

PROJECT CITIZEN CORRELATIONS TO THE VIRGINIA STANDARDS OF LEARNING Grades 6 – 8

Project Citizen is an interdisciplinary project that matches the Civics and Economics (CE) curriculum, 7th grade Life Science, National Literacy standards as well as the 6-8th grade Language Arts (ENG) 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. Due to space, the English 6th grade Standards of Learning were not included below, but (ENG 6.1, 6.2, 6.5, 6.6, 6.7) correlate with Project Citizen.

The worksheets suggested correlate to fit the standards required for Virginia Civics and Economics (2008), Language Arts 6-8th grade and 7th grade Science. 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 (2008) 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.

Step 1: Identifying Public Policy Problems in Your Community

Virginia Standards of Learning	Project Citizen Steps	National Standards for Civics and Government	21 st Century Skills By Partnership for 21 st Century Skills
<p>CE. 2 The student will demonstrate knowledge of the foundation of American constitutional gov't by... a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.</p> <p>CE. 3 The student will demonstrate knowledge of citizenship and the rights, duties, responsibilities of citizens by... b) examining the responsibilities of citizenship...communicating with government officials, keeping informed about current issues, & respecting differing opinions in a diverse society. e) evaluating how civic and social duties address community needs and serve the public good.</p>	<p>1. Introduction to Project Citizen p. 1-9</p> <p>Step 1: Identifying Public Policy Problems in Your Community p.10-16 (optional assignments)</p> <p>-Part A Class Discussion p. 10 -11</p> <p>-Part B Small Group Activity p. 11</p> <p>-Part C Homework Assignments p.13-16</p> <p>2. 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>3. Following the video lead and discussion based on the purpose of Project Citizen. (pgs. 5-8)</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>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>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> <ul style="list-style-type: none"> * What is the place of law in the American constitutional system? * How does the American political system provide for choice and opportunities for participation? 	<p>LEADERSHIP AND RESPONSIBILITY <i>Be Responsible to Others</i></p> <ul style="list-style-type: none"> • Act responsibly with the interests of the larger community in mind <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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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.cof.edu/ete/teacher/teacherout.html

Step 2: Select a Problem

Virginia Standards of Learning	Project Citizen	National Standards for Civics and Economics	21 st Century Skills
<p>CE. 1 The student will develop the social studies skills citizenship requires, including the ability to... f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommended solutions, using a decision-making model</p> <p>CE. 7 The student will demonstrate knowledge of the American constitutional government at the state level by a) describing the structure and powers of the state government. c) explaining and/or simulating the lawmaking process.</p> <p>CE. 8 The student will demonstrate knowledge of the American constitutional government at the local level by a) describing the structure and powers of</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>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>Step 2: Selecting a Problem for Class Study can be used in the student book - A. Class Discussion p. 17</p> <p>4. Discuss the difference between "private" and "public"---</p> <p>5. Classify each problem on to the chart: Identifying Problems in your Community. (located at the end of this packet)</p> <p>6. <i>OPTIONAL ACITIVITY #1: Students need to see the "big picture" of this project Have students use a</i></p>	<p><i>NSS-C.5-8.1 Civic Life, Politics And Government</i> 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? * What are the essential characteristics of limited and unlimited government? * What are the nature and purposes of constitutions?</p> <p><i>NSS-C.5-8.2 Foundations Of The Political System</i> 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><i>NSS-C.5-8.3 Principles Of Democracy</i> How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?</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 understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food,

<p>the local government. b) explaining the relationship of local government to the state government</p>	<p><i>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>	<ul style="list-style-type: none"> * How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution? <ul style="list-style-type: none"> * 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? * What is the place of law in the American constitutional system? <ul style="list-style-type: none"> * How does the American political system provide for choice and opportunities for participation? <i>NSS-C.5-8.5 Roles Of The Citizen</i> What are the Roles of the Citizen in American Democracy? <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>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 • Establishing and monitoring personal and family health goals • Understanding national and international public health and safety issues
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Sample Classroom Applications	Sample Resources
<ul style="list-style-type: none"> • Next, students need to see the “big picture” of this project. Choose an article from the newspaper or a magazine (<i>Junior Scholastic</i>), or a previous or current class discussion on a topic (e.g. low voter turnout) concerning a problem. As a class, model the process of project citizen by completing the Project Citizen chart as a class. • 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. • One way to select a problem is for students is to use four corners / on the fence strategy. Undecided students go to the middle of the room –on the fence. Others go to the four corners of the room to stand in the designated corner representing strongly agree or somewhat agree or strongly disagree or somewhat disagree. 	<p>Internet:</p> <ul style="list-style-type: none"> • Lesson Plans · Printable Page. What is Public Policy? http://congress.indiana.edu/lesson_plans/od_public_policy.php • Lesson Plan 1: Making Public Policy. (Can be adapted to all age levels). www.leg.wa.gov/documents/legislature/backtoschool/lesson1publicpolicy1.pdf • 36 Public Policy Questions to Energize Your Government/History Classroom Debates http://www.education-world.com/a_tsl/archives/07-1/lesson011.shtml <p>Print:</p> <ul style="list-style-type: none"> • Project Citizen chart • Themes of Public Policy Chart

Step 3: Gather Information

(T.E. Pages)

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21 st Century Skills
<p>CE. 1 The student will develop the social studies skills citizenship requires, including the ability to...</p> <p>a) examine and interpret primary and secondary source documents;</p> <p>b) create and explain 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) review information for accuracy, separating fact from opinion</p> <p>h) select and defend positions in writing, discussion, and debate</p> <p>CE. 3 The student will demonstrate knowledge of citizenship and the rights, duties, responsibilities of citizens by...</p> <p>b) examining the responsibilities of citizenship...communicating with government officials, participating in political</p>	<p>Step 3: Gather information p.18 - 27</p> <p>A. Class Discussion p. 18 – 20</p> <p>B. Guidelines p. 21 – 27</p> <p>C. Homework Assignments p. 22</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. **Recommended that each student ranks their top 3 public policy issues, and does research on their favorite) **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-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</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 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

<p>campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society.</p> <p>e) evaluating how civic and social duties address community needs and serve the public good.</p> <p>CE. 9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by</p> <p>b) describing how individuals and interest groups influence public policy.</p> <p>c) describing the impact of international issues and events on local decision-making.</p> <p>CE 11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by</p> <p>a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption.</p> <p>CE. 14 The student will demonstrate knowledge of career opportunities by</p> <p>a) identifying talents, interests, and aspirations that influence career choices.</p> <p>b) identifying attitudes and behaviors that strengthen the</p>	<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>understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills</p> <ul style="list-style-type: none"> • 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, human support and physical environments that will support the teaching and learning of 21st century skill outcomes • Support professional learning communities that enable educators to collaborate, share best practices and integrate
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<p>individual work ethic and promote career success;</p> <p>c) identifying skills and education that careers require;</p> <p>d) examining the impact of technological change on career opportunities.</p> <p>ENG 7.6 The student will read and demonstrate comprehension of a variety of informational texts.</p> <p>a) Use knowledge of text structures to aid comprehension.</p> <p>b) Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.</p> <p>c) Distinguish fact from opinion in newspapers, magazines, and other print media.</p> <p>d) Identify the source, viewpoint, and purpose of texts.</p> <p>e) Describe how word choice and language structure convey an author's viewpoint.</p> <p>f) Summarize what is read.</p> <p>g) Organize and synthesize information for use in written and oral presentations.</p> <p>ENG 7.7 The student will apply knowledge of appropriate reference materials.</p> <p>a) Use print and electronic</p>			<p>21st century skills into classroom practice</p> <ul style="list-style-type: none"> • 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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<p>sources to locate information in books and articles.</p> <p>b) Use graphic organizers to organize information.</p> <p>c) Synthesize information from multiple sources.</p> <p>d) Credit primary and secondary sources.</p> <p>ENG 8.1 The student will use interviewing techniques to gain information.</p> <p>a) Prepare and ask relevant questions for the interview.</p> <p>b) Make notes of responses.</p> <p>c) Compile and report responses.</p> <p>d) Evaluate the effectiveness of the interview</p> <p>LS 11 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time (daily, seasonal, and long term). Key concepts include</p> <p>c)...climate changes, and catastrophic disturbances.</p> <p>LS 12 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include</p> <p>e) environmental issues (water supply, air quality, energy production, and waste management).</p>			
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Sample Classroom Applications	Sample Resources
<ul style="list-style-type: none"> • After selecting one problem, students will complete Evaluating Information Gathered on Your Problem worksheet. • 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. • 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. • 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. • Write a business letter using performance assessment grading rubric. Letters can be to elected officials, school or community leaders, or other members of the community who have an interest in topics related to improved quality of life for all members of the represented body. • Another possible alternative to the business letter is an email or phone call. It can be assessed for participation points or provide a rubric to give specific guidelines. 	<p>Print:</p> <ul style="list-style-type: none"> • Evaluating Information Gathered on Your Problem worksheet <p>Internet</p> <ul style="list-style-type: none"> • Berkeley website dedicated to specific teaching strategies specifically focusing on establishing and monitoring collaborative groups. http://teaching.berkeley.edu/bgd/collaborative.html

Step 4: Developing A Class Portfolio

(T.E. Pages)

Virginia Standards of Learning	Project Citizen	National Standards for Civics and Government	21 st Century Skills
<p>ENG 7.8 The student will develop narrative, expository, and persuasive writing.</p> <p>a) Apply knowledge of prewriting strategies.</p> <p>b) Elaborate the central idea in an organized manner.</p> <p>c) Choose vocabulary and information that will create voice and tone.</p> <p>d) Use clauses and phrases to vary sentences.</p> <p>e) Revise writing for clarity and effect.</p> <p>f) Use a word processor to plan, draft, revise, edit, and publish selected writings.</p> <p>ENG 7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.</p> <p>a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.</p> <p>c) Choose pronouns to agree with</p>	<p>Step 4: Developing A Class Portfolio p.28-49</p> <p>A. Class Discussion p. 28-34</p> <p>C. Evaluation Criteria p. 35</p> <p>D. Group Instructions p.36</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</i></p>	<p><i>NSS-C.5-8.5 Roles Of The Citizen</i> 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>antecedents. d) Use subject-verb agreement with intervening phrases and clauses. e) Edit for verb tense consistency.</p> <p>ENG 8.6 The student will read, comprehend, and analyze a variety of informational sources.</p> <p>a) Draw on background knowledge and knowledge of text structure to understand selections. b) Analyze the author’s credentials, viewpoint, and impact. c) Analyze the author’s use of text structure and word choice. d) Analyze details for relevance and accuracy. e) Read and follow instructions to complete an assigned task. f) Summarize and critique text. g) Evaluate and synthesize information to apply in written and oral presentations. h) Draw conclusions based on explicit and implied information. l) Make inferences based on explicit and implied information.</p> <p>ENG 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.</p> <p>a) Use prewriting strategies to generate and organize ideas. b) Organize details to elaborate the central idea. c) Select specific vocabulary and information.</p>	<p>concern**</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>Implement Innovations</p> <ul style="list-style-type: none"> • Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur. <p>Make Judgments and Decisions</p> <ul style="list-style-type: none"> • 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 <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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d) Revise writing for word choice, sentence variety, and transitions among paragraphs.

e) Use available technology.

ENG 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.

c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.

d) Maintain consistent verb tense across paragraphs.

e) Use comparative and superlative degrees in adverbs and adjectives.

Sample Classroom Applications	Sample Resources
<ul style="list-style-type: none"> Self assess individual or group work. Students should use the rubric provided by a teacher to evaluate the quality of the product they have developed. Careful self-examination of assignments develops independent learning. 	<p>Internet</p> <ul style="list-style-type: none"> Berkeley website dedicated to specific teaching strategies specifically focusing on establishing and monitoring collaborative groups. http://teaching.berkeley.edu/bgd/collaborative.html Teacher-friendly rubric building site – This site provides templates online for teachers to create rubrics. http://www.rubrics4teachers.com/ Environmental Protection Agency – a federal website focused on environmental issues (http://www.epa.gov) Project WILD Curriculum and Activity Guide – Compilation of activities designed to address wildlife conservation and environmental issues (www.projectwild.org) The ABC's of Web Site Evaluation - http://kathyschrock.net/abceval/ The Quality Information Checklist - http://www.quick.org.uk/menu.htm <p>These sites give students opportunities for exploring Internet sites to rank their reliability and to equip them with the tools necessary for navigating through informational sites.</p>

Step 5: Presenting Your Portfolio

(T.E. pages)

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21 st Century Skills
<p>CE. 1 The Student will develop the social studies skills citizenship requires, including the ability to... h) select and defend positions in writing, discussion, and debate.</p> <p>CE. 4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by... f) practicing decision making; g) practicing service to the school and/or local community.</p> <p>CE. 8 The student will demonstrate knowledge of the American constitutional government at the local level by c) explaining and/or simulating the lawmaking process.</p> <p>ENG 7.1 The student will give and seek information in conversations, in-group discussions, and in oral presentations. a) Use oral vocabulary and style appropriate for listeners. b) Communicate ideas and information orally in an organized and succinct manner. c) Ask probing questions to seek</p>	<p>Step 5: Presenting Your Portfolio p. 50 - 52</p> <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</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

<p>elaboration and clarification of ideas.</p> <p>d) Make supportive statements to communicate agreement with or acceptance of others' ideas.</p> <p>e) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.</p> <p>ENG 7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.</p> <p>a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.</p> <p>b) Use nonverbal communication skills, such as eye contact, posture, and gestures.</p> <p>c) Compare/contrast a speaker's verbal and nonverbal messages.</p> <p>ENG 8.2 The student will develop and deliver oral presentations in groups and individually.</p> <p>a) Choose topic and purpose appropriate to the audience.</p> <p>b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.</p> <p>c) Use appropriate verbal and nonverbal presentation skills.</p> <p>d) Respond to audience questions and comments.</p> <p>e) Use grammatically correct language.</p> <p>f) Critique oral presentations.</p>		<p>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>skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise</p> <ul style="list-style-type: none"> • 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 <p>PRODUCTIVITY AND ACCOUNTABILITY</p> <p>Manage Projects</p> <ul style="list-style-type: none"> • Set and meet goals, even in the face of obstacles and competing pressures • Prioritize, plan and manage work to achieve the intended result <p>Produce Results</p> <ul style="list-style-type: none"> • Demonstrate additional attributes associated with producing high quality products including the abilities to: <ul style="list-style-type: none"> - 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
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			<p>Assessment of 21st Century Skills</p> <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
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			<p>promotes 21st century skills for students</p> <ul style="list-style-type: none">• 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.
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Sample Classroom Applications	Sample Resources
<ul style="list-style-type: none"> • Encourage students to practice their presentation ahead of time in front of their peers to ensure everything goes smoothly on the presentation day. Students could complete a rubric to provide constructive criticism to their peers. • Depending on your goals for project citizen, you can evaluate students' based on criteria that focus on the Standards of Learning you are teaching. For example, you may need to have students' focus on certain skills for language arts such as 7.2a (using verbal communication skills) and emphasize and practice that skill with them. • Standard CE. 9 is a very important skill students' need to understand whomever they present to. Whether it is the local school board, city council, county board of supervisors or General Assembly, students need to understand the process lawmakers make. The school board law making might be different than the General Assembly, but the process and similar procedures (compromise, debate and decision) are the same. • Use the six-hat discussion strategy. Students are given one of six colors each of which represents a different assignment in the upcoming class discussion. This helps students focus on a task and forces them to present information from a variety of perspectives (modified from <u>Six Thinking Hats</u> by Edward DeBono.) <p>White: neutral; objective; facts and figures only. Red: anger; rage; emotions; feelings Black: somber, serious; points out obstacles Yellow: sunny; positive about benefits of the idea Green: creativity; new ideas about making the proposal better or successful Blue: what needs to be done to make this happen</p>	<p>Internet</p> <ul style="list-style-type: none"> • University of Wisconsin website about oral presentation rubrics for practical use in classrooms. It also an explanation of the Six Thinking Hats strategy. http://www.uwstout.edu/soe/profdev/rubrics.shtml#oral • Presentation checklist -- http://www.uchsc.edu/CIS/MkgPresntsChkList.html#anchor1393868 • Our Stories project website designed to help people share their stories. It also includes steps for conducting an interview. Sample questions are included - http://www.ourstories.org/studentguide.html • <i>Elmer's Glue website on creating appealing presentation boards</i> - http://www.elmers.com/products/pdfs/poster.pdf

Step 6: Reflecting on Your Learning Experiences

(T.E. pages)

Virginia Standards of Learning	Project Citizen	National Standards for the English Language Arts	21 st Century Skills
<p>CE. 4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by...</p> <p>a) practicing trustworthiness and honesty;</p> <p>b) practicing courtesy and respect for the rights of others;</p> <p>c) practicing responsibility, accountability, and self-reliance;</p>	<p>Step 6: Reflecting on Your Learning Experiences p. 53 – 55</p> <ul style="list-style-type: none"> • Students do make a difference in their communities. Students develop a greater understanding of challenges facing policy makers and they develop confidence and positive self-images in exercising their rights and responsibilities as citizens. <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</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

	<p>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 alone, or government acting in cooperation with the community**</p> <p>.</p>		
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Sample Classroom Applications	Sample Resources
<ul style="list-style-type: none"> Help them understand the value of their journey by answering reflection/process questions on the 'Reflection worksheet' or in the student workbook. 	<p>Print:</p> <ul style="list-style-type: none"> Reflection worksheet

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