Participation in Government

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Foreword

The Participation in Government core curriculum is designed to be a culminating course of study that focuses on Social Studies Learning Standard 5—Civics, Citizenship, and Government (the civics standard). Participation in Government is the civics capstone of a student's K–12 social studies experience. Upon entering 12th grade, students should be ready to synthesize and apply this content-rich experience to the study of contemporary and/or historic public issues and to increase the student's awareness of their rights and responsibilities as a citizen. The term *participation* is interpreted in its broad sense. It is designed to engage students in the analysis of public policies and issues that are relevant to individual students. Fundamental to Participation in Government is a course of study that has students defining, analyzing, monitoring, and discussing issues and policies. The course reflects:

- An issue-based approach to public policy,
- The tools and skills needed in real-world learning experiences, and
- The knowledge needed for effective citizenship.

The major changes in this new core curriculum are as follows:

- This revision links Participation in Government to the new New York State civics standard, Regulations of the Commissioner of Education, and Section 801-a of the State Education Law.
- The revision introduces a content foundation consistent with state and national civics standards.
- The revision updates the commitment to active citizenship through active learning.

The design and development of this core represents a collaborative partnership among state and local officials and agencies, public and private schools, BOCES, and representatives from institutions of higher learning and professional organizations. In addition, a significant number of social studies teachers and supervisors have either attended informational sessions at which reactions to this core have been expressed, or have written formal reviews. The Department wishes to recognize and thank the individuals and organizations listed in the Acknowledgments section for their cooperation and support for this important curriculum project.

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Contents

Introduction

Why Study Civics, Citizenship, and Government?

A major aim of education in the State of New York is to prepare its students for a productive and meaningful life as citizens in local, state, national, and international settings. Walt Whitman wrote in his *Democratic Vistas*: "The mission of government, henceforth, in civilized lands, is . . . to train communities through all their grades, beginning with individuals and ending there again, to rule themselves."

This civic mission is based on the democratic idea that active citizenship in the form of political participation is essential to the health and well-being of both the person and the polity. In fact, this civic aim serves as a reminder that New York State is a polity—a constituent polity within a larger federal democracy—with a distinctive political character. Every election year our citizenry may vigorously debate the policies our State should pursue; but a subject on which most agree is that, as a state, we have an obligation regarding the civic education of our students.

The civics standard is designed specifically to help students become active citizens. The civics standard is not an isolated phenomenon but part of a national and state recognition of the need for educational standards to improve education in general and civic preparedness in particular.

The civics standard reflects the mounting concern that young people are becoming more and more disengaged from politics. In 1998 the National Association of Secretaries of State sponsored a survey of youth attitudes known as the New Millennium Project. That survey sampled the civic attitudes of 70.2 million American youths, ages 15 to 24, representing the largest generation of young people in American history—surpassing even the baby boom generation.

Among its findings, this survey reported:

- Voter turnout among youth (18- to 24-year-olds) declined from 50 percent in 1972 (when the voting age was lowered to 18) to approximately half that number in 1998. Voter turnout among youth with a high school education or less is half that of youth who have obtained some college education. Voter turnout among youth is also disproportionately low among nonwhite respondents and among those who are not in school, tend not to read newspapers, and tend not to use the Internet.
- Only 16 percent of those surveyed (15- to 24-year-olds) reported volunteering in a political campaign, yet 53 percent reported volunteering with a nonpolitical organization (primarily in the social services). Ninety-four percent of respondents agreed that the most important responsibility of citizenship is to *help others*; 60 percent or more cited their highest priorities as "a close-knit family" and "gaining knowledge, education, and skills." The disappointing news is that the lowest rated priorities held by only one fourth of youth are "caring about the good of the country," "being involved in democracy and voting," and "being involved and helping your community be a better place."
- Only 25 percent of respondents could correctly identify the name of the vice president of the United States, the governor of their state, and the length of the term for a member of the U.S. House of Representatives. However, most respondents (60 percent) think that government should help families achieve the American dream and think that government can (72 percent) and should (56 percent) have an impact on their lives. At the same time, most respondents (64 percent) think that government is run by "a few big interests looking out for themselves" and that "you can't trust politicians because most are dishonest" (58 percent).
- Most respondents (67 percent) think that their generation "has an important voice but no one seems to hear it."

Political disengagement is a term currently used to refer to these trends, and it has educators and public officials deeply concerned. Standard 5 can be an important vehicle used for the civic reengagement of our youth in the political process. However, it is not the only State vehicle used to accomplish this goal. In 2000 the governor and legislature amended State Education Law by adding a new section, 801-a, to require instruction in civility, citizenship, and character education (see p. 5 for text).

This core curriculum for Participation in Government is intended to be used to meet the curriculum mandate of the Board of Regents that requires all students to complete a one-half unit course of study in civics, citizenship, and government or its equivalent, as part of their four-unit social studies course requirement. Equivalent courses in Participation in Government must address the civics standard as described on pp. 6-7. Equivalent courses must address the key ideas and performance indicators that define the standard.

Other public officials have made recommendations on how to combat increased disengagement among the youth of our State. In 1999, for example, the Chief Judge of New York State, Judith S. Kaye, released a report entitled "Public Trust and Confidence in the Legal System." This report contains specific recommendations on ways in which the educational and judicial systems in New York State could join forces to educate students about the rule of law and the court system. The impetus for this State study came from a national conference on public trust and confidence sponsored by the American Bar Association, the Conference of Chief Justices, and the Conference of State Court Administrators.

The 12th grade is a critical stage of citizenship preparation and civic reengagement. Typically viewed as the student's last year of high school, occasionally dismissed as a time when it is "too late to learn," the 12th grade is actually the student's "commencement grade," and for good reason. According to the *American Heritage Dictionary*, the word *commence* means "to begin, start . . . come into existence." In this sense, the 12th grade is not the end but a beginning in which the student begins to think about entering a new life beyond the schoolhouse door.

An important part of this preparation is the ability to synthesize and apply—to put things together, take stock, and apply knowledge to the real world. The culminating social studies course for Standard 5, Participation in Government, can provide a critical teaching moment in this process in which the student is expected to learn, see, and practice citizenship in action.

Education Law and Commissioner's Regulations

Below you will find excerpts from Project SAVE: Safe Schools Against Violence in Education Act - Civility, Citizenship, and Character Education and Regulations of the Commissioner of Education Relating to General Education and Diploma Requirements – Section 100.5. Both the law and the Commissioner's Regulations have a direct impact on Participation in Government.

The Commissioner's Regulations Section 100.5 mandates that all students first entering grade 9 in 1985 and thereafter must earn a half-unit of credit in Participation in Government or its equivalent.

The course, Participation in Government, emphasizes the teaching of basic civic values that are reflective of the principles of civility, citizenship, and character that are set forth in Project Save. Like the Project Save legislation, there is an emphasis on the rights and responsibilities of citizenship.

PROJECT SAVE: SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION ACT
Civility, Citizenship, and Character Education

801-a Instructions in civility, citizenship and character education. The regents shall ensure that the course of instruction in grades kindergarten through twelve includes a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observation of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. The regents shall determine how to incorporate such component in existing curricula and the commissioner shall promulgate any regulations needed to carry out such determination of the regents.

REGULATIONS OF THE COMMISSIONER OF EDUCATION RELATING TO GENERAL EDUCATION AND DIPLOMA REQUIREMENTS

Section 100.5

100.5 Diploma requirements.

(b) *Additional requirements for the Regents diploma*.

(7) Types of diplomas.

(*b*) Social studies, four units of credit including one unit of credit in American history, the Regents examination in United States history and government or an approved alternative pursuant to section 100.2(f) of this Part, the Regents examination in global history and geography or an approved alternative pursuant to section 100.2(f) of this Part, and a half-unit of credit in Economics and a half-unit of credit in Participation in Government or their equivalent as approved by the local public school superintendent or his or her designee or by the chief administrative officer of a registered nonpublic high school.

Social Studies Learning Standard 5 – Civics, Citizenship, and Government

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

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)*

Elementary K–4

- know the meaning of key terms and concepts related to government, including *democracy, power, citizenship, nation-state,* and *justice*
- explain the probable consequences of the absence of government and rules
- describe the basic purposes of government and the importance of civic life
- understand that social and political systems are based upon people's beliefs
- discuss how and why the world is divided into nations and what kinds of governments other nations have.

Intermediate 5–8

- analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
- consider the nature and evolution of constitutional democracies
- explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens
- analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.

Commencement 9–12

- analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs
- consider the nature and evolution of constitutional democracies throughout the world
- compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture
- identify and analyze advantages and disadvantages of various government systems.

Key Idea #2

The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, *1994)*

- explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States
- understand the basic civic values that are the foundation of American constitutional democracy
- know what the United States Constitution is and why it is important. (Adapted from *The National Standards for Civics and Government*, 1994)
- understand that the United States Constitution and the New York State Constitution are written plans for organizing the functions of government
- understand the structure of New York State and local governments, including executive, legislative, and judicial branches
- identify their legislative and executive representatives at the local, state, and national levels. (Adapted from *The National Standards for Civics and Government,* 1994)

- understand how civic values reflected in the United States and New York State Constitutions have been implemented through laws and practices
- understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution
- compare and contrast the development and evolution of the Constitutions of the United States and New York State with the realities as evidenced in the political, social, and economic life in the United States and New York State
- define federalism and describe the powers granted to the national and state governments by the United States Constitution
- value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality
- understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.

- trace the evolution of American values, beliefs, and institutions
- analyze the disparities between civic values expressed in the United States Constitution and the United Nations Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and other nations throughout the world
- identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society
- compare and contrast the Constitutions of the United States and New York State
- understand the dynamic relationship between federalism and states 'rights.

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.

Elementary K–4

- understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
- examine what it means to be a good citizen in the classroom, school, home, and community
- identify and describe the rules and responsibilities students have at home, in the classroom, and at school
- examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
- understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service
- identify basic rights that students have and those that they will acquire as they age.

Intermediate 5–8

- explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
- 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
- discuss the role of an informed citizen in today's changing world
- explain how Americans are citizens of their states and of the United States.

Commencement 9–12

- 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 one's actions (Adapted from *The National Standards for Civics and Government*, 1994)
- 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
- describe how citizenship is defined by the Constitution and important laws
- explore how citizens influence public policy in a representative democracy.

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 rational conclusions, and develop and refine participatory skills.

- show a willingness to consider other points of view before drawing conclusions or making judgments
- participate in activities that focus on a classroom, school, or community issue or problem
- suggest alternative solutions or courses of action to hypothetical or historic problems
- evaluate the consequences for each alternative solution or course of action
- prioritize the solutions on the basis of established criteria
- propose an action plan to address the issue of how to solve the problem.

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

- participate as informed citizens in the political justice system and processes of the United States, including voting
- evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from *The National Standards for Civics and Government*, 1994)
- take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs
- consider the need to respect the rights of others, to respect others' points of view (Adapted from *The National Standards for Civics and Government*, 1994)
- participate in school / classroom / community activities that focus on an issue or problem
- 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, prioritizes the solutions on the basis of established criteria, and proposes an action plan to address the issue or to resolve the problem
- explain how democratic principles have been used in resolving an issue or problem.

See Appendix A—The National Standards for Civics and Government.

The New York State civics standard and its four key ideas provide some direction in how teachers and schools can structure their courses in Participation in Government.

Key Idea #1: Comparative and International Perspectives. Key Idea 1 uses *comparative and philosophical thinking* to explore how other political cultures perceive public issues. Here is another good opportunity for a discussion of major values perspectives and philosophical differences. Students should be able to distinguish between public policy stances in authoritarian versus nonauthoritarian regimes, statist systems (i.e., heavily bureaucratic, government-centered) versus individualistic systems (i.e., individual-centered, market-driven), and modern cultures (legalistic, rationalistic) versus traditionalistic cultures (traditional, family-based).

Resources for the Teacher

A useful resource for the teacher is John D. Nagle, *Introduction to Comparative Politics*, 5th edition (Chicago: Nelson-Hall, 1998) because it shows a range of policy issues (economic, political, rights, and quality of life) in former Communist, Western, and Third World countries.

Key Idea 1 uses *global thinking* to explore the international dimension of an issue or recommended action. Students should be able to identify and analyze the international causes and consequences of the issues they study. Students should also be able to consider the desirability and feasibility of international cooperation in the policy actions they recommend.

Key Idea #2: Federalism and Intergovernmental Perspectives. Key Idea 2 uses *federalist thinking* to analyze the intergovernmental (e.g., federal-state-local) dimension. Three important political scientists (Morton Grodzins, Daniel J. Elazar, and Martin Diamond) advanced the "intergovernmental thesis" of American politics. According to this thesis, sooner or later every public issue in the American system—from solid waste management to national defense—is resolved by a combination of all levels of government. Solid waste management involves not only local garbage collection but a mix of state and federal regulations and grants. National defense involves not only the national armed services but also the National Guard and even state and local law enforcement agencies. So, the policy question is rarely which government should be singled out for action but how can all governments join forces in a truly intergovernmental partnership.

Resources for the Teacher

Over the years, the public policy field has mushroomed. There are a few core readings in this field. One is John W. Kingdon, *Agendas, Alternatives, and Public Policies*, 2nd edition (HarperCollins, 1995), known for its analysis of how issues get placed on the public agenda. Another is Randall B. Ripley and Grace A. Franklin, *Congress, the Bureaucracy, and Public Policy*, 5th edition (Wadsworth, 1991), known for its typology of different policies (e.g., distributive, redistributive, structural, crisis) and the types of politics associated with each.

Key Idea #2: Civic Values and Character Education. Key Idea 2 also contains a list of civic and personal values. There is significant overlap between this list and the list contained in Section 801-a of the State Education Law on civility, citizenship and character education. Participation in Government offers three natural ways to strengthen students' appreciation of these values as they relate to the practice of citizenship. These opportunities occur in the three strands of this course: the issue-based method, community-based learning, and core civics content.

- The issue-based method is centered on a twofold idea: People can solve problems (an active and positive outlook) and they can do so by working within the system, respecting the law, respecting others, and learning how to negotiate and compromise.
- Community-based learning focuses on the idea that students need exposure to the real world of politics, where they can see how well political principles are implemented, think about how to improve political practice, and learn along the way from real-life role models who have committed a part of their lives to improving public life.
- Core civics content is based on what the student should know to be an effective citizen; this knowledge should include an understanding and appreciation of the principles that inform American politics and how those principles compare with those of other political cultures.

Key Idea #3: Roles of Citizenship. The content of Participation in Government is centered equally on the institutions of government and the individuals who make those institutions work. The student should have acquired the basics of government structure (e.g., the essentials of the three branches and levels of government) first in 7th and 8th grades and later in 11th grade. If this is not the case, then time must certainly be taken to re-acquaint students with these essential subject areas. However, the expectation of Participation in Government is that the student is ready for the firsthand study of how institutions and individuals interact, particularly how citizens use political institutions for the resolution of contemporary public issues in electoral, policy, and legal processes.

Key Idea #4: Intellectual and Civic Skills. In Key Idea 4, the emphasis is less on content and more on skills development. The student is expected to sharpen and apply the *intellectual skills* and *civic skills* set forth in this key idea. The issue-based method of this course enables the student to apply both sets of skills through *political analysis and action.*

Concepts and Themes for Social Studies

Civics, Citizenship, and Government

Citizenship means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

Civic Values refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

Decision Making means the processes used to

"monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict."

(Taken from *Civics Framework*, p. 18. See Works Cited.)

Government means the

"formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations."

(Taken from *Civics Framework*, p. 19. See Works Cited.)

Human Rights are those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person*, and *a standard of living adequate for the health and well-being of oneself and one's family* (*Universal Declaration of Human Rights*). Human rights are inalienable and expressed by various United Nations Documents.

Justice means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

Nation-State means a geographic/political organization uniting people by a common government.

Political Systems such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for parts of that system to interrelate and combine to perform specific functions of government.

Power refers to the ability of people to compel or influence the actions of others. "Legitimate power is called authority."

Social Studies Skills

Content, concepts, and skills form the basis for the learning standards and goals for the State *Social Studies Resource Guide with Core Curriculum.* Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the K–12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skills objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies (Beyer, 1988). Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, K–12. The social studies standards, key ideas, performance indicators, and core curriculum provide additional examples of skill development strategies.

Chart A: Social Studies Skills

I. GETTING INFORMATION

Students shall be able to:

identify a variety of sources of information:
- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

recognize advantages and limitations of various sources

locate sources of print and nonprint information:
- libraries (card catalogs, indices, library guides such as *Reader's Guide to Periodical Literature*)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

identify the types and kinds of information needed:
- recognition of information that is relevant as differentiated from information that is irrelevant
- use of subquestions and/or predicted consequences
- understanding of purposes for which information is to be used

locate information in print and nonprint sources:
- main elements
- main ideas
- supportive elements

organize collected information:
- orderly, precise, summarized notes
- cited sources

II. USING INFORMATION

Students shall be able to:

classify and/or categorize data by:
- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events placing ideas in order, chronological and other
- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

evaluate data by:
- differentiating fact from opinion
- identifying frames of reference
- identifying value-laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

draw inferences from data by:
- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

check on completeness of data and question hypotheses based on sufficiency of evidence by:
- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones where necessary
- drawing conclusions

generalize from data by:
- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies
- creating a broad statement that encompasses findings

scrutinize possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals

revise generalizations in the light of new data

III. PRESENTING INFORMATION

Students shall be able to:

speak in an effective way by:
- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

use media and various visuals for communicating ideas by:
- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

write in an expository way by:
- thinking logically
- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, a conclusion

recognize and use nonverbal means of communication by:
- understanding the variety of kinds of nonverbal communication: gestures, touching, eye language, etc.
- appreciating that the amount and kind of nonverbal communication varies from culture to culture

IV.PARTICIPATING IN INTERPERSONAL AND GROUP RELATIONS

Students shall be able to:

incorporate a set of positive learning attitudes by:
- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- objectively assessing the reactions of other people to one's own behavior

participate in group planning and discussion by:
- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

assume responsibility for carrying out tasks:
- individual
- group

be alert to incongruities and recognize problems

define basic issues by:
- defining terms
- identifying basic assumption
- identifying values conflicts

set up hypotheses and/or alternative courses of action

Chart B: Problem-Finding/Solving Skills

Developing skills in dealing with conflicts, incongruities, and problems facing individuals and societies has been recognized for a number of years as a major skills area. By learning to resolve problems in a classroom or school setting, students are given practice in approaching problem tasks in a rational manner. It is hoped that by making this practice a continuing one, from kindergarten through grade 12, the process can be transferred by the students to their outside encounters. Pupils need practice in rational approaches to working out conflicts and problems. The steps in this process generally consist of having students:

1. define or identify a problem
2. hypothesize and investigate data
3. make a decision based upon step #2
4. recognize values conflicts
5. redefine the decision in attempting to accommodate any conflicts in values.

Students should be helped to realize that while a problem may be resolved by taking one action or another, the solution may well raise new problems. This realization should encourage students to weigh alternative solutions carefully.

Each person or group determines which solution to apply by a combination of rational thinking and subjective judgments which may be intuitive, value-laden, or emotional. The process of problem solving is developmental in nature; the solution of a problem or the changing of the decision gives the student the skills needed to approach another problem. If we conceptualize the basic steps in problem solving, we can see how attempting to solve one problem will provide the student with the experiences and skills needed to solve another problem.

Chart B applies the skills found in Chart A in an attempt to specifically apply that material to social studies content: problem solving, conflict resolving, and decision making. The format is that of objectives which when followed would enable students to proceed through the process. People do not necessarily proceed step-by-step through the process, but may omit steps because of previous knowledge or intuitive reaction. Students without these advantages, for whatever the reason, should be given many opportunities for application and practice.

Each of the steps in this process, as in the continuum, can be assessed, taught/learned, practiced, and used outside the problem context. But the student learns best when the skill is learned and practiced in the context of real or vicarious experiences requiring resolution of some kind.

Objective I:

The student will be able to find problems.

The student will:

- raise questions related to a problem
  - question beyond the who, what, when, where and include the how and why
  - generate ideas and questions that show originality, flexibility, and inventiveness
- recognize that a problem exists
  - identify several aspects of a problem area
  - identify gaps or missing links in the events and ideas
  - recognize conflicts in data
  - point out relationships between conceptual areas not usually related
- use higher level thinking skills of comprehension, analysis, synthesis, and evaluation
  - establish a network of related facts and concepts
  - organize and bring structure to ideas, events, and things
  - reach some tentative conclusions or hypotheses
  - define basic issues, terms, assumptions, values conflicts

Objective II:

The student will be able to solve problems which are either presented by the teacher or which are identified by the student.

The student will:

- write a sentence or paragraph that states the problem
  - include a clear identification of the problem
- write a series of questions using stems that indicate increasing levels of complexity, for use as a guide for problem solving
- develop a plan for problem solving
  - include use of time, location, and date of completion
  - include appropriate age level, the objective, and available resources
  - include alternative courses of action
  - assume responsibility for carrying out individual and group tasks
- obtain information from a variety of sources by
  - using libraries (card catalogs, indices, library guides such as *Reader's Guide to Periodical Literature*)
  - using reference works, newspapers, magazines, primary and secondary sources
  - using tables of contents, appendices, glossaries, bibliographies, and indices
  - identifying main ideas and supportive elements
  - using maps, globes, atlases, visuals, field trips, artifacts, tables, graphs, charts, diagrams, people, museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, and interviews
- evaluate the sources of information by
  - using multiple sources of the same types of information
  - varying approaches, viewpoints, interpretations
  - checking on completeness of data
  - recognizing advantages and limitations of various sources
  - testing, refining, and eliminating questions and working out new ones when necessary
  - understanding purposes for which information was provided
  - differentiating fact from opinion
  - identifying frames of reference and value-laden words
  - detecting evidence of propaganda
  - evaluating author's or person's qualifications
  - recognizing information likely to be relevant as differentiated from information likely to be irrelevant
- organize and use data by
  - categorizing data
  - selecting appropriate headings for data
  - distinguishing between relevant and irrelevant information and events
  - placing ideas in order, chronological and other
  - developing tables, charts, maps, and graphs to clarify data and ideas
  - identifying differences and similarities in data
  - drawing inferences from data
  - seeing relationships among the parts
  - recognizing inconsistencies
  - identifying conflicting views and statements
  - checking on completeness of data and questioning hypotheses based on sufficiency of evidence
  - using simple mathematical and statistical devices to analyze data
  - drawing conclusions
  - generalizing from data
  - drawing on previously learned concepts and generalizations
  - checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies
  - scrutinizing possible consequences of alternative courses of action, by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals
- when necessary, redefine the original problem or identify "new" problems by
  - arranging and recombining data to create new structures for looking at the problem
  - thinking of new ways to use old or standard ideas and things
  - thinking of novel, unique, or unusual possibilities
  - thinking of different kinds of possibilities by manipulating, adapting, and modifying ideas
  - embellishing the possibilities
- develop a product or conclusion that summarizes the information and can be shared
  - orally: mini-lecture or debate, tapes of interviews or discussions, records
  - visually: chalkboard, maps, diagrams, charts, photographs, collages, models, by demonstration
  - in writing: report, letter, article, poem, mock diary, story, drama

Objective III:

The student will be able to work with others engaged in problem-finding/solving skills.

The student will:

- participate in group planning and discussion by
  - following democratic procedures in helping to make group decisions
  - initiating ideas
  - giving constructive criticism
  - suggesting means of group evaluation
  - suggesting ways of resolving group differences
- incorporate a set of positive learning attitudes by
  - recognizing that others may have a different point of view
  - observing the actions of others
  - being attentive to situational as well as personal causes of conflict
  - listening to reason
  - recognizing and avoiding stereotypes
  - withholding judgment until the facts are known
  - assessing the reactions of other people to one's own behavior
- recognize and use nonverbal means of communication by
  - understanding the various kinds of nonverbal communication: gestures, touching, eye language, etc.
  - appreciating that the amount and kind of nonverbal communications vary from culture to culture

Objective IV:

The student will be able to communicate orally, visually, and/or in writing the results of the problem-finding/solving effort.

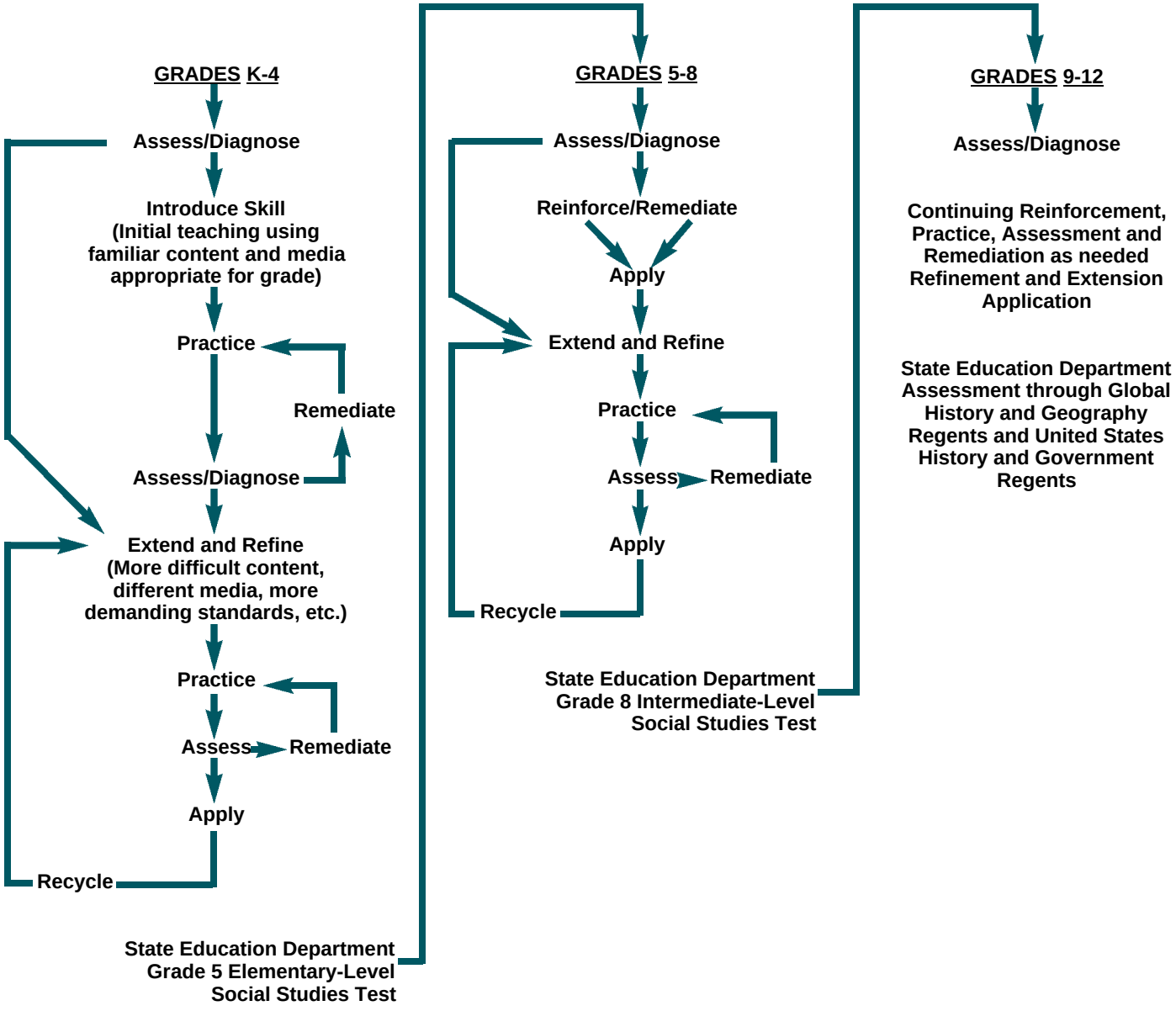
The student will:

- speak in an effective way by
  - spending sufficient time in planning and preparing whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
  - talking in complete sentences
  - keeping to the topic
  - using appropriate visuals/gestures, etc.
  - learning and developing the skills of being a discussion leader or participant
- use media and various visuals for communicating ideas by previewing such media and visuals
  - preparing appropriate commentary
  - using a variety of media forms: films, filmstrips, photographic essays, etc.
  - constructing and using appropriate tables, charts, graphs, cartoons, etc.
- use different forms of written expression: investigative/informative, interpretive, argumentative, narrative, and descriptive by
  - following an acceptable format that includes an introductory element, a body containing the basis of the work, and a conclusion
  - thinking creatively
  - thinking logically
  - communicating ideas coherently
  - forming generalizations based on appropriate data
  - supporting such generalizations through the use of relevant factual information

Skills Development Procedures

Figure 1

The following diagram suggests a systematic procedure for skill development in the social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



How to Use This Core Curriculum

This core curriculum was developed to assist participation in government administrators, teachers, and specialists in developing local curricula for the half-unit participation in government requirement. Since this core curriculum represents a recommended course of study, teachers should read the entire core and then plan student learning activities that best address local requirements and meet the needs and interests of their students.

The core curriculum is divided into three sections: The Method, The Tools and Skills, and The Content, starting on page 27. The third section, the Content section, identifies:

- the unit, at the top of the page;
- a boxed content question with appropriate state and national standards;
- two side-by-side columns entitled Content and Connecting Activities and Questions;
- some of the questions contain sidebars that include notes to the teacher or curriculum developer; and
- a shaded box at the bottom of each page identifying a variety of resources and websites.

A Works Cited section is included at the back of the manuscript to provide complete citations for resources identified in the resource boxes of the Content section.

Two Appendixes are provided. Appendix A provides the National Standards for Civics and Government and Appendix B lists websites that can be used in participation in government.

Roles of the Teacher and Types of Student Involvement

Issue-based inquiry can take a number of different forms. Here are some possibilities:

Class Discussion
The content topics in Part III contain a wide variety of issues. Many lend themselves to class discussion. Suggested discussion questions are posed in the second column. Initially, teachers should work with students on issue formulation. As the course proceeds, they should guide students through discussions of subsequent steps in the issue process. The practical and personal nature of the issues in the core curriculum is designed to stimulate student discussion.

Class Assignments
The issue-based approach lends itself to a sequence of brief assignments or a large class project. Determine how best to sequence student assignments in the learning process, and determine what those assignments should be. Students first need to learn how to think politically and legally in the selection and formulation of public issues. The content topics in the core curriculum provide opportunities for such exercises. After the student has mastered issue formulation, assignments should help students develop their ability to prepare: a brief background statement, a chart of alternatives in terms of their pros and cons, and a chart of the recommended action in terms of its legislation, funding, and implementation.

Student/Class Projects
The issue-based approach can provide a solid foundation on which to build culminating student or class projects. *Large culminating projects are not essential.* Students can exercise inquiry skills in smaller doses. However, a project does enable the student to synthesize and apply a wide range of newly acquired skills and understandings. Such projects can be individual, group, or class based.

There is no required medium for a student or class project. It can take the form of "a student paper," a print or video journal, a simulation project, or a portfolio of how the student carried out his/her responsibilities and what s/he learned. It can also take the form of a student newspaper or video project. The creative teacher will undoubtedly come up with other examples.

Student work might be presented in a number of ways. Student work might be presented at a community / parent's night or some other kind of open house, or it might be presented at a regularly scheduled PTA / PTO meeting or school (district) board meeting. If the public issues are local community issues, projects could be showcased at a regularly scheduled meeting of the relevant local government(s). All of these examples also help the school in its ongoing efforts to reach out to and inform the larger community of its programs.

Local Options

How should the three strands of this course be organized? The teacher or school must decide how much emphasis to place on the three strands of this course, and how to weave them together. There are various possibilities. A few are suggested below, but others are possible.

- A content-based course in which the teacher follows the content topics outlined in this syllabus, using issue-based assignments and community-based learning experiences whenever possible.
- A community-based experiential course in which the teacher proceeds briskly through the content topics as a foundation for a community-based experience like service learning, which the student ties back to civics through issue-based assignments. *The inclusion of service learning into Participation in Government is a local district decision.* Participation in Government can be taught with or without such a component.
- A project-based course in which teachers proceed through the content of the course as a foundation for a student or class project such as a research project or an issue-based simulation activity. Again, a culminating project is a local district decision. Many districts include such components in their Participation in Government course.

Should community-based learning occur in or out of the classroom? Community-based learning can take many forms, and there are multiple communities from local to international levels. Pragmatic decisions by the teacher and school—stretched by creativity, will power, and available resources—will govern what is possible in most cases.

- *Out-of-Class Learning.* In some schools, it may be possible to organize extensive out-of-class learning experience and internship placements in governmental and political organizations. Out-of-class learning experiences, whether they take the form of service learning, internships, etc. are a decision for the local school district; they are not required by the State. If extensive placements in the community are impossible, it might be possible to arrange class or group visits to such places as courtrooms and city council chambers. If class visits are not possible, students can arrange individual meetings with public officials or observational visits. One way or another, students should have an opportunity to observe, record, compare, and reflect on public meetings of a number of public bodies such as a school board, city council, town or village board, or county legislature. Students should also have an opportunity to observe, record, and discuss court proceedings.
- *In-Class Learning.* In some situations, it may be more realistic to focus on in-class experiences. The teacher can invite public officials and community leaders to meet students in the classroom. The teacher can also provide research assignments that send students out into the community on finite missions. These tasks move students step-by-step through the content topics outlined in Section III of this syllabus.

How could the content section of the course be taught? The elementary and intermediate levels of the State civics standard are included on pages 6-7 to encourage school districts to examine their K-12 social studies programs in terms of when content, concepts, and skills are introduced; when they are the focus of instruction; and when they are intended to extend and refine applications. Such surveys are invaluable in helping districts make local curriculum decisions regarding when content, concepts, and skills should be taught, and when they can be eliminated as unnecessary redundancies. Schools may want to design and administer a civics pretest as a guide for curriculum development and instruction and as a way of assessing what students already know and are able to do. By deleting those topics that have already been mastered, teachers gain the time needed to teach topics of local interest or teacher expertise such as community politics, environmental protection issues, foreign policy and international relations issues.

The Content Section (see p. 33) is divided into 7 units with 21 content questions. Some schools may determine that some of these questions do not need to be taught in this course because they have been addressed in earlier courses (see pp. 6-7). Some teachers may decide to re-arrange the remaining list of questions, though most teachers will probably want to keep the order of the first 3 questions in Units A and B. Some teachers will prefer to use a particular textbook or a particular approach to provide the course with a desired structure, emphasis, and direction. This would also streamline and focus the content. Here are some examples of the types of approaches that might be used to focus the the course content: (a) a public policy approach; (b) a constitutional government approach; (c) a law-related education approach; (d) a government/institutional approach focusing on national government, or (e) a community service learning or citizenship skills approach in which the students' work experience is tied back to academics through the content questions and assignments.

On which government(s) should the course focus? The student must learn to function effectively as a citizen in a complex world. Power in the American system is distributed among local, state, and federal governments. At the same time, as noted above, the roles of these governments often blend and blur in the actual unfolding of real-world politics. To complicate matters further, international factors extend into the private lives of citizens and the public life of American society. This interweaving creates an image of overlapping arenas or spheres such as that depicted by Figure 2 (p. 21); the image of a "layer cake" of neatly arranged levels of government seems increasingly irrelevant.

As specified in the State civics standard, the student should gain an appreciation of the intergovernmental and international dimensions of the issues and institutions they study. However, this need does not preclude a course focus on a particular government. Some schools have a 12th-grade curriculum that focuses on state and local government while others may focus on the national government. Either example is appropriate, so long as students learn the international and intergovernmental reach of the issues and institutions they study. Most of the content questions presented in Section III provide teachers with the opportunity to focus their courses on any one government or combination of governments.

What is the focus of issue-based instruction? A *public issue* usually involves a debate over the extent of a public problem and how a government (local to global) should respond. The issue can address an historical or contemporary issue. For the purpose of this course, the term *problem* means an intellectual problem or challenge. It is not the intent of this core curriculum to cast all public policy issues in terms of government's fixing something wrong with society. The policy issue should be formatted as a question that contains these elements:

- the government;
- the instrument;
- the action; and
- the specific aspect of the object to be regulated.

The steps of policy analysis include:

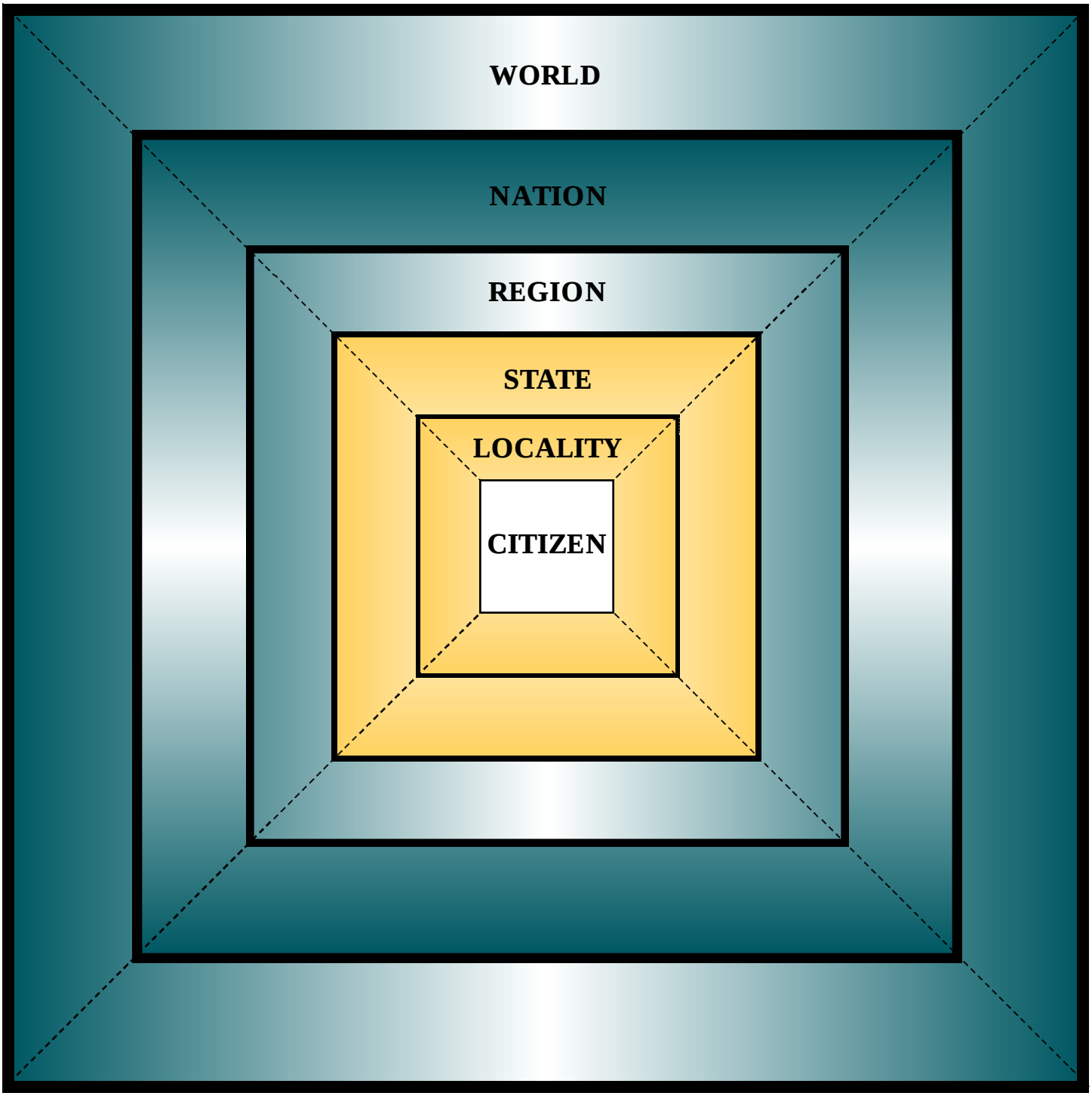
- finding and formulating an issue;
- researching background;
- deliberating alternatives; and
- selecting a recommendation that addresses
  - how the existing situation or law needs to be changed;
  - how much funding is needed and what will be the source of funding; and
  - who will administer the recommendation and how.

Research Sources

Student research should draw on a manageable range of primary and secondary source material that reflects a diversity of perspectives appropriate to the issue. This is an excellent opportunity to expose students to the variety of "documents-based research" and the wealth of resources in their local community, on the Internet, and in the issue areas they are studying.

Arenas of Citizenship

Figure 2



THE INDIVIDUAL EXISTS SIMULTANEOUSLY IN A LOCALITY, A STATE, A REGION, A NATION, AND THE WORLD.

Core Curriculum

Summary

This Participation in Government core curriculum provides students with a capstone experience, enriched by active learning opportunities, that enables students to synthesize, apply, and thereby reinforce the civics knowledge, skills, concepts, themes, and dispositions of active citizenship.

This core curriculum brings together three strands, which are summarized below.

I. The Method

The Issue-Based Approach. The backbone of the course is a simple four-step process of issue analysis that can be used as a basis for inquiry, discussion, and writing throughout this course. These steps involve issue formulation, background research, evaluation of alternative responses, and defense of a recommended action. This process is to the world of civics what the scientific method is to the natural sciences—a way of thinking and a form of investigation.

II. The Tools and Skills

Community-Based Learning. The student should have ample opportunities to experience civics firsthand and to learn how to access and use community-based resources. Some teachers may choose to place more emphasis on this experiential component through the use of site visits, service learning, or internships. Others may need to rely more on school-based outreach by inviting community representatives to class, interviewing community representatives, monitoring political news, searching the Internet, and conducting simulations or role-playing.

III. The Content

Knowledge for Effective Citizenship. What do our students really need to know about civics to be effective citizens? The student should be able to apply the issue-based approach and community-based learning to a variety of content questions presented in Section III of this core curriculum. Most of these questions are practically oriented as the basis for a preparatory course in active citizenship. However, there also are connecting questions that allow the teacher to form a bridge from practice to values and theory. Questions include how to register to vote; how to vote; how to serve on a jury; when to pay taxes; when to register with the Selective Service System; how to protect one's rights and exercise one's responsibilities; how to learn more about issues facing the multiple arenas, from local to global, in which one lives; and how to become more involved in the affairs of these various arenas. The 21 content questions are grouped into seven units.

The Content: Summary

What Do Our Students Really Need to Know About Civics?

Unit A:	Philosophical Foundations and Comparative Perspectives Purposes and principles of government, politics, and the law
Unit B:	Citizenship in Comparative Perspective Roles and rights of citizenship Becoming a citizen
Unit C:	Citizenship, Participation, and the Electoral Process Does your vote count? Political party system Preparing to vote Seeking public office Campaigns and elections Becoming an effective media consumer
Unit D:	Legal Obligations of Citizenship Registering for the Selective Service Civic implications of taxation Responding to jury duty Place of the jury in a democratic system
Unit E:	Public Policy and Political Participation Doing public policy research Distribution of federal, state, and local powers in the federal system Workings of the public policy process Purposes, principles, and values reflected in the policy process Becoming more involved in the policy process
Unit F:	Legal Rights and Responsibilities Legal rights and responsibilities in civic life, and in the workplace and school How rights can vary from place to place
Unit G:	Selecting a culminating question (optional)

I. The Method

The Issue-Based Approach. Fundamental to teaching Participation in Government is an issue-based approach that may vary from school to school.

Definition of *Issue-Based Approach*
The issue-based approach is a way of thinking, a form of reasoning. It is a tried-and-true, inquiry-based social studies approach to problem finding/solving. It provides a solid platform for class discussion, document-based research, and civic literacy.

The issue-based approach is also very similar to the process that policymakers use to make policy decisions. Therefore, it can provide opportunities for the student to see firsthand and perhaps appreciate the working of politics, the importance of negotiation and compromise in the political process, and the importance of enduring principles like respect for the law and respect for others. Finally, this approach prepares the student to think about public life in ways that are active rather than passive, positive rather than negative. The student learns the invaluable civics lesson that problems have remedies, that reasonable people disagree over those remedies, and that differences in opinion can be negotiated if one learns to hold fast to those principles worth keeping.

Definition of an Issue
An "issue" is a point of discussion or debate on which there may be two or more sides. An issue is usually posed as a question, and a decision is expected to resolve it. An issue typically becomes a "public issue" when a governmental body (or other public entity) is called upon to make a decision or take action. Usually, the public issue arises because of a need to resolve a problem or improve a situation that affects the public in some way—whether that public is a school, neighborhood, state, country, or international community. A public issue can be controversial or noncontroversial; it can be major or minor; it can seek to correct a public problem (such as cleaning the school neighborhood) or make a public improvement (such as establishing a teen center).

Steps of Issue Analysis
Issue-based analysis typically consists of four steps or phases. These steps are:

> ***Step One: Find and Formulate an Issue.*** Like many forms of inquiry, the first step begins with a research question or thesis statement. Here, the student learns to find and formulate or construct a public issue in the form of a question, such as: Should government X pass a law regulating/banning/supporting Y (where *Y* is a perceived public need like bicycle safety, hazardous waste management, Middle East peace, etc.)? Legal issues are formulated differently. For example: Does government X have the power to do Y (e.g., protect the United States flag)? Or, does the government's policy X (e.g., flag protection) violate the right to Y (e.g., free speech)?
>
> Class discussions at this step should focus on whether students see the perceived public need (e.g., bicycle safety) as serious and in need of public regulation. Here is one place where students' values perspectives should emerge and become more self-conscious and disciplined. Some students may be inclined to see needs like bicycle safety as a matter of personal responsibility, while others may see this need as a public matter requiring public education or even government regulation. Students should be able to see all sides of an issue and evaluate and defend their positions.

Step Two: Research Background. Like many forms of inquiry, the next step involves the gathering of evidence. In public policy analysis, the student investigates:

1) the historical background (how the public need or problem arose and how it was settled in the past); and
2) the current scope of the public need or problem (here, the student could use social science to gather and analyze some statistics).

In legal analysis, background research could involve a review of court precedents (i.e., earlier cases on the issue that might control the issue at hand).

Step Three: Deliberate. Like many forms of inquiry, the next step involves a comparison of alternative arguments or interpretations. In public policy analysis, the student compares alternative policies (i.e., courses of action) for dealing with the public need or problem. Alternatives can be identified in class discussions, using logic and common sense. In assignments, students can research alternatives in the policy literature. In legal analysis, the alternatives can be different legal opinions or arguments. In either situation, students should compare alternatives in terms of their pros and cons (e.g., their strengths and weaknesses, advantages and disadvantages, or benefits and costs). Here is another place where values perspectives and philosophical differences should emerge. How does one assign costs and benefits? Is one student's cost another's benefit? Students should be able to see all sides of an issue and defend and evaluate their positions.

Step Four: Select Alternative. Like many forms of inquiry, the final step is the conclusion. In public policy analysis, the student would select an alternative action (or a combination of alternatives) that he/she considers the most desirable and feasible. As Sir Henry suggests, students might try to write their own law or program. If a group of students must select a recommended action, this could be a good opportunity for an education in the political art (and values) of negotiation and compromise. In legal analysis, the same basic skills of negotiation and compromise apply when selecting a legal ruling. Here, if time allows, students could write their own lawyer's brief or court opinion.

Resources for the Teacher

Two high school level textbooks prepared by Syracuse University faculty walk students through the public policy process. Both books were first produced in conjunction the the earlier versions of this core curriculum and both have recent editions that are relevant for the current core curriculum. One is *Participation in Government: Making a Difference*, 4th edition (Ketcham et.al.). The other is *Effective Participation in Government: A Guide to Policy Skills* (Coplin and O'Leary, 1987). A third book, *Public Policy Skills*, 3rd edition is also available, but it is aimed at advanced high school or college students.

II. The Tools and Skills

Community-Based Learning Experiences. For the purpose of this core curriculum, the term *participation* should be interpreted in the broad sense to include out-of-classroom experiences, such as visits to county legislature sessions, courts etc., and in-school activities that involve students in analysis of selected public issues relevant to them. Defining, analyzing, monitoring, and discussing issues and policies are the fundamental participatory activities in a classroom.

Equally important, community-based participatory experiences in and out of school provide the student with invaluable lessons. Instruction for Project SAVE in civility, citizenship, and character education are enhanced by participatory experiences.

Resources for the Teacher

A useful teacher's resource on community-based learning is *Active Citizenship Today,* published in 1994 by the Constitutional Rights Foundation (Los Angeles, CA) and the Close Up Foundation (Alexandria, VA). There is a handbook for high school teachers and a field guide for students. Together, the material enables the high school student to make maximum use of his/her civic experience and to apply it to public issue research. In the field book, for example, the student will learn how to write letters to officials, speak in public, create news releases, lobby, write proclamations, develop an action plan, etc.

Objectives of Community-Based Learning

There are several important objectives of out-of-classroom learning as envisioned here. All relate to the juncture of character education and civic education where students see firsthand how and why politics works in the real world.

- *Getting to know multiple communities.* The student should acquire a working familiarity with the multiple civil communities—local to international—in which s/he lives. Most students have never met an elected official, used a government office, or visited a community organization. According to the secretaries of state survey cited earlier, most young people claim they do not vote because they do not know anything about the candidates.
- *Acquiring habits of participation.* The student should acquire habits of participation in multiple communities. The student should have opportunities in this course to participate in government and to learn how it works. Not knowing how to vote should never be an impediment to voting.
- *Meeting role models.* The student should be able to meet public officials and community leaders who can serve as role models. Students should learn more about how and why such people became involved in politics.
- *Acquiring research skills.* The student should have an opportunity to use community resources in doing research—especially the kind of public issue research discussed earlier. The student should gain a working knowledge of basic community resources and learn how to find them by using references like the blue pages of the local telephone book and of telephone books in the state and federal capitals.
- *Appreciating different perspectives.* The student should acquire a sense of the many different voices and interests that make up their local community as well as the multiple communities, from local to international, in which they live. Students from central New York can be asked to inventory the international institutions and interests in their community, while students in New York City can inventory the agricultural interests in theirs. Former Congressperson Shirley Jackson Chisholm from New York City recalls how she helped organize the school lunch program from the Dairy Subcommittee of the House Agricultural Committee—because that is where congressional leaders placed her—and that became the political base from which she operated.
- *Acquiring skills of negotiation.* The student will have opportunities to see how public officials reconcile differences, how they negotiate, and how they seek win-win results. The student will also have opportunities to evaluate political acts like negotiation and compromise.

- *Learning how to interact with people in public settings.* Students will not only observe public figures but will also have to learn how to work with them. Students will learn how to request meetings, conduct interviews, request follow-up information, write thank-you letters, make general inquiries, and attend meetings.
- *Reflecting on what counts.* The student will have an opportunity for reflection on the principles and practices of American civics in action. This lends added meaning to character education.
  - What principles seem most important to those in public life?
  - How well do they apply these principles?
  - When is compromise a good thing, and when is it not?
  - How should the role of principles in public life be improved?
  - How should the average citizen be involved in the political process?
  - How is the average citizen involved? How can citizen involvement be improved?

When requesting information or an interview, one of the most productive techniques is to mail or email a list of questions to whomever students are seeking a response or an interview.

- *Learning the ethics of research.* In all these research situations, the student should gain a practical sense of the basic principles of research ethics. Students should learn to acknowledge and attribute their sources, to respect confidentiality when asked, to conduct interviews responsibly, to write thank-you letters.

At this point, you may want to review pages 11-17: Social Studies Skills

Examples of Civic Experiences

- *Practice through hands-on experience.* This course provides an excellent opportunity to engage the student in an intensive out-of-class experience in the local community; with local, state, or federal government; or with an international organization. This involvement can take the form of an internship or a shadowing experience. In certain respects this is the most difficult to manage, yet the optimum, experience. It gets students out into the community, where they can begin to see politics firsthand, form their own impressions, and make their own way.

If a school is involved in a service learning program, the issue's approach can turn the service learning experience into a civics experience by requiring the student to identify and study a political or legal issue at the service site. The service learning experience is a local option, not one mandated by New York State.

- *Practice through simulation.* There are strong simulation and other role-play programs that engage students in mock or model experiences. These programs can provide a realistic way for remote schools to bring the real world into the classroom. Some examples include: the Statewide Mock Trial Tournament, the New York City MENTOR Moot Court, We the People Mock Congressional Hearings, Model Congress, the New York City Model City Council, Model United Nations, and Model Organization of American States (OAS). There are also computerized simulations like the commercially produced *SimCity* that can provide students with good opportunities to practice their decision-making skills while also improving their social participation and teamwork skills.
- *Practice by meeting role models.* As noted earlier, hands-on community-based experience is not always possible. Here, the teacher can make effective use of material resources and resource people in the community. Classes can invite community leaders, public officials, and specialists to meet with students in class, or students can visit them at their place of work. Students can learn how to conduct interviews, make site visits, observe the sites they visit, monitor public meetings, and engage in follow-up research with their contacts. The teacher or students can invite a variety of individuals to meet with them in class.
- *Practice with good tools.* There are some excellent issue-based materials available that provide students and teachers with extensively field-tested, authentic, up-to-date, classroom-friendly resources on contemporary issues.

Resources for the Teacher

National Issues Forum publishes packets that focus primarily on domestic public policy issues. Produced by the Kettering Foundation and published by Kendall-Hunt, Dubuque, IA, the packets address such issues as: alcohol and drug abuse, youth violence, day care dilemma, campaign finance, affirmative action, immigration policy, welfare to workfare, legalized gambling, education reform, environmental protection issues, energy conservation, and health care cost.

Constitutional Rights Foundation (Los Angeles, CA) disseminates publications on various issues including: violence, immigration, drug abuse, and terrorism as well as civic action guides assisting student projects like skateboard parks.

Close Up Foundation (Alexandria, VA) publishes *Current Issues* on a regular basis. This publication contains summaries of 10 domestic and 10 foreign policy issues. Each chapter features key questions, background information, and a debate section.

Choices for the 21st Century distributes packets, primarily on foreign policy issues, produced and published by the Center for Foreign Policy Development, Brown University, Providence, RI. Issues covered include: Mexico at the crossroads, United States interests in the Middle East, charting Russia's future, United States immigration policy, United States trade policy, and United States support for the developing world.

Foreign Policy Association (New York), publishes *Great Decisions*. Each year, different topics are selected for community and school deliberation. All issues involve United States foreign policy. Past topics have included: promotion of democracy abroad, defining humanitarian intervention, the role of the military in foreign policy, Middle East realignments, and the Euro's challenge to the dollar.

III. The Content

Knowledge for Effective Citizenship. According to the *Social Studies Resource Guide with Core Curriculum*, "students studying participation in government in grade 12 should experience a culminating course that relates the content and skills component of the K–11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen" (p. 156).

The content units and topic questions below present the basic content the student should know to be an active and effective citizen.

Content Objectives

- Students should understand the philosophical foundations of their rights and responsibilities as citizens. (See Key Ideas 2 and 3 of the State civics standard and Parts I, II, and IV of *The National Standards for Civics and Government* summarized in the Appendix.)
- Students should understand how United States citizenship compares with, affects, and is affected by the politics and policies of other countries. (This is adapted from Key Idea 1 of the State civics standard and Parts I, II, and IV of *The National Standards for Civics and Government* .)
- Students should understand the current legal/constitutional framework of those rights and responsibilities in the United States federal system. (This is adapted from Key Idea 2 of the State civics standard and Part III of *The National Standards for Civics and Government*.)
- Students should understand the current institutional framework of how those rights and responsibilities are protected and advanced by local, state, and federal governments in the United States federal system. (This is adapted from Key Idea 2 of the State civics standard and Part III of *The National Standards for Civics and Government* .)
- Students should understand how to exercise their basic rights and responsibilities, in the local, state, federal, and international systems of which they are a part. (This is adapted from Key Idea 3 of the State civics standard and Part V of *The National Standards for Civics and Government* .)

The content is often presented in the form of issues for discussion, and is selected on the basis of the key ideas and performance indicators in the State civics standard. Selection is based on what the student is expected to know and be able to do at the commencement level, but has not yet fully mastered in earlier high school courses.

Topic questions are followed by basic content, suggested activities, discussion, and resources. The teacher should decide whether to focus this course on the local, state, national, or international arena, or some combination thereof. Students should understand intergovernmental and international dimensions of civic life today, but this need not prevent teachers from focusing primarily on one arena or another.

Resources for the Teacher

An excellent resource on constitutional government is *We the People* . Limited numbers of classroom sets are provided at no cost each year to teachers who complete a training workshop. For more information regarding these and other materials, contact the Center for Civic Education at <www.civiced.org> or 800-350-4223.
An excellent resource on state and local government in New York State is the *Local Government Handbook* (published by the Department of State). The New York State Department of State no longer provides printed copies, but you can print your own. The book (257 pages) is available in .pdf format at <http://www.dos.state.ny.us/lgss/list9.html#handbook>.
Another resource of State government is Mary Jo Fairbanks', *AGuide to New York State Government* (Fairbanks, 1995).
A useful reference work for the teacher is *Civitas: A Framework for Civic Education*, edited by Charles F. Bahmueller, and produced with the collaboration of the Center for Civic Education, the Council for the Advancement of Citizenship, and the National Council for the Social Studies (Bahmueller, 1991).

Content Questions

Figure 3: Summary

Unit A:	Philosophical Foundations and Comparative Perspectives Question 1: What are the purposes and principles of government, politics, and the law? *State Standard 5.1, National Standards I and II*
Unit B:	Citizenship in Comparative Perspective Question 2: What are the roles and rights of citizenship? Question 3: How does someone become a citizen of the United States? *State Standard 5.3, National Standard V*
Unit C:	Citizenship, Participation, and the Electoral Process Question 4: Does your vote count? Question 5: How does the political party system enable choice and opportunity for participation? Question 6: How do you prepare yourself to vote? Question 7: Why would someone seek public office? Question 8: How do campaigns and elections enable choice and opportunities for participation? Question 9: How do you become a more effective media consumer? *State Standards 5.2 and 5.3, National Standards III and V*
Unit D:	Legal Obligations Question 10: Why are males ages 18 to 26 expected to register with Selective Service? Question 11: What are the civic implications of taxation? Question 12: How should you respond to a call for jury duty? Question 13: What is the importance of the jury in a democratic system? *State Standard 5.3, National Standard V*
Unit E:	Public Policy and Political Participation Question 14: How do you find and evaluate information on public issues of interest? Question 15: Which government(s) should respond to a particular public policy issue? Question 16: How does the public policy process work? Question 17: How does the public policy process reflect the purposes, values, and principles of American democracy? Question 18: How do citizens become more involved in working on a public issue or for a political organization? *State Standards 5.2, 5.3, and 5.4, National Standards II, III, and V*
Unit F:	Legal Rights and Responsibilities Question 19: What are the legal rights and responsibilities of the individual in civic life, the workplace, and school? Question 20: How do your legal rights and responsibilities change as you move about in the international arena? *State Standards 5.2 and 5.3, National Standards III and V*
Unit G:	Selecting a Culminating Question (optional) Question 21: What type of public issue can be selected for a culminating project? *State Standard 5.3, National Standard V*

Unit A: Philosophical Foundations and Comparative Perspectives

Question 1: What are the purposes and principles of government, politics, and the law?
State Standard 5.1, National Standards I and II

Content	Connecting Activities and Questions
The student should understand basic concepts of politics and government as they are used in the United States and elsewhere. In particular, the student should be able to define and distinguish between/among government and politics, law and politics, authoritarian and democratic governments, different democratic societies, the major purposes of government (e.g., protecting public safety, providing order, regulating economy, advancing public welfare), the major principles of political systems (e.g., republicanism, rule of law, limited government), constitutions and other laws. The student also should understand that different peoples may have different cultural and philosophical assumptions of the role of government in society and the relationship of the individual to society. The student should understand the distinguishing characteristics of United States democracy, and be able to distinguish the key assumptions of American political culture from other political cultures.	Some of the terms and concepts in this unit are taught in United States History and Government. Have students divide into groups to see how well they can recall the distinguishing characteristics of key concepts like law, government, and politics. Students should then have an opportunity to discuss their expectations of these three spheres of public life. They could do this through a "state of nature" exercise in which they write a constitutional preamble for a new world. Specifically they should address this question: - What are the roles of and limits on law, government, and politics? Students can compare cultural similarities and differences among countries by comparing the preambles of selected constitutions where they can find statements of: the principles of society, the purposes of government, the limits on government, and the rights of the people.

Resources: Searching "constitutions of the world" will yield various websites. An excellent site is <http://www.uni-wuerzburg.de/law/index.html>. To prepare for this unit, the teacher can review the *National Standards for Civics and Government*, I and II, as well as *Civitas: AFramework for Civic Education* (Bahmueller, 1991). Ahigh school level textbook related to this approach is *We the People* (Center for Civic Education).

Unit B: Citizenship in Comparative Perspective

Overview: Early in this course, attention should be directed away from government as a detached academic subject to the idea of active citizenship and participation in government.

Question 2: What are the roles and rights of citizenship?
State Standard 5.3, National Standard V

Content	Connecting Activities and Questions
The student should understand that in democratic societies a citizen is a free and equal member of society, with rights and responsibilities to take part in that society's government. The student should be able to distinguish three civic roles that are uniquely linked to being a citizen in the United States: the right to vote for elected public officials, the right to hold elected public office, and the right to serve as a juror. The student should understand that all other civic rights (like the right to associate and petition government) are enjoyed equally by citizens and all other eligible persons residing under United States jurisdiction; and that certain responsibilities (like filing tax returns) are also shared by all persons in the United States. The student should be able to compare this system of rights and responsibilities with those of at least two other countries.	Students should address such questions as: - Should resident aliens be entitled to vote for or serve on school boards? - What rights should belong only to citizens of the United States? - What can the United States learn from other countries' citizenship policies? **Sample Essay Question:** Students can enter the essay contest *Inside Albany* offered by the League of Women Voters. A typical question is: - What steps should students take to increase citizen participation in government? Local winners receive an all-expense-paid trip to a three-day conference in Albany, and the statewide winner receives a $2,000.00 scholarship. For details, call the League of Women Voters at (518) 465-4162.
Resources: Students can research subjects relating to comparative democracy and human rights by consulting organizations like Amnesty International; Freedom House; Human Rights Watch; and the U.S. Department of State's Bureau of Democracy, Human Rights and Labor. All have websites as does a good jumping-off point, the Peace Corps website <www.peacecorps.gov>.	

Question 3: How does someone become a citizen of the United States?
State Standard 5.3, National Standard V

Content	Connecting Activities and Questions
Citizenship is an especially vital attribute in a gateway state such as New York State, which for nearly two centuries has attracted generations of immigrants seeking to become citizens. In the decade following the collapse of the Soviet Union, for example, the number of foreign-born residents in New York City increased dramatically from 28 percent to 40 percent. Students should be able to distinguish the ways in which someone can become a legal resident of the United States and a citizen of the United States. Students should also be able to compare the major similarities and differences in citizenship requirements between the United States and selected countries (e.g., countries that are major sources of immigration to your region).	Students can evaluate, take, and defend or discuss positions on various public policy issues relating to immigration. Examples are provided below. Students should appreciate firsthand the challenges of entering the United States by seeing how an alien obtains a United States visa. Visa information and forms can be obtained from the Immigration and Naturalization Service website (see below). An INS officer or an immigration lawyer can be invited to class as a resource. Students should address such questions as: - Should immigration quotas be expanded in the United States? - Should requirements for refugee status be relaxed by the United States? - Should children of illegal immigrants be barred from attaining United States citizenship? - Should suspected war criminals be deported from the United States? Aclass could become more involved in the naturalization process by tutoring persons for their citizenship test and by becoming involved in a naturalization ceremony.

Resources: The INS site <www.ins.gov> has all needed forms along with teacher and student resources on symbols, history, and laws of immigration. James M. Morrissey's useful legal guide, *Rights & Responsibilities of Young People in New York* (Morrissey, 1997), contains a chapter on immigration law and young people.

Question 4: Does your vote count?
State Standards 5.2 and 5.3, National Standards III and V
This question also addresses National Standard I on Representation.

Content	Connecting Activities and Questions
Students shouldunderstand that voting is the pivotal form of political participation. Other forms include: • joining a political organization; • contributing money; and • doing volunteer work in a political campaign. Students should also understand that people who do not vote may do so as a form of political protest. Students should be able to assess the pros and cons of different forms of participation and nonparticipation. Students should understand the basic mechanisms of the United States electoral and representational system: • single-member districts; • winner-take-all elections; and • the electoral college.	Students can study recent elections to evaluate, take and defend, or discuss positions on the issue "Does your vote count?" Students can also discuss whether there are any circumstances that would justify nonvoting or exiting the country as a form of political protest. Students can also evaluate, take and defend, or discuss positions on electoral mechanisms like the electoral college. (Students should first understand the college's implications not only for democracy but also for federalism.)
Resources: See *The Right to Vote* (Keyssar, 2000).	

Unit C: Citizenship, Participation, and the Electoral Process

Question 5: How does the political party system enable choice and opportunity for participation?
State Standards 5.2 and 5.3, National Standards III and V

Content	Connecting Activities and Questions
New York State has a different political party system than most states. New York has a modified two-party system: a Democratic party with historic strength in New York City and upstate central cities, a strong Republican party with historic strength in suburbs and small cities and towns. New York State also has the Liberal and Conservative parties that cross-endorse major party candidates. The Independent, Right to Life, Green, and Working Families parties also exist.	Students should be able to evaluate, take and defend, or discuss positions on the merits of registering as an Independent, with a major party, or with a minor party. Students should address such questions as: - What role do the Liberal, Conservative, Right to Life, Green, and Working Families parties play in the party system? - What are the pros and cons of so many parties in New York State? - Do so many choices empower or weaken the strength of the average voter in New York State? - On balance, would we be better off with a simple two-party system in which each party is an umbrella for a variety of interests? - Should we retain our closed primary system (in which only registered members of a party are allowed to vote in its primary elections)?
Resources: Invite representatives of different State parties and of organizations like the League of Women Voters (LWV) to provide a panel discussion on this issue. Consult a study of state politics such as Sarah Liebschutz, ed., *New York Politics and Government* (Liebschutz, 1998); or *AGuide to New York State Government* (Fairbanks, 1995).	

Question 6: How do you prepare yourself to vote?
State Standard 5.2 and 5.3, National Standards III and V

Content	Connecting Activities and Questions
Students should know: • how to obtain and complete a voter registration form; • how to obtain an absentee ballot; • when elections are held for federal, state, county, local, and school board office; and • who holds these offices. Students should be able to compare and evaluate the promises and voting records of incumbents holding these offices and the promises and past experiences of the candidates seeking them. Students should understand that they may have a registration choice when they leave one residence and move to another. For example, when students leave home to go to college, they may keep their previous residential address as their primary (main) residence and vote by absentee ballot. Or, they may decide to change their primary residence to their new address, perhaps because they have become more involved in that community and consider this new location to be their main domicile. Proving intent to declare a dormitory residence as primary residence may be difficult but not impossible. The controlling case on college residence is a federal circuit court case: *Aurbach* v. *Rettaliata*, 765 F2d 350 (1985). (In military service, one typically votes by military absentee ballot.) Students should: • see a voting machine; • learn how to cast a ballot in a voting machine; • learn how and when to vote by absentee ballot; and • learn how to determine the location of their polling place.	Students of voting age should be encouraged to register and vote. Younger students could sign registration pledge cards. Someone from the Board of Elections or a nonpartisan organization like the League of Women Voters can walk students through the voter registration process, the voting process in the voting machine, and the voting process by absentee ballot.

Resources: For registration forms and more information on voter registration, visit the New York State Board of Elections website at <www.elections.state.ny.us>. Auseful resource is Project Vote Smart and its website <www.vote-smart.org>. The League of Women Voters also distributes, at no cost, useful voter educational material, including *First Vote for First-Time Voters*, on how to register, use a voting machine, vote by absentee ballot, etc. For information call 1-866-598-6971.

Question 7: Why would someone seek public office?
State Standards 5.2 and 5.3, National Standards III and V

Content	Connecting Activities and Questions
Students should be able to identify the different motivations for seeking public office. There is usually a combination of reasons that include a commitment to: • a philosophical cause; • a political party; • a single issue; • a constituency group; and • personal ambition. Students should also understand the barriers and burdens of campaigning, including money, time, and loss of privacy.	Students could meet and interview incumbent candidates, defeated candidates, and currently aspiring candidates. They could use the questions below or create their own. They should then draw their own conclusions on what makes people run for office. **Sample Interview and Discussion Questions to ask Candidates:** - Why did you seek public office? - What do/did you stand for in your campaign? - What were your biggest campaign burdens or barriers? Fund raising? Negative campaigning? - If you won, what promises did you keep? - Which promises did you sacrifice and why?

Question 8: How do campaigns and elections enable choice and opportunities for participation?
State Standards 5.2 and 5.3, National Standards III and V

Content	Connecting Activities and Questions
Students should understand that a political campaign is a process of steps: • preparation; • declaration; • nomination (including a possible primary election); and • general election campaign. A candidate must have an organization that includes: • personnel (staff, volunteers, allies); • a strategy (offensive and defensive); and • money. In order to campaign, a candidate must have a platform composed of: • a philosophy; • policy stances on key issues; and • statements.	If possible, students should witness a campaign so that they can judge for themselves. If a campaign is in progress, students can work on it or visit campaign headquarters, or at least interview candidates. If there is no current campaign in progress, students can interview past candidates, interview party officials, read a campaign novel, and/or watch a campaign movie. **Sample Questions to ask Past, Present, and Fictional Candidates:** - What do you like most about campaigning? What do you like least? - What surprises you the most about campaigning? - What do you think voters understand least about campaigning? - How is your campaign organized? - What do you think of the role of the media in campaigns? What do you think about the role of money in campaigns? - What do you think are the major purposes of campaigns? Why do we have them? Why do we need them? - On the basis of your experience, do you think that these purposes were well served? - How do you think campaigns should be reformed?

Resources: Arevealing campaign movie is the documentary *The War Room* on the 1992 presidential campaign of Bill Clinton. *The Last Hurrah* is still a classic novel and the movie *The Candidate* is still worth watching. The League of Women Voters offers nonpartisan campaign information—see *DemocracyNet* at <www.dnet.org>.

Question 9: How do you become a more effective media consumer?
State Standards 5.2 and 5.3, National Standards III and V

Content

Students should understand the purposes of a free press in democratic society. A free press is needed not only for the free and open flow of information but also as a venue for a variety of views.

Students should review how the First Amendment protects freedom of press and why that freedom has certain constitutional limits such as libel, obscenity, and fair trial.

Students should become familiar with the different forms of news media. These include: daily newspapers, weekly magazines, television, radio, and the Internet.

Students should know how to find, monitor, read, use, and cite various print and electronic media sources of political news and commentary. Through the Internet, students can find and access many reputable sources, including national and regional newspapers, weekly news magazines, monthly opinion magazines, specialized Internet sources and journals of record, and television and radio programs.

Connecting Activities and Questions

Students can practice using news media sources in three basic ways when they are researching an issue.

- In Step 1 (finding and formulating an issue), students can monitor news media sources for a finite period of time as a way of identifying key current issues and selecting one for research.
- In Step 2 (researching an issue), students can use the news media to follow the development of a selected issue or go back in time to research its background.
- In Step 3 (deliberating alternatives), students can use the news media to uncover the range of opinions on an issue, the ideological underpinnings of those opinions, and the policy recommendations arising from them. Resource suggestions for each of these steps are presented below.

Some students may be interested in the media as a subject, not simply a resource. Today, political news media coverage is criticized by some as:

- too dramatic,
- too focused on personalizing the political, and
- too biased.

Students can use content analysis to test any one of these assertions as hypotheses. For example, to test the assertion that political coverage is too dramatic, students can compare newspapers by tabulating the number of dramatic or sports-related verbs they use in covering an election campaign.

Resources: To select a current national issue, a standard source of congressional and other national government action is the *Congressional Quarterly (CQ) Weekly Report.* New York State government news can be found in the *Legislative Gazette* and *Empire State Report.* State and local issues throughout the United States can be found in the monthly magazine *Governing.* Each year, this magazine publishes *Sourcebook,* which contains a wealth of state and local sources. For different views on selected issues, students can compare the opinions across a range of opinion magazines. Some of the standards in this range include: *Mother Jones*; *Dissent*, *Black Scholar*; *Commonweal*; *Christian Century*; *Atlantic Monthly; Harper's Monthly*; *The New Republic*; *Foreign Affairs, Foreign Policy*; *National Review*; *Commentary*; *National Interest, American Spectator.* For international views, see *World Press Review*, an interesting monthly magazine that reports views from the media of different countries. A hometown newspaper often contains a wealth of sources, including local news stories by local reporters, news articles reprinted from national newspapers and wire services, voting records of local members of Congress and the state legislature, editorials from other newspapers, political cartoons by national cartoonists, book reviews, opinion articles by syndicated columnists, opinion articles by policy specialists and interest-group advocates, and letters to the editor.

Unit D: Legal Obligations

Overview: Citizens have rights, responsibilities, and duties. Students should understand that a right is something they *can* do, a responsibility is something they *should* do, and a duty is something they *must* do. Students should also be able to distinguish the few rights and obligations that belong to *citizens* in contrast to the longer list of rights and duties that belong to all persons living under United States law. Citizens have the right to vote and hold office. They also have the right to serve on a jury (and the duty to serve if summoned). Citizens and non-citizens alike have three additional duties. These are: registering for military service when males reach 18 to 26 years of age, paying taxes, completing a federal census form, and obeying the law (a residual duty). This unit reviews one's legal obligations for military registration, jury service, and tax payments.

Question 10: Why are males ages 18 to 26 expected to register with Selective Service?
State Standard 5.3, National Standard V

Content	Connecting Activities and Questions

Given the impact of September 11, 2001 events, students should have opportunities to explore the tensions that exist between the need for national security and the protection of individual liberties in wartime and peacetime.

According to Section 3(a) of the Military Selective Service Act, ". . . it shall be the duty of every male citizen of the United States, and every other male person residing in the United States, who . . . is between the ages of eighteen and twenty-six, to present himself for and submit to registration. . . ."

Students should *review* the constitutional history of military service in American history, including the military and political importance of a militia in colonial times, the origins and development of the Second Amendment, the use of conscription and a military draft, the wartime occurrences of civil disobedience and conscientious objection, and the struggle against racial and gender discrimination in the armed services.

Students should understand the democratic reasons for requiring all males to register, the differences between mandatory registration and a mandatory draft, the differences between voluntary service and mandatory service.

Students should be familiar with the case *Rostker v. Goldberg*, 453 U.S. 57 (1981) in which the U.S. Supreme Court upheld the male-only requirement military registration, but did not prohibit voluntary registration by women

Students can take and defend positions on the constitutionality of a recent or historical public policy that posed a conflict between security and liberty. Policy topics might include: loyalty oaths, conscientious objection, women in combat, gays in the military, and homeland or domestic security against terrorism.

As a practical matter, students need to know how to register for the Selective Service at a United States post office or at <www.sss.gov>.

Working in small groups, students can explore the best forms of defense in a constitutional democracy. Students should also address this question:

- To what extent, and under what circumstances, might personal liberty be sacrificed for national security?

Resources: Teachers can download a teacher's guide on the Selective Service System at <www.sss.gov/tg2000.htm>.

Question 11: What are the civic implications of taxation?
State Standard 5.3, National Standard V

Content

Taxation is a contribution to government, a source of revenue for government, and a form of public policy not only for collecting revenue but also for regulating behavior.

Paying taxes is both a civic contribution and a legal obligation. Paying taxes is a civic contribution in the sense that all governments rely on taxation of the people (income, property, and sales) as a major source of revenue. As a legal obligation, paying taxes is required by law and failure to pay is subject to penalties imposed by the law.

Students should also be able to see this constitutional system of taxation as a reflection of federalism and representative democracy.

Students should understand that taxation can also be an instrument of public policy that has the intent or effect of regulating behavior. Many tax policies contain financial incentives for certain kinds of behavior (like buying a home) and disincentives against other kinds of behavior (like spending retirement savings before retirement age).

Taxes are considered to be "regressive" if they impose a higher tax on people with lower income. A regressive tax exacts a lower proportion of income from higher-income families than it does from lower-income families. The retail sales tax is a good example. Conversely, a "progressive" income tax is one in which the rate of taxation increases as individual income increases. And tax relief can be offered to certain categories of people to reduce their tax burden (e.g., municipal reduction of property taxes in the form of rate exemptions for senior citizens, those in military service, or veterans with a service-connected disability).

Connecting Activities and Questions

To study taxation as a form of participation, students can make a list of all the economic activities they currently perform (or expect to perform) in which they will be taxed. Students can analyze this list by finding the rationale and the social benefit of these taxes.

- How important is taxation as a source of government revenue?
- How is the principle "No taxation without representation" reflected in our current constitutional system of taxation and the major points in its history?
- What makes a system of taxation democratic?
- What constitutional concerns are raised by the federal government's power to tax?

Students should investigate:

- What percent of all United States government revenues comes from the taxation of individuals?
- What percentages of federal and state revenues come from the income tax?
- What percentages of state and local revenues come from sales tax and property tax?
- How do governments raise their remaining revenues?

Students can take and defend a position on the fairness of these allocations.

To study taxation as regulation, students can examine an IRS-1040 long form in terms of the line-by-line incentives and disincentives it contains. Students can make a list of those tax provisions that are incentives and those that are disincentives. Students can take and defend positions on the question, "Should tax policy be used to regulate behavior or should people be guided in their decisions by other considerations?"

To study income-sensitive tax provisions, students can identify whether school taxes provide such relief in their city or town.

- Which reductions are already provided?
- Which should be provided?

Resources: The IRS website <www.irs.gov> has interactive TAXi modules for students and tax-related resources and lessons for teachers. This information can be supplemented by an IRS representative, a state tax specialist, or a local accountant.

Question 12: How should you respond to a call for jury duty?
State Standard 5.3, National Standard V

Content	Connecting Activities and Questions
Students should understand that all United States citizens become eligible for jury duty when they become 18 years of age. It is a myth that in order to serve on a jury one must: • own property; • be employed; or • be out of school. Though their service would be scheduled so as not to interfere with school, high school students are not exempt from jury duty. Those who oppose jury service for religious reasons cannot be compelled to serve. Students should understand the difference between a juror qualification and / or a jury summons and know how to complete them. They should be aware that failure to respond has become a serious problem, and that such failure is subject to a fine, but only after notice and hearing. Students also need to know: • the difference between the grand and petit juries; • civil and criminal cases; • Federal and state court systems; and • the qualifications and disqualifications for jury service.	See connecting activities for the next question.

Resources: For more information or a class presentation, teachers can contact the Commissioner of Jurors in their county. That office also distributes the Juror's Handbook, which is prepared by the New York State Unified Court System.

Question 13: What is the importance of the jury in a democratic system?
State Standard 5.3, National Standard V
This question also involves State Standard 5.2, National Standard III

Content

Students need to understand that the right to trial by jury is a double right. First, it is the legal right of the defendant to be judged by a jury of his/her peers on questions of fact (as opposed to law), as provided in Fifth and Sixth Amendments. Second, it is the political right of the people to serve as jurors, and this is guaranteed by the Sixth Amendment in criminal cases and by the Seventh Amendment in civil cases.

Students need to understand that both perspectives of this right are democratic in nature. Historically, Antifederalists sought the right to trial by jury as a political power by which the people could check the power of appointed federal judges in the court system.

Connecting Activities and Questions

Consider inviting to class (or visiting) a judge, former juror, lawyer in private practice, public defender or district attorney, or other officer of the court who can address the issue of the importance of the jury in a democratic system.

Students should consider questions such as:

- What were the historical reasons for providing for trial by jury in the United States and New York State Constitutions?
- Why were questions of fact assigned to juries and questions of law reserved for judges?
- Is this distinction still valid today?
- Should this distinction be preserved?
- Or is there merit to the conservative argument for "jury nullification"?

Some of the best resources for discussing these questions come from the federal and state court systems themselves.

Resources: For more information, teachers can contact a court in their community, their local or county bar association, or the New York State Unified Court System. The State Court System has an excellent website with a section on education. That section has teaching tools and a history component with information and lessons on the jury in New York State. The website is <www.courts.state.ny.us>.
New York State also has an excellent law-related education (LRE) program—the Law, Youth, and Citizenship Program (LYC), sponsored by the New York State Bar Association and the New York State Education Department. LYC, with offices in Albany, NY, has an extensive list of publications for teachers, and a website, <www.nysba.org/lyc/LYC.html>. Each year, it prepares free material for and administers the Statewide High School Mock Trial Tournament. In New York City, many law education programs are coordinated by the Justice Resource Center, located at Martin Luther King, Jr., High School.

Question 14: How do you find and evaluate information on public issues of interest?
State Standards 5.2, 5.3, and 5.4, National Standards II, III, and V

Content

To be an effective and informed citizen, a student needs to learn basic research skills—how to find and evaluate the information needed to make informed civic choices. Students should learn the basics of public policy research and be prepared to find information in multiple arenas—local, state, federal, and international (See page 21). They should know:

- what material exists (e.g., bills and laws, along with descriptions of their legislative history; legislative and executive reports; newspapers; other periodical literature, ranging from popular magazines to scholarly journals; public opinion surveys and other statistical studies; reference works; and books);
- where to find material (including framing an effective search topic, use of libraries, use of archives, use of the Internet);
- how to conduct original research (including the basics of designing a survey and conducting an interview);
- how to use proper protocol in contacting public offices for information (including how to make telephone calls, write letters, and observe public meetings); and
- how to read, interpret, and evaluate the material (especially legislative material) they have collected.

(See pp. 12-13: Social Studies Skills)

Connecting Activities and Questions

Research skills are best acquired in action. In fact, students have been using many of those skills by working their way through the previous questions. At some point, however, students will need instruction devoted primarily to policy research. (Legal research is addressed separately in another topic question, but can be combined with policy research.) Students can visit their school library, where the media specialist or an outside consultant can show them how to access material. Students will also find it helpful to use worksheets on how to read and interpret documents (these worksheets may be found in instructional materials or accessed from websites). In addition, students should read excerpts from bills, laws, and other documents to become familiar with this kind of writing.

In making decisions regarding student access to the Internet, the {SCHOOL DISTRICT} considers its own educational mission, goals, and objectives. ... Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The District expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction in its use. As much as possible, access from school to Internet resources should be structured in ways which point students to those which have been evaluated prior to use. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives. ... The purpose of District-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, student's use must be in support of and consistent with the educational objectives of the {SCHOOLDISTRICT}. Access is a privilege, not a right. Access entails responsibility.

(Indiana Department of Education <http://doe.state.in.us/olr/aup/aupmod.html>)

Resources: A comprehensive website for federal and state legislative and legal research is <www.courts.state.ny.us>. At this site, simply click on "Legal Research." Students can check out the websites of the United States Congress and New York State legislature and see the bills and issues of current importance. These websites are <http://thomas.loc.gov/> and <www.nysl.nysed.gov/ils/>, respectively. Another general-purpose site with excellent links is <http://www.h-net.msu.edu/~law/>. Useful policy issue sites include <www.policy.com>, <http://library.sau.edu/bestinfo/Hot/hotindex.htm>, and <www.publicagenda.org>.

Unit E: Public Policy and Political Participation

Question 15: Which government(s) should respond to a particular public policy issue?
State Standards 5.2, 5.3, and 5.4, National Standards II, III, and V

Content	Connecting Activities and Questions
Students should understand that most issues, from national defense to garbage removal, will involve all levels of governments in one way or another. However, there are national concerns such as inter-state commerce that rely primarily on federal action, while state concerns such as the police power (used to protect public health and safety) rely primarily on state and local actions. The question is not which government should do what, but why is each involved?	Students should select several issues in the news, ranging from cleaning up the Hudson River to prison overcrowding. For each issue, they should make a chart featuring columns for federal, state, county, local (city, town, village), and other local (school or other district) roles. Students should apply their research skills to complete the chart for each issue, and should address these questions: - What seems to bring different governments into an issue? - Does their involvement seem justified? - How well are they carrying out their responsibilities? - How would you improve the allocation of responsibilities?
Resources: Most issues areas, from animal rights to tax cuts, have their own cluster of websites. Searching the web by area of issue is an efficient way to complete this assignment. More traditional vehicles are the *New York Times Index*, the *Public Affairs Information Service (PAIS) Index*, and the *Congressional Quarterly*.	

Question 16: How does the public policy process work?
State Standard 5.2, 5.3, and 5.4, National Standards II, III, and V

Content	Connecting Activities and Questions
Having learned why different governments become involved in a particular issue, students now need to understand how different governments make and change policy. Students should understand that public policy making in all arenas involves executive-legislative relations, and that the policy making process begins each year with an address by the chief executive, seeking popular and legislative acceptance of a policy agenda. Just as Labor Day historically kicks off the campaign season, the State of the Union (or State) Address kicks off the legislative season. The ensuing months are a time of pressure and counterpressure as executive officials, legislators, constituency groups, and advocacy groups battle for their causes. It is the process by which public decisions are made; and students should be exposed to the process and its players in multiple arenas, from local to global.	Policymakers are under significant pressure from their constituents, colleagues, party, conscience, and interest groups. To understand this cross-pressure better, the class should select a current public issue facing Congress or the New York State legislature. (As an alternative, they can study a published case study [see resources below] or assess a policy issue they have examined previously.) Then they should select various legislators and attempt to chart the cross-pressures operating on each of them in terms of party affiliation, district, and voting record.

Resources: The best reference work for studying current members of Congress is *The Almanac of American Politics* (Barone). An excellent reference work for studying major congressional legislation and voting records is the *Congressional Quarterly Almanac* (CQ). To study published case studies, there are wonderful political biographies that show the pressures and potentialities of political leadership. Collections of briefer vignettes also exist. An example is Bruce Allen Murphy, ed., *Portraits of American Politics* (Murphy). Another is Peter Woll, *Behind the Scenes in American Government: Personalities and Politics* (Woll).

Unit E: Public Policy and Political Participation

Question 17: How does the public policy process reflect the purposes, values, and principles of American democracy?
State Standard 5.2, 5.3, and 5.4, National Standards II, III, and V
This question also involves National Standard II.

Content	Connecting Activities and Questions
Students should be able to identify and discuss the basic civic values found in the United States and New York State Constitutions. Students should be able to take and defend positions on what the fundamental values and principles of American political life are and their importance in maintaining the public policy process.	Students should address these questions: - How (and how well) does the framers' policy-making design work? - How well are the principles of representation, federalism, and separation of powers served in the policy making process? - How well do those principles work in making public policy today? Students could use these questions to reflect and assess one of the policy issues they studied. Or, students could review a case study of a public policy that has been published (see Resources below). Or, students could search the news for a current case study. Students could do this work individually or in groups. Either way, the teacher should find a way for the class to compare the results.
Resources: There are excellent case studies of the policy making process. Abrief, accessible, and expertly written example of an educational issue of direct relevance to many students is Steven Waldman's account of the creation of AmeriCorps and its accompanying college loan system. The book is *The Bill: How Legislation Really Becomes Law* (Waldman, 1995).	

Unit E: Public Policy and Political Participation

Question 18: How do citizens become more involved in working on a public issue or for a political organization?
State Standard 5.2, 5.3, and 5.4, National Standards II, III, and V

Content	Connecting Activities and Questions
In studying the policy making process, the student should learn that people usually become involved in that process because they care deeply about a public issue, candidate, or party. Students should come to realize the ways that they too can become involved in the policy making process.	Students could study how people become involved in the political process by interviewing a policy advocate or community leader in their local area. Or, students could reflect on one of the issues they studied and examine one of the advocates from that case study. Or, students could select a case study from a published collection (see Resources below).

Resources: A collection of case studies can be found in a slim, readable college-level textbook, *Citizen Democracy: Political Activists in a Cynical Age* (Frantzich, 1999). Case studies focus on Rosa Parks and the civil rights movement; Gregory Watson and the 27th Amendment; Candy Lightner and the founding of Mothers Against Drunk Driving; Jack Kevorkian and the stand against suicide restrictions; the fight of two families, Clerys and the Kankas, who rose above the murder of their daughters; Brian Trelstad's work to expand the participation of college students participatory government; and Lois Gibb's fight to fund the toxic waste cleanup at Love Canal. The League of Women Voters distributes at no cost the useful resource *Citizen Lobbyist Guide,* which includes many suggestions on how to influence the State legislative process. As noted earlier, the Close Up Foundation and the Constitutional Rights Foundation also publish a useful guide entitled *Active Citizenship Today.*

Unit F: Legal Rights and Responsibilities

Overview: This unit focuses on how students can exercise their legal rights and responsibilities. In this unit, it is important for students to see how their rights and responsibilities work in several different areas of the law.

Question 19: What are the legal rights and responsibilities of the individual in civic life, the workplace, and school?
State Standards 5.2 and 5.3, National Standards III and V

Content	Connecting Activities and Questions
The teacher should focus on rights and responsibilities in two or three of the following areas: • freedom of expression outside of school; • rights of the accused outside of school; • rights and responsibilities of students in school; • rights and responsibilities of minors in the workplace; • rights and responsibilities of minors in the family; and • rights and responsibilities related to medical treatment or public assistance for minorities. Students should understand that the level of rights they enjoy in New York State can change when they move to another state, because the federal government set a floor in regard to rights that some states (like New York) choose to exceed while others do not. For each right studied, the student should understand and be able to distinguish: the constitutional or statutory source of the right, the key precedents, the current rules or principles of law governing the right, the limits on the right, and some of the major issues and implications of the right today. The student should also be able to see the connections between the policy making process in the legislature and the judicial process in the courts. In some cases, the legislature is a source of rights; in other cases, the legislature may have passed a law that is the subject of a rights challenge.	As a culminating activity for this unit on the law, students could take part in a mock trial. Each year the Law, Youth, and Citizenship (LYC) Program, cited earlier, prepares a hypothetical case for its statewide competition. Classes can use the material without entering the competition. For materials, call LYC at (518) 474-1460, or go to LYC at <www.nysba.org>.
Resources: Morrissey's *Rights & Responsibilities* . . . has chapters on most of the rights areas listed in this unit. Another valuable resource is <www.courts.state.ny.us>. Some of the rights areas suggested above are also covered on a generic (not New York–specific) basis in *Street Law: A Course in Practical Law* (Arbetman, 1994).	

Unit F: Legal Rights and Responsibilities

Question 20: How do your legal rights and responsibilities change as you move about in the international arena?
State Standards 5.2 and 5.3, National Standards III and V

Content	Connecting Activities and Questions
Students need to know that their legal rights and responsibilities do not necessarily stay with them when they travel to another country, do business in another country, or are engaged in a pursuit (such as adopting a child or seeking custody) that may involve the laws of another country or union of countries. As globalization becomes a reality, students also need to learn how to think about public issues, consequences, and remedies that can "float"—from local to national to international arenas.	The teacher may wish to invite an international law professor or a lawyer who specializes in such globalized fields as adoption law, computer law, copyright / patent law, corporation law, environmental law, immigration law, or medical law to discuss with students the rights an American might have when they are dealing with these issues abroad.
Resources: The State Court System also maintains a speaker's bureau (see <www.court.state.ny.us>). Local and county bar associations sponsor Lawyers in the Classroom Programs. Law, Youth, and Citizenship, cited earlier, publishes a teacher's guide on international law, *Stories Old and New: International Historical Development, Current Content, and Future Significance.*	

Unit G: Selecting a Culminating Question (optional)

Overview: A culminating activity that addresses a public policy issue question helps students tie together what they have learned throughout the course. Teachers might ask:

- the entire class to select and address a single public policy issue;
- a single student to select and address a specific public policy issue of personal interest; or
- small groups of students to select and address specific public policy issues.

Public policy questions can address foreign or domestic policy.

> Question 21: What type of public issue can be selected for a culminating project?
> *State Standard 5.3, National Standard V*

Content	Connecting Activities and Questions
Students should understand the basic differences between domestic and foreign policy. When choosing a foreign policy question, students would be required to research domestic political considerations as well as foreign considerations of the issue. A domestic policy issue could be local, state, federal, or any combination thereof.	The issue might emerge from a particular discussion of an earlier question in this core curriculum, or it could be new. The activity would begin with research, but it could culminate in a variety of ways—with a paper or video, a debate or simulated hearing, or any other reasonable way of stimulating and assessing student performance.

Resources: For one foreign policy guide, see American Federation of Teachers (AFT), *Help Your Neighbor, Help Yourself: Global Democracy Promotion and United States National Interest* (AFT). A few educational organizations like the Close Up Foundation, Choices for the 21st Century, and the Foreign Policy Association publish teacher's guides on such issues (see the end of Section II, "The Tools and Skills"). Also helpful is the United Nations Association of the United States of America site. For information on Model United Nations, see the United Nations Association website <www.unausa.org>.

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Appendix A

National Standards for Civics and Government

Organizing Questions and Content Summary

K–4	5–8	9–12
I What Is Government and What Should It Do?	**I What Are Civic Life, Politics, and Government?**	**I What Are Civic Life, Politics, and Government?**
Defining government	Defining civic life, politics, and government	Defining civic life, politics, and government
Defining power and authority	Necessity and purposes of government	Necessity of politics and government
Necessity and purposes of government	Limited and unlimited governments	The purposes of politics and governments
Functions of government	The rule of law	Limited and unlimited governments
Purposes of rules and laws	Concepts of “constitution”	The rule of law
Evaluating rules and laws	Purposes and uses of constitutions	Civil society and government
Limited and unlimited governments	Conditions under which constitutional government flourishes	The relationship of limited government to political and economic freedom
Importance of limited government	Shared powers and parliamentary systems	Concepts of “constitution”
	Confederal, federal, and unitary systems	Purposes and uses of constitutions
		Conditions under which constitutional government flourishes
		Shared powers and parliamentary systems
		Confederal, federal, and unitary systems
		Nature of representation

K–4	5–8	9–12
II What Are the Basic Values and Principles of American Democracy?	**II What Are the Foundations of the American Political System?**	**II What Are the Foundations of the American Political System?**
Fundamental values and principles Distinctive characteristics of American society American identity Diversity in American society Prevention and management of conflicts Promoting ideals	The American idea of constitutional government Distinctive characteristics of American society The role of voluntarism in American life American identity The character of American political conflict Fundamental values and principles Conflicts among values and principles in American political and social life Disparities between ideals and reality in American political and social life	The American idea of constitutional government How American constitutional government has shaped the character of American society Distinctive characteristics of American society The role of voluntarism in American life The role of organized groups in political life Diversity in American society American national identity and political culture Character of American political conflict Liberalism and American constitutional democracy Republicanism and American constitutional democracy Fundamental values and principles Conflicts among values and principles in American political and social life Disparities between ideals and reality in American political and social life

K–4	5–8	9–12
III How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?	**III How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?**	**III How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?**
The meaning and importance of the United States Constitution	Distributing, sharing, and limiting powers of the national government	Distributing governmental power and preventing its abuse
Organization and major responsibilities of the national government	Sharing of powers between the national and state governments	The American federal system
Organization and major responsibilities of state governments	Major responsibilities for domestic and foreign policy	The institutions of the national government
Organization and major responsibilities of local governments	Financing government through taxation	Major responsibilities of the national government in domestic and foreign policy
Identifying members of government	State governments	Financing government through taxation
	Organization and responsibilities of state and local governments	The constitutional status of state and local governments
	Who represents you in legislative and executive branches of your local, state, and national governments	Organization of state and local governments
	The place of law in American society	Major responsibilities of state and local governments
	Criteria for evaluating rules and laws	The place of law in American society
	Judicial protection of the rights of individuals	Judicial protection of the rights of individuals
	The public agenda	The public agenda
	Political communication	Public opinion and behavior of the electorate
	Political parties, campaigns, and elections	Political communication: television, radio, the press, and political persuasion
	Associations and groups	Political parties, campaigns, and elections
	Forming and carrying out public policy	Associations and groups
		Forming and carrying out public policy

K–4	5–8	9–12
IV What is the Relationship of the United States to Other Nations and to World Affairs?	**IV What is the Relationship of the United States to Other Nations and to World Affairs?**	**IV What is the Relationship of the United States to Other Nations and to World Affairs?**
Nations Interaction among nations	Nation-states Interaction among nation-states United States relations with other nation-states International organizations Impact of the American concept of democracy and individual rights on the world Political, demographic, and environmental developments	Nation-states Interaction among nation-states International organizations The historical context of United States foreign policy The ends and means of United States foreign policy Impact of the American concept of democracy and individual rights on the world Political developments Economic, technological, and cultural developments Demographic and environmental developments United States and international organizations

K–4	5–8	9–12
V What Are the Roles of the Citizen in American Democracy?	**V What Are the Roles of the Citizen in American Democracy?**	**V What Are the Roles of the Citizen in American Democracy?**
The meaning of citizenship	The meaning of citizenship	The meaning of citizenship in the United States
Becoming a citizen	Becoming a citizen	Becoming a citizen
Rights of individuals	Personal rights	Personal rights
Responsibilities of individuals	Political rights	Political rights
Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy	Economic rights	Economic rights
Forms of participation	Scope and limits of rights	Relationships among personal, political, and economic rights
Political leadership and public service	Personal responsibilities	Scope and limits of rights
Selecting leaders	Civic responsibilities	Personal responsibilities
	Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy	Civic responsibilities
	Participation in civic and political life and the attainment of individual and public goals	Dispositions that lead the citizen to be an independent member of society
	The difference between political and social participation	Dispositions that foster respect for individual worth and human dignity
	Forms of political participation	Dispositions that incline the citizen to public affairs
	Political leadership and careers in public service	Dispositions that facilitate thoughtful and effective participation in public affairs
	Knowledge and participation	The relationship between politics and the attainment of individual and public goals
		The difference between political and social participation
		Forms of political participation
		Political leadership and careers in public service
		Knowledge and participation

Appendix B

Participation in Government Websites

The documents posted here contain information created and maintained by other public and private organizations. These links and pointers are provided for the user's convenience. The New York State Education Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links or pointers to particular items in hypertext is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered, on these outside sites, or the organizations sponsoring the sites.

A Test of Citizenship
http://www.msnbc.com/onair/nbc/dateline/citizenship/default.asp?cp1+1

Alliance for Better Campaigns - Reinventing Politics on TV
http://www.bettercampaigns.org

Amnesty International
http://www.amnesty.org

Ben's Guide to U.S. Government for Kids
http://bensguide.gpo.gov

Center for Civic Education
http://www.civiced.org

Center for Human Rights and Constitutional Law
http://www.centerforhumanrights.org/

Central Intelligence Agency
http://www.cia.gov

Choices for the 21st Century
http://www.ed.gov/pubs/EPTW/eptw8/eptw8a.html

Close Up Foundation
http://www.cpn.org/cpn/close_up/

CongressLink - Learn about Congress
http://www.congresslink.org

Constitutional Rights Foundation
http://www.crf-usa.org/

Constitutions of the World
http://www.nhmccd.cc.tx.us/contracts/lrc/kc/constitutions-subject.html

DemocracyNet
http://www.dnet.org

Federal Election Commission - Citizen Guide
http://www.fec.gov/citizen-guide.html

FirstGov
http://www.firstgov.gov

Foreign Policy Association
http://www.fpa.org/

Freedom House
http://www.freedomhouse.org/

Human Rights Watch
http://www.hrw.org

Internal Revenue Service
http://www.irs.gov/

Kids Voting USA - Involving Youth in Elections
http://www.kidsvotingusa.org

Law, Youth, and Citizenship Program
http://www.nysba.org/lyc/LYC.html

League of Women Voters
http://www.lwv.org/elibrary/pub/issue5.html

Library of Congress
http://www.loc.gov

Local Government Handbook
http://www.dos.state.ny.us/lgss/list9.html

Mediawatch
http://www.pbs.org/newshour/media

National Archives and Records Administration
http://www.nara.gov/education/teaching/teaching.html

National Constitution Center
http://www.constitutioncenter.org

National Governors Association
http://www.nga.org

National Issues Forums
http://www.nifi.org/

National Youth Violence Prevention Resource Center
http://www.safeyouth.org/flash.htm

National Voting Rights Museum - Multimedia History
http://www.voterights.org

NCSL National Conference of State Legislatures
http://www.ncsl.org

New York State
http://www.state.ny.us/

New York State Assembly
http://www.assembly.state.ny.us

New York State Department of Labor
http://www.labor.state.ny.us

New York State Government Information Locator Service
http://www.nysl.nysed.gov/ils

New York State Historical Association
http://www.nysha.org

New York State Senate
http://www.senate.state.ny.us/

New York State Unified Court System
http://www.courts.state.ny.us

New York Times Education
http://www.nytimes.com/learning/

Newsweek School Site
http://school.newsweek.com

Oingo's Social Issues
http://www.oingo.com/topic/56/56264.html

Open Secrets - Information on Money in Politics
http://www.opensecrets.org

Peace Corps
http://www.peacecorps.gov/indexnf.cfm

Project Vote Smart
http://www.vote-smart.org/services.phtml

Project Vote Smart - Comprehensive Election Information
http://www.vote-smart.org

Public Agenda - Issues and Analysis
http://www.publicagenda.org

Quorum.org - Discuss Elections and Issues
http://www.quorum.org

Selective Service System
http://www.sss.gov/tg2000.htm

States and Capitals
http://www.50states.com/

The Kids in the House
http://clerkkids,house,gov

Thomas (Legislative Information)
http://thomas.loc.gov/

United Nations
http://www.un.org

United Nations Association of the United States of America
www.unausa.org

United States Constitution Society
http://www.constitution.org

United States Department of State
http://www.state.gov

United States House of Representatives
http://www.house.gov

United States Senate
http://www.senate.gov/

Web White & Blue 2000
http://www.webwhiteblue.org/participate

White House
www.whitehouse.gov

World Press Review
http://www.worldpress.org/1arts0801.htm

Worldwide Governments on the WWW
http://www.gksoft.com/en/world.html

Youth-E-Vote - National Mock Vote for K-12 Students
http://www.youthevote.net