

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

Project Citizen is an interdisciplinary project, that matches the Civics and Economics (CE) curriculum 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. The Virginia Standards of Learning are in the left column and its correlation to Project Citizen is in the right column. 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 in the right columns correlate to fit the standards required for Virginia Civics and Economics and Language Arts 6-8th grade. 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 (Winter 2006-2007) that will also help guide your planning and teaching of the project.

Step 1: Identifying Public Policy Problems in Your Community (Pages 11-14)

Virginia Standards of Learning	Project Citizen
<p>CE. 2 The student will demonstrate knowledge of the foundation of American constitutional government by...</p> <p>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...</p> <p>b) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political</p>	<p>1. Introduce Project Citizen by showing the Kentucky Project Citizen DVD and stop the DVD periodically to discuss the program.</p> <p>2. 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.</p> <p>3. Students will complete Step 1: Identifying Public Policy Problems in Your Community to see the different types of problems they could study.</p>

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

<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>Reading the Project Citizen workbook and discussing different problems will help students' formulate different problems they might want to study.</p>
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Step 2: Select a Problem (Page 15-20)

Virginia Standards of Learning	Project Citizen
<p>CE. 1 The Student will develop the social studies skills citizenship requires, including the ability to...</p> <p>f) identify a problem and recommend solutions</p> <p>CE 3. The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by</p> <p>b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.</p> <p>CE. 6 The student will demonstrate knowledge of the American government by...</p> <p>a) explaining the relationship of state governments to the national government in the federal system;</p> <p>b) describing the structure and powers of local, state, and national governments;</p> <p>c) explaining the principle of separation of powers and the operation of checks and balances.</p>	<p>1. 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.</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>

Step 3: Gather Information (Pages 21-25)

Virginia Standards of Learning	Project Citizen
<p>CE. 1 The Student will develop the social studies skills citizenship requires, including the ability to...</p> <ul style="list-style-type: none"> a) examine and interpret primary and secondary source documents; b) create and explain 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) review information for accuracy, separating fact from opinion <p>CE. 3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by...</p> <ul style="list-style-type: none"> d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society. <p>CE. 5 The student will demonstrate knowledge of the political process at local, state and national levels of government by....</p> <ul style="list-style-type: none"> b) comparing the similarities and differences of political parties. c) analyzing campaign for elective office (media resources), with emphasis on the role of the media (for accuracy). 	<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>2. 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>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>Standard CE. 3 is very important to give students background on public policy and how they can make a difference in the community.</p> <p>Standard CE.5 could be used in the Project Citizen depending on the issue students’ formulate.</p>

<p>e) describing voter registration and participation</p> <p>CE.6 The student will demonstrate knowledge of American constitutional government by</p> <p>a) explaining the relationship of state governments to the national government in the federal system.</p> <p>b) describing the structure and powers of local, state and national governments.</p> <p>c) explaining the principle of separation of powers and the operation of checks and balances.</p> <p>CE. 7 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by</p> <p>c) examining the impact of the media on public opinion and public policy.</p> <p>d) describing how individuals and interest groups influence public policy.</p> <p>CE 9 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. 12 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 individual work ethic and promote career success;</p>	<p>Standard CE. 6 will be used to help students' differentiate between the levels of government and help them understand how each system is connected and has certain powers and checks.</p> <p>Standard CE.7 could be used in the Project Citizen depending on the issue students' formulate.</p> <p>Standard CE 9 could be used to help you decide what solution you select to solve the issue. For example, students' could analyze the incentives and select certain businesses or the government to follow their solution. In addition, students' might need to use different resources and scarcity (the ability to get something to have their solution be doable) might also come into effect.</p> <p>Standard CE 12 could be used to have students interview or shadow business, government or community members who have an impact on their issue.</p>
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c) identifying skills and education that careers require;

d) examining the impact of technological change on career opportunities.

ENG 7.6 The student will read and demonstrate comprehension of a variety of informational texts.

a) Use knowledge of text structures to aid comprehension.

b) Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.

c) Distinguish fact from opinion in newspapers, magazines, and other print media.

d) Identify the source, viewpoint, and purpose of texts.

e) Describe how word choice and language structure convey an author's viewpoint.

f) Summarize what is read.

g) Organize and synthesize information for use in written and oral presentations.

ENG 7.7 The student will apply knowledge of appropriate reference materials.

a) Use print and electronic sources to locate information in books and articles.

b) Use graphic organizers to organize information.

c) Synthesize information from multiple sources.

d) Credit primary and secondary sources.

<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>	
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Step 4: Developing A Class Portfolio (Pages 26-32)

Virginia Standards of Learning	Project Citizen
<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>1. As students' are completing their portfolio, they should refer to the "Portfolio Criteria Checklist – Each Section and Overall Portfolio" in their student edition on pages (40-41) to ensure they do not forget a part of the portfolio.</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>	

b) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.

c) Choose pronouns to agree with antecedents.

d) Use subject-verb agreement with intervening phrases and clauses.

e) Edit for verb tense consistency.

ENG 8.6 The student will read, comprehend, and analyze a variety of informational sources.

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.

i) Make inferences based on explicit and implied information.

ENG 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.

- a) Use prewriting strategies to generate and organize ideas.
- b) Organize details to elaborate the central idea.
- c) Select specific vocabulary and information.
- 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.

Step 5: Presenting Your Portfolio (Pages 33-37)

Virginia Standards of Learning	Project Citizen
<p>CE. 1 The Student will develop the social studies skills citizenship requires, including the ability to...</p> <p>g) select and defend positions in writing, discussion, and debate.</p> <p>CE.7 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by</p> <p>a) explaining the lawmaking process.</p> <p>ENG 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.</p> <p>a) Use oral vocabulary and style appropriate for listeners.</p> <p>b) Communicate ideas and information orally in an organized and succinct manner.</p> <p>c) Ask probing questions to seek 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>1. 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.</p> <p>2. Depending on your goals for project citizen, you can evaluate students' based on criteria that focuses 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.</p> <p>Standard CE. 7 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.</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>	
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Step 6: Reflecting on Your Learning Experience (Page 38 – 40)

Virginia Standards of Learning	Project Citizen
<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>d) practicing respect for the law;</p> <p>e) practicing patriotism.</p>	<p>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> <p>1. Help them understand the value of their journey by answering reflection/process questions on the ‘Reflection worksheet’ or in the student workbook.</p>

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 middle 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.

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> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>List two reasons why this is a major concern in your school or community.</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p>	<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>			

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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. Religion
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