

PROJECT CITIZEN CORRELATIONS TO THE VIRGINIA STANDARDS OF LEARNING

Grade 12

Project Citizen is an interdisciplinary project, that matches the Virginia and United States Government (GOVT), English 12 (ENGL) and Probability and Statistics (P.S.) Standards of Learning (SOL). The goal of Project Citizen is to “...**give students’ knowledge, enhance their skills, and deepen their understanding of how “the people”—all of us—can work together to improve our communities.**”¹ To help you through the process and understand how Project Citizen fits your curriculum, we have correlated the Standards of Learning below. The Virginia Standards of Learning are in the left column and its correlation to Project Citizen is in the right column.

The worksheets suggested in the right columns correlate to fit the standards required for United States Government and Economics. You may change any of the worksheets in the **WORD** template to meet the needs of your students, help you teach where you are in the curriculum or help you meet students’ goals. The worksheets serve as starting points for you to expand on material related in the worksheets through discussions, notes, supplementing with your textbook or relating it to current events. The page numbers listed next to each step are the pages in the new **teacher’s edition** of Project Citizen: Level 2 (Winter 2006-2007) that will also help guide your planning and teaching of the project.

¹ Gerston, Larry and Michael Fischer. “ABCs of Public Policy –Helping Teachers Get It”. October 8, 2006.

<p align="center">Virginia Standards of Learning</p>	<p align="center">Project Citizen Steps</p>	<p align="center">National Standards for Civics and Government by the National Council for the Social Studies</p>	<p align="center">21st Century Skills by Partnership for 21st Century Skills</p>
<p>GOVT. 1 The Student will develop the social studies skills citizenship requires, including the ability to...</p> <p>f) identify a problem and prioritize solutions g) select and defend positions in writing, discussion and debate</p> <p>GOVT.3 The student will demonstrate knowledge of the concepts of democracy by</p> <p>a) recognizing the fundamental worth and dignity of the individual; b) recognizing the equality of all citizens under the law; c) recognizing majority rule and minority rights; d) recognizing the necessity of compromise; e) recognizing the freedom of the individual.</p>	<p>1. Warm Up: What form of government does America have? OR What elements are essential in a representative democracy? Think, Pair, Share with Partners or Class Discussion</p> <p>2. Read pages 2-4 in student handbook.</p> <p>3. After each student reads about the 5 concepts of the American Political System, create a list of examples of each concept as a class. What are advantages and disadvantages of each?</p> <p>4. Introduce Project Citizen by showing the Kentucky Project Citizen DVD and stop the DVD periodically to discuss the program. OR use the YouTube clip Project Citizen Youth Empowerment Video.</p> <p>5. Following the video lead and discussion based on the purpose of Project Citizen. (pgs. 5-8)</p> <p>6. <i>OPTIONAL ACTIVITY: Form 1 Participation in Democracy; pg. 9</i></p> <p>7. <i>OPTIONAL ACITIVITY Have students complete the "How Can We Make A Difference?"</i></p>	<p>NSS-C.5-8.1 Civic Life, Politics And Government What are Civic Life, Politics, and Government? * What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?</p> <p>NSS-C.5-8.2 Foundations Of The Political System What are the Foundations of the American Political System? * What is the American idea of constitutional government? * What are the distinctive characteristics of American society? * What is American political culture? * What values and principles are basic to American constitutional democracy?</p> <p>NSS-C.5-8.3 Principles Of Democracy How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?</p> <p>* What is the place of law in the American constitutional system? * How does the American political</p>	<p>Core Subjects and 21st Century Themes:</p> <p>Global Awareness</p> <ul style="list-style-type: none"> • Using 21st century skills to understand and address global issues • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts • Understanding other nations and cultures, including the use of non-English languages <p>Civic Literacy</p> <ul style="list-style-type: none"> • Participating effectively in civic life through knowing how to stay informed and understanding governmental processes • Exercising the rights and obligations of citizenship at local, state, national and global levels • Understanding the local and global implications of civic decisions <p>LEADERSHIP AND RESPONSIBILITY Be Responsible to Others</p> <ul style="list-style-type: none"> • Act responsibly with the

	<p><i>worksheet either in a small group or as a class. The answers can be found in their textbook or notes. This should be review unless you are completing this early on in the year. (Found at the end of these correlations)</i></p>	<p>system provide for choice and opportunities for participation?</p>	<p>interests of the larger community in mind</p> <p>21st Century Curriculum and Instruction</p> <ul style="list-style-type: none">• Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes• Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning• Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills• Encourages the integration of community resources beyond school walls
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Step 1: An Introduction to Project Citizen

(T.E. Pages 8-10)

Sample Classroom Applications	Sample Resources
<ul style="list-style-type: none">• Introduce Project Citizen by showing the Project Citizen Youth Showcase by the Youth Empowerment in Action Team.• Have students complete the “How Can We Make A Difference?” worksheet either in a small group or as a class. The answers can be found in their textbook or notes. This should be review unless you are completing this early on in the year.• Using the Step 1: Identifying Public Policy Problems in Your Community worksheet, work in pairs and complete graphic organizers sorting problems into groups based on headings of students (safety, environment, etc). Reading the Project Citizen workbook and discussing different problems will help students’ formulate different problems they might want to study.• Use dictionary/encyclopedia to get a formal definition.• Discuss meaning, examples, players involved with public policy.• Create a Frayer vocabulary card to fully understand the concept – public policy.• Brainstorm problems in small cooperative groups.• Conduct interviews with family, friends, neighbors, school personnel, or others about information important to any topic studied.	<p>Print:</p> <ul style="list-style-type: none">• “How Can We A Make Difference?” worksheet is at the end of the SOL correlations• Step 1: Identifying Public Policy Problems in Your Community <p>Internet:</p> <ul style="list-style-type: none">• Project Citizen Youth Showcase by the Youth Empowerment in Action Team http://www.youtube.com/watch?v=7g5vlvzxM4M• Young Politicians of America: A forum to discuss issues that concern young people -http://www.ypa.org.• Project Citizen is a Project-Based Learning program. To learn more about the program, please see the website below. Project-Based Learning Framework http://www.coff.edu/ete/teacher/teacherout.html

Step 2: An introduction to Public Policy (T.E. Pages 11-15)

Virginia Standards of Learning	Project Citizen	National Standards for Civics and Economics	21 st Century Skills
<p>GOVT. 1 The Student will develop the social studies skills citizenship requires, including the ability to...</p> <p>f) identify a problem and prioritize solutions</p>	<p>1. Start with a warm up writing activity- "If you were king or queen for a day and could solve one problem in your community, what would it be and why?" Encourage Think, Pair, Share or class discussion following the writing assignment.</p> <p>OR- Use the Neighborhood drawing assignment</p> <p>2. List all suggestions on the board for future use.</p> <p>3. Come up with a class definition for Public Policy. As a class, define the words individually "Public" and "Policy" and then put the definitions together to form the definition of Public Policy.</p> <p>Pages 12-17, in the student handbook will provide a guide.</p> <p>4. Discuss the difference between "private" and "public"---</p> <p><u>OPTIONAL ACTIVITY---</u> Classify each issue on the board from the warm up activity and tell all students to stand on the side of the room that deals directly with that issue "public" or</p>	<p>NSS-C.5-8.1 Civic Life, Politics And Government What are Civic Life, Politics, and Government?</p> <p>* What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?</p> <p>* What are the essential characteristics of limited and unlimited government?</p> <p>* What are the nature and purposes of constitutions?</p> <p>NSS-C.5-8.2 Foundations Of The Political System What are the Foundations of the American Political System?</p> <p>* What is the American idea of constitutional government?</p> <p>* What are the distinctive characteristics of American society?</p> <p>* What is American political culture?</p> <p>* What values and principles are basic to American constitutional democracy?</p> <p>NSS-C.5-8.3 Principles Of Democracy How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of</p>	<p>Core Subjects and 21st Century Themes:</p> <p>Global Awareness</p> <ul style="list-style-type: none"> Using 21st century skills to understand and address global issues Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts Understanding other nations and cultures, including the use of non-English languages <p>Civic Literacy</p> <ul style="list-style-type: none"> Participating effectively in civic life through knowing how to stay informed and understanding governmental processes Exercising the rights and obligations of citizenship at local, state, national and global levels Understanding the local and global implications of civic decisions <p>Environmental Literacy</p> <ul style="list-style-type: none"> Demonstrate knowledge and

	<p>"private". Erase all which are not public policy problems. Leaving a smaller list on the board. <u>(If none are public policy issues, move to Optional Activity #1)</u> Or have students brainstorm new public policy issues.</p> <p>5. Have students read and take notes on "What are the Private, Sphere, Civil Society and Government". Led Class Discussion.</p> <p>6. Complete Form 2.</p> <p>7. Classify each problem on to the chart: Identifying Problems in your Community. (located at the end of this packet)</p> <p>8. <i>OPTIONAL ACITIVITY #1: Students need to see the "big picture" of this project Have students use a newspaper or news magazine to locate public policy issues. Think, Pair, Share or jigsaw if they work in groups. As a class, model the process of project citizen by completing the Project Citizen chart as a class. (worksheet located at the end of the packet)</i></p>	<p>American Democracy?</p> <ul style="list-style-type: none"> * How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution? * What does the national government do? * How are state and local governments organized and what do they do? * Who represents you in local, state, and national governments? <p>* What is the place of law in the American constitutional system?</p> <ul style="list-style-type: none"> * How does the American political system provide for choice and opportunities for participation? <p>NSS-C.5-8.5 Roles Of The Citizen What are the Roles of the Citizen in American Democracy?</p> <ul style="list-style-type: none"> * What is citizenship? * What are the rights of citizens? * What are the responsibilities of citizens? * What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy? * How can citizens take part in civic life? 	<p>understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) • Investigate and analyze environmental issues, and make accurate conclusions about effective solutions • Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) <p>Health Literacy</p> <ul style="list-style-type: none"> • Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health • Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction • Using available information to make appropriate health-related decisions
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Step 3: Identifying Problems to be Dealt with by Public Policy
(T.E. Pages 16-20)

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21 st Century Skills
<p>GOVT. 1 The Student will develop the social studies skills citizenship requires, including the ability to...</p> <p>f) identify a problem and prioritize solutions</p> <p>GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by:</p> <p>c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;</p>	<p>1. Refer back to your class created list of public policy issues or add items to your list based on the newspaper public policy articles.</p> <p>2. After writing down different problems, students as a class or a small group should choose three and complete the Themes of Public Policy chart to see if the problems fit the criteria for public policy. You may want to give students' a class period or homework assignment to research some more information to help them learn more about these potential public policies.</p> <p>3. Students should use Form 3 or 4: to gather further information on one of the three topics chosen.</p> <p>**Recommended that each student ranks their top 3 public policy issues, and does research on their favorite)</p> <p>**Encourage students to interview parents, teachers, community</p>	<p>IRA / NCTE 3 – Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of work meaning and of other texts...</p> <p>IRA / NCTE 4 – Students adjust their use of spoken, written, and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>IRA/NCTE 5 – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>IRA/NCTE 7 – Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-</p>	<p>LEADERSHIP AND RESPONSIBILITY</p> <p>Guide and Lead Others</p> <ul style="list-style-type: none"> • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power <p>Be Responsible to Others</p> <ul style="list-style-type: none"> • Act responsibly with the interests of the larger community in mind <p>21st Century Professional Development</p> <ul style="list-style-type: none"> • Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies

<p>GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by</p> <ul style="list-style-type: none"> c) participating in the political process; d) performing public service; e) keeping informed about current issues; <p>ENGL 12.1 The student will make a 5 to 10 minute formal oral presentation.</p> <ul style="list-style-type: none"> a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information. b) Use a well-structured narrative or logical argument. c) Use details, illustrations, statistics, comparisons, and analogies to support purposes. d) Use visual aids or technology to support presentation. 	<p>members to determine the scope and intensity of the problem**</p> <p>4. Students will use the forms to explain the scope and intensity of each public policy issue. They should give an oral presentation of their research to the class.</p>	<p>print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p>	<p>into their classroom practice — and help them identify what activities they can replace/de-emphasize</p> <ul style="list-style-type: none"> • Balances direct instruction with project-oriented teaching methods • Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills • Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students • Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses • Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning • Supports the continuous evaluation of students' 21st century skills development • Uses a scalable and sustainable model of professional development <p>21st Century Learning Environments</p> <ul style="list-style-type: none"> • Create learning practices,
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<p>e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</p>			<p>human support and physical environments that will support the teaching and learning of 21st century skill outcomes</p> <ul style="list-style-type: none">• Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice• Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)• Allow equitable access to quality learning tools, technologies and resources• Provide 21st century architectural and interior designs for group, team and individual learning• Support expanded community and international involvement in learning, both face-to-face and online
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Step 4: Selecting a Problem or Problems for your Class to Study

(T.E. Pages 21-29)

Virginia Standards of Learning	Project Citizen	National Standards for Civics and Government	21 st Century Skills
<p>GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by</p> <p>a) explaining the relationship of the state governments to the national government;</p> <p>d) examining the ongoing debate that focuses on the balance of power between state and national governments.</p> <p>GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by</p> <p>a) examining different perspectives on the role of government;</p> <p>b) describing how</p>	<p>1. Following the research presentations, the class will need to vote on one issue to study. Or it can be decided upon by a group of students working together.</p> <p><i>**As the classroom teacher, you can decide to have the class do 1 project, or have groups of 6-8 do individual projects**</i></p> <p><i>**The key to success is finding a public policy issue that everyone in the class or group believes can be solved through their research. Everyone must buy in to the issue as a matter of public concern**</i></p> <p><i>**REMEMBER: The problem needs to be addresses by government action alone, or government acting in cooperation with the community. Students also need to select a problem they can find information and conduct adequate levels of research on**</i></p>	<p>NSS-C.5-8.5 Roles Of The Citizen What are the Roles of the Citizen in American Democracy?</p> <ul style="list-style-type: none"> * What is citizenship? * What are the rights of citizens? * What are the responsibilities of citizens? * What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy? * How can citizens take part in civic life? 	<p>CREATIVITY AND INNOVATION</p> <p>Think Creatively</p> <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts <p>Work Creatively with Others</p> <ul style="list-style-type: none"> • Develop, implement and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes <p>Implement Innovations</p>

- the national government influences the public agenda and shapes public policy
- c) describing how local, state, and national governments influence the public agenda and shape public policy
 - d) describing the process by which policy is implemented by the bureaucracy at each level;
 - e) analyzing how individuals, interest groups, and the media influence public policy.

GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by

- a) examining the Bill of Rights, with emphasis on First Amendment freedoms;
- d) exploring the balance between individual liberties

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis

21st Century Curriculum and Instruction

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

and the public interest;			
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Step 5: Gathering Information on the Problem You Will Study
(T.E. pages 30-33)

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21st Century Skills
<p>GOVT.1 The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to</p> <ul style="list-style-type: none"> a) analyze primary and secondary source documents; b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets; c) analyze political cartoons, political advertisements, pictures, and other graphic media; d) distinguish between relevant and irrelevant information; e) evaluate information for accuracy, separating fact from opinion; 	<p>1. After selecting one problem, students will complete Evaluating Information Gathered on Your Problem worksheet.</p> <p>*A librarian, another teacher or you may want to expand this worksheet to show the benefits and challenges that are attributed to different resources, such as the internet. Providing examples will help students focus on "good" research materials and avoid "poor" research materials.</p> <p><i>**Some use of GOVT SOL will vary depending on issue selected by the class**</i></p>	<p>IRA/NCTE 5 – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>IRA/NCTE 6 – Students apply knowledge of language structure, language convention (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>IRA/NCTE 7 – Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>IRA/NCTE 8 – Students use a variety of technological and information resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>IRA/NCTE 12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g.,</p>	<p>INFORMATION LITERACY Access and Evaluate Information</p> <ul style="list-style-type: none"> • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently <p>Use and Manage Information</p> <ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information <p>ICT (Information, Communications and Technology) LITERACY Apply Technology Effectively</p> <ul style="list-style-type: none"> • Use technology as a tool to research, organize, evaluate and communicate information • Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking

<p>f) identify a problem and prioritize solutions;</p> <p>ENGL 12.8 Students will write documented research papers</p> <p>d) Present information in a logical manner.</p> <p>e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>PS.9 The student will plan and conduct a survey. The plan will address sampling techniques (e.g., simple random and stratified) and methods to reduce bias.</p> <p>PS.20 The student will identify the meaning of sampling distribution with reference to random variable, sampling statistic, and parameter and explain the Central</p>		<p>for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy</p> <ul style="list-style-type: none"> • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies
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Limit Theorem. This will include sampling distribution of a sample proportion, a sample mean, a difference between two sample proportions, and a difference between two sample means.

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Step 6: Organizing the information you have gathered

(Page 34 – 37)

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21 st Century Skills
<p>GOVT.1 The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to</p> <p>b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;</p> <p>c) analyze political cartoons, political advertisements, pictures, and other graphic media;</p> <p>d) distinguish between relevant and irrelevant information;</p> <p>e) evaluate information for accuracy, separating fact from opinion;</p> <p>f) identify a problem and prioritize solutions;</p> <p>ENGL 12.8 The student will write documented research papers.</p> <p>b) Evaluate the accuracy and usefulness of</p>	<p>1. Keep a Bibliography and all research notes even if they do not go into the portfolio because they can be used to demonstrate the process students' undertook in their binders.</p> <p>2. Students will need to distinguish between fact and fiction, and relevant data and information collected</p> <p>3. As students' gather information, begin to think about the potential panels to evaluate the students' presentations. Students should begin to identify potential panel members who have the ability to make a difference in the public policy proposed.</p> <p>4. Students may want to create charts and conduct a census to gather additional information regarding the problem.</p> <p>5. Complete Form 9, pg. 53</p> <p>**Following the organization of the information regarding the problem, students will need to select a solution to the problem**</p> <p>**REMEMBER: The solution needs to be addresses by government action</p>	<p>IRA/NCTE 5 – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>IRA/NCTE 6 – Students apply knowledge of language structure, language convention (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>IRA/NCTE 7 – Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>IRA/NCTE 8 – Students use a variety of technological and information resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>IRA/NCTE 12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>Solve Problems</p> <ul style="list-style-type: none"> • Solve different kinds of non-familiar problems in both conventional and innovative ways • Identify and ask significant questions that clarify various points of view and lead to better solutions. <p>ICT (Information, Communications and Technology) LITERACY</p> <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • Use effective technology as a tool to research, organize, evaluate and communicate information • Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/netw orking tools an social networks appropriately to access, manage, integrate, evaluate and create information to

<p>information.</p> <p>c) Synthesize information to support the thesis.</p> <p>d) Present information in a logical manner.</p> <p>e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>PS.8 The student will describe the methods of data collection in a census, sample survey, experiment, and observational study and identify an appropriate method of solution for a given problem setting.</p>	<p><i>alone, or government acting in cooperation with the community**</i></p>		<p>successfully function in a knowledge economy.</p> <ul style="list-style-type: none"> • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.
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Step 7: Developing a Portfolio to Present your Research
(T.E. pages 38-62)

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21 st Century Skills
<p>GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by</p> <p>c) describing how local, state, and national governments influence the public agenda and shape public policy</p> <p>d) describing the process by which policy is implemented by the bureaucracy at each level;</p> <p>e) analyzing different perspectives on the role of government;</p> <p>f) formulating and practicing a course of action to address local and/or state issues.</p> <p>ENGL 12.7 The student will develop expository and informational writings.</p> <p>a) Generate, gather, and organize ideas for writing.</p> <p>b) Consider audience and purpose when planning for writing.</p>	<p>1. Students will need to create a portfolio to document their research and support for their solution to the policy issue. Using the following assignments as guides.</p> <p>2. In the student book, read pages 55-71.</p> <p>3. Students should divide in the Display sections 1-5, pgs. 60-71 will explain what goes on each panel of the visual presentation. Your teacher's guide will have forms that you may copy for the class or each group to use to create their boards.</p> <p><i>** Every group must have a documentation binder which contains all of their research, even if they did not use it to create their boards**</i></p> <p><i>**Visual pictures of the boards can be found on page 69, of the student handbook**</i></p>	<p>IRA/NCTE 5 – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>IRA/NCTE 6 – Students apply knowledge of language structure, language convention (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>IRA/NCTE 7 – Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>IRA/NCTE 8 – Students use a variety of technological and information resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate</p>	<p>Communicate Clearly</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact. <p>Collaborate with Others</p> <ul style="list-style-type: none"> • Demonstrate ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member <p>Work Independently</p> <ul style="list-style-type: none"> • Monitor, define, prioritize and complete tasks without direct oversight <p>Be Self-directed Learners</p> <ul style="list-style-type: none"> • Go beyond basic mastery of skills

- d) Elaborate ideas clearly and accurately.
- e) Revise writing for depth of information and technique of presentation.
- f) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- g) Proofread final copy and prepare document for publication or submission.

ENGL 12.8 Students will write documented research papers

- d) Present information in a logical manner.
- e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f) Edit copies for correct use of language, spelling, punctuation, and capitalization.
- g) Proofread final copy and prepare document for publication or submission.

knowledge.

IRA/NCTE 12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

Assessment of 21st Century Skills

			<ul style="list-style-type: none">• Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills• Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers• Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills <p>21st Century Professional Development</p> <ul style="list-style-type: none">• Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize• Balances direct instruction with project-oriented teaching methods• Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills• Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students• Cultivates teachers' ability to identify students' particular
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			<p>learning styles, intelligences, strengths and weaknesses</p> <ul style="list-style-type: none">• Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning• Supports the continuous evaluation of students' 21st century skills development
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Step 8: Presenting Your Portfolio in a Simulated Hearing
(T.E. pages 63-66)

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21st Century Skills
<p>ENGL 12.1 The student will make a 5 to 10 minute formal oral presentation.</p> <p>a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.</p> <p>b) Use a well-structured narrative or logical argument.</p> <p>c) Use details, illustrations, statistics, comparisons, and analogies to support purposes.</p> <p>d) Use visual aids or technology to support presentation.</p> <p>e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</p>	<ol style="list-style-type: none"> 1. As the teacher, you will need to find people to sit as a panel of judges to review each presentation. You will want to use community members who have an interest or can help with the public policy issue. **Contact your Project Citizen District Coordinator, if you are having trouble** 2. The students will present their entire project. Usually each group presents the board they created. The documentation binder will be presented to the judges containing all of their research. (Read pages: 73-76 to prepare) 3. Judges will ask any questions they make have to clarify any information related to the project. 4. Following the presentation, the judges/panel will critic each presentation, using the Project Citizen Portfolio Evaluation Rating Sheet found on page. 111 of the teacher's guide. <p style="text-align: center;">**OPTIONAL ACITIVITY**---</p>	<p>IRA / NCTE 4 – Students adjust their use of spoken, written, and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>IRA/NCTE 12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>Solve Problems</p> <ul style="list-style-type: none"> • Solve different kinds of non-familiar problems in both conventional and innovative ways • Identify and ask significant questions that clarify various points of view and lead to better solutions <p>Communicate Clearly</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Communicate effectively in diverse environments (including multi-lingual) <p>Interact Effectively with Others</p> <ul style="list-style-type: none"> • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner <p>21st Century Learning Environments</p>

following the panel, students should be given their evaluation sheets back. They should consider the recommendations and feedback from the portfolio panel. After correcting or adding any additional information, they should present their project to the committee that would deal with the policy issue.

This allows students to converse with legislators/lawmakers and perhaps influence public policy in their community.

If you want your class project to go to the District Showcase, please contact your District Coordinator for the date. The statewide competition is held in June

- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications

Step 9: Reflecting on your Experience

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21 st Century Skills
<p>GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by</p> <ul style="list-style-type: none"> a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; d) practicing respect for the law; e) practicing patriotism. <p>ENGL 12.2 The student will evaluate formal presentations.</p> <ul style="list-style-type: none"> a) Critique relationships among purpose, audience, and content of presentations. b) Critique effectiveness of presentations. 	<ul style="list-style-type: none"> 1. Read pages 77-80 in the student book. 2. Answer the reflection questions found on page 80. <p><i>Feel free to add any additional questions as part of the reflection on the Project Citizen Experience</i></p>	<p>IRA/NCTE 5 – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>IRA/NCTE 12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>Be Self-directed Learners</p> <ul style="list-style-type: none"> • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate commitment to learning as a lifelong process • Reflect critically on past experiences in order to inform future progress <p>Assessment of 21st Century Skills</p> <ul style="list-style-type: none"> • Emphasizes useful feedback on student performance that is embedded into everyday learning

HOW CAN WE MAKE A DIFFERENCE? Worksheet

You have all the knowledge that you need to change or solve a problem in society. However, Tim and Jane do not fully understand fundamental concepts of our government. They are heading to your school to find out how high school students can make a difference with Project Citizen. Help them out!

Tim: "What is the term for the Government being the source of any and all governmental power?"

1. Your answer: _____

Jane: "So what. I mean, how is this going to help you with Project Citizen?"

2. Your answer: _____

Jane: "Okay, but who could I ask for help with a problem in society or let them know about it?"

Tim: "Ask your representative government or representative officials. In the United States, we have a representative government."

Jane: "What is a representative government?"

3. Your answer: _____

This means that your congressman is in office to listen to the concerns or suggestions of his/her constituents (citizens in the district).

FAST FACT: Today, the purpose of government is to make the United States a better place for those who live here. Project Citizen is your way to get involved and make a positive change.

Tim: "I now understand that I can contact my congressmen, but can anybody contact a government official or form a group to change something they do not like in society?"

Jane: "According to the First Amendment, the third part of the Constitution, it states five freedoms all people have." "I can only remember the acronym RAPPS, can you help me out?"

4.

R_____ -- Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion.

A_____ -- Individuals may peacefully gather.

P_____ -- The press has the right to gather and publish information, including that which criticizes the government.

P_____ -- Individuals have the right to make their views known to public officials.

S_____ -- Individuals are free to express their opinions and beliefs this includes verbal and non-verbal.

Tim: "These five freedoms seem to be very important with Project Citizen because they deal with protecting peoples' individual rights and also voicing their concerns to the government, such as public policy topics."

Jane: "You're right. These freedoms will be very important in your project. Think how you can incorporate some of these freedoms to improve your project. You will use them in your project, and also throughout your life to voice your concerns and protect your freedoms."

Tim: "Is the First Amendment the only freedoms and rights I should be concerned about while doing Project Citizen? What duties or rights and responsibilities do I have while working on project citizen?"

Jane: "While a major (5) _____ is to obey laws. This means Tim that you cannot change local ordinances (county or city laws) or state laws that already exist unless you go through the proper methods."

Tim: "Okay. What could be some responsibilities that I need to know while doing project citizen?"

6. Your answer: _____

FAST FACT: It is important when proposing public policy to know your responsibilities and duties as a citizen so you will follow the laws and be able to participate fully.

Tim: "I thought Project Citizen was a learning tool and had no community service or learning aspect?"

Jane: "Well, actually Project Citizen is a great tool to learn public policy and government from, but it can also have service or learning opportunity.

Tim: "Great. Please tell me at least three ways that you can participate in community service or learning opportunities in your community."

7. Community Service or Community Service Learning Opportunities:

(1) _____

(2) _____

(3) _____

8. Use your list above to explain how these problems or opportunities could be used as a topic for Project Citizen?

OR

9. What are some problems that you are currently thinking about that you could further research to solve some problem(s) in society?

Jane and Tim: "Thank you for all your help. Good luck on your Project Citizen project!"

Step 1: Identifying Public Policy Problems in Your Community

Community Problems	School Problems	Problems Regarding Young People

Problems Involving Community Standards	Problems Involving Basic Liberties	Problems Concerning the Environment

Project Citizen Chart:

PROBLEM	POSSIBLE SOLUTIONS
<p>Stated Problem: _____</p> <hr/> <hr/> <hr/> <hr/> <p>List two reasons why this is a major concern in your school or community.</p> <p>1. _____</p> <hr/> <p>2. _____</p> <hr/>	<p>Write a possible solution</p>
OUR SOLUTION	ACTION PLAN

Themes of Public Policy Chart

Directions: Answer the following questions below. The more you answer “**yes**” to questions, the better the topic probably will be for Project Citizen.

Themes concerned with Public Policy	Problem 1:	Problem 2:	Problem 3:
<p>Scope *What level(s) of government is this problem found at... National, State, County or City? *Will your group and you be able to help minimize or solve this problem in the time given in class?</p>			
<p>Intensity *Is this a problem that is a significant concern to a great number of people?</p>			
<p>Duration *Can you find a way to help minimize the problem or find a solution within the time given in class?</p>			
<p>Resources *Do you and your group have enough resources to solve this problem?</p>			

EVALUATING INFORMATION GATHERED ON YOUR PROBLEM:

Now that you have a topic, you need to complete research on your project. Similar to a citizen watching and reading political campaign speeches, literature and advertisements, you need to be aware of certain concerns while researching information. The following will help you make reasonable choices on what to include in your research.

Key Concepts to Evaluate Sources:

Fact—a statement or phrase that is indisputably true.

Opinion---a person or group's thought about something.

Bias—to make an opinion positive or negative toward one side instead of another.

Propaganda—spreading misleading information to influence a person or group of people to think or act in a certain way.

Use the terms above to answer the examples below:

_____ 1. Candidate B is the best candidate because he will make all your dreams come true. Look, he made John Doe's life improve, he will make your life better also!

_____ 2. I think Virginia should have the same number of representatives in Congress as New York.

_____ 3. There are 435 House of Representative members and 100 Senators in Congress.

_____ 4. Candidate A will not win the election because she is from Town C.

ANSWER KEY:

How Can We Make A Difference? Worksheet:

1. Consent of the govern
2. You have the ability to influence and change public policy because of consent of the govern.
3. Representative government is a government where people elect public officeholders to make laws and conduct government on their behalf.
4. **R**eligion
Assembly
Press
Petition
Speech
5. duty
6. Some responsibilities a person has while working on Project Citizen could be, but are not limited to...
 - (1) Respecting other peoples' rights and opinions
 - (2) Influencing government by communicating with government officials –(e.g. writing letters, emailing or meeting with a political leader or community member)
 - (3) Keeping informed regarding current issues
 - (4) Volunteering in the community

7. Three community service opportunities:

(1) Helping out at a local election

(2) Cleaning up litter and recycling

(3) Protecting a park from a housing or store development

8. + 9. Answers will vary

Evaluating Information Gathered On Your Problem Worksheet

1. Propaganda

2. Opinion

3. Fact

4. Bias