Social Studies Coalition of Delaware: Lead Teacher Project

Training Session 4: Civics Resources

The Democracy Project
Institute for Public Administration • University of Delaware
December 14, 2006
Civics Standards: The Big Picture

Purpose

Create effective citizens who understand their government, its purposes, structure, and authority as well as the scope of their rights and responsibilities.
Civics Standards: The Big Picture

Constitutional Democracy

Limited government by the people.

Attempts to balance individual freedom with the needs of the society as a whole.
Content Fortification: Civics 1

- Read the Civics 1 section of the Delaware Social Studies Clarification document.
- Discuss in your “learning communities” – what are the key concepts, big ideas, areas of uncertainty?
- Create a visual representation of the key concepts and relationships embedded within Civics Standard 1 for your grade cluster.
Civics 1 [Government]

Visualizing Delaware Civic Standard 1 [Government]

(next 4 slides)
Civics 1: Grades K–3

Key Concepts: elections, representation, authority, respect.
Civics 1: Grades 4–5

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Civics 1: Grades 6–8

Government
Grades 6-8
Key Concepts: Power, purposes, federalism.

Purposes
- maintain social order
- provide public services
- provide national security
- manage conflict
- establish and administer justice
- manage resources

Powers of Government

- to fulfill purposes, government needs the following powers...
  - to make and enforce laws and regulations
  - levy taxes
  - conduct foreign policy
  - make war

Structure of US Government

Federal System
Power diffused among different levels of government.

National Government
- national defense
- monetary policy
- foreign representation

State Government
- infrastructure
- protection from crime
- education

Local Government
- sewage
- garbage
- utilities
- urban development
- traffic control

Grades 4-5
Grades 6-8
Civics 1: Grades 9–12

U.S Government is Federal and Presidential

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Civics 1: Apply Understanding

Curriculum Audit
Civics 1
Calhoun School
District’s Civics Curriculum

Feature Lesson
“Erutan”

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Civics 2: Content Fortification

- Read the Civics 2 section of the clarification document (your cluster).

- Discuss in your learning communities – what are the key concepts, big ideas, areas of uncertainty?

- Create a visual representation of the key concepts and relationships embedded within Civics Standard 2 for your grade cluster.
Politics

Visualizing Delaware Civic Standard 2

[Politics]

(next 4 slides)
Civics 2: Grades K–3

Politics
K-3
Key concepts: respect, reciprocity, tolerance.

Civil Society

- Respect others
- They respect you
- Others respect your right to express your opinions
- Respect the right of others to express their opinions
- Respect others' property
- They respect your property

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Civics 2: Grades 4–5

Key concepts: rule of law, due process, civic responsibility, personal civility.

- **Rule of Law**
  - Both government and the governed are subject to the law

- **Expected of Government**
  - Government must be fair

- **Expected of Citizens**
  - Citizens have a duty to participate in civic affairs

- **Personal Civility**
  - Don’t act to offend others

- **Due Process**
  - Government must be fair

Principles of the American Political System
Civics 2: Grades 6–8

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Civics 2: Grades 9–12

Politics
Grades 9-12

Key Concepts: political parties, dynamic, structures of government (separation of powers, checks and balances), precedents, traditions, interpretations.

Political Parties
- evolve naturally in democracies

Dynamic Government
- allows change
- constrains change
- explains its endurance

run government
encourage compromise
blunt tensions
marginalize extremists

tradition
heterogeneity of American people
election laws

represent popular interests
loyalty
election laws
Civics 2: Apply Understanding

Curriculum Audit

Civics 2

Calhoun School District’s Civics Curriculum

Feature Lesson

“Fairy Tales Can Show Due (process)...”

Gold E. Locks

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Civics 3: Content Fortification

- Read the Civics 3 section of the clarification document (your cluster).

- Discuss in your learning communities – what are the key concepts, big ideas, areas of uncertainty?

- Create a visual representation of the key concepts and relationships embedded within Civics Standard 3 for your grade cluster.
Citizenship

Visualizing Delaware Civic Standard 3

(next 4 slides)

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Civics 3: Grades K-3

Citizenship K-3

Key Concepts: rights, responsibilities, privileges.

Rights
- what one is entitled to do.
- speak freely
- practice one's religion

Responsibilities
- what one is expected to do.
- vote
- obey the law
- report violations of the law
- performing public services

The Scope of Personal Freedom

Privileges
- what one may be able to do or not do.
- drive a car

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Civics 3: Grades 4-5

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Civics 3: Grades 6-8

Citizenship
Grades 6-8
Key Concepts: civil rights, property rights, political freedom, economic freedom.

Rights

- Civil Rights
  - vote
  - speech
  - due process
  - religion
  - assembly

- Property Rights
  - own property
  - use property
  - dispose of property
  - exclude others from using property

Responsibilities

- Requirements of Freedom
  - voting
  - jury duty
  - obedience to law
  - military service
  - public service.

*secure our freedom
*insure orderly liberty
(not chaos)
Civics 3: Grades 9-12

Citizenship
Grades 9-12

Key Concepts: responsibility, civic participation.

- Keep informed about public policy issues.
- Uphold the laws of the land.
- Participate in civic processes.
Civics 3: Apply Understanding

Curriculum Audit
Civics 3
Calhoun School
District’s Civics Curriculum

Feature Lesson
“The ABCs of Citizenship”
Civics 4: Content Fortification

- Read the Civics 4 section of the clarification document (your cluster).

- Discuss in your learning communities – what are the key concepts, big ideas, areas of uncertainty?

- Create a visual representation of the key concepts and relationships embedded within Civics Standard 4 for your grade cluster.
Participation

Visualizing Delaware
Civic Standard 4
[Participation]

(next 4 slides)
Civics 4: Grades K-3

Participation K-3

Essential Skills: working cooperatively in groups.

Define the objective

Working in Groups
(is usually better than working alone).

Divide Responsibilities

Research, Build, Write

Present

Work cooperatively
Civics 4: Grades 4-5

BEFORE an election

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Civics 4: Grades 6-8

Participation 6-8
Essential Skills: staying informed.

HOW

- attending candidate events
- television
- radio
- newspaper
- magazines
- internet
...

WHY

- inform elected officials of your interests.
- check the actions of elected officials.

FOLLOW

- phone calls
- letters
- visits
- e-mails
...

Communication with elected officials:

After the official takes office

Follow the actions of elected officials

Elected Officials

Election
Civics 4: Grades 9-12

Participation 9-12
Essential Skills: working with government and civic groups.

Participatory Citizenship

Important Skills
- Identify a problem
- Gather information
- Consider alternative points of view
- Evaluate possible effects
- Develop a reasonable course of action that is agreeable to many
- Be honest, courteous, and cooperative

- Work within a political party
- Work within a commission
- Work with a citizen's group
- Work with government agencies
- Work with government programs
Civics 4: Apply Understanding

Curriculum Audit
Civics 4

Calhoun School District’s Civics Curriculum

Feature Lesson
“Growing Pains”
Training Session Lessons Online

- Due Process – “Fairy Tales Can Show Due…” (Grades 4–5, Civics 2)
- The ABCs of Citizenship (Grades K–3, Civics 3)
- Growing Pains (Grades 9–12, Civics 4)

www.ipa.udel.edu/democracy/resources/lessonplans.html
Debrief & Evaluation

- **Goals**
  - **Knowledge**: Enhanced understanding of the civics standards.
  - **Skills**: Equip you with ability to improve the alignment of your district’s civics curriculum.
  - **Awareness**: Suggest lessons that you might use in training.

- **What went well?**
- **What didn’t go well**
- **Next steps**
  - **February 2007**  |  **Formative Assessment**
  - **April 2007**    |  **Summative Assessment**
  - **June 2007**     |  **Working With Adult Learners**

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Stay in Touch

- Ed Freel – efreel@udel.edu
- Fran O’Malley – fomalley@udel.edu
- Website www.ipa.udel.edu/democracy
- Summer Institute for Teachers: June 25–29 & August 6–8. 2% cluster. Register online (see brochure in binder).