

Topic 4. Rights and responsibilities of citizens

Supporting Question: What is the role of the individual in maintaining a healthy democracy?

Standard	Project Citizen Correlation
17. Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens.	Lesson on Citizenship
18. Distinguish among civic, political, and private life.	Lesson – Who’s responsibility is it?
19. Define and provide examples of fundamental principles and values of American political and civic life (e.g., <i>liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy</i>).	Students determine a public policy by listening to different opinions, voicing their own opinions and developing consensus.
20. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.	Students participate in the democratic process by researching, interviewing and developing a public policy.
21. Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).	Students must evaluate all research gathered for accuracy and relevance.
22. Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.	Students contact community leaders and legislators to research their selected problems.
23. Explain the importance of individuals working cooperatively with their elected leaders.	Students must determine who supports and opposes their public policy. Students must gather support for their chosen public policy.
24. Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels.	Students interview officials at local and state levels.
25. Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.	Students explain and defend their chosen public policy as constitutional.
26. Examine the varied understandings of the role of elected representatives and discuss those who have demonstrated political courage or those whose actions have failed to live up to the ideals	Students research problems in community and failed public policies.
27. Examine the role of political protest in a democracy.	Students create action plan to gather support for their public policy.

28. Examine the influence of public and private interest groups in a democracy, including policy research organizations (e.g. Pew Research Center, Brookings Institute, Heritage Foundation) in shaping debate about public policy.	Students research, identify and contact individuals or groups that may support their policy.
Topic 6. The structure of Massachusetts state and local government	
<i>Supporting Question: What is the role of state and local government in the U.S. political system?</i>	
<i>Standard</i>	<i>Project Citizen Correlation</i>
35. Compare and contrast the functions of state government and national government.	Lesson- What level of government? Students must identify governing body of their public policy.
36. Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state governments.	Students must explain why their public policy is constitutional and identify the governing body.
37. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts	Students explore the constitutionality of their public policy. Lesson- What level of government?
44. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties.	Students must identify and contact the different components of local government to argue for their public policy.
Topic 7: Freedom of the Press and News/Media Literacy	
<i>Supporting Question: How does a free press support a democratic government?</i>	
46. Give examples of how a free press can provide competing information and views about government and politics.	Students must research, determine accuracy and evaluate supporting and opposing views.
47. Explain the different functions of news articles, editorials, editorial cartoons, and "op-ed" commentaries.	Students seek and evaluate various sources.
48. Evaluate the benefits and challenges of digital news and social media to a democratic society.	Students determine accuracy and significance of sources.
49. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence). ⁵⁰	Students defend their research.

