

Teaching with Controversy

Introductions

Line-up

Line up according to how far you traveled to get to class today.

Find your partner

- ☐ Name
 - ☐ Where/what they teach
 - ☐ 3 expectations for the class
 - ☐ If they could have a round trip ticket to anywhere this Columbus Day weekend, where would they go?
-

Group Share

Introduce your partner to your group.
Group, listen and take notes if needed.
One of you is going to introduce your whole group to the class.



Teaching with Controversy

Building Rapport

McCormick Foundation Civics Program

Educating for Democracy: Creating a Civic Blueprint

Shawn Healy

Director of Educational Programs and Resident Scholar



Overview: Educating for Democracy— Creating a Civic Blueprint

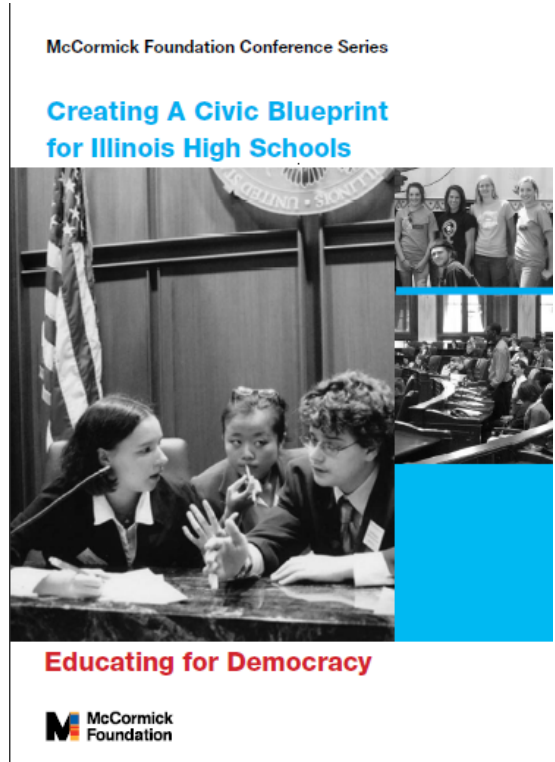
1. Introduction

2. The state of civic education

3. Creating a civic blueprint

- Promising approaches
- Evidence
- Exemplars

4. Becoming a Democracy School



Introduction:

Illinois Civic Mission Coalition

- Formed in 2004, the Illinois Coalition is part of the Campaign for the Civic Mission of Schools, a national initiative to restore a core purpose of education to prepare America's youngest citizens to be informed and active participants in our democracy.
- A broad non-partisan consortium including educators, administrators, students, universities, funders, elected officials, policymakers and representatives from the private and non-profit sectors.
- The Constitutional Rights Foundation Chicago serves as convener for the Coalition, and the McCormick Freedom Project is a member.



Introduction:

Educating for Democracy Conference

- On February 8-10, 2009, the McCormick Freedom Project, in partnership with the Illinois Civic Mission Coalition, hosted the Educating for Democracy conference at the former estate of our benefactor, Robert R. McCormick, Cantigny Park in Wheaton, Illinois.
- This gathering of more than 70 social studies educators, their students, and civic education leaders and elected officials, who believe deeply in the notion that civics education is fundamental to our democracy, is part of the McCormick Foundation Conference Series.
- The mission of this conference was to advance the cause of civic education in the State of Illinois at the high school level through the construction of and agreement upon a blueprint for implementation of a civic audit process.



Creating a Civic Blueprint: The State of Civic Education

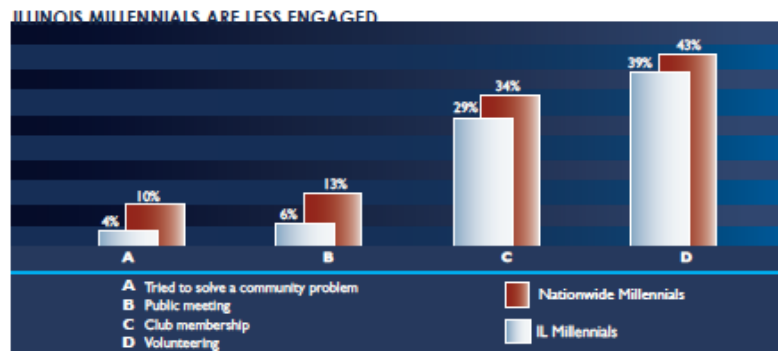
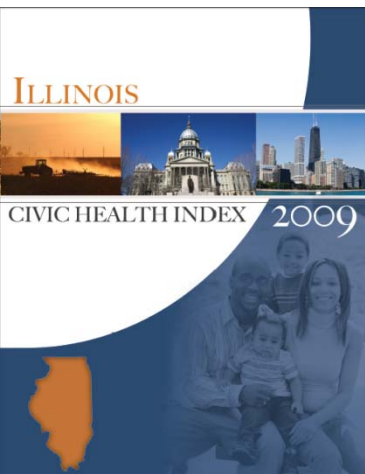
- Illinois law requires civic instruction and character education, including the teaching of “American patriotism and the principles of representative government.”
- The implementation of civic education is left to individual school districts.
- According to UW-Madison Professor Diana Hess, the results of delegation are damaging:



- More than 35% never follow the news as the result of a class assignment
- More than 22% report that they never learn how government works in class
- Nearly 27% said they never discuss or debate political or social issues in class
- About 25% were never allowed to make up their own minds about issues
- Nearly 55% have never engaged in classroom role- playing or simulations

Creating a Civic Blueprint: The State of Civic Education (cont.)

- The *Illinois Civic Health Index* (2009) found that:
 - Illinoisans have been cutting back on civic engagement for the past several years, and at a faster pace than others in the U.S.
 - Illinoisans' confidence in the state's civic traditions is among the lowest of all states
 - While Millennials led older generations in volunteering nationwide they were the least likely to volunteer in Illinois
 - Illinois residents support legislation to integrate civic engagement with education, including a civics test and formal service learning.



Creating a Civic Blueprint: Schools and Civic Engagement

● The Civic Blueprint for Illinois High Schools is designed to give educators, policymakers, parents, and all residents of the state:

1. Explanations of promising approaches to high school level civic education.
2. Examples of Illinois high schools, educators, and students using these approaches.
3. Recommendations for implementing these approaches in high schools across Illinois.
4. Resources that support schools and communities in promoting the civic engagement of Illinois high school students.



Educating for Democracy

 McCormick
Foundation

Creating a Civic Blueprint: Citizenship—A Working Definition

● “The overall goal of civic education should be to help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be prepared and competent citizens throughout their lives.”

● The defining characteristics of citizen competency and responsibility include:

1. Civic and political knowledge
2. Civic and political skills
3. Civic attitudes
4. Political participation
5. Community participation
6. Civic commitments

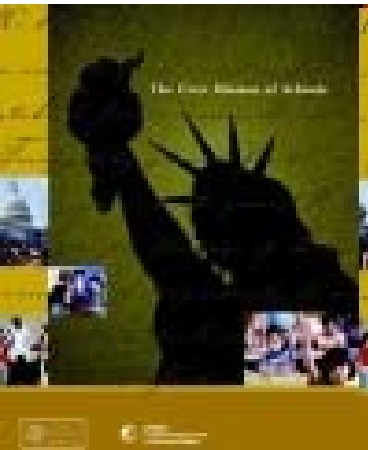


Educating for Democracy

Creating a Civic Blueprint: Promising Approaches for Citizenship Development in Schools

● Six promising approaches outlined by the Civic Mission of Schools:

1. Formal instruction in US Government, history, law, and democracy using interactive methods and opportunities to apply learning to “real-life” situations.
2. Discussion of current local, national and international events that students view as important to their lives and controversial political and social issues within political and social context.
3. Service learning linked to the formal curriculum and classroom instruction.
4. Extracurricular activities that encourage greater involvement and connection to school and community.
5. Authentic voice in school governance.
6. Participation in simulations of government structures and processes.



1. Formal Instruction

Formal instruction in US Government, history, law, and democracy using interactive methods and opportunities to apply learning to “real-life” situations.

● Evidence:

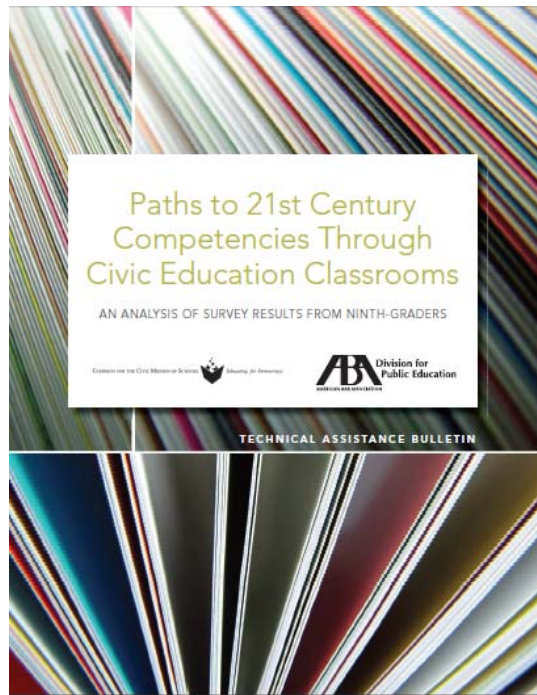
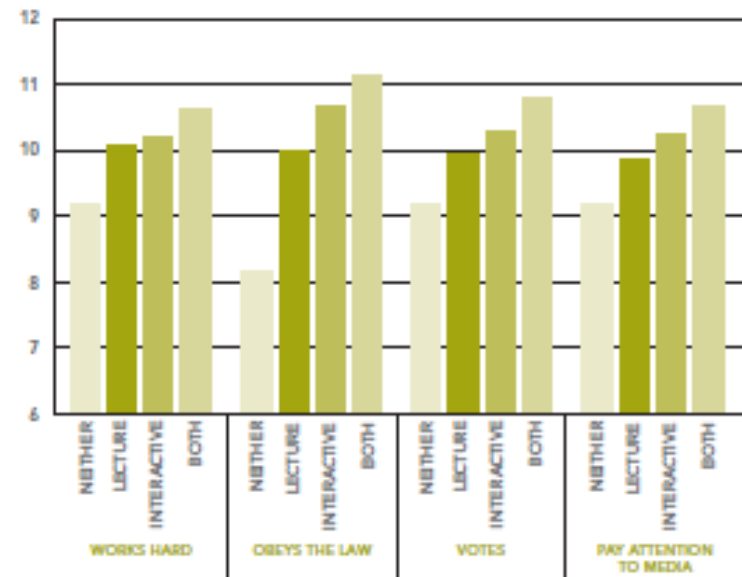


Figure 10. Norms of social responsibility by educational group*



1. Formal Instruction

Formal instruction in US Government, history, law, and democracy using interactive methods and opportunities to apply learning to “real-life” situations.

- Exemplar: We the People: The Citizen and the Constitution

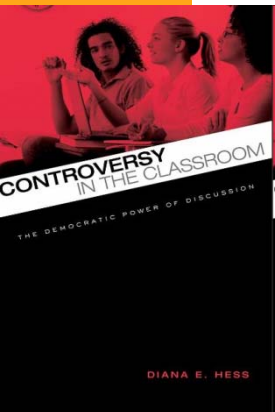


2. Current and Controversial Issues

Discussion of current local, national and international events that students view as important to their lives and controversial political and social issues within political and social context.

- Evidence:

- “...There is an intrinsic and crucial connection between the discussion of controversial issues, especially among young people with disparate views, and the health of democracy.”
- Disturbing evidence of a dearth of political discussions among people with dissenting views
- Schools as a transformational site to facilitate such dialogue
- “We have to get young people comfortable with conflict. That’s when they’re more likely to engage politically. If we rely just on families to do this, it isn’t going to happen. Civic education has the potential to tap the openness of young people to arguments on both sides of important issues.”



2. Current and Controversial Issues

Discussion of current local, national and international events that students view as important to their lives and controversial political and social issues within political and social context.

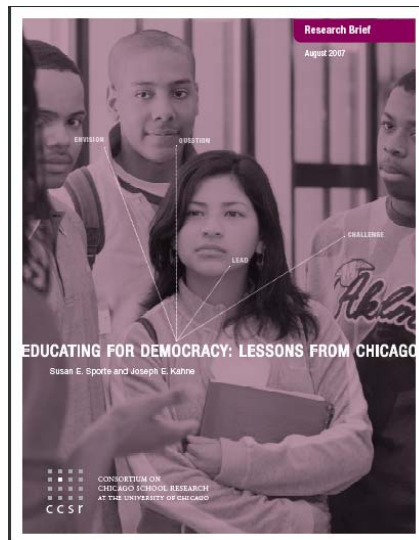
- Exemplar: Capitol Forum on America's Future (Choices Program)



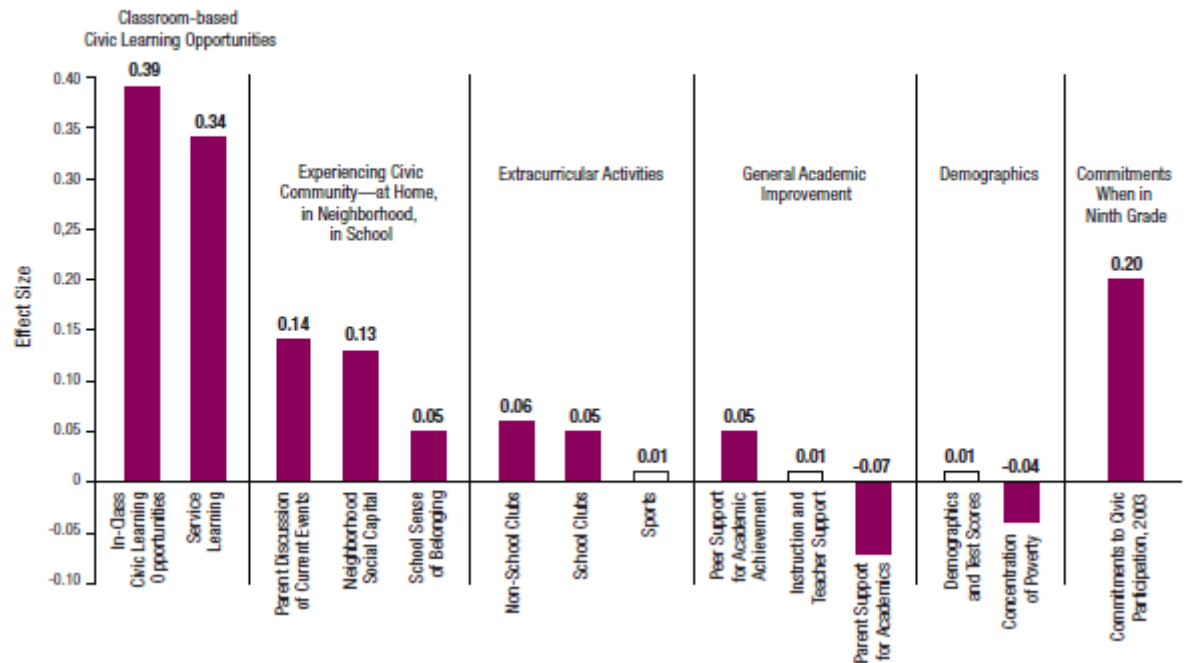
3. Service Learning

Service learning linked to the formal curriculum and classroom instruction.

● Evidence:



Developing Students' Civic Commitments (Data from 2005)



Example: Everyone has a responsibility to be concerned with state and local issues.

3. Service Learning

Service learning linked to the formal curriculum and classroom instruction.

- Exemplar: York High School Civic Action Program



4. Extracurricular Activities

Extracurricular activities that encourage greater involvement and connection to school and community.

● Evidence:



- Strong correlation between adolescent extracurricular participation and adult political and civic behaviors
- Correlation holds true for instrumental, not expressive organizations
 - Instrumental orgs include student government, yearbook, newspaper, political clubs, debate, and community orgs
- SES not a mitigating factor

4. Extracurricular Activities

Extracurricular activities that encourage greater involvement and connection to school and community.

- Exemplar: Mikva Challenge



5. Student Voice

Authentic voice in school governance.

- Evidence: Protocol for Free & Responsible Student Media



5. Student Voice

Authentic voice in school governance.

- Exemplar: Illinois Youth Summit (Constitutional Rights Foundation Chicago)



6. Simulations

Participation in simulations of government structures and processes.

● Exemplar: Legislative Semester (Community High School, West Chicago, IL)



Illinois Civic Blueprint: State Board of Education Endorsement

● ISBE Chair Jesse Ruiz: “Creating a civic blueprint is an important initiative—I’m glad you’re doing it because, frankly, you are helping us.”

“There are a lot of opportunities—this is a timely effort to start planting some seeds. You have to get additional support and get this on the education agenda. You have a fan and supporter with me.”

● On September 17, 2009, Constitution Day, the ISBE passed a resolution endorsing the Illinois Civic Blueprint.



Becoming a Democracy School

● What Is a Democracy School?

- An accredited secondary school that provides students with authentic experiences in the rights, responsibilities, and tensions inherent in living in a constitutional democracy.
- They collaborate with parents, students and their communities in developing a civic mission and in providing curricular and extra-curricular civic learning experiences for all students.
- To date, Illinois has eight recognized Democracy Schools:



Becoming a Democracy School

● Interested schools:

- Form a team that includes three teachers, the social studies department chair, and the principal or another administrator
- Enroll in one of two informational sessions scheduled during the summer of 2011
- Complete a civic audit and submit for consideration. The audit encompasses:
 1. Indicators of the six promising approaches
 2. A status update and summary of current activities in four areas: discussion, service learning, simulations, and community connections
 3. Evidence for assessment in each of the aforementioned areas
- Address identified deficiencies through professional development and accessing the resources of identified exemplars (funding available)

Becoming a Democracy School

● For more information:

-Visit FreedomProject.US/DemocracySchools



The screenshot shows the homepage of the 'Educating for Democracy' website. At the top is a logo with five stars and silhouettes of people. Below the logo is a search bar. The main header reads 'Educating for Democracy'. A red banner below the header contains the text: 'Becoming a Democracy School: Civic Blueprint. Restoring a core purpose of education to prepare America's youngest citizens to be informed and active participants in our democracy. It Starts With You.' Below the banner is a photo of a woman in a red 'I am Democracy' t-shirt. To the right of the photo is a 'Getting Started' section with three numbered steps: 1. A Six Step Guide to becoming a certified Democracy School >>, 2. Learn more by attending an upcoming event >>, and 3. See other schools who have recently achieved certification >>. On the left side, there is a vertical menu with links: 'What is a Democracy School?', 'Educating for Democracy Conference', 'About Us', 'Professional Development Calendar', and 'Contact Us'. At the bottom, there are three links: 'Upcoming Events', 'Resource Library', and 'Quick Links'.



The screenshot shows the 'Professional Development Calendar' page. At the top is the same logo as the first screenshot. Below the logo is a link: '<< BACK TO HOME'. The page title is 'Professional Development Calendar'. Below the title is a red banner with the text: 'Click on listings for details and registration information.' Below the banner is a calendar for October 2009. The calendar has a header row with days of the week: SUN, MON, TUE, WED, THURS, FRI, SAT. The dates are arranged in a grid. The first row shows dates 27, 28, 29, 30, 1, 2, and 3. The second row shows dates 4, 5, 6, 7, 8, 9, and 10. The calendar is currently set to 'October 2009' and has a 'Print' link. There are also links for 'Calendar View' and 'List View'.

SUN	MON	TUE	WED	THURS	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10

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Search: “Illinois Democracy Schools”



Find us on
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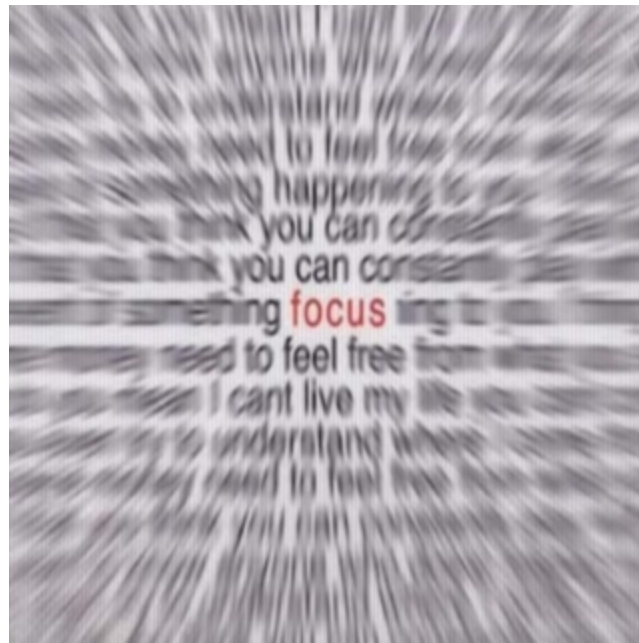
McCormick Foundation Civics Program

Educating for Democracy: Creating a Civic Blueprint

Questions?



Refocus



Democracy School

Community High School, West
Chicago IL

A Democracy School Provides...

- 1.** Formal classroom instruction in government, history, law and democracy
- 2.** Discussion of current events and controversial issues
- 3.** Incorporation of service learning
- 4.** Participation in extracurricular activities
- 5.** Authentic student voice in school governance
- 6.** Participation in simulations of democratic structures and processes

How CHS approached the audit

- A team of two completed the audit from the perspective of the Social Studies Department
- The audit was given to S.S. discipline teams for revisions and clarifications
- An all staff e-mail was distributed briefly describing the purpose of the audit and for more input

How CHS approached the audit...

- Team of student assistants and SS department chair inserted staff information into audit
- Audit submitted to CRFC for approval
- Met with CRFC representative to clarify content
- Participated in summer institute to devise plan for improvement

What does a Democracy School look like?



The Spiraling Curriculum Leading to Effective Citizenship

- Freshmen Year: Geography
 - *What role do I play in the global community?*
- Sophomore Year: World History
 - *How does modern history affect the world?*
- Junior Year: United States History
 - *What does it mean to be an American?*
- Senior Year: United States Government
 - *What does it mean to be an effective citizen?*
- Elective: Community Leadership
 - *What does it mean to be an effective citizen in the global community?*

Civic Education in Geography

- United Nations Simulation
- Students research assigned country to advocate what the UN should do in the areas such as
 - Poverty
 - Women's rights
 - Education
 - Child Labor

Civic Mission of Schools Checklist

- Formal Instruction in U.S. government, history, law and democracy using interactive methods and opportunities to apply learning to “real life” situations
- Discussion of current events that students view as important to their lives; discussion puts formal civic instruction in context of current political issues
- Service Learning: research, advocacy

Civic Education in World History

- How does modern world history affect us?
- Nationalism Unit: students research Nationalistic movements past and present to synthesize information to advocate when the United Nations should intervene in Nationalistic movements.

Civic Mission of Schools Checklist

- Formal Instruction in U.S. government, history, law and democracy using interactive methods and opportunities to apply learning to “real life” situations
- Discussion of current events that students view as important to their lives; discussion puts formal civic instruction in context of current political issues
- Service Learning: research, advocacy

Civic Education in U.S. History

- Immigration Forum: invite community members to participate in a panel discussion to share their experiences before students synthesize unit to create and advocate their own immigration policy
- Diversity Fair: students research and advocate for a minority group in society

Constitutional Convention

- Research the concepts that form our Constitution
- Use of Parliamentary Procedure
- Civil Discourse
- Cause/Effect Relationships



Civic Mission of Schools Checklist

- Formal Instruction in U.S. government, history, law and democracy using interactive methods and opportunities to apply learning to “real life” situations
- Service Learning: research, advocacy

Civic Education in U.S. Government

- All seniors culminate their social studies experience by participating in the Legislative Semester which emulates the functions of the legislative, executive and judicial branches at the state and national level
- Fulfills state requirement for civic education

Simulation Recognition

- Midlink Magazine
- Cable in the Classroom
- Democracy in Action School
- Federal and State Legislators
- Community High School Program of Excellence
- Civic Mission of Schools Model Program
- Civitas Model



Superintendent of Dist. 94, Rep. Johnson, Floor Leaders, Speaker of the House, and representative from Rep. Hastert's office.

What do students learn from WCCHS Legislative Experience?

- Political Spectrum
- Federalism
- Political Forces
- Civil Discourse
- Persuasion
- Danger of Apathy
- Importance of Leadership
- Power/ Danger of Factions
- How the Government Works
- Power of Information
- Voting as a responsibility
- Current Events
- Active Listening
- Empowerment
- People must provide a “safe environment” for democracy to thrive

History of CHS Simulation

- Initiated 21 years ago by Steve Arnold, now retired, as a simulation of the General Assembly.
- 19 years ago, began across Government classes at CHS
- Several teachers have contributed ideas to make it what it is today (Mary Rash, Barbara Laimins, Shawn Healy, Patricia Horton, Sue Bunce, Margaret Wolfe, William Vega, Steve Kellner, Whitney Rusin, etc.)
- Demonstrates the synergy of professionals working collaboratively

History of CHS Simulation

- Over the years, executive and judicial branches were added
- Incorporated Issue Group Fair: outside agencies speak to students on possible issues to choose for bills
- Incorporated technology, namely blackboard.com and CHS Government web page, to link students across classes
- Other high schools implementing curriculum

Course Units

- **Political Spectrum:** How do the left and right differ over the distribution of power?
- **Elections:** How are those in power chosen?
- **Legislating Change:** What power structures influence legislation?
- **Conflict and Civil Discourse:** How are conflicts involving power resolved in a civil and democratic society?
- **Democracy in Action:** How do the institutions of a democratic republic deal with questions of power efficiently and productively?
- **Effective Citizenship:** How does an effective citizen utilize power?



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Detail View

COURSES > AMERICAN GOVERNMENT > DISCUSSION BOARD

Ex-Felon Voting Rights

An act concerning a FEDERAL LAW to mandate that ex-felons who have successfully completed their terms of incarceration and probation be extended the franchise to participate in local, state and federal elections. The Department of Justice will investigate any governmental entity who discriminates against the suffrage of ex-felons beginning January 1st, 2006.

Number of Messages: 111
[All **New**]

Racial Profiling

- I. An act concerning a FEDERAL LAW to end racial profiling
- II. Racial Profiling: the practice of using race, ethnicity, national origin or religion as the primary factor in deciding who is subject to law enforcement investigations (ACLU.org).

Number of Messages: 191
[All **New**]

- III. HB 601 will require all police departments to annually collect information regarding racial profiling beginning January 1, 2006. Police departments who fail to send annual statistics regarding racial profiling within sixty days of the end of the year to the Department of Justice will lose federal funding for their programs. The data will become part of the public record. The Department of Justice will analyze the data to discern if profiling is occurring.

Data collected concerning racial profiling can be used to reprimand, remediate and terminate law enforcement personnel. Officers found using racial profiling shall be officially reprimanded and have a note of the behavior put in their employment records. A second case of racial profiling will result in unpaid leave of no less than two weeks. A final case of racial profiling will result in termination of employment. Law enforcement agencies are required to conduct monthly reviews of statistics gathered and act on personnel found to be racial profiling. Officers found to be engaging in racial profiling will be reported to the

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[Pfeifer, Lesley](#)

[Smith, Joanna](#)

[Guevara, Bruce](#)

[Kostel, Katie](#)

[Schneider, Matthew](#)

[Smith, Kevin Richard](#)

[hTuma, Carly J.](#)

[Leveille, Janette](#)

[Mariano, Erick](#)

[Correah, Guadalupe cristal](#)

[Ramirez, Francisca](#)

[Carrasco, Janeth](#)

[cDelgado, Noemi](#)

[Perez, Esmeralda](#)

[gallegos, maria](#)

[fGonzalez, Anthony f](#)

[Flagg, Kadi](#)

[Mangialomini, Gina Nicole](#)

[Shelhamer, Dan](#)

[Edmondson, Melissa](#)

[hOpel, Tracy Lynn](#)

Tue Jul 19 2005 10:09

New

Tue Aug 23 2005 09:38

New

Tue Aug 23 2005 09:43

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Tue Aug 23 2005 14:01

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Tue Aug 23 2005 14:08

New

Wed Aug 24 2005 11:41

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Wed Aug 24 2005 11:43

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Fri Aug 26 2005 10:02

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Fri Aug 26 2005 11:05

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Fri Aug 26 2005 15:23

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Tue Sep 06 2005 12:11

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Thu Aug 25 2005 14:07

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[◀◀ Previous Message](#) [Next Message ▶▶](#)
Forum: School Nutrition Bill**Date:** Wed Aug 24 2005 16:00**Author:** hTuma, Carly J. <mac@suddenstorm.net>**Subject:** Re: School Nutrition

Katie: I agree with you. Candy *does* sell the best, and that doesn't stop students from buying junk food *after* school. the bill proposes the banning of junk food *during school hours*. So really, it's just pointless. I think that they should offer more inexpensive healthy choices, such as their garden salads which are more than a dollar cheaper than the Ceaser salad, and contain less fat because it lacks the chicken, cheese, and croutons. It's the same quality (which, although, isn't always the best) but it's only \$2.30 instead of \$3.50. So we've already made a step in the right direction.

And Bruce: You're right, too. This bill doesn't stop students from bringing bags of chips and packages of cookies and candy from home. So again, it's really pointless. We need to learn that our choices will catch up to us, and that's a job for parents. So far, mine have done a pretty good job.

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Tue Aug 23 2005 09:38

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Tue Aug 23 2005 14:01

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Wed Aug 24 2005 11:41

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Internet



My Computer

wchs on 'wchs1b'...

Student Files

legaides

Microsoft PowerP...

American Govern...

Blackboard Aca...



3:27 PM

Sample Legislative Profile

- ANDY L. REPUBLICAN

- Hi my name is Andy L. I am seventeen years old and I was born at Central Dupage Hospital on March 8, 1988. I run cross country and track. I enjoy going camping, hunting and fishing. I am hoping to go to a four year college and major in Mechanical Engineering. My family and I moved to Decatur Alabama when I was younger but we moved back to West Chicago because of my dad's job. I have traveled to Hong Kong for Chinese New Year and I was able to see the pandas in captivity. I have also traveled to Brazil and seen their culture. My favorite movie is We Were Soldiers and my favorite food is pizza.
- I am a Republican. I would rather have a smaller federal government and give the state governments more power. I think that for free enterprise to work the government should stay out. Businesses should be able to set their own regulations so that they profit the most. I also feel that the less taxes there are the better. I feel that the more money the individual has the more money they will put into business and that will boost our economy and our standard of living. I think that traditional values should be present in our lives. Our country was based on traditional morals and it should stay that way.
- I am for President Bush's social security plan. I think that since people will be able to earn money in the stock market our economy will improve greatly. I think that it will also give more money to the individual which will bring up the standard of living for everyone. I am for concealed weapons because the Second Amendment gives us the right to bear arms. I think that traditionally people have been allowed to own their own weapons without the government intervening so why should things change now. Finally, I am against abortion. I feel that the child should be given a chance to live. I think that abortion is the same thing as murder because they are taking away they life of a human being. I think that people should have a family or give others a chance to adopt a family rather than killing the child. I think that family is the most important thing in a persons life.

Party Affiliation

255 Government
Students

```
graph TD; A[255 Government Students] --> B[Democrats 139]; A --> C[Republicans 110]; A --> D[Other 6]
```

Democrats 139

Republicans 110

Other 6

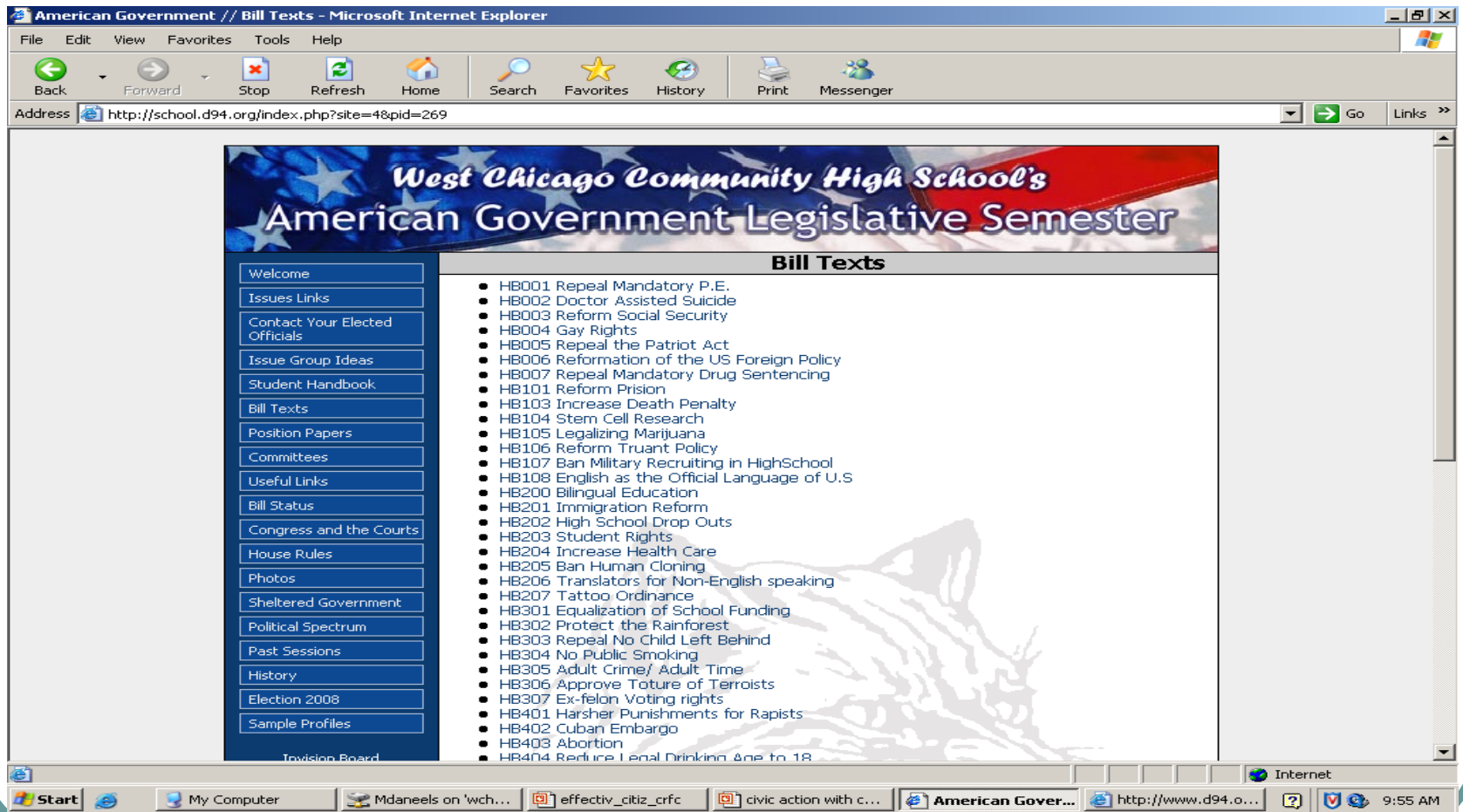


FIKIS/KLING

Why are these students lined up at
6:00 a.m.?



American Government Website



Committee Hearing



Expert Witness in Committee Hearings, Warden from DuPage County Jails



Democracy In Action

- Issues that pass through committee are then put on the calendar for the full session
- The Speaker and the Rules Committee set the agenda: docket order, time, etc.
- Floor leaders and Whips organize debate
- Takes place over 3 half day sessions to allow reflection and remediation
- Chief Executive can veto legislation
- Legislature must decide to accept or override veto at next full session

Republican Floor Leader and Head Whip



Sheltered Presentation on Amnesty



Democracy in Action

- Supreme Court web site assignment
- Judicial Review Simulation where laws passed by legislative session can be challenged.
- Teachers serve as the judicial branch to rule on constitutionality of laws.
- Students write briefs of their positions to submit to the court
- Teachers issue opinions

Effective Citizenship

- Students complete final assessment to apply their knowledge of government.
- Sample question, “Effective Citizenship” gives student a chance to advocate a position.
- Participation in “First Judge Program”
- Junior Statesmen of America Club
- Students volunteer on campaigns
- Students meet the candidates

Civic Mission of Schools Checklist

- Formal Instruction in U.S. government, history, law and democracy using interactive methods and opportunities to apply learning to “real life” situations
- Discussion of current events that students view as important to their lives; discussion puts formal civic instruction in context of current political issues
- Service Learning: research, advocacy, direct action, indirect action
- Student Voice in school governance

Community Leadership

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." ~**Margaret Mead** ...



What is the class all about?



Community Leadership objectives:

- Apply academic, social, and personal skills to improve our community.
- Make decisions that have REAL results.
- Help us build our own leadership skills and increase civic participation.
- Make a difference locally and globally.

Getting Involved

- Student are released from class twice a week to go to our volunteer sites
- During this semester, students are expected to do 60 hours of volunteer work



Students in the class:

- meet at least three times a week
- read The 21 Irrefutable Laws of Leadership by John C. Maxwell
- complete projects as a class and individual work
- Interact with guest speakers that come in at to discuss their leadership role in the community and serve as mentors

Where students serve locally

- The State's Attorney Office
- Local P.A.D.S. shelters
- Humanitarian Service Project
- State Legislator's offices
- Animal Shelter
- The DuPage Children's Museum
- After School programs
- World Relief
- Terrace Nursing Home
- Central DuPage Hospital
- Welcome Center
- Mom's In School
- Operation Christmas Child
- Northern Area Food Pantry



Changing Our School Community

- Class completed the Freshmen Activity Project to engage new students in extra-curricular activities.
- Class research shows that students who participate in extra-curricular activities are more successful in school

What We Did!

- Made Surveys for Freshman, Upperclassman, & Teachers
- Imputed Results
- Matched freshmen with possible activities with the help of Mrs. Haley
- Met and talked with freshman, gave them a personalized letter.
- Met with club/sport leaders



Community Leadership Class Local Projects

- School-wide recycling
- Raise money for local PADS shelter
- Freshmen Activity Project
- West Chicago Historical Society Immigrant Project
- Care Packs for the Troops



Making a difference globally...



Logo designed by sophomore Allison Fletcher

WeGo 2 Africa

- Mission statement:
Helping rebuild
communities in
Angola with
educational
resources to
facilitate learning,
living and leadership.



We raised \$10,000 in 7 months!



Community Leadership Students

- Painted Banners
- Created Brochures
- Collected Change
- Made Community Presentations
- Made Class Presentations
- Made Presentations to Feeder Schools
- Wrote Letters to Businesses for Support and Donations



Morgan Brown, Anne Caputo and Allison Fletcher presenting at W.C. Middle School health class

Community Leadership Students

- Made TV Commercials
- Attended Community Events
- Designed and Sold T-shirts
- Organized and Implemented a Sumo Wrestling Tournament
- Wrote Press Releases



Anne Caputo, Katie Roberts, Dr. Darlene Ruscitti, Regional Superintendent of Schools and Stephanie Gore at Benedictine University Martin Luther King Jr. breakfast

Getting the community involved

- Thespians donated money for wheel barrow and text books
- Horticulture Club sold Africa ornaments for \$1 in lunches.
- International Club had a battle of the classes in foreign language to collect change for Africa. They raised \$1200 in one week.
- National Honor Society had a bake sale and raised over \$300.
- The District 94 Educational Foundation for donated money to help fund the Sumo Contest.

How we did it!

- **Sumo Wrestling**
- **T Shirt Sales**
- **Drive for Change**
- **Lollipop sales**
- **Sophomore Smaller Learning Community raising \$2500 for textbooks**
- **Freshmen Smaller Learning Community sending backpacks for students with school supplies**
- **Mr. Arndt's ESL classes raised over \$200 in one day and were matched by the bilingual department teachers**



Together we can do what we could never do alone!

- The Teacher's Association hosted a Mother's Day Pancake Breakfast to raise funds. Art Club, Key Club, Photo Club, Student Council, NHS, Horticulture Club, and Foods students contributed time and resources.



All School Celebration Assembly



Our school is REAL!



WeGo 2 Africa History

- In 2005, CHS raised over \$12,000 to build a school in Sakutopi, Angola
- In 2006, the International Club, Key Club and Mrs. Haas' Geography classes collected school supplies to send to Angola.



WeGo 2 Africa History

- In 2007, CHS raised over \$15,000 to send a shipping container full of supplies to Angola. Including computers from the One Laptop Program.



WeGo 2 Africa History

- In 2008, CHS raised \$6000 to help fund a school in Matala, Angola where 1600 kids attend school outdoors while 7800 children go without an education in that region. The donation was matched by an anonymous businessman.



WeGo 2 Africa

- In 2009, CHS joined with five other area schools to build an elementary school in Angola. CHS contributed \$7500



Empower Others to help



- Presentations to Middle Schools
- Swim team hosts and annual swimathon to raise funds
- VFW, Rotary and local churches have donated funds

Colin Hale



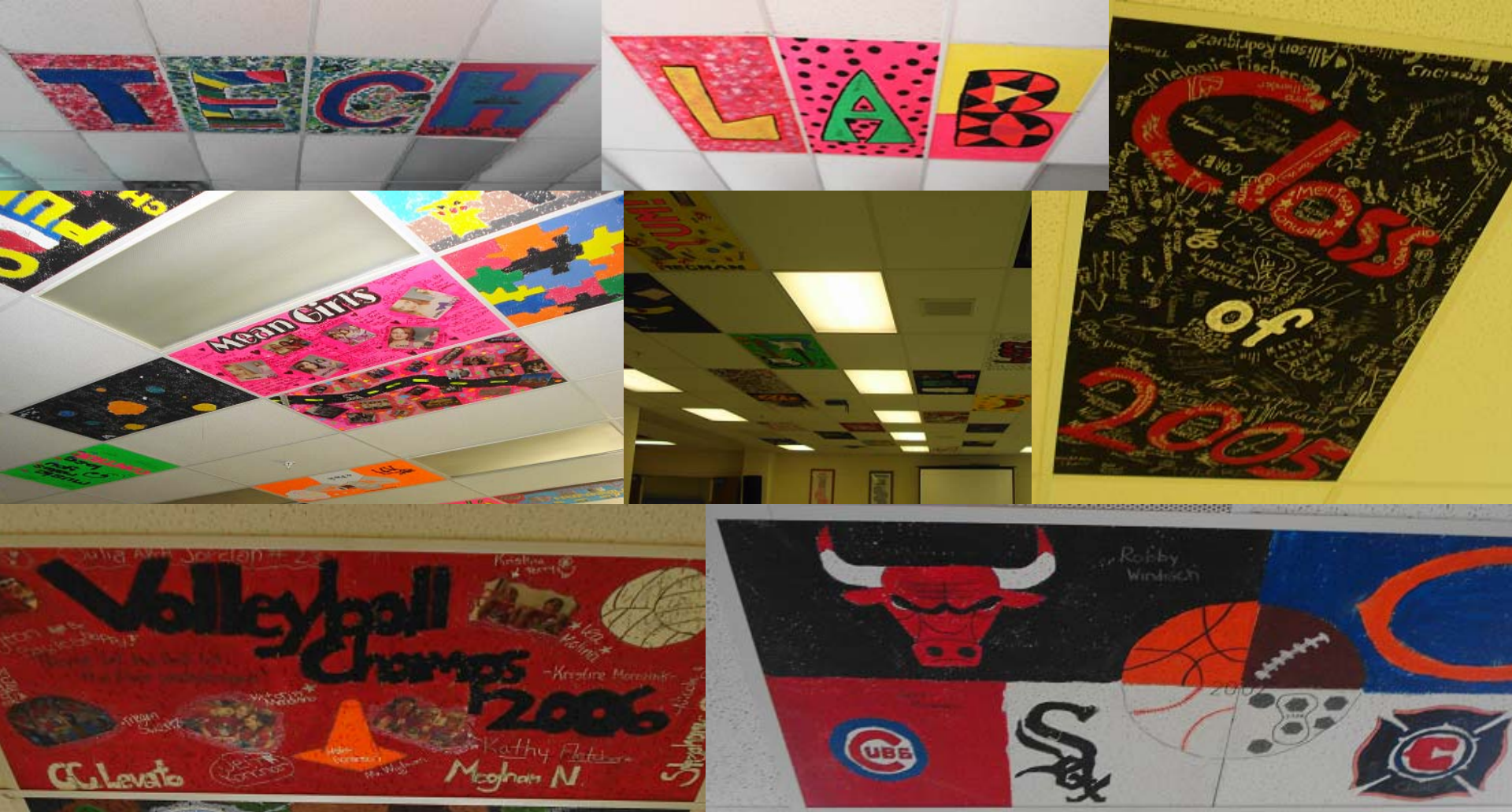
Art Club



Teacher' Association



- Teacher's Association hosted a Mother's Day Pancake Breakfast and clubs and activities sponsored crafts for kids to make for their mommies.



International Club: Paint a Ceiling Tile

Kids in advisory making dolls for Angolan children



ABC Posters designed by Art Club



Blankets made by Advisories



Backpacks From Geography Classes



Pre-school program selling lemonade for Angola



Community Leadership Class

Fundraiser Ideas

- Battle of the Bands
- Turnabout Dance
- Computer Match
- One Day Challenge
- Possible 5K run for Africa with neighboring school



T-Shirts!



Benefits to CHS students

- Social Capital
- Respect for Diversity
- Organization Skills
- Authentic conversations and relationships built as they “work together” on a cause greater than themselves
- Attitude of gratitude
- Looking at Community Needs
- Respect for CHS

A Democracy School Provides...

- 1.** Formal classroom instruction in government, history, law and democracy
- 2.** Discussion of current events and controversial issues
- 3.** Incorporation of service learning
- 4.** Participation in extracurricular activities
- 5.** Authentic student voice in school governance
- 6.** Participation in simulations of democratic structures and processes