

PROJECT Citizen

As Correlated to



Reading Skills and Clusters

Grades 9-10

Compliments of:



<p>Project Citizen Unit</p>	<p>Introduction: Study of Public Policy Level 1 p. 4-9</p>							
<p>Project Citizen Unit Objectives</p>	<ul style="list-style-type: none"> • Discuss ways in which citizens can participate in solving community problems (p.1) • Discuss and compare given definitions of public policy (p.4-5) • Using local newspapers, identify public policy problems and level of government responsible for solving the problem (p.5) • Compare public policy solutions and civil society solutions to given problems (p.6) • Identify responsible policy makers for given problems (p.6) • Identify, discuss, and compare effectiveness of ways in which citizens can participate in and influence community, state, and national government (p.9) 							
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<p>Project Citizen Unit</p>	<p>Step 1: Identify Public Policy Problems in Your Community Level 1 p. 10-16</p>										
<p>Project Citizen Unit Objectives</p>	<ul style="list-style-type: none"> • Identify and discuss problems in the community (p.10-11) • Identify, research, and analyze problems through use of the media, interviews, and printed sources (p.10-16) • Critically analyze information gathered through research • Discuss and analyze information gathered through research • Defend scope of identified problems • Prioritize issues and problems identified 										
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<p align="center">Project Citizen Unit</p>	<p>Step 2: Select a Problem for the Class to Study Level 1 p. 17</p>								
<p align="center">Project Citizen Unit Objectives</p>	<ul style="list-style-type: none"> • Individuals or small groups share information gathered on given topics to defend merit of issue or problem identified • Participate in a problem selection through consensus (p.17) 								
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<p>Project Citizen Unit</p>	<p>Step 3: Gather Information on the Problem Level 1 p. 18-27</p>									
<p>Project Citizen Unit Objectives</p>	<ul style="list-style-type: none"> • Brainstorm sources of information for chosen problem (p.18) • Analyze and evaluate information gathered and determine panels/sections for which information should be used as evidence (p.27) • Contribute to the development of survey • Compile and analyze data from surveys 									
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<p>Project Citizen Unit</p>	<p>Step 4A: Whole Group Develop a Class Portfolio Level 1 p. 28-37</p>									
<p>Project Citizen Unit Objectives</p>	<ul style="list-style-type: none"> • Discuss and analyze the selected problem. Complete worksheet for Task One: “The Problem” (p. 29-30) • Brainstorm, analyze, and select possible alternatives to solve the problem (p.31) • Analyze, compare and evaluate selected alternatives. Choose policy to solve the problem. Discuss and complete worksheet for Task Three: “Our Policy” (p.32) • Brainstorm and discuss a plan of action and complete worksheet for Task Four: “Plan of Action” (p.33-34) 									
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<p align="center">Project Citizen Unit</p>	<p>Step 4B: Small Group Portfolio Group Work Level 1 p. 38-47</p>										
<p>Project Citizen Unit Objectives</p>	<ul style="list-style-type: none"> • Develop of plan, set priorities, and assign tasks • Gather, review, and analyze information gathered • Select evidence, graphs, articles, and pictures, etc. appropriate for section and add titles and captions • Review evaluation criteria and make needed additions or corrections (p.48) • Discuss and research constitutionality of chosen policy. Complete “Constitutional Opinion Form” (p.44-45) 										
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Project Citizen Unit	Step 5: Presenting Your Portfolio Level 1 p. 18-27				
Project Citizen Unit Objectives	<ul style="list-style-type: none"> • Review goals for each panel/section • Evaluate presentation and make adjustments 				
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Project Citizen Unit	Step 6: Reflecting on Your Learning Experience Level 1 p. 53-55						
Project Citizen Unit Objectives	<ul style="list-style-type: none"> • Review and discuss the purpose of reflecting and questions to be addressed (p.53-55) • Identify and discuss the skills required for effective participation in active citizenship and governance • Reflect and discuss the importance of civic participation • Compose an essay to reflect on what and how you and your class learned, as well as what you might do differently if you were to develop another portfolio. 						
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