

Project Citizen-Level 2 & 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 Grade 9 to Diploma column refer to terms defined in the MLR glossary. For the glossary visit www.maine.gov/education/lres/pei/index.html

NOTE: Items in the Possible Demonstration of Skills & Knowledge Using Project Citizen column refer to forms or worksheets in the Teacher's Guide (TG) or the Student Edition (SE). The letters following each refer to the Standard (capital letter), Performance Indicator (number), and Descriptor (lowercase letter), i.e. A1h.

The boxes below outline the steps for Project Citizen: Level II Student Edition 2007.

<p>1. Introduction to Project Citizen</p> <ul style="list-style-type: none"> · What is Project Citizen and what are its goals? · What are 5 key concepts that are useful in understanding the U.S. political system? 	<p>2. Define Public Policy</p> <ul style="list-style-type: none"> · What is public policy? How does it help deal with the problems of society. · What are the three parts of society that address societal problems? 	<p>3. Identify Problems</p> <ul style="list-style-type: none"> · What problems do you see in your community/ state/country? · What is the current public opinion about the problems? 	<p>4. Select a Problem</p> <ul style="list-style-type: none"> · Which of our problems can be addressed at least in part by government? · Is it important for the government to address the problem? 	<p>5. In-Depth Research</p> <ul style="list-style-type: none"> · Where do we find specific and diverse information on the problem and possibly public policy solutions? · How do we verify the reliability of the many sources we use?
<p>6. Organize the Information (p. 51-54)</p> <ul style="list-style-type: none"> · How do we analyze and synthesize all the information we have to help us clearly propose and defend our recommendation for a public policy? 	<p>7. Develop a Portfolio (p. 51-54)</p> <ul style="list-style-type: none"> · How can we create a 4 panel display board & a document binder that: <ol style="list-style-type: none"> 1) Explains problem 2) Describes alternative public policy solutions 3) Proposes the public policy and its Const. 4) Outlines a plan for implementing policy 	<p>8. Presenting your portfolio (p. 73-76)</p> <ul style="list-style-type: none"> · How do we create an effective oral presentation? <ul style="list-style-type: none"> · Who is the governmental agency we are trying to convince? · What other groups might be interested in our problem? 	<p>9. Reflecting on Your Learning Experience (p. 77-80)</p> <ul style="list-style-type: none"> · What and how did we learn? · What was easy? Challenging? · How did we participate as effective citizens? 	<p>10. Why is Citizen Participation Important to Democracy (p. 81-85)</p> <p>Assessing:</p> <ul style="list-style-type: none"> · Why is participation important? · How can/do people participate? · What are the consequences of low citizen participation?

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<p>A. <u>Applications of Social Studies Processes, Knowledge, and Skills</u></p> <p><i>A1. Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</i></p> <p>a. Develop research questions related to a <i>current social studies issue</i>.</p> <p>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</p> <p>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</p>	<p>Step One p. 1-10 (SE) <i>Form 1: Participation in Democracy</i> (SE p. 9-10)—B1a, B2a, B2b, B2e</p> <p><i>Alternative Activity Chart: Concepts of American Government</i> (TE p. 117)—B1a, B2a, B2b, B2e</p> <p>Step Two p. 11-21 (SE) <i>Form 2: Creating Public Policy and Civil Society Solutions to Community Problems</i> (SE p. 21)—B1a, B2b, B2e</p> <p><i>Public Policy Quiz</i> (TE p. 118)—B1a, B2b, B2e</p> <p>Step Three p. 23-32 (SE) <i>Form 3: Interview Report Form</i> (SE p. 26-28)—A1a, A1b, A1c, A1d, A1h</p> <p><i>Form 4: Publication and/or Websites Report Form</i> (SE p. 29-31)—A1d, A1i A1j</p> <p><i>Analyzing the Importance of Your Problem</i> (TE p. 120-121)—A1a, A1b, A1c, A1d</p> <p>Step Four p. 33-34 (SE) <i>Triggering Mechanism</i> (TE p. 119)—A1a, A1b, A1c, A1d</p> <p>Step Five p. 35-49 (SE)</p>

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<p>e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.</p> <p>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and <i>citations</i>.</p> <p>g. Develop a clear, well-supported position.</p> <p>h. Present and defend a well supported position to a <i>variety of audiences</i> using a prescribed format.</p> <p>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including <i>ethical reasoning skills</i>.</p> <p>j. Access and present information ethically and legally.</p> <p>A2. Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and <i>ethical reasoning skills</i>.</p>	<p><i>Form 5: Guidelines for Introducing Yourself for Interviews (SE p. 49)—A1d</i></p> <p><i>Form 6: Documentation of Information from Printed Publications (SE p. 41-43)—A1b, A1d</i></p> <p>Step Seven p. 55-71 (SE) <i>Sharing the Work-Small Group Projects (TE p. 130)—A2a</i></p> <p><i>Alternative Policy Summary (TE p. 132)—A2a</i></p> <p><i>Analyzing Alternative Policies (TE p. 133)—A2a</i></p> <p><i>Our Proposed Public Policy (TE p. 135)—A2b</i></p> <p><i>Group Work for Tasks-Whole Class Projects (TE p. 129)—A2a</i></p> <p>Step Eight p. 73-76 (SE) <i>Guidelines and evaluation templates for portfolios and oral hearings in Teachers’ Guide pages 92-112</i></p> <p>Step Nine p. 77-80 (SE)</p> <p>Step Ten p 81-85 (SE) <i>What Do You Think? (SE—p. 85)</i></p>

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<p>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</p> <p>b. Make a <i>real or simulated decision</i> related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, <i>ethical reasoning skills</i>, and other relevant information.</p>	<p style="text-align: center;">Panels & Documentation Sections</p> <p>Panel and Documentation Section One: Explaining the Problem</p> <ul style="list-style-type: none"> · Written summary of the problem (SE p. 60-61)—A1h · Graphic presentation of the problem (SE p. 60-61)—A1h · Identification of your sources of information (SE p.61)—A1j <p>Panel and Documentation Section Two: Examining Alternative Policies to Deal with the Problem</p> <ul style="list-style-type: none"> · Written summary of alternative policies (SE p. 62)—A1h · Graphic presentations of the policies (SE p. 62)—A1h · Identification of your sources of information (SE p. 62)—A1j <p>Panel and Documentation Section Three: Proposing a Public Policy to Deal with the Problem</p> <ul style="list-style-type: none"> · A written explanation and justification for your proposed public policy (SE p. 64-65)—B1a, B1b, B1d, B2b <p><i>Form 10: Instructions for Constitutional Opinion Form</i> (SE p. 66)—A1g, A1h</p> <p><i>Form 11: Constitutional Opinion Form</i> (SE p. 67)—A1g, A1h</p> <ul style="list-style-type: none"> · Graphic presentations of the policies (SE p. 65)—B1a, B1b, B1d, B2b · Identification of your sources of information (SE p. 65)—A1j

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<p>A3. Students select, plan, and implement a <i>civic action</i> or <i>service-learning</i> project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>	<p>Panel and Documentation Section Four: Developing an Action Plan</p> <ul style="list-style-type: none"> · A written explanation of how your class could develop support for your proposed public policy among individuals and groups in your community. (SE p. 70)—B1a, B1d, B2e · A written explanation of your action plan for gaining support from your government for your proposed public policy. (SE p. 71)—B1a, B1d, B2e · Graphic presentations of your action plan. (SE p. 71)—B1a, B1d, B2e · Identification of your sources of information. (SE p. 71)—A1j <p>Special Note for Standard A3: <i>This 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 Seven: Panel & Documentation Section Four SE p. 70-71), 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 Eight SE p. 73-76). 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 Nine SE p. 77-80) and may evaluate the project's effectiveness and civic contribution—A3</i></p>

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<p><u>B Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</u></p> <p>B1. Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes the <i>structures</i>, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.</p> <p>b. Evaluate <i>current issues</i> by applying <i>democratic ideals</i> and <i>constitutional principles</i> of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in <i>founding documents</i>.</p> <p>d. Describe the purpose, structures, and</p>	

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<p>processes of the <i>American political system</i>.</p> <p>B2. Students understand the constitutional and legal <i>rights</i>, the civic <i>duties and responsibilities</i>, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>a. Explain the relationship between constitutional and legal <i>rights</i>, and civic <i>duties and responsibilities</i> in a constitutional democracy.</p> <p>b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</p> <p>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>	

