

Civics Standards and Curriculum ideas

Washington State RCW's Relating to Civics

28A.150.210

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.

This is stating the goal of basic education-- producing productive, engaged global citizens

28A.230.093

1) ...shall also require that at least one-half credit of that [high school graduation] requirement be coursework in civics.

(2) The content of the civics requirement must include, but not be limited to:

- (a) Federal, state, and local government organization and procedures; *Federalism*
- (b) Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions; *Civic Engagement and Constitutions*
- (c) Current issues addressed at each level of government; *Current Issues*
- (d) Electoral issues, including elections, ballot measures, initiatives, and referenda; *Elections*

These represent the 4 basic themes for the civics curriculum.

28A.230.095

(2) Beginning with the 2008-09 school year, school districts shall require students in the eleventh or twelfth grade to each complete at least one classroom-based assessment in civics. The civics assessment may be selected from a list of classroom-based assessments approved by the office of the superintendent of public instruction. Beginning with the 2008-09 school year, school districts shall annually submit implementation verification reports to the office of the superintendent of public instruction documenting the use of the classroom-based assessments in civics.

Social Studies State Standards 8th Grade/12 Grade (aka C3 Framework)*

**Shown in italics after each C3 standard is the corresponding RCW Civics Theme(s)*

8th	12th
D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.9-12 Distinguish the powers and responsibilities of local, state, national and international civic and political institutions. <i>(Federalism-a)</i>
D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. <i>(Civic Engagement & Constitutions, b)</i>

D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	D2.Civ.3.9-12 Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order. (<i>Constitutions-b</i>)
D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries	D2.Civ.4.9-12 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities and limits that have changed over time and that are still contested. (<i>Constitutions-b</i>)
D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, national and/or international level. (<i>Civic Engagement/Elections/Federalism-a-d</i>)
D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.	D2.Civ.6.9-12 Critique relationships among governments, civil societies and economic markets. (<i>Federalism/ Civic Engagement/Current Issues-a-c</i>)
D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings	D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others. (<i>Civic Engagement-b</i>)
D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	D2.Civ.8.9-12 Evaluate social and political systems in different contexts, times, and places, that enact civic virtues and democratic principles. (<i>Federalism-Constitutions a-b</i>)
D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	D2.Civ.9.9-12 Use appropriate deliberative processes in multiple settings. (<i>Civic Engagement skills b-c</i>)
D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society	D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights. (<i>Civic Engagement, Constitutions, Current Issues/Elections-b-d</i>)
D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	D2.Civ.11.9-12 Evaluate multiple procedures for making governmental decisions at the local, state, national, & international levels in terms of the civic purposes achieved. (<i>Federalism, Civic Engagement, Constitutions, Elections-a,b,d</i>)
D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems	D2.Civ.12.9-12 Analyze how people use and challenge local, state, national and international laws to address a variety of public issues. (<i>Civic Engagement, Current Issues-b-c</i>)
D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.	D2.Civ.13.9-12 Evaluate public policies in terms of intended and unintended outcomes and related consequences. (<i>Civic engagement, Current Issues b-c</i>)

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.	D2.Civ.14.9-12 Analyze historical, contemporary and emerging means of changing societies, promoting the common good and protecting the rights of citizens. (<i>Civic Engagement/Skills/a-b-c-d</i>)
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Culminating Projects:

These projects would hit three out of four of the main areas outlined in the RCW, and also touch upon a number of the C3 Framework standards.

1. Checks and Balances CBA – Constitutions, Civic Engagement (if product presented to authentic audience), Federalism (will need to understand which government is being checked/balanced), Current Issues or Elections depending on topic; **D2.Civ.1.9-12; D2.Civ.4.9-12, D2.Civ.5.9-12**

2. Constitutional Issues CBA - Constitutions, Civic Engagement (if product presented to authentic audience), Federalism (will need to understand which government’s constitution is relevant to the issue), Current Issues or Elections depending on topic; **D2.Civ.14.9-12 D2.Civ.10.9-12; D2.Civ.12.9-12**

3. Government Revenue and Responsibility CBA Civic Engagement (if product presented to authentic audience), Federalism (will need to understand which government’s revenue and policies are relevant), Current Issues, **D2.Civ.5.9-12, D2.Civ.13.9-12; D2.Civ7.9-12**

4. Project Citizen – Federalism, Constitutions, Civic Engagement, Current Issues; **D2.Civ7.9-12; D2.Civ.14.9-12; D2.Civ.11.9-12, D2.Civ.9.9-12, D2.Civ.5.9-12, D2.Civ.12.9-12**

5. Letter to a Politician (offering a policy recommendation) – Federalism (students need to figure out which government can act on their policy recommendation and determine which representative to write), Constitutions (may apply depending upon policy recommendation), Civic Engagement, Current Issues, **D2.Civ.13.9-12, D2.Civ.12.9-12, D2.Civ7.9-12**

Other Curriculum Resources or Activities:

The following is a list of resources that may prove useful as scaffolding to move students toward the culminating project, and/or provide instruction on additional learning standards.

1. Anytown -- this assignment helps with student understanding of local governments focusing on City Council and the policy making process at the local level. Students attend a City Council meeting when we meet in class students will be given scenarios based on “Anytown” in Washington State and reenact the correct procedures and problem solve the issue presented. Students will distinguish the powers and responsibilities of local, state, national and international civic and political institutions. (Contact Belinda Allred-Morton for copy of assignment)

2. Current Affairs Mark-up/Write-up – this assignment helps build students’ academic vocabulary by having them read news articles and apply their understanding of the vocabulary by doing a mark-up (make margin notes connecting article to vocabulary) and write-up (explain the connection in writing). Aligned with CCSS for English Language Arts/History/Social Studies [CCSS.ELA-LITERACY.RH.11-12.1](#) and [CCSS.ELA-LITERACY.RH.11-12.9](#) (Contact Nancy Lust for copy of assignment)

3. Belinda’s CWP News Article Assignment – students will be able to analyze issues in the media through evaluating institutions’ effectiveness in addressing social and political problems at the local, state, national and/or international level. Students share their opinion and reasoning about the issue and provide an opposing view. (Contact Belinda Allred Morton for copy of assignment)

4. Community Involvement – By encouraging students to get involved in their community (through student government or clubs, volunteer opportunities, service groups like Interact, the Environment Club, religious organizations that have a service component, giving blood, translating at parent-teacher conferences, attending public meetings (School Board, City Council, Public forums, interviewing a community member as part of a research project, etc...) this helps meet the Civic Engagement requirement.

5. [www.iCivics.org](#) – This site was spearheaded by Justice Sandra Day O’Conner to address her concern about civics deficits among America’s youth. It has several curriculum units dealing with the Constitution, each branch of government, the media, federalism, citizenship, public policy, etc... There are also games for students to play to help them learn. Teachers must create a userid and password to access the curriculum. This site was recently upgraded. Just about every learning standard is addressed somewhere in the curriculum provided with iCivics!

6. Global Security Matrix – [www.Choices.edu/gsm](#) -- This site provides students the international aspect of civic education. Students will research foreign policies and international laws to address a variety of public issues. Evaluate public policies in terms of intended and unintended outcomes and related consequences. Terrorism and Crime, Resource Scarcity, Environment, Pandemics, Weapons of Mass Destruction, Immigration, Warfare, Malfunctioning and Uncooperative states, and Economic insecurity. CCSS emerging means of changing societies, promoting the common good and students meet criteria of Federalism.

7. Idealog.org -- <https://www.idealogue.org/> Students log into the website where they answer a 20 question quiz on the top concerns of Americans today. Prior to this there is a discussion about the party systems-Democrat/ Republican/ non-affiliated/ 3rd party, and students place themselves according to what they know about their political orientation on one of the spectrums. The site provides a tutorial explaining the concepts of freedom, equality, and order defining the terms libertarian, communitarian, liberal, and conservative to better define political orientation. The website provides connections to Citizenship, Current Issues and Elections as students become familiar with political parties, issues, and candidates through the surveys; and it relates to Civic Engagement because it is preparing students to vote. (Contact Belinda Allred-Morton for copy of assignment)

8. Political Orientation Webquest - This activity addresses the questions “What is your Political Orientation? and What political party is the best fit for you?” Students take a couple of online surveys to get a sense of where they fit on the political orientation spectrum (left/right liberal/conservative). In addition, the surveys incorporate numerous current issues. Uses the <http://www.isidewith.com/> , <http://www.people-press.org/political-party-quiz/> and <http://www.ontheissues.org/default.htm> surveys. Relates to Citizenship, Current Issues and Elections because students becoming familiar with political party positions, issues, and candidates through the surveys; relates to Civic Engagement because it is preparing students to vote. (Contact Nancy Lust for copy of assignment)

9. www.ProCon.org – The stated mission of ProCon.org is to promote “critical thinking, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan, primarily pro-con format. The information is organized around core questions, and subtopics, with each question answered with a quote from a source that is cited. Would be a helpful source for researching a culminating project, or simply exploring current issues.

10. www.idebate.org – The site covers international issues with community, news, and training for teachers to use in the classroom. The International Debate Education Association (IDEA) gives young people a voice through education, debate and by raising their awareness about worldwide issues.

11. Classroom Economy / Government simulation – There are a variety of ways to implement classroom simulations appropriate to civics. Some aspects of running a classroom economy/government that apply to civics would be: students are taxed on their income; the police officer position supports the concept of rule of law, an important component of citizenship; the Student Court piece represents the Judiciary, and civic engagement; forcing a student to move to another seat represents the power of eminent domain. (Contact Nancy Lust for detailed information on this simulation activity).

12. News Quizzes – Are helpful to encourage students to pay attention to the news. You can write the quizzes, get them from news sources like the New York Times, or have students write the quiz and answer key. This develops the civic habit of paying attention to the news, and provides opportunities to build academic vocabulary.

13. *Securing Liberty*, by David Cole – Selections of this text can be copied and distributed to students to debate the issues of profiling, torture, accountability, prevention detention, terrorists, and privacy/security. The text sites specific laws and actions the US has taken in the wake of 9/11. The text provides and lists discussion questions after each section of reading where students investigate the constitutionality of those actions and current laws. This book is available on Amazon.com for less than \$25.

14. Bill of Rights Institute – This is to help teachers and students use the founding documents of our nation to interpret and discover the constitutionality of current issues in America. Provides resources for teachers and engagement opportunities for students.

15. Heroes and Villains – Helps students to identify Virtue and actions that represent virtue, like respect; students have to distinguish between values and virtue and apply them to people. This helps students to evaluate the common good and citizenship. This curriculum can be found online, complete with teacher instructions, at <http://bilofrightsinstitute.org/heroes-and-villains/>

16. www.civiced.org – Is based off of the “We the People” curriculum that has been provided through Washington State to teachers for more than 10 years. The site provides textbooks, lesson plans, civic links and professional development. Kathy Hand provided the mock hearing-where competitive students from all over are invited in January of 2015. This is similar to Project Citizen.

17. New York Times Upfront – This is a weekly news magazine published specifically for teens. It comes with curriculum aligned to Common Core, and always includes at least one article dealing with American government.

18. Student Government Affairs Program – Student Forum –This is a monthly pamphlet containing news and objective coverage to 2 issues being dealt with in Congress. Each issue has a backgrounder and 2 opposing viewpoints.

19. Street Law a Course in Practical Law 9th edition Glencoe – This is a full curriculum that has been approved by Washington State. There is a full teacher curriculum with textbooks for students. Street Law’s Supreme Court professional development programs help classroom teachers expand and improve instruction about the Supreme Court of the United States. Through interactive lessons, reflective training, valuable experts, content-based instruction, and online support, the Institutes and Seminars help teachers strengthen their knowledge of the Supreme Court and equip them to use interactive lessons and methods in their classroom.

Resources from Washington State and OSPI

According to Guardian of Democracy: Successor Report to the Civic Mission of Schools, there are six proven practices for enhancing civic education in Washington State:

1. Classroom instruction
2. Discussion of current events and controversial issues
3. Service learning
4. Extracurricular activities
5. School governance
6. Simulations of democratic processes

Organizations/Associations

- Association of Washington State Geographers
- Center for Civic Education
- Civic Education, Washington State
- HistoryLink
- Washington State Association for Multicultural Education
- Washington State Coalition for International Education

- Washington State Historical Society
- Washington State Council for the Social Studies
- World Affairs Council
- World Affairs Council Assessments

Assessment Links

- Washington Library Media Association
- Washington State History Museum
- World Affairs Council
- National Archives
- Mead School District
- Central Valley School District
- Teaching American History - ESD101

New Tribal Sovereignty Curriculum

Since Time Immemorial is a newly expanded, resource-rich curriculum featuring Native history. It provides teaching support and is aligned with Washington State Learning Standards and Common Core State Standards.

Civil Rights Education Resources available to support RCW 28A.230.178 which encourages school districts to prepare and conduct a program at least once a year to commemorate the history of civil rights in our nation.

The Federal Resources for Educational Excellence (FREE) website makes it easy for teachers, parents, students, others to find learning resources from more than 40 federal organizations.
<http://www.ed.gov/free>

K-12 Study Canada - K-12 STUDY CANADA is the outreach arm of the Pacific Northwest NRC and is jointly performed by the Center for Canadian-American Studies at Western Washington University and the Canadian Studies Center at the University of Washington.

League of Women Voters: The League of Women Voters of Washington Education Fund is dedicated to strengthening citizen knowledge of government in Washington State. The website includes a variety of free resources for educators.

United States Courts site provides free educational materials about federal courts including videos, lesson plans, simulations, and more!

Youth Courts: OSPI encourages school districts to consider youth court programs for students who commit violations of school rules and policies.

The National Association of Youth Courts serves as a central point of contact for youth court programs across the nation, providing informational services, delivering training and technical assistance, and developing resource materials on how to develop and enhance youth court programs in the United States.

Washington State Association of Youth Courts (WSAYC) is committed to assisting youth in bringing justice to their peers throughout Washington State.

The Four Civic Observances

- Constitution Day and Citizenship Day — September 17
- Veterans Day — November 11
- Temperance and Good Citizenship Day — January 16
- Martin Luther King, Jr. Day — Third Monday in January

Street Law Resources

General Street Law Information:

- Street Law – www.streetlaw.org – General Information on Street Law.
- Street Law textbook additional resources –9th edition: <http://glencoe.mcgraw-hill.com/sites/007879983x/>.

Federal Resources:

- U.S. Courts – www.uscourts.gov/EducationalResources.aspx
- Federal Judicial Center – www.fjc.gov/
- US Department of Justice – www.justice.gov/
- US Department of Homeland Security (immigration) – www.dhs.gov/files/immigration.shtm
- Federal Bar Association – fedbar.org/Public-Messaging.aspx
- U.S. Supreme Court – www.supremecourt.gov/
- Ninth Circuit Court of Appeals – www.ca9.uscourts.gov/

State Resources:

- Washington State Bar Association – [www.wsba.org/The Public](http://www.wsba.org/ThePublic)
- Washington State Courts – www.courts.wa.gov/education
- LawforWa.org – www.lawforwa.org – gateway website to Washington law and civics education
- Washington State Gateway to All State Agencies – www.access.wa.gov
- Northwest Justice Project – www.washingtonlawhelp.org – Helpful information and court forms on topics of interest to youth and the public.

Teaching Street Law Resources with Lesson Plans

- American Bar Association, Division of Public Education – www.abanet.publiced/ -- Resources for teaching law in schools.
- Civic Renewal Network—<http://www.civicsrenewalnetwork.org>
- Constitutional Rights Foundation – www.crf-usa.org – Lesson plans for teaching about rights.
- Judges in the Classroom – www.courts.wa.gov/education --Lesson plans based on Washington law for elementary, middle and high school. Online request for state judge to teach lessons in your classroom.
- Annenberg Classroom- www.annenbergclassroom.org/default.aspx?AspxAutoDetectCookieSupport=1 – Teaching the Constitution has the latest videos and games for teaching the Constitution.

- Landmark Cases—www.landmarkcases.org – Resources and Activities for teaching US Supreme Court landmark cases.
- Teach with TVW-- www.teachwithtvw.org lesson plans to accompany videos developed by the Washington State public affairs channel, TVW.
- University of Washington's Street Law – www.law.washington.edu/streetlaw -- Lesson plans developed by UW law students for Street Law.
- National Center for State Courts – Graphic Novels—www.ncsc.org/Education-and-Careers/civics-education/Justice-Case-Files.aspx
- Judicial Institute for High School Teachers – Seattle—www.wawd.uscourts.gov/educators-media/educational-resources – U.S. District Court for Western Washington – Annual three-day Teacher institute for high school teachers in the western countries in the State.
- Judicial Institute for High School Teachers –Spokane—www.waed.uscourts.gov/educational-outreach -- U.S. District Court for Eastern Washington—Two-day Teacher Institute for high school teachers in the eastern counties in the state.
- Legislative Scholars Program—www.leg.wa.gov/ScholarProgram/Pages/default.aspx#lesson_plans – Annual four-day program for social studies teachers in Olympia to learn more about state legislature and intersection with state courts. Lesson plans on the State Legislative Scholars Program.
- I Civics Institute for Middle and Junior High Teachers – U.S. District Court for the Western District, Seattle. www.wawd.uscourts.gov/educators-media/educational-resources.
- Capitol Classroom, www.teachwithtvw.org/capitolclassroom, allows students to participate directly in the legislative process at the State Capitol via TVW video connection.
- Street Law for Judge/Teacher Pairs, www.lawforwa.org
- Seattle City Club, Youth Civic Award, www.seattlecityclub.org/youthawards.
- We the People, kathyhand@comcast.net
- U.S. Supreme Court Institute for Teachers, www.streetlaw.org
- Federal Trials and Great Debates in the United States History, Federal Judicial Center and the America Bar Association, www.americanbar.org/groups/public_education/initives_awards/summer_institute_for_teachers.html
- Constitutional Rights Foundation, Supreme Court 101 and Supreme Court Update. <http://us4.campaign-archive2.com/?u=7ebc41597276f77c29d980fb2&id=de773d5e77&e=83ecd50851#Court>
- Amherst College, Amherst, Massachusetts, Punishment, Politics and Culture www.amherst.edu/academiclife/departments/ljst/neh/home