

New Jersey Department of Education
2006 Social Studies Standards Implementation Guide (SIG)

6.2. CIVICS: ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

Grade 9-12

6.2.12.D. Citizenship

2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).

Author Information

Author: William Gorman

District: Freehold Regional High School

Framework97 References

Explain Origins and Explain Key Principles of U.S. Constitution, pp. 61-63

Analyze Balance Between Rights and Responsibilities, pp. 64-65

Analyze and Apply Information About Public Issues, pp. 66-67

Analyze Role of the Individual in Government, pp. 68-69

Analyze Functioning of Governmental Process, pp. 70-71

National History Standard

- II. What Are the Foundations of the American Political System?
- III. How Does the Government Embody the Principles of American Democracy?
- V. What Are the Roles of the Citizen in American Democracy?

Content Overview

This section (5 indicators) considers the need for effective civic participation and distinguishes further between rights and responsibilities as delineated in the U.S. Constitution, New Jersey Constitution of 1947, and the United Nations Universal Declaration of Human Rights. It also addresses how citizens can use their knowledge of the American system of government to help influence implementation and creation of American policy.

Essential Questions

What are some examples of how one could effectively engage in civic participation?
How do rights and responsibilities of a citizen differ when comparing the U.S. Constitution to the New Jersey Constitution?
Why is Habeas Corpus central to a democratic government?
Has freedom of movement been limited in the post-9/11 era? Explain your answer.
Are American rights with respect to freedom of expression different than those of other democratic systems? How about the Patriot Act?
How can citizens work to change American policy on an issue important to them?
What kinds and levels of civic involvement are most beneficial to the effective functioning of our American government?

Teaching Resources

See *Project Vote Smart* found at www.vote-smart.org. Nonpartisan information on candidates and their views from all over the U.S. can be found at this site. Just list your zip code for your candidates' views on the issues.

The *Civics Plan-It* website, <http://pphsp.uis.edu/civicsplanit.htm>, provides links to the U.S. Senate, House, White House, and Judiciary as well as the governments of all 50 states. Check the bills before the Senate in Kansas or Colorado. Great for teaching legislative processes.

www.civicsandpolitics.com: This civics and politics site contains all kinds of links and headings on such issues as "law and order" to the Second Amendment. The links are clearly marked and the page contains a variety of headings which are useful. The page provides both resources and some activities.

Magruder's American Government (textbook) from Pearson-Prentice-Hall has a test generator disc which covers all aspects of a civics course for high school students.

See publications of the NJ Center for Civic Responsibility: Town First Civics which is a teaching guide for secondary level, and Empowerment Civics, A Resource Book for Citizen

Participation in Local Government. These publications contain good assessment materials and approaches.

Assessment

Each student researches a different state government site using the Civics Planet website listed above. Identify some of the legislative priorities in that state and write a summary on the priorities. Develop a comparison in relation to New Jersey and the other state's priorities.