various developed and under-developed countries, negotiate action plans all can agree to, and debate the merits of each.</i></p>	<ul style="list-style-type: none"> <li>• How do we balance competing needs to achieve justice?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Globalization.</li> <li>• Environmental development vs. environmental protection.</li> <li>• Externalities.</li> <li>• United Nations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Cornell Notes to track online research</li> <li>• Writing:</li> <li>• Lead a class-wide discussion without teacher intervention.</li> <li>• Work with people on the other side of an issue to generate a compromise.</li> </ul>	<ul style="list-style-type: none"> <li>• Model UN (position paper, committee negotiation, debate)</li> <li>• Letter to national representatives reflecting on experience and the course of action US should take</li> </ul>