

Project Citizen-Level 1 & the 2007 Maine *Learning Results*: Social Studies

The intent of this document is to indicate the links between the 2007 Maine *Learning Results* (MLR) and the Center for Civic Education’s program We the People: Project Citizen. By participating in We the People: Project Citizen, students could demonstrate all of the standards in the Application Performance Indicators A1, A2, and A3 as well as several of the standards in Civics and Government Performance Indicators B1 and B2. Other standards may be demonstrated depending on instructional decisions and student choice.

NOTE: Blue italicized items in the MLR 2007 Social Studies Gr. 6-8 column refer to terms defined in the MLR glossary. For the glossary visit www.maine.gov/education/lres/pei/index.

NOTE: *Italicized items* in the Suggested Demonstration of Skills & Knowledge Using Project Citizen column refer to forms or worksheets in the Teacher’s Guide (TG) or the Student Edition (SE). Items in standard font are additional activities that may be used to assess individual student achievement. The letters following each refer to the Standard (capital letter), Performance Indicator (number), and Descriptor (lowercase letter), i.e. A1h.

The boxes below coincide with the steps for Level I Project Citizen ©2008 Student Edition.

Introduction: How can citizens participate in solving community problems? p. 1-9		
<ul style="list-style-type: none"> · What is and what is not public policy? · Who is responsible, governmental and non-governmental, for addressing various problems in the community? 		
<p>Step 1: Identify public policy problems in your community p. 10-16</p> <ul style="list-style-type: none"> · What do we know about problems in our community? · What problems involve public policy? 	<p>Step 2: Selecting a problem for class study p. 17</p> <ul style="list-style-type: none"> · Do we have enough information to select a problem to work on? · How do we make decisions together? 	<p>Step 3: Gathering information on the problem your class will study p. 18-27</p> <ul style="list-style-type: none"> · Where can we find accurate info with diverse points of view about our problems? · How can we access the information?
<p>Step 4: Developing a Class Portfolio p. 28-49</p> <ul style="list-style-type: none"> · Who will do what? · How do we create a visually pleasing presentation to transmit our information? · How will we document the findings? 	<p>Step 5: Presenting Your Portfolio p. 50-52</p> <ul style="list-style-type: none"> · How do we create a good oral presentation? · Who is the governmental agency we are trying to convince? · What other groups might be interested in our problem? 	<p>Step 6: Reflecting on your learning experience p. 53-55</p> <ul style="list-style-type: none"> · What did we learn, both knowledge and skills, from this experience? · What did I do well? · What would I do differently next time?

MLR 2007 Social Studies Gr. 6-8	Suggested Demonstration of Skills & Knowledge Using Project Citizen ©2008 Student Edition & ©2007 Teacher's Guide
<p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Students research, select, and present a position on a <i>current social studies issue</i> by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p> <p>a. Propose and revise research questions related to a <i>current social studies issue</i>.</p> <p>b. Determine the nature and extent of information needed.</p> <p>c. Locate and access relevant information that includes multiple perspectives from varied sources.</p> <p>d. Demonstrate facility with note-taking, organizing information, and creating bibliographies.</p> <p>e. Distinguish between <i>primary and secondary sources</i>.</p>	<p>Introduction to Project Citizen: What is Public Policy and Who Makes It? p. 4-9</p> <p><i>Student Handout One: What is Public Policy (TG p. 86)—B1b, B1c</i></p> <p><i>Student Handout Two: What is and What is not Public Policy? (TG p. 87)—B1b, B1c</i></p> <p><i>Government Responsibilities Worksheet (SE p. 8)—B1a, B1c</i></p> <p>Step One: Identifying Public Policy Problems In Your Community p. 10-16</p> <p><i>Problem Identification and Analysis Form (TG p. 66, SE p.12)—A1h</i></p> <p><i>Interview Form (TG p. 67, SE p.14)—A1a, A1b, A1c, A1d</i></p> <p><i>Printed Sources Form (TG p. 68, SE p. 15)—A1a, A1b, A1c, A1d</i></p> <p><i>Radio/T.V./Internet Sources Form (TG p. 69, SE p. 16)— A1a, A1b, A1c, A1d</i></p> <p>Step Two: Selecting a Problem for Your Class to Study p. 17</p> <p>Step Three: Gathering Information on the Problem Your Class Will Study p. 18-27</p> <p><i>Information from Print or Electronic Sources Form (TG p. 70-71, SE p. 23-24)—A1d, A1h, A1k</i></p>

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<p>f. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i>.</p> <p>g. Use additional sources to resolve contradictory information.</p> <p>h. Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.</p> <p>i. Select a clear supportable position.</p> <p>j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a <i>variety of audiences</i>.</p> <p>k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.</p> <p>l. Use information ethically and legally</p>	<p><i>Information from Letters or Interviews Documentation Form (TG p. 72-73, SE 25-26)—A1d, A1h, A1k</i></p> <p><i>Analyzing and Evaluating Your Information (SE p. 27)—A1d, A1h</i></p> <p>Step Four: Developing a Class Portfolio p. 28-49</p> <p>Portfolio Group One: Explaining the Problem p. 38-39</p> <p><i>Explaining the Problem (TG p. 74-75, SE p. 29-30)—A1h, A1i</i></p> <ul style="list-style-type: none"> · Written summary of the problem (TG p. 50, SE p. 38)—A1h · Graphic representation of the problem (TG p. 50, SE p. 38)—A1h · Identification of the sources of your information (TG p. 50, SE p. 38)—A1i <p>Portfolio Group Two: Examining Alternative Policies to deal with the Problem p. 40-41</p> <p><i>Examining Alternative Policies (TG p. 76, SE p. 40)—A2a</i></p> <ul style="list-style-type: none"> · <i>Written summary of alternative policies (TG p. 51)—A2a</i> · <i>Graphic representation of alternative policies (TG p. 51)—A2a</i> · <i>Identification of the sources of your information on alternative policies (TG p. 51)—A1i</i>

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<p>A2. Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.</p> <p>a. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members.</p> <p>b. Make a <i>real or simulated</i> decision related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p>	<p>Portfolio Group Three: Proposing a Public Policy to Deal with the Problem p. 42-43</p> <p>Portfolio Group Four: Developing an Action Plan p. 46-47</p> <p><i>Student Handout Three: Policymaking Process Diagram</i> (TE p. 88)—B1a</p> <p><i>Developing an Action Plan</i> (TE 78-79)—B1a</p> <p><i>Who Are the Responsible Policy Makers</i> (TG p. 89-90)—B1a, B1c</p> <ul style="list-style-type: none"> • <i>Written explanation of how your class could develop support among individuals and groups in your community for your proposed plan</i> (TE p. 53)—B2d • <i>Written explanation of how your class could develop support by your government for your proposed policy</i> (TE p. 53)—B2d • <i>Graphic presentation of the action plan</i> (TE p. 53)—B2d • <i>Identification of your sources of information</i> (TE p. 53)—A1l <p>Step Five: Presenting Your Portfolio p. 50-52</p> <p>Students should present their portfolios to appropriate governing bodies. Portfolio presentation can be assessed in a variety of ways using many tools and techniques.</p> <p><i>Hearing Evaluation Rating Sheet</i> (TG p. 63-64)—A1j</p>

<p>MLR 2007 Social Studies Gr. 6-8</p>	<p>Suggested Demonstration of Skills & Knowledge Using Project Citizen ©2008 Student Edition & ©2007 Teacher’s Guide</p>
<p>A3 Students select, plan, and implement a <i>civic action</i> or <i>service-learning</i> project based on a school, community, or State asset or need, and analyze the project’s effectiveness and civic contribution</p>	<p>Students should present their portfolios to appropriate governing bodies. Portfolio presentation can be assessed in a variety of ways using many tools and techniques.</p> <p><i>Hearing Evaluation Rating Sheet</i> (TG p. 63-64)—A1j</p> <p>Step Six: Reflecting on Your Learning Experience p. 53-55</p> <p><i>Guidelines & Questions for Reflection</i> (SE p. 54-55)</p> <p>A3 is in essence Project Citizen. While the Center for Civic Education requires students to create an action plan outlining the steps they would take to implement their policy (Step Four), the Center does not require students to implement their action plan. The Center does require students to present their portfolio to a three or four-person panel representing their school and community (Step Five). The presentation can be a method of educating others and thus have an impact on the problem or need. Students reflect on their experience (Step Six SE p. 53-55) and may evaluate the project’s effectiveness and civic contribution—A3</p>
<p>B. <u>Civics and Government</u></p> <p>B1. Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.</p>	<p>Use the following activities to assess individual student achievement</p> <p>Compare and contrast 2 public policies based on the ability of each to uphold the ideals of individual liberty and the common good—B1b</p>

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<p>a. Explain that the study of government includes the <i>structures</i> and functions of government and the political and civic activity of citizens.</p> <p>b. Analyze examples of <i>democratic ideals</i> and <i>constitutional principles</i> that include the rule of law, legitimate power, and common good.</p> <p>c. Describe the <i>structures</i> and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources</p> <p>d. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.</p> <p>e. Compare how laws are made in Maine and at the federal level in the United States.</p> <p>f. Compare the <i>structures</i> and processes of United States government with examples of other forms of government</p>	<p>With your understanding of the structures and functions of government at various levels, predict the steps your policy will follow as it goes from an idea in the classroom to an enacted public policy. Imagine your suggested public policy will be enacted first at the local level, then the state level, and finally the federal level. Be specific about roles of the citizens and the bodies of government involved—B1c</p> <p>Compare the steps required to have your policy enacted for Maine and for the entire country—B1e</p> <p>Explain what you did to ensure that your public policy, if enacted, would not be declared unconstitutional. Your explanation should demonstrate your understanding of how and why a law is declared unconstitutional at either the state or federal level—B1d</p> <p>Select a country with a form of government that is different from the U.S. Research how your public policy in that country would typically be enacted—B1f</p> <p>Using the problem(s) you identified in Step One, explain the process for solving the problem using methods people use to influence the government: i.e. writing to legislators, performing community service, and engaging in civil discourse and civil disobedience. Evaluate the effectiveness of each method on solving the identified problem(s)—B2d</p> <p>Reflect on the decision-making processes of your group. Was the process democratic? Discuss and document how decisions were reached in all the steps of your Project Citizen experience. For times when the process was not democratic hypothesize on why it was not—A2a, A2b</p>

