



Inventing the Future:

Leadership and Participation for the 21st Century

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The significant
problems
we face
cannot be
solved
with the
same level of
thinking we
used when we
created
them.
Albert Einstein

Scope and Sequence

INTRODUCTION TO COMMUNITY AND CITIZENSHIP MODULE 1

COURSE PRE-DIAGNOSTIC QUESTION

Guiding Question: *What kind of future will we invent?*

CHAPTER 1: COMMUNITY

Guiding Question: *What is a community? What communities am I part of? How do I identify and describe communities that I belong to?*

- A. Identification of Communities Students Belong To
- B. Community Collage
- C. Description of Types, Levels and Characteristics of Communities
- D. A Community Walk
 - 1. *Observing qualities, facts and patterns in a community*
- E. Student Reflection
 - 1. *What did the community walk help you to understand better about communities? What did you learn about communities that you didn't know before you took your community walk?*

CHAPTER 2: EXPLORING THE CONCEPT OF CITIZENSHIP AND THE RIGHTS AND RESPONSIBILITIES OF CITIZENS

Guiding Question: *What are the rights of a citizen? What responsibilities do citizens have?*

- A. Concept Map on Citizenship
- B. Introductory Lesson on Characteristics of Citizenship
 - 1. *Description of various ways citizens can participate.*
- C. Looking at Views on Citizenship
- D. Revision of Concept Map on Citizenship
- F. Student Reflection
 - 1. *In what ways is your revised concept map different in terms of your definitions of citizenship? The rights you included? The responsibilities you included? The connections between the information you included?*

Scope and Sequence (continued)

INTRODUCTION TO COMMUNITY AND CITIZENSHIP MODULE 1 (continued)

CHAPTER 3: PARTICIPATION

Guiding Question: *What is participation? What does it mean to participate as a citizen of various communities? How can citizens participate in meaningful ways?*

- A. Looking At What Motivates Citizens To Take Action
- B. Student Citizenship Examples
- C. Citizen Profiles
- D. Student Reflection
 - 1. *What motivates you to take on a citizenship role like the ones in the case studies you've read? What are different ways you can participate?*

CHAPTER 4: THE COMMONS

Guiding Question: *What are the commons? Where do we find them? Who has rights to them? Who has responsibilities for them?*

- A. Lesson on What are the Commons and What are their Characteristics?
- B. Characteristics of Commons Activity
- C. Student Mapping Activity
 - 1. *Students map examples of the commons in their communities by doing a second community walk.*
- D. Student Reflection
 - 1. *What characteristics of the commons did you see in your community? What characteristics of the commons did you not see?*

Scope and Sequence (continued)

INTRODUCTION TO COMMUNITY AND CITIZENSHIP MODULE 1 (continued)

CHAPTER 5: THE COMMONS GAME

Guiding Question: *In what ways can government and civil society contribute to sustaining our well-being and the ecosystem which support us?*

- A. Review of the Commons
- B. Commons Game
- C. Commons Game Debriefing
- D. Student Reflection
 - 1. *In what ways can government and civil society contribute to sustaining our well-being and the ecosystem which supports us?*

CHAPTER 6: SOCIETY, THE ECONOMY AND THE ENVIRONMENT

Guiding Question: *How do our communities and our society relate to the economy and the environment?*

- A. Economic Models Lesson
- B. Components of a Community Activity

CHAPTER 7: DOCUMENT-BASED QUESTIONS

Guiding Question: *What criteria would you use to reconcile conflicts that exist between individual rights and other responsibilities as citizens?*

- A. Document-Based Question
 - 1. *What are the criteria you would use to reconcile the conflicts that exist between individual rights and our responsibilities as citizens?*

Scope and Sequence (continued)

CREATING SUSTAINABLE COMMUNITIES MODULE 2

CHAPTER 1: ANALYZING SUSTAINABLE COMMUNITY INITIATIVES

Guiding Question: *What can be learned from examining how others have established and implemented initiatives for their communities?*

- A. Diagnostic Pre-Test
 - 1. *Describe the process (or steps) that you would use to help your community work towards a common goal.*
- B. Carousel Activity: Case Studies of Sustainable Community Initiatives
 - 1. *Case Studies of San Francisco, Chattanooga, Cobscook Bay, Long Island, The South Bronx, Minneapolis and Curitiba, Brazil.*
- C. Student Reflection
 - 1. *Describe, or show, the process that you would follow to help your community work towards a common goal or vision.*

CHAPTER 2: CREATING A VISION

Guiding Question: *What future do I envision for my community? What is the big plan? What role can I play in making this vision a reality?*

- A. Pre-Activity Test
 - 1. *What future do I envision for my community? What role do I see myself playing in this future?*
- B. Community Interviews
- C. Steps in Developing A Vision Statement
- D. Formation of Vision for their Community
- E. Post-Test Student Handout
 - 1. *What role do I see myself playing in the class vision for the community?*
- F. Student Reflection
 - 1. *How is the vision you described in the post-test different from your role in the previous unit and your original vision? How is it the same? How has your perception of your own role in this vision changed?*

Scope and Sequence (continued)

CREATING SUSTAINABLE COMMUNITIES MODULE 2 (continued)

CHAPTER 3: INDICATORS

Guiding Question: *What is an indicator? What do different indicators measure? How do we know how well we are doing?*

- A. Introduction to Indicators Lesson
- B. Introduction to GDP and GPI
- C. Investigation of Other Indicators
- D. Formation of Student Indicators

CHAPTER 4: ASSETS AND LIABILITIES

Guiding Question: *What is an asset? What is a liability? What are the assets and liabilities of my community?*

- A. Student Diagnostic Assessment
 - 1. *Use the space provided below to show what you currently understand about assets and liabilities. You may make a list, create a chart, draw, write, etc.*
- B. Exploration of Assets and Liabilities
- C. Mapping Activity: What Does My Community Have To Work With?
- D. Journal Entry
 - 1. *Look back to how you explained assets and liabilities at the beginning of this chapter. What, if any, misconceptions did you have? What could you add to your description to make it clearer and/or more accurate?*
 - 2. *During this unit, when did you feel as though you really understood assets and liabilities?*
 - 3. *How has mapping assets and liabilities helped you to think about your vision for the community?*

Scope and Sequence (continued)

WHAT IF? MODULE 3

CHAPTER 1: THE POLICY MAKING PROCESS

Guiding Question: *What is a policy? What are the structures, peoples and organizations that serve as assets and liabilities in the communities in which we live?*

- A. Introduction to Policies
- B. Stakeholder Charting Exercise
- C. Mini-Lesson on Stakeholders
- D. Research on Political Parties
- E. Research on Non-Governmental Organizations
- F. Research on Public Policy/Think Tanks
- G. Policy Assignment Debate

CHAPTER 2: READING PUBLIC POLICY

Guiding Question: *What are the driving forces behind current and future policy issues?*

- A. Introduction to Driving Forces/STEEP Chart
- B. Scanning Journal Exercise
- C. Student Research on Driving Forces in Various Information Sources

Scope and Sequence (continued)

WHAT IF? MODULE 3 (continued)

CHAPTER 3: SYMPTOMS VS. PROBLEMS

Guiding Question: *What's the problem? What is "upstream" problem-identification? What is an "upstream" problem? How can I know that I am targeting a problem and not a symptom? What can be done about the problem?*

- A. Diminishing Resources Game
- B. "Upstream" and "Downstream" Problems
- C. "Upstream" Problem Identification

CHAPTER 4: SELECTION OF PROBLEM AND ACTION PLAN

Guiding Question: *How do we move toward our vision? How do I know which problem is the right one for me to focus on? What actions can I take to help make this vision a reality?*

- A. Multiple Intelligences/Learning Modalities Worksheets
- B. Influence Continuum: Short and Long Term Action Planning
- C. Action Plan Presentations using Action Plan Rubrics
- D. Student Reflection
 - 1. *How did the problem you selected provide opportunities for you, and your group, to participate in moving towards your vision? How effective were you in communicating your plan during the town meeting? How feasible does your action plan appear to be?*

Scope and Sequence (continued)

**WHAT IF?
MODULE 3 (continued)**

CHAPTER 5: INVENTING THE FUTURE

Guiding Question: *To what extent am I a responsibly participating citizen? What have I learned? Where do I go from here?*

- A. Reflection of Course Pre-Test
- B. Self-Assessment on Responsibly Participating Citizenship
- C. Compilation of "Responsibly Participation Citizen" Portfolio

COURSE POST-TEST

Guiding Question: *What kind of future will we invent?*