

Correlation Analysis: **Project Citizen, Levels 1 and 2** and *New York State Learning Standards for Social Studies and Core Curriculum and English Language Arts: Resource Guide with Core Curriculum*

Project Citizen, Level 1

New York State Learning Standards for Social Studies, Standard 5: Civics, Citizenship, and Government, pp. 26-27.

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States, and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

New York State Social Studies Learning Standard 5, Key Idea 1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (Adapted from *The National Standards for Civics and Government*, 1994)

Student performance indicator:

- Students consider the nature and evolution of constitutional democracies.

New York State Social Studies Learning Standard 5, Key Idea 3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Student performance indicators:

- Students understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities.
- Students discuss the role of an informed citizen in today's changing world.

New York State Social Studies Learning Standard 5, Key Idea 4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rationale conclusions, and develop and refine participatory skills.

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Student performance indicators:

- Students respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.
- Students explain the role that civility plays in promoting effective citizenship in preserving democracy.
- Students participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.

New York State *Social Studies Resource Guide with Core Curriculum*, Grades 7-8 Social Studies: United States and New York State History, p. 70.

Unit Seven: An Industrial Society

II. Changes in the Social Structure Altered the American Scene

C. Legal basis for citizenship in the United States

1. Citizenship by the “law of the soil”
2. Citizenship by birth to an American parent
3. Citizenship through naturalization

D. Responsibilities of citizenship

1. Civic: A citizen should be:
 - a. Knowledgeable about the process of government
 - b. Informed about major issues
 - c. A participant in the political process

Project Citizen, Level 2

New York State Learning Standards for Social Studies, Standard 5: Civics, Citizenship, and Government, pp. 28-29.

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States, and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

New York State Social Studies Learning Standard 5, Key Idea 3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.

Student performance indicators:

- Students understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of

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one's actions. (Adapted from *The National Standards for Civics and Government*, 1994)

- Students analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign.
- Students explore how citizens influence public policy in a representative democracy.

New York State Social Studies Learning Standard 5, Key Idea 4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rationale conclusions, and develop and refine participatory skills.

Student performance indicators:

- Students take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs.
- Students participate in school/classroom/community activities that focus on an issue or problem.
- Students prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem.
- Students explain how democratic principles have been used in resolving an issue or problem.

New York State core curriculum for grade 12: *Participation in Government*.

The Grade 12 *Participation in Government* course (available online at www.emsc.nysed.gov/ciai/socst/partgov.pdf) represents a culminating experience for students that builds on the United States and New York State history and government courses at grades 7, 8, and 11. The *Participation in Government* course assumes that students have already studied about the basic structures and functions of government at the local, State, and national levels and that students are ready to assume their roles as active, informed citizens. This course does not require that students actively participate as part of the course requirements but rather that students understand the various ways that citizens **do** participate. The course syllabus for *Participation* specifies the following goals for those programs that will meet this requirement*:

- These courses should be interdisciplinary and should include life experiences beyond the classroom and school
- These programs should address real life, substantive problems and issues at the local, State, national, and global levels and,
- These courses of study should challenge students intellectually and interpret “participation” in a broad sense as students analyze public policy issues.

The *Participation in Government* requirement supports the premise that “defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in the classroom.” The course syllabus provides a variety of options for school districts to meet this requirement. Throughout the course outline, references are made to preparing students for active roles in public policy making and providing opportunities for students to “learn, see, and practice citizenship in action.” Local school district options include developing content-based courses of study (e.g., focused on civics concepts and themes such as justice, nation-state, citizenship, political systems, government, decision making, and civic values), community-based courses (e.g., service learning opportunities), and project-based programs (e.g., similar to **Project Citizen** research projects or government simulations).

Participation in Government also proposes that students employ an issue-based approach in studying how policymakers make decisions. This approach involves defining a public issue that affects the public in some way, researching the background to the issue, comparing alternative solutions, and finally selecting the “best” solution (*Participation in Government*, pp. 27-28). *Participation in Government* also supports community-based participatory experiences that include out-of-classroom experiences and involve students in analyzing public issues and proposing solutions. This core curriculum includes a series of “Content Questions” that address the knowledge and concepts students should learn as a result of this course. Units E and G (*Participation in Government*, pp. 47-51, 54) includes the following Public Policy and Political Participation questions:

- How do you find and evaluate information on public issues of interest?
- Which government(s) should respond to a particular public policy issue?
- How does the public policy process work?
- How does the public policy process reflect the purposes, values, and principles of American democracy?
- How do citizens become more involved in working on a public issue or for a political organization?
- What type of public issue can be selected for a culminating project?

(*Adapted from: *Social Studies: A Resource Guide with Core Curriculum*, The University of the State of New York, The State Education Department, 1999, p. 156.)

Correlation Analysis: **Project Citizen Level 2** and New York State
*English Language Arts: Resource Guide with Core Curriculum**

English Language Arts Standard 1: Students will read, write, listen, and speak for information and understanding.

<p>English Language Arts:</p> <ul style="list-style-type: none">• Students read from informational texts such as reference materials, primary and secondary sources, local and state newspapers, online and electronic databases and websites• Students locate and use school, public, academic and special library resources for information and research• Students interpret and evaluate data, facts, and ideas in informational texts• Students analyze and synthesize information from different sources• Students write research reports of support papers to transmit information• Students use both primary and secondary information for research• Students take notes and organize information from written and oral texts, such as lectures and interviews• Student cite primary and secondary sources of information in bibliography and footnotes, using an approved style sheet• Students use charts, graphs, and diagrams to support and illustrate informational text• Students listen to interviews, panel discussions, and group discussions to gather and interpret information• Students determine the need for more information for clarification	<p>Project Citizen, Level 2:</p> <ul style="list-style-type: none">• Students identify problems to be dealt with by public policy• Students select a public policy for class study• Students gather information on the public policy problem the class will investigate• Students organize the information they have gathered about the public policy problem• Students develop a class portfolio to present their research by explaining the problem, examining alternative policies to deal with the problem, proposing a public policy to deal with the problem, and developing an action plan for implementing their policy
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<ul style="list-style-type: none"> • Students listen respectfully and responsively • Students speak to share information and ideas in, for example, small and large group discussions, panel discussions before a school or public audience, interviews, and presentations • Students use notes and speaking points to assist in their deliveries • Students express points of view providing facts and details in support • Students use a presentational format appropriate for the audience and purpose • Students use visual aids and props effectively • Students respond to audience reaction and adapt presentation • Students establish and maintain eye contact with audience 	<ul style="list-style-type: none"> • Students present their portfolio in a simulated public hearing • Students reflect on their learning experience.
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English Language Arts Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

<p>English Language Arts:</p> <ul style="list-style-type: none"> • Students read to analyze and evaluate ideas, information, opinions, issues and experiences from academic and nonacademic sources such as editorials, public documents, position papers, texts of speeches, and advertisements • Students form opinions and make judgments about the validity and accuracy of informational, interpretive, imaginative, and persuasive texts • Students generate a list of significant questions to assist with analysis and evaluation of texts • Students select, reject, and reconcile ideas and information in light of prior knowledge, experiences, beliefs, and biases 	<p>Project Citizen, Level 2:</p> <ul style="list-style-type: none"> • Students identify problems to be dealt with by public policy • Students select a public policy problem for class study • Students gather information on the public policy problem the class will investigate
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<ul style="list-style-type: none"> • Students state an opinion, or present a judgment by developing a thesis and providing supporting evidence, arguments and details • Students articulate one or more perspectives (such as one's own and/or those of a special interest group) to summarize arguments on different sides of issues • Students use strategies designed to influence or to persuade in writing speeches, editorials, and advertisements • Students listen to analyze and evaluate information, ideas, opinions, issues, themes, and experiences...including small and large group school or community discussions, speeches, interviews, debates, and multimedia presentations • Students recognize and acknowledge various perspectives on issues of local, national and world concerns • Students determine points of view, clarify positions, make judgments, and form opinions • Students speak to present opinions, judgments, ideas, information, issues...in small and large group presentations • Students present reasons, examples, and details from sources cited to defend opinions or judgments • Students speak extemporaneously to clarify or elaborate • Students respond to constructive criticism • Students use visuals and technology to enhance presentations 	<ul style="list-style-type: none"> • Students organize information they have gathered about the public policy problem • Students develop a class portfolio to present their research by explaining the problem, examining alternative policies to deal with the problem, proposing a public policy to deal with the problem, and developing an action plan for implementing their policy • Students present their portfolio in a simulated public hearing • Students reflect on their learning experience.
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(*Taken from: *English Language Arts: Resource Guide with Core Curriculum*, The University of the State of New York, The State Education Department, 1999, pp. 52-60.)