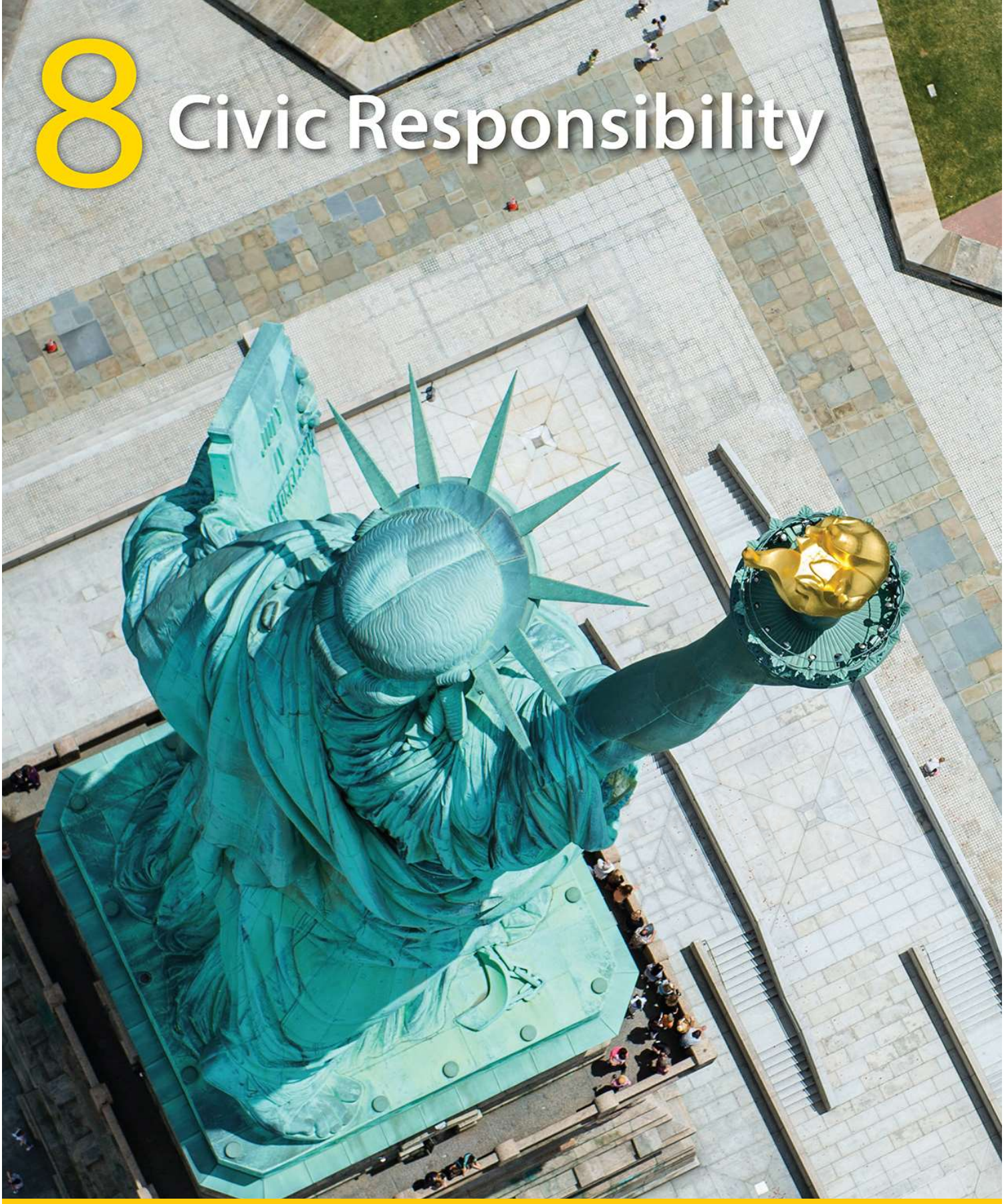
8 Civic Responsibility



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UNIT OUTCOMES

- Identify requirements for establishing residency and citizenship
- Understand your rights
- Identify local civic organizations
- Interpret information about environmental issues
- Communicate your opinion
- Explore jobs in community and social service

Look at the photo and answer the questions.

1. What monument do you see in this photo?
2. Where is this monument located?
3. What do you think this monument represents to people in the United States?

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Vocabulary Builder

A **INFER** **Read each sentence and infer the meaning of the italicized word and identify its part of speech. Then look each word up in a dictionary.**

1. The judge gave an *impartial* verdict that did not favor either side.

   Part of speech: _____ Meaning: _____

   _____

   Dictionary definition: _____

2. There are so many *commuters* on the roads today that there is always a lot of pollution and noise.

   Part of speech: _____ Meaning: _____

   _____

   Dictionary definition: _____

3. We all must *conserve* energy so that we can protect the environment for our kids.

   Part of speech: _____ Meaning: _____

   _____

   Dictionary definition: _____

4. During the war, many *refugees* went to safer countries to live better lives.

   Part of speech: _____ Meaning: _____

   _____

   Dictionary definition: _____

5. She runs a *charitable* organization that gives food to homeless people.

   Part of speech: _____ Meaning: _____

   _____

   Dictionary definition: _____

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B **Each sentence in A reflects the topic of a lesson in this unit. Look at the sentences and guess what each lesson will be about.**

1. _____
2. _____
3. _____
4. _____
5. _____

C **CLASSIFY** **Look at the list of terms. Categorize each term by writing it under the correct lesson title.**

bear arms	eligible	protect	slavery
believe	immigrant	punishment	social welfare
capital crime	naturalization	refugee	status
civic	opinion	resource	
conserve	peaceably assemble	reusable	

Identify requirements for establishing residency and citizenship	Understand your rights	Identify local civic organizations	Interpret information about environmental issues	Communicate your opinion

D **Write your own sentence for each of the words.**

1. naturalization: _____
2. punishment: _____
3. civic: _____
4. reusable: _____
5. resource: _____

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LESSON 1

Investigating Citizenship

GOAL ▸ Identify requirements for establishing residency and citizenship

A **How can an immigrant become a permanent resident of the United States? Make a list of your ideas.**

1. _____

2. _____

3. _____

4. _____

B **PREDICT** **Several students in Mrs. Morgan's class want to become permanent residents of the United States. Read about each nonresident and decide if you think he or she is eligible to become a permanent resident. Write *yes* or *no*.**



1. Hanh has been living in the US since 2000. She recently became engaged to a US citizen. Is she eligible? _____



2. Sadiq is a refugee from Iraq who has been here for six months. Is he eligible? _____



3. Ella is 35, married, and her mother just became a permanent resident. Is she eligible? _____



4. Phillipe has lived in the US since 1975. Is he eligible? _____



5. Enrique and his wife are doctors from Guatemala. Are they eligible? _____

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C **Some of the most common Green Card (permanent resident) eligibility categories are Family, Employment, Refugee / Asylee, and Registry. Read the following information that can be found on the US Citizens and Immigration Services Website.**

Family: You may be eligible if you are . . .

- the spouse of a US citizen
- an unmarried child under the age of 21 of a US citizen
- the parent of a US citizen who is at least 21 years old
- a family member of a US citizen, meaning you are the:
  - unmarried son or daughter of a US citizen and you are 21 years old or older
  - married son or daughter of a US citizen
  - brother or sister of a US citizen who is at least 21 years old
- a family member of a lawful permanent resident, meaning you are the:
  - spouse of a lawful permanent resident
  - unmarried child under the age of 21 of a lawful permanent resident
  - unmarried son or daughter of a lawful permanent resident 21 years old or older
- a person admitted to the US as a fiancé(e) of a US citizen (K-1 nonimmigrant)
- a person admitted to the US as the child of a fiancé(e) of a US citizen (K-2 nonimmigrant)
- a widow or widower of a US citizen and you were married to your US citizen spouse at the time your spouse died

Employment: You may be eligible if you . . .

- have extraordinary ability in the sciences, arts, education, business or athletics, or
- are an outstanding professor or researcher, or
- are a multinational manager or executive who meets certain criteria, or
- are a member of a profession that requires an advanced degree, or
- are a skilled worker (meaning your job requires a minimum of 2 years training or work experience), or
- are a professional (meaning your job requires at least a US Bachelor's degree or a foreign equivalent and you are a member of the profession), or
- are an unskilled worker (meaning you will perform unskilled labor requiring less than 2 years training or experience)

Refugee / Asylee: You may be eligible if you . . .

- were granted asylum status at least one year ago
- were admitted as a refugee at least one year ago

Registry: You may be eligible if you . . .

- have resided continuously in the US since before Jan. 1, 1972.

D **Look at the nonresidents in B. Do you need to change some of your answers? Discuss each situation with a partner and decide what specific details would make each person eligible for permanent resident status.**

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E **Listen to a talk about the requirements for becoming a citizen. Fill in the missing words and phrases.**

United States citizenship carries many (1) _____ with it. The decision to become a US citizen is a very important one. Being granted US citizenship is known as (2) _____. In most cases, a person who wants to naturalize must first be a (3) _____ resident. By becoming a US citizen, you gain many rights that permanent residents or others do not have, including the (4) _____. To be eligible for naturalization, you must first meet certain (5) _____ set by US law.

What are the basic requirements to apply for naturalization? Generally, to be eligible for naturalization you must:

- Be at least (6) _____ old;
- Show you have been a lawfully admitted permanent resident of the United States for at least (7) _____;
- Demonstrate (8) _____ in the United States for at least five years immediately before the date you file Form N-400;
- Show you have been physically present in the United States for at least (9) _____ out of the (10) _____ immediately before the date you file Form N-400;
- Show you have lived for at least (11) _____ in a state or USCIS district having jurisdiction over your place of residence. (If you are a student and are financially dependent on your parents, you may apply for naturalization where you (12) _____ or where your family (13) _____.);
- Show that you are a person of (14) _____ and have been a person of good moral character for at least five years;
- Demonstrate an attachment to the principles and ideals of the (15) _____;
- Be able to read, write, and speak (16) _____;
- Have knowledge and understanding of the fundamentals of the (17) _____, and of the principles and form of (18) _____, of the United States, (civics);
- Take an Oath of (19) _____ to the United States.

F **Look at the words and phrases you wrote in E. Do you understand the meanings? Discuss with a partner.**

G **ANALYZE** **How many requirements are there to be able to apply for naturalization? Which ones do you think may be difficult to prove? Discuss in a group.**

H **Do you know people who have become permanent residents or citizens? In your notebook, write a short paragraph about someone you know and their process.**

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LESSON 2

Rights

GOAL ▶ Understand your rights

A **SUMMARIZE** **In 1791, the Bill of Rights was added to the United States Constitution. Read and paraphrase the first 10 amendments.**

Amendment I Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.
Amendment II A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.
Amendment III No soldier shall, in time of peace be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.
Amendment IV The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
Amendment V No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use without just compensation.
Amendment VI In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.
Amendment VII In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of the common law.
Amendment VIII Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
Amendment IX The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.
Amendment X The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

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B **Match each amendment with the right it guarantees.**

_____ 1. The first amendment guarantees
_____ 2. The second amendment guarantees
_____ 3. The third amendment guarantees
_____ 4. The fourth amendment guarantees
_____ 5. The fifth amendment guarantees
_____ 6. The sixth amendment guarantees
_____ 7. The seventh amendment guarantees
_____ 8. The eighth amendment guarantees
_____ 9. The ninth amendment guarantees
_____ 10. The tenth amendment guarantees

a. a speedy and public trial by an impartial jury.
b. the right to be charged by a grand jury if accused of a serious crime.
c. that people have other rights not listed in the Bill of Rights.
d. freedom of religion.
e. that people, homes, and belongings are protected from unreasonable search and seizure.
f. the right to keep and bear arms.
g. that people have all the rights not given to the government by the Constitution.
h. that government cannot force people to house soldiers during times of peace.
i. a trial by jury in civil cases (disputes between private parties or between the government and a private party).
j. that no excessive bail or fines will be imposed and that punishment will not be cruel and unusual.

C **Read each situation. Then decide which amendment describes your rights. Write the amendment numbers on the lines.**

1. Your friend is Jewish and celebrates Hanukkah, but you are Christian and don't celebrate it. _____
2. You have a registered gun in your house, locked up in a safe. _____
3. The police can't come into your home without a warrant. _____
4. If you are convicted of a crime, your punishment will not be cruel. _____
5. If you are accused of a crime, you will get a fair trial. _____

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D **INTERPRET** **There is currently a total of 27 amendments to the Constitution. Read four of the amendments and answer the questions that follow.**

Amendment XIII (1865)
Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.

Amendment XV (1870)
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Amendment XIX (1920)
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Amendment XXVI (1971)
The right of citizens of the United States who are 18 years of age or older to vote shall not be denied or abridged by the United States or any state on account of age.

1. What does the thirteenth amendment guarantee? _____
2. The fifteenth, nineteenth, and twenty-sixth amendments are all about the same right.

   What is it? _____
3. How are these three amendments different? _____

   _____

   _____
4. In the original Constitution, why do you think so many groups of people were not given the

   right to vote? _____

   _____

E **ANALYZE** **Discuss the following in a small group.**

Do any of the rights identified in this lesson affect your life? Which ones? In what ways?

F **Create a Bill of Rights for your classroom or school.**

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LESSON 3

Getting Involved

GOAL ▸ Identify local civic organizations

A Read about civic organizations.

A civic organization is a group of people who come together for educational or charitable purposes, including the promotion of community welfare. The money generated by these groups is devoted exclusively to charitable, educational, recreational, or social welfare purposes.

B Read about a civic organization.

Big Brothers Big Sisters of Eastern Massachusetts

History

The Big Brothers Big Sisters organization of eastern Massachusetts (BBBSEM) was started in 1949 by volunteers who wanted to create an organization for boys without fathers in Boston, Massachusetts. It started with the simple, but now proven successful, idea to match 10 boys with 10 adult volunteers who were able to offer them help and guidance. Now the group serves around 5,000 youths annually and has made 20,000 matches over the last seven decades.

Fundraising

A. Winter: The "Big Night" is an evening of live music at a local music venue. It is also an auction.
B. Spring: A Casino night is held in April. Guests dress in their finest for an evening of socializing, networking, and table games. Winnings go to the organization. The ticket includes food, dancing, casino chips, and the opportunity to bid for grand prizes.
C. Summer: The Golf Classic is the organization's keystone fundraiser. Over 400 golfers get together in June for a golf tournament at a golf club. Local and national companies sponsor the event.

Community Service

BBBSEM has other programs such as the Campus-Based program, which brings kids who live in places without convenient access to public transportation to college campuses to match them with college students who they meet with on weekends.

Social

"Bigs" and "littles" are encouraged to spend time together doing activities from bowling and bike riding to attending local concerts together.

C Answer these questions with a partner. Share your answers in a small group.

1. What makes BBBSEM a civic organization?
2. What civic organizations are there in your community?

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D Read about these organizations and answer the questions.



Friends of the Library

Mission: To provide materials, support summer reading programs, provide cultural and literacy events for the community and fund training for the library staff.
Membership: Senior $10, Individual $20, Student $15, Family $25



American Hiking Society

Purpose: To enjoy the outdoors and also help raise public awareness of issues that face the present-day outdoors, including public lands and trails.
Members: Anyone who enjoys hiking
Annual Dues: $125–$1,000



Garden Club of America

Mission: To stimulate the knowledge and love of gardening, to share the advantages of association by means of educational meetings, conferences, correspondence, and publications, and to restore, improve, and protect the quality of the environment through educational programs and action in the fields of conservation and civic improvement.
Members: Anyone who enjoys gardening
Donation: varies



Rotary Club

Mission: To provide service to others, promote integrity, and advance world understanding, goodwill, and peace through fellowship of business, professional, and community leaders.
Members: Membership in a Rotary club is by invitation only. We want to make sure you join a club that best fits your passion and perspective. We can connect you with a club that's right for you and make it easy to get involved and on your way to membership immediately.
Initiation Fee: $100
Annual Dues: $300

1. Which group would you join if you liked nature? _____
2. Which group do you have to be invited to join? _____
   _____
3. Which group has the highest dues? _____
   The lowest? _____
4. Which groups help their members? _____
5. Which groups help people in the community? _____
   _____
6. If you could join one group, which one would it be? Why? _____
   _____

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E **Some of the students from Mrs. Morgan's class want to create a civic organization. They have come together because they have common interests. Read about the students and then come up with ideas for their organization.**

Hanh, Sadiq, Ella, Phillipe, and Enrique have just found out that many students at their school can't afford to buy books. There are over 100 students a year who attend class without textbooks. Hanh, Sadiq, Ella, Phillipe, and Enrique have one thing in common—they are all very creative. Sadiq takes beautiful photographs, Hanh and Ella both knit and can make anything from hats to sweaters and blankets, Phillipe is an accomplished musician and songwriter, and Enrique paints oil paintings of flowers and animals.

Name of civic organization: _____

Mission: _____

_____

Members: _____

_____

Annual dues: _____

_____

Special events: _____

_____

F **CREATE** **Follow the directions and create a civic organization.**

Step 1. Get together with a few students from your class and create a new civic organization. Complete the information about your organization.

Name of civic organization: _____

Mission: _____

_____

Members: _____

_____

Annual dues: _____

Special events: _____

_____

Step 2. Recruit members for your organization. You need at least ten members to be a true organization.

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LESSON 4

Saving the Environment

GOAL ▶ Interpret information about environmental issues

A **Look at the list of ways to create less trash. Choose the ones you do.**

- ☐ Buy items in bulk from loose bins when possible to reduce the packaging wasted.
- ☐ Avoid products with several layers of packaging when only one is sufficient.
- ☐ Buy products that you can reuse.
- ☐ Maintain and repair durable products instead of buying new ones.
- ☐ Check reports for products that are easily repaired and have low breakdown rates.
- ☐ Reuse items like bags and containers when possible.
- ☐ Use cloth napkins instead of paper ones.
- ☐ Use reusable plates and utensils instead of disposable ones.
- ☐ Use reusable containers to store food instead of aluminum foil and cling wrap.
- ☐ Shop with a canvas bag instead of using paper and plastic bags.
- ☐ Buy rechargeable batteries for devices used frequently.
- ☐ Reuse packaging cartons and shipping materials. Old newspapers make great packaging material.
- ☐ Buy used furniture—there is a surplus of it, and it is much cheaper than new furniture.

B **Interview a partner to find out how they conserve energy at home. Mark what they do.**

- ☐ Clean or replace air filters on your air-conditioning unit at least once a month.
- ☐ Lower the thermostat on your water heater to 120°F.
- ☐ Wrap your water heater in an insulated blanket.
- ☐ Turn down or shut off your water heater when you will be away for extended periods.
- ☐ Turn off unneeded lights even when leaving a room for a short time.
- ☐ Set your refrigerator temperature at 36 to 38°F and your freezer at 0 to 5°F.
- ☐ When using an oven, minimize door opening while it is in use.
- ☐ Clean the lint filter in your dryer after every load so that it uses less energy.
- ☐ Unplug seldom-used appliances.
- ☐ Use a microwave whenever you can instead of a conventional oven or stove.
- ☐ Wash clothes with warm or cold water instead of hot.
- ☐ Turn off lights, computers, and other appliances when not in use.
- ☐ Use compact fluorescent lightbulbs to save money and energy.
- ☐ Keep your thermostat at 68°F in winter and 78°F in summer.
- ☐ Use cold water instead of warm or hot water when possible.
- ☐ Connect your outdoor lights to a timer.

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C **A civic organization whose mission is to support healthier air quality has put together several action items that they would like to see accomplished in their communities. Read their plan for carpooling.**

Carpooling: What is it?

Carpooling is an arrangement by a group of commuters to ride together from home or a prearranged meeting place in a van or a car to their destinations in a single round trip, with the driver as a fellow commuter. Carpools usually consist of individuals who live near each other and are employees of the same company, or are employees of different companies located only a short distance apart, and who have the same work hours. The great advantage of carpools is that they reduce vehicle trips and vehicle miles traveled, and they therefore reduce auto emissions that result in poor air quality.

Shared Impact and Benefits

- Carpooling reduces overall auto emissions by reducing vehicle miles traveled, and by doing so, improves air quality.
- Peak-hour traffic congestion and resulting gasoline consumption are reduced. In 2020, traffic congestion caused 1.7 billion gallons of fuel to be wasted.
- Employers can offer employees a value-added benefit and take a tax write-off.
- Eight of ten US workers believe commuter benefits are valuable to employees.
- Furthermore, employers that pay for employee parking costs can save money.
- Carpool participants save money by sharing commuting costs.
- Carpool riders have less stressful commutes to work. Employers will also have more productive employees with higher morale.

Costs

Usually carpoolers share the costs of gasoline, maintenance, and / or leasing the vehicle. An electric / hybrid vehicle would be optimum.

How long does this take to implement?

A carpooling program can be implemented within a few months. Once the program is established, individual pools can be set up in less than a few weeks.

The Bottom Line

Carpooling commuters get to work in a way that reduces air pollution and traffic congestion, saves employers and employees money, reduces the environmental impacts associated with driving single-passenger vehicles, reduces parking space demand and expenses, and relieves commuter stress.

Who needs to be involved?

- Governing board and / or management (to endorse a carpool policy and support a program that provides incentives for employees who participate in a carpool)
- Businesses and their human resource or fiscal office staff
- Transit providers and / or private carpool leasing companies
- Private parking deck and lot owners
- Employees willing to start up their own carpool

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D **With a partner, choose one of the following three environmental topics. Make a list of programs that might work to improve the environment in your community.**



air quality



water resources



sustainable development

Topic: _____

Possible programs: _____

_____

_____

_____

E **Find another pair of students who chose the same topic as you. Work together and share your ideas. Then choose one program to develop. Think about and decide on these items.**

Topic: _____

Name of program: _____

Brief description of how the program works: _____

_____

_____

_____

Impact on and benefit to the environment: _____

_____

_____

Length of time to implement: _____

Cost: _____

People involved: _____

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LESSON 5

Expressing Yourself

GOAL ▶ Communicate your opinion

A **BRAINSTORM** **Everyone has an opinion when it comes to the environment. In a small group, brainstorm some *yes* and *no* opinions for each of these suggestions.**

EXAMPLE: People should not be permitted to buy large cars that create a lot of pollution.

Yes: *If everyone bought smaller cars, pollution would be significantly reduced.*

No: *Many people need large cars for their families. Large cars are safer. They hold more people and more groceries.*

1. Our city should require all new car purchases to be electric or hybrid.

Yes	**No**
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

2. Everyone should take their own recyclable items to a recycling center.

Yes	**No**
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

3. Each home should only be allowed to use a certain amount of water each month.

Yes	**No**
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

B **Practice communicating your opinion to a partner. Use these phrases.**

I agree.	I believe …	I disagree.	I think …	In my opinion, …

EXAMPLE: **Student A:** *I think our city should build more carpool lanes.*

Student B: *I disagree. In my opinion, it is a waste of money because it won't make more people carpool.*

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C **Read the paragraph that Ella wrote communicating her opinion on the environment.**

Our Most Precious Resource

There are many things we should do to protect our environment, but I think one of the most important things we can do is to conserve water. Why? Water is our most precious resource. I believe this for many reasons. One reason is that the human body is made up of 75% water. We can only live for about three days without water; therefore, we need to drink water to survive. Another reason that water is so important is that we need it to clean. We need water to clean our bodies, wash our dishes, flush our toilets, and launder our clothes. Can you imagine not being able to do any of these things? Still another reason is that plants and trees need water to grow and survive. Without plants and trees, humans wouldn't survive because plants give off the oxygen we need in order to breathe. For these reasons, I believe that we need to conserve our most precious resource—water.

D **Answer the questions about the sentence types in Ella's paragraph.**

1. What is Ella's topic sentence?

   _____

2. What is Ella's concluding sentence?

   _____

3. Ella gives three reasons to support her main idea. For each idea, she gives a supporting detail. What are her reasons and details?

   a. Reason: _____

      Detail: _____

   b. Reason: _____

      Detail: _____

   c. Reason: _____

      Detail: _____

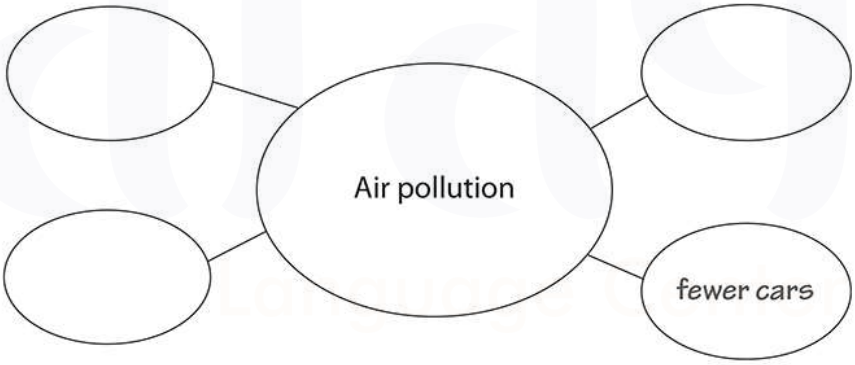
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E **ANALYZE** **Study these transitional expressions with your teacher. Which ones did Ella use in her paragraph?**

Transitional Expressions		
One reason	The *first* reason	*Some* people
⇓	⇓	⇓
Another reason	The *second* reason	*Other* people
⇓	⇓	⇓
Still another reason	The *third* reason	*Still* others

- Use these phrases to connect your ideas.
- Choose the set of phrases that works best for your topic.
- Don't shift back and forth among sets of phrases.

F **Choose an environmental issue you feel strongly about. Brainstorm ways to resolve the issue by creating a cluster diagram on a separate piece of paper.**



G **Look at the cluster diagram in F. Write complete sentences explaining the ways in which your chosen environmental issue can be resolved.**

Reason 1: _____

_____

Reason 2: _____

_____

Reason 3: _____

_____

H **On a separate piece of paper, write a paragraph communicating your opinion about the environmental issue you chose in F.**

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LESSON 6

Explore the Workforce

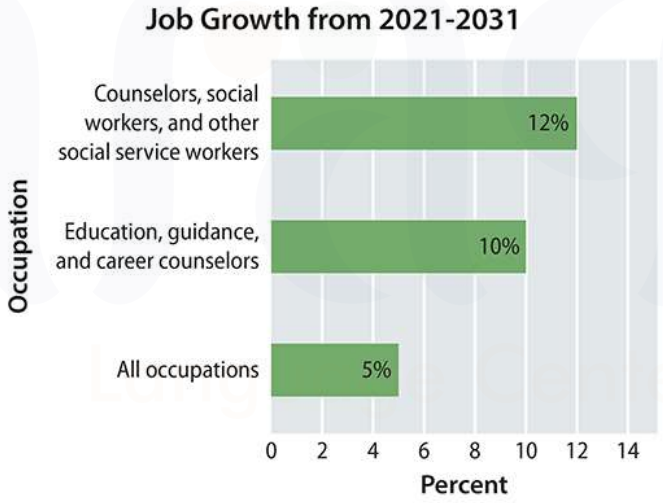
GOAL ▶ Explore jobs in community and social service

A **What is a counselor?** _____

B **There are different types of counselors. Can you name a few?**

1. _____
2. _____
3. _____

C **Read the graph and the text about community and social service job growth.**



Counselors fit into a larger group of occupations in the community and social service sector. Workers in these occupations promote wellness to help people cope with or overcome challenges. Overall employment in the community and social service sector is projected to grow 12 percent from 2021 to 2031. This is faster than the average for all occupations where the growth is only projected to be 5 percent. This increase should result in about 294,600 new jobs over the decade. There will also be a need to replace workers who leave their occupations permanently, adding to the job growth.

D **Choose the correct answer.**

1. The job growth of all occupations is increasing **faster / slower** than the job growth for social workers.
2. Employment in community and social services is projected to grow **more than / less than** 10 percent.
3. Job growth for school and career counselors is **less than / more than** the growth for other counselors and social workers.

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E **Talk with a partner and see if you know what each occupations is.**

career counselor	rehabilitation counselor
community health worker	school counselor
health education specialist	social and human service assistant
marriage and family therapist	social worker
probation officer / correctional treatment specialist	substance abuse, behavioral disorder, and mental health counselor

F **Complete each statement with the correct job title from E.**

1. A _____ teaches people how to adopt healthy behaviors.
2. A _____ helps people choose a path to employment.
3. A _____ develops programs to teach people about conditions that affect well-being.
4. A _____ assists in the rehabilitation of law offenders who are in custody or on probation or parole.
5. A _____ helps people with physical, mental, developmental, or emotional disabilities live independently.
6. A _____ helps students develop academic and social skills.
7. A _____ advises people on various issues, such as those relating to alcoholism, addictions, or depression.
8. A _____ provides client services in a variety of fields, such as psychology, rehabilitation, and social work.
9. A _____ helps people prevent and cope with problems in their everyday lives.
10. A _____ helps people manage and overcome problems with their relationships.

G **Mark each job in E that you have *never* heard of before.**

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H **The professionals in this sector work with people of all ages. List the job titles in E under the appropriate age group. Some will fit under two or all three.**

Children	Teenagers	Adults of All Ages

I **REFLECT** **Mark the age group(s) you would be willing to work with.**

J **Work with a partner to complete each statement.**

EXAMPLE: A rehabilitation counselor could help a person who has a drug addiction.

1. A family therapist works with teenagers who _____.
2. A career counselor helps people who _____.
3. A community health worker is giving a presentation on _____.
4. The social worker is helping that woman who _____.

K **Choose one of the jobs that you marked in H that you would like to learn more about. Do an online search and gather this information:**

Job title: _____

Salary range: _____

Education needed: _____

Skills required: _____

_____

_____

Job responsibilities: _____

_____

_____

_____

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Review

A **List four ways a person can become a permanent resident of the United States.**

1. _____
2. _____
3. _____
4. _____

B **List four requirements for becoming a US citizen.**

1. _____
2. _____
3. _____
4. _____

C **Write the correct amendment number in front of each description.**

1. The _____ amendment is about the abolishment of slavery.
2. The _____ amendment is about the right for women to vote.
3. The _____ amendment is about the right to be charged by a grand jury if accused of a serious crime.
4. The _____ amendment is about protection from unreasonable search and seizure.
5. The _____ amendment is about cruel and unusual punishment.
6. The _____ amendment is about a speedy and public trial by an impartial jury.
7. The _____ amendment is about freedom of religion.
8. The _____ amendment is about the right to keep and bear arms.
9. The _____ amendment is about the right for people of all races to vote.
10. The _____ amendment is about protection from forced housing of soldiers.

Learner Log

I can identify requirements for establishing residency and citizenship.
☐ Yes ☐ No ☐ Maybe

I can understand my rights.
☐ Yes ☐ No ☐ Maybe

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D **Create a civic organization for the following group's problem.**

A group of children who live in a shelter for homeless families goes to a nearby elementary school. However, the parents of the children don't have any money to buy the required school uniform—blue pants and a white shirt. The volunteers at the shelter want to find a way to raise money for these kids.

Name of organization: _____

Purpose: _____

Members: _____

Annual dues: _____

Special events: _____

E **Work with a partner and list five ways you can help protect and preserve the environment.**

1. _____
2. _____
3. _____
4. _____
5. _____

F **Choose one of the ways you can help protect and preserve the environment in E and write a paragraph about why it is important.**

_____

_____

_____

_____

_____

_____

_____

_____

Learner Log	I can identify local civic organizations.	I can interpret information about environmental issues.	I can communicate my opinion.
	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe

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Vocabulary Review

A **Choose five words from the vocabulary list. Use each word in a meaningful sentence that reviews an important point or piece of information that you have learned in this unit.**

bear arms	eligible	protect	slavery
believe	immigrant	punishment	social welfare
capital crime	naturalization	refugee	status
civic	opinion	resource	
conserve	peaceably assemble	reusable	

1. _____
2. _____
3. _____
4. _____
5. _____

B **Use five different words from the list in A to write five different opinions you have.**

1. _____
2. _____
3. _____
4. _____
5. _____

C **Write the correct word from A in front of each definition.**

1. _____ means resident foreigner.
2. _____ means having the right to do or be chosen for something.
3. _____ means a payment for doing something wrong.
4. _____ means useful things.
5. _____ means a legal condition.

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Give an Opinion Speech

SOFT SKILL ▶ Presentation Skills

In this project, you will work individually to develop an opinion speech supported with details.

1. Look back at everything you have learned in this unit and choose one topic to give a speech about. Your speech should be persuasive. You should not just present facts without giving your opinion. However, you can support your opinion with facts. First, write one sentence that states your opinion.

   EXAMPLE:

   - *I think that someone should be able to become a citizen anytime he or she wants.*
   - *I don't think Americans should have the right to bear arms.*
   - *I think every citizen should have to be a part of a civic organization.*

2. Read your opinion out loud to the class.
3. Come up with reasons to support your opinion and write a speech. Prepare to speak for at least two minutes.
4. Practice your speech. Remember the following tips:
   - Enunciate (speak clearly).
   - Make eye contact with your audience.
   - Practice so you can recall your major points without notes.
   - Thank your audience for listening and / or for their time.
5. Give your two-minute opinion speech. At the end of your speech, ask your classmates if they have any questions.

PRESENTATION SKILLS

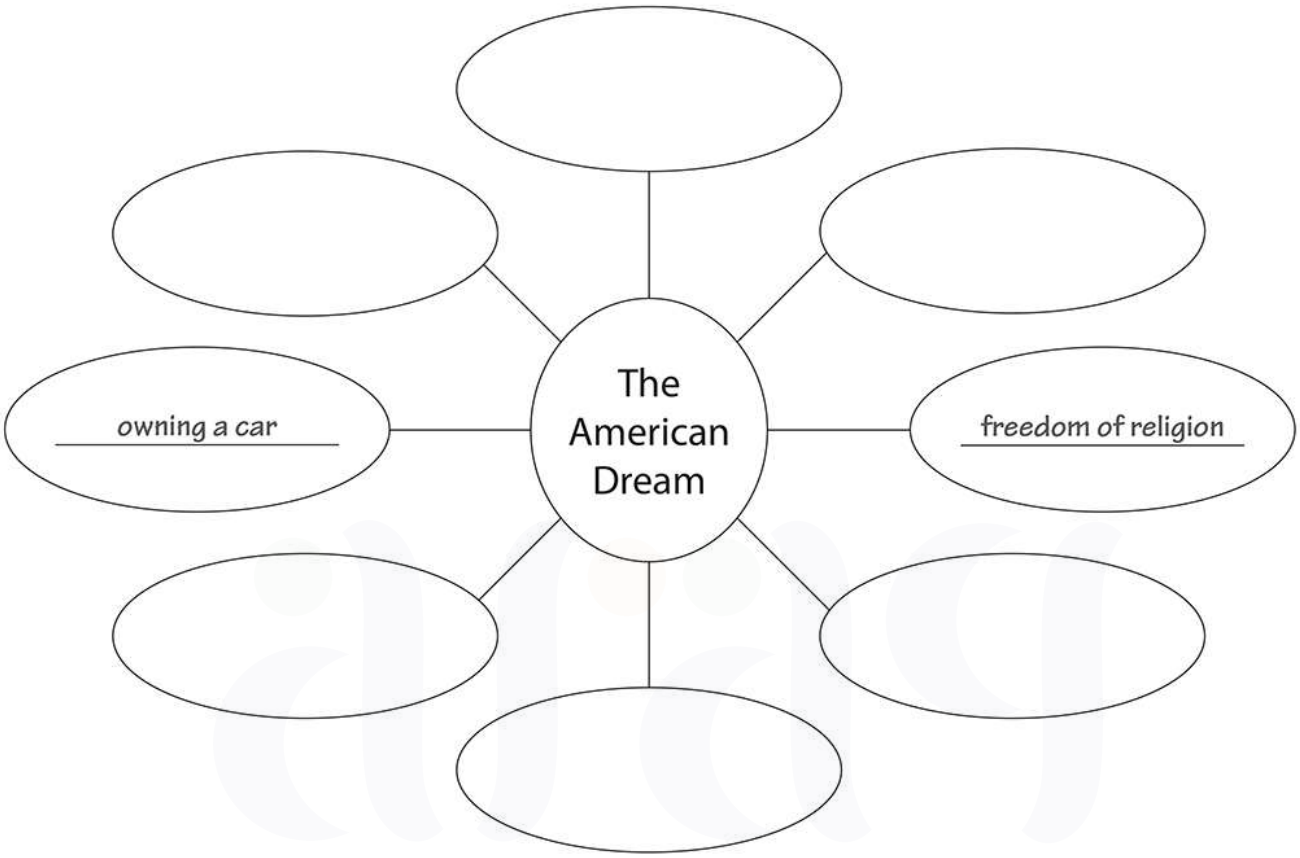
Peer feedback

Ask a partner to listen to your speech and give you feedback, not on the ideas but on the presentation. Are you speaking clearly? Are you making eye contact? Are you speaking slowly enough to be understood?

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Reading Challenge

A **Have you heard the phrase *the American dream*? Brainstorm what *the American dream* means to people.**



B **Read *The American Dream*.**

C **Review the reading and complete the quotes.**

1. Life should be better and richer and fuller for everyone, with opportunity for each

_____

2. . . . where they will not be judged by the color of their skin but by

_____

3. . . . an equal opportunity to achieve success and prosperity through

_____

D **Next to each quote in C, write who said it or where it came from.**

E **Choose one of the quotes in C. In your notebook, explain what it means.**

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The American Dream

What is the American dream? Is it buying a home, finding a life partner and having two kids and a dog? Is it being able to live freely without religious persecution? Is it being able to find a job and move up the ladder to owning your own business? Traditionally, the American dream has meant upward social mobility and the financial ability to live a comfortable life. It's defined by the Oxford American Dictionary as "the ideal that every citizen of the United States should have an equal opportunity to achieve success and prosperity through hard work, determination, and initiative." It is this dream that has brought so many immigrants to this country. The dream of having equal opportunity to work hard and succeed. The immigrant family in the photo had just passed the difficult examination to enter into the United States. For many immigrants being allowed to come to the US is the first step to reaching the American dream.

But where did the phrase *the American dream* come from? The term *American dream* was actually coined by James Truslow Adams in 1931 in his book titled *Epic of America*. He described it as "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement." It was again referred to 32 years later by an American Baptist minister and activist, Martin Luther King Jr., in his famous "I Have A Dream" speech in 1963: *I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal…" I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.* Martin Luther King Jr.'s American dream goes hand in hand with Adams' definition which focuses on "everyone" and "opportunity for each." Both of these men believed the American dream was for anyone and everyone.

Every year, over one million immigrants come to the United States with a dream: they want access to the American dream. The American dream isn't universal. It means something different to everyone. But the *idea* of the American dream *is* universal. People want to live in a place where they feel free to live the life they want; live the life they deserve. That freedom is the American dream.

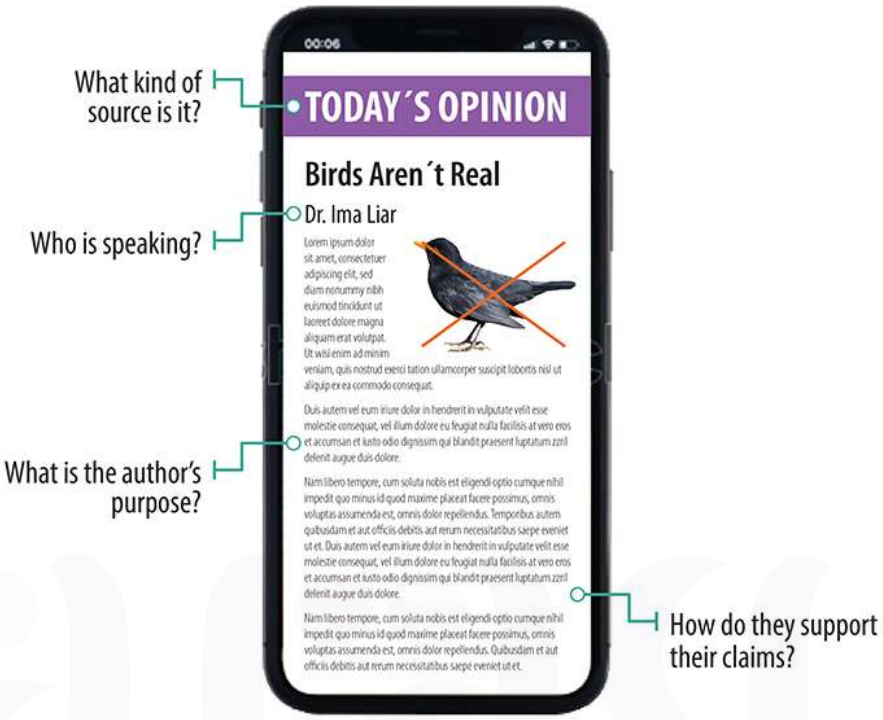


An immigrant family looks at the New York City skyline while waiting for the ferry after passing the immigration examination.

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Life ONLINE

Get The Facts Straight



Before You Watch

A **Choose the places where you look for information online. Then share your answers with a partner.**

- ☐ blogs
- ☐ social media posts
- ☐ company websites
- ☐ news websites
- ☐ opinion articles and videos
- ☐ encyclopedias and reference sites

B **Read the words and phrases. Then complete the sentences.**

claim	confirms	exaggerate	perspectives	promotes	red flag	relevant	reliable

1. A _____ is a sign that there might be a problem.
2. If an expert _____ a fact, they agree and say that it is true.
3. A person you can trust to tell you the truth is a _____ source.
4. When you tell someone that a thing is bigger or faster or funnier than it really is, you _____.
5. When a website _____ a product, they try to convince people to buy or use that product.
6. People with different _____ have different opinions or points of view about a topic.

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7. When you _____ something, you say that it is true but you don't give any evidence.

8. A _____ study is clearly related to the idea you are learning about.

While You Watch

C **Watch the video. Mark what the video says you should pay attention to in order to decide if information is reliable.**

- ☐ 1. who the author is
- ☐ 2. how long the website is
- ☐ 3. related advertisements
- ☐ 4. what sources are listed
- ☐ 5. website name
- ☐ 6. what other experts say
- ☐ 7. number of likes or shares
- ☐ 8. incomplete information
- ☐ 9. how you feel
- ☐ 10. print or online format

D **Read the items and watch the video again. Match the questions to the answers.**

_____ 1. What kind of source is it?	a. Other experts confirm their claims.
_____ 2. Who is talking?	b. an expert with relevant experience or a degree
_____ 3. What is the author's purpose?	c. calm and interested, not angry or upset
_____ 4. How do they support their claims?	d. to explain, inform, or share new research
_____ 5. What do other people say?	e. with links to recent studies and relevant data
_____ 6. How does it make me feel?	f. a newspaper, a government website, or an academic study

After You Watch

E **Read each sentence. Choose *T* (true) and *F* (false).**

1. If a website is created by a company, it might promote that company's products.	**T**	**F**
2. Articles that make us feel strong emotions are usually the most reliable ones.	**T**	**F**
3. You should ignore any article labeled *Opinion*.	**T**	**F**
4. A fact-checking website can help you determine if a story is true.	**T**	**F**
5. You should never ignore articles with incorrect information or claims.	**T**	**F**
6. If an article claims something amazing is true and doesn't provide any data, that is a red flag.	**T**	**F**

F **With a partner, write three tips from the video. Which one is most useful? Will you use any of these tips when you do research online? Are there other ways to make sure you are reading and sharing reliable information?**

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