

# Center for Civic Education



PUBLICATIONS CATALOG 2009

# About the Center for Civic Education

The Center for Civic Education is an independent nonprofit organization based in California with offices in Los Angeles and Washington, D.C. The Center's domestic programs are implemented in every state, the District of Columbia, American Samoa, Guam, the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands. The Center's international programs involve partnerships with more than 80 nations and 30 U.S. states.

The mission of the Center is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. To that end, the Center offers professional development for educators and curricular materials for public and private schools at the elementary, secondary, and post-secondary levels.

The principal goals of the Center are to help students develop

- an increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded,
- the skills necessary to participate as effective and responsible citizens, and
- the willingness to use democratic procedures for making decisions and managing conflict.

The Center conducts research and evaluation to determine the impact of Center curricular programs on the knowledge, skills, attitudes, and commitments to democratic values and principles by students in the United States and other nations. Research by the Center and independent agencies has validated the efficacy of these curricular programs in fostering the development of civic competence and responsible civic participation among students.



Center for Civic Education

## Overview

### CURRICULAR PROGRAMS

#### **We the People: The Citizen and the Constitution**

An instructional program on the history and principles of the Constitution and Bill of Rights. The program concludes with an authentic assessment using a simulated congressional hearing, which can lead to national competition for high school classes. Grades 4–12. (p. 5)

#### **We the People: Project Citizen**

A civic education program designed to foster the development of students' interest and ability to participate competently and responsibly in local, state, and federal government. Grades 5–12. (p. 9)

#### **Foundations of Democracy Series**

Interdisciplinary curricula based on four concepts fundamental to understanding constitutional democracy: authority, privacy, responsibility, and justice. Grades K–12. (p. 11)

#### **Exercises in Participation Series**

Students develop plans to address problems of drugs and violence in hypothetical schools as a way of addressing similar problems in their own school. Grades 5–8.

### PUBLICATIONS

#### **American Legacy: The U.S. Constitution and Other Essential Documents of American Democracy**

A pocket-sized guide to the nation's primary documents. (see back cover)

#### **CIVITAS: A Framework for Civic Education**

A comprehensive K–12 model for civic education, *CIVITAS* sets forth in detail the civic knowledge, skills, dispositions, and commitments necessary for effective citizenship in the twenty-first century. (p. 15)

#### **Comparative Lessons for Democracy**

A resource book for secondary school teachers with lessons that feature comparative analysis of emerging democracies in Central and Eastern Europe.

#### **Education for Democracy: California Civic Education Scope & Sequence**

Describes ways in which civic education content and skills are introduced in the primary grades and built on through high school. Includes a matrix displaying standards, sample applications, and resources. (p. 15)

#### **Elements of Democracy**

Elements of Democracy explores the range of ideas that make up the vocabulary of democracy. An excellent resource for high school, college, and adult audiences. (p. 13)

#### **National Standards for Civics and Government**

These K–12 standards specify what students should know and be able to do in the field of civics and government. (p. 15)

#### **Public Policymaking in a Democratic Society: A Guide to Civic Engagement**

This guide provides an overview of public policymaking that will equip citizens to participate more effectively in the policymaking process.

#### **Res Publica: An International Framework for Education in Democracy**

Intended for use by teachers, educational policymakers, curriculum developers, and teacher education and credentialing institutions responsible for training classroom teachers. Available online.

### MULTIMEDIA MATERIALS

#### **Foundations of Democracy Interactive**

The four Foundations of Democracy concepts—authority, privacy, responsibility, and justice—are explored in these animated storybook narrations, available on CD-ROM. In English and Spanish. Grades K–2. (p. 11)

#### **Representative Democracy in America: Voices of the People**

A six-part video series and instructional materials. Available on DVD or VHS. Grades 5–12. (p. 13)

### CLASSROOM SUPPORT

#### **Web Resources**

The Center offers ongoing classroom support through its website, [www.civiced.org](http://www.civiced.org), where teachers can link to primary documents for We the People lessons, listen to lectures from constitutional scholars and public policy experts, download Constitution Day lessons, and learn about Center-sponsored professional development seminars and teacher institutes.

## We the People: The Citizen and the Constitution

We the People: The Citizen and the Constitution is a nationally acclaimed program focusing on the history and principles of the U.S. Constitution and Bill of Rights for upper elementary, middle, and high school students.

The *We the People* curriculum not only enhances students' understanding of the institutions of American constitutional democracy, it also helps them to identify the contemporary relevance of the Constitution and Bill of Rights. Critical-thinking exercises, problem-solving activities, and cooperative-learning techniques help develop participatory skills necessary for students to become active, responsible citizens.

The program's culminating activity is a simulated congressional hearing wherein students are given the opportunity to demonstrate their knowledge by evaluating, taking, and defending positions on relevant historical and contemporary issues. The hearings, whether competitive or noncompetitive, provide the classroom teacher with an effective means of motivating and assessing student performance.

All levels of the *We the People* curriculum are supported with year-round professional development opportunities. The Center conducts workshops, content seminars, institutes, and conferences for upper elementary, middle, and high school teachers throughout the school year and during the summer.

A number of studies—including those by Educational Testing Service (ETS), Professor Richard Brody of Stanford University, RMC Research Corporation, the Council for Basic Education, MPR Associates, and others—show the effectiveness of We the People. Research conducted by ETS and Professor Brody indicated that students who used the curriculum “significantly outperformed comparison students” on every topic studied. The recent study conducted by the independent firm RMC Research Corporation found that students using the curriculum scored significantly higher on a comprehensive test of political knowledge when compared to their peers in comparison classes as well as university students attending political science courses.

The *We the People* curriculum is aligned with the *National Standards for Civics and Government* and correlates with the social studies standards of many states.

*“Students that participate in the simulated congressional hearings, the cornerstone of the We the People curriculum, demonstrate a passion, interest, and motivation for understanding the importance of the American Constitution and the government it defines. The skills of research, writing, and communication that the We the People curriculum develops are unmatched.”*

*Milton Hyams*

SOCIAL STUDIES DEPARTMENT CHAIRMAN  
INCLINE HIGH SCHOOL  
INCLINE VILLAGE, NEVADA

*“As a teacher, it is very refreshing to have students respond to questions and then justify their responses without me having to ask them to explain why. We the People: The Citizen and the Constitution teaches students to do that. Thank you so much for providing such a program to help students learn not only about their government but how to apply skills across all curriculum areas.”*

*Daphne Greene*

TEACHER  
DOE ELEMENTARY  
MOUNTAIN CITY, TENNESSEE

# We the People: The Citizen and the Constitution

## CURRICULAR PROGRAM WITH THREE LEVELS

### NEWLY REVISED HIGH SCHOOL—LEVEL 3



The newly revised *We the People: The Citizen & the Constitution* Level 3 text builds on the program's successful 22-year history. The curriculum consists of 6 units with 39 lessons addressing principles of constitutional democracy and a culminating authentic performance assessment. Set includes 30 student books and a teacher's edition that provides materials to enrich classroom learning. Full-color, 366 pages. (Suggested for grades 10–12)

#### REVISED TEXT

- The revised *We the People* text
- examines the philosophical foundation underlying American constitutionalism,
  - explores the rights and responsibilities of citizenship,
  - demonstrates how students can participate in and influence civic life and government,
  - provides comments in the teacher's edition that enrich content, and
  - reflects states' instructional standards.

#### LITERACY GUIDES

In the interest of promoting literacy as an important goal of the *We the People* curriculum, the Center for Civic Education offers supplementary literacy guides for the Level 2 and Level 3 editions of the *We the People* text. These easy-to-use online guides are designed to provide social studies teachers with an understanding of the reading process and identify the challenges for struggling readers and English learners. These supplements will be available at [www.civiced.org](http://www.civiced.org) for the 2009–2010 school year.

#### WEBSITE

The *We the People* companion website ([wtpcompanion.civiced.org](http://wtpcompanion.civiced.org)) provides a variety of resources students and teachers can use to facilitate comprehension of the concepts mentioned in the text. The companion website for the *We the People* high school student text contains the following features:

- Full text of the preface, introduction, unit and lesson purposes, and terms and concepts to understand; biographies, annotated bibliographies, and a glossary
- Links to Supreme Court syllabi and opinions, full text of primary sources, and specially selected websites
- Links to videos, podcasts, and other multimedia related to concepts mentioned in the text

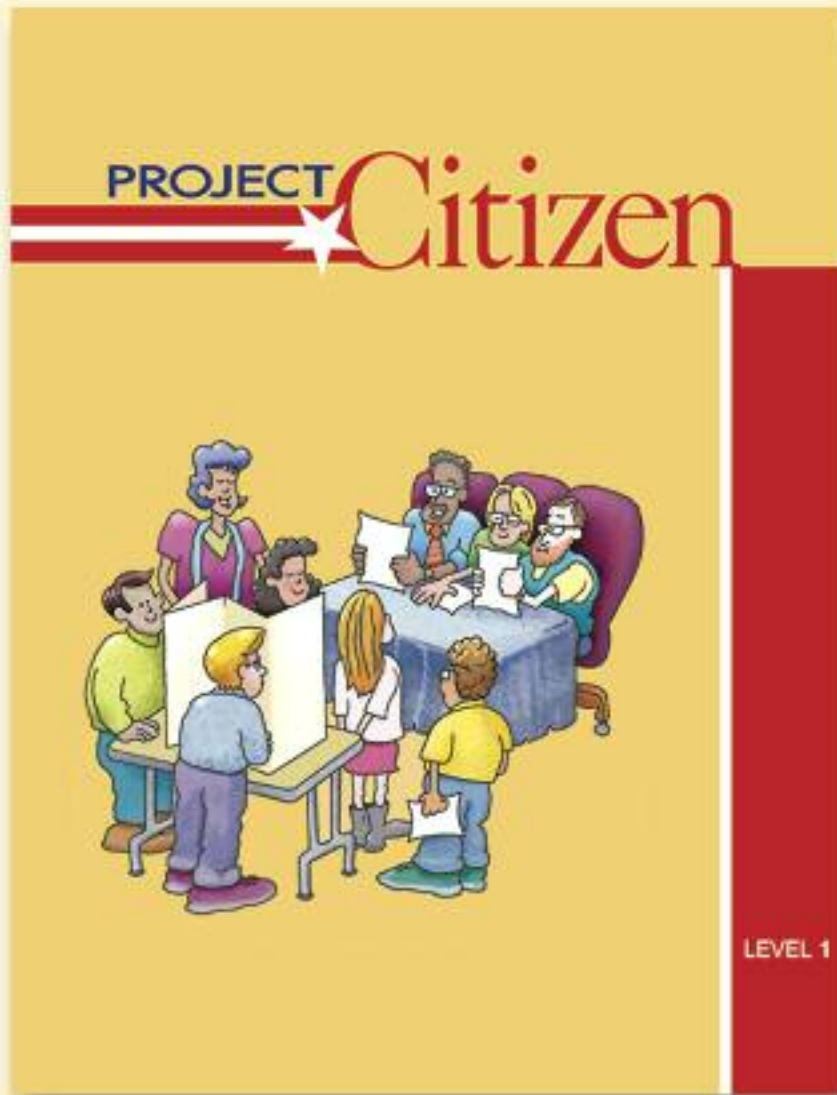
### MIDDLE SCHOOL—LEVEL 2

This curriculum consists of 6 units with 30 lessons that use critical-thinking exercises, problem-solving activities, cooperative-learning practices, and a culminating performance assessment to teach the history and principles of constitutional democracy. The teacher's edition includes a multiple-choice test and bibliography. Full-color, 332 pages. (Suggested for grades 7–9)

### UPPER ELEMENTARY—LEVEL 1

This award-winning curriculum on the history and principles of constitutional democracy uses critical-thinking exercises, problem-solving activities, cooperative-learning practices, and a culminating performance assessment. The curriculum consists of 5 units with 24 lessons. The teacher's edition includes a multiple-choice test and bibliography. Full-color, 236 pages. (Suggested for grades 4–6)





## We the People: Project Citizen

### CURRICULAR PROGRAM WITH TWO LEVELS

Project Citizen is a civic education program for middle, secondary, and post-secondary students and youth or adult groups. Project Citizen promotes competent and responsible participation in state, local, and federal government. It actively engages people in learning how to monitor and influence public policy. Participants work together as a class or extracurricular group to identify and study a public policy issue. The final product is a portfolio that may be presented before other classes, groups, community organizations, or policymakers. Project Citizen is administered nationally by the Center for Civic Education in cooperation with the National Conference of State Legislatures.

#### NEWLY REVISED LEVEL 2



Designed for use by secondary students or adults, this newly revised Level 2 text introduces students to the citizen's role in the public policymaking process. It can also be used with groups of adults who are interested in becoming more effectively involved in community affairs. Set includes 30 student books and a teacher's guide. (Suggested for grades 9–12 or adult learners)

#### NEWLY REVISED LEVEL 1



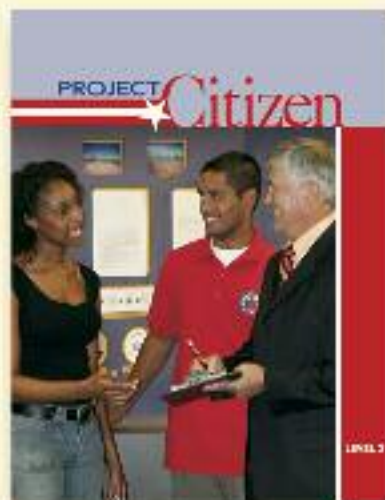
The newly revised Level 1 text enhances instruction by providing tips from master Project Citizen teachers and emphasizes the fundamentals of the public policymaking process. The teacher's guide features detailed instruction and sample worksheets for conducting a simulated public hearing on students' project portfolios, the curriculum's culminating activity. The Project Citizen website, [ProjectCitizen.civiced.org](http://ProjectCitizen.civiced.org), features sample lesson plans and resource links. Set includes 30 student books and a teacher's guide. (Suggested for grades 5–8)

#### NEWLY REVISED LEVEL 1 SPANISH



*Nosotros El Pueblo: Proyecto Ciudadano*

Set includes 30 Spanish-language student books and a teacher's guide in English. (Suggested for grades 5–8)



*“The benefits of Project Citizen extend beyond the classroom. Students get an opportunity to ‘live’ out the precepts of democracy and representative government through real simulation, fact gathering, information processing, and communication.”*

*Michael Lubelfeld*

FORMER PRINCIPAL  
ELM PLACE MIDDLE SCHOOL  
HIGHLAND PARK, ILLINOIS



## Foundations of Democracy Series

The Foundations of Democracy series consists of curricular materials for students from kindergarten through twelfth grade on four concepts fundamental to an understanding of politics and government: authority, privacy, responsibility, and justice. This multidisciplinary curriculum draws upon such fields as political philosophy, political science, law, history, literature, and environmental studies. The four concepts help students in the following ways:

### AUTHORITY CURRICULUM

- Distinguish between authority and power
- Examine different sources of authority
- Use reasonable criteria for selecting people for positions of authority
- Analyze benefits and costs of authority
- Evaluate, take, and defend positions on the proper scope and limits of authority

### PRIVACY CURRICULUM

- Understand the importance of privacy in a free society
- Analyze the benefits and costs of privacy
- Evaluate, take, and defend positions on the proper scope and limits of privacy

### RESPONSIBILITY CURRICULUM

- Understand the importance of responsibility in a free society
- Analyze the benefits and costs of responsibility
- Evaluate, take, and defend positions on how conflicts among competing responsibilities should be resolved
- Evaluate, take, and defend positions on personal responsibility

### JUSTICE CURRICULUM

- Understand and apply the basic principles of justice set forth in fundamental documents of our political and legal systems
- Consider fair distribution of the benefits and burdens of society
- Consider fair responses to remedy wrongs and injuries
- Consider fair practices for gathering information and making decisions
- Evaluate, take, and defend positions on issues of justice

### HIGH SCHOOL

High school classroom sets include 30 student books and a teacher's guide. (Suggested grades 10–12)

### MIDDLE SCHOOL

Middle school classroom sets include 30 student books and a teacher's guide. (Suggested grades 6–9)

### ELEMENTARY

Each concept of the elementary-level series is featured in a separate text. Elementary classroom sets include 15 student books of each concept (60 books total) and a teacher's guide. Student books are packaged in 4 individual display boxes containing 15 copies of each concept. (Suggested for grades 3–5)

### PRIMARY

For kindergarten through second grade, the concepts are explored in an accessible storytelling format: *Orb and Effy Learn About Authority*, *Jessica Fish Learns About Privacy*, *The Zookeeper Learns About Responsibility*, and *Fair Bears Learn About Justice*. Presentation of each concept at the primary level is composed of a storybook, interactive CD-ROM, and a prereader teacher's guide; for grades 1 and 2, the storybook and CD-ROM are accompanied by a student activity book and teacher's guide for readers. Complete classroom sets include 4 storybooks, 4 interactive CD-ROMs, 4 prereader guides, a teacher's guide for readers, and 15 activity books for each concept. (Suggested for grades K–2)



## Representative Democracy in America: Voices of the People

### HIGH SCHOOL

*Representative Democracy in America: Voices of the People* is a 6-part video series to help students understand our system of representative democracy. *Representative Democracy in America* is designed primarily for high school students, although various elements may be appropriate for middle school or even upper elementary students. The 6 programs, each approximately 15 minutes in length, address the following topics:

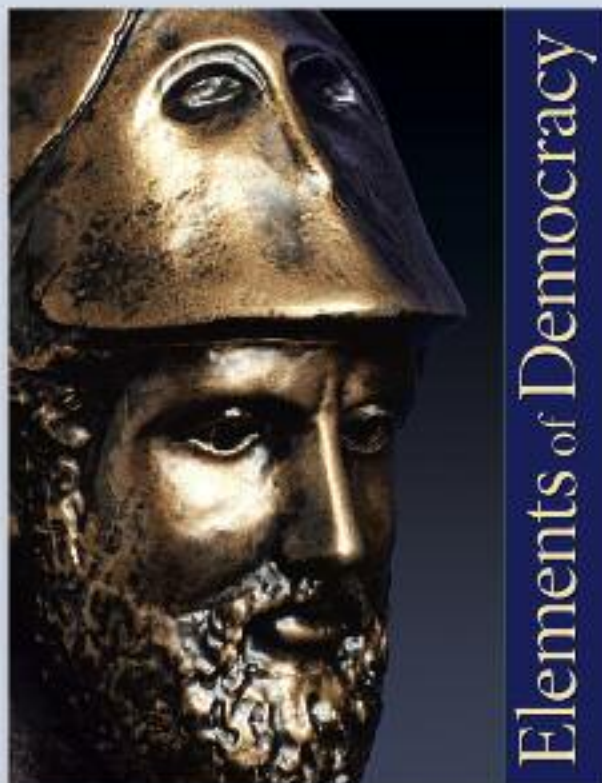
- The roots of representative democracy
- Federalism and the separation of powers
- The roles of representatives, executives, and justices in our democracy
- Our representatives and how they are chosen
- The role of the citizen in a representative democracy

The *Video Series Instructional Guide* includes 12 lesson plans, a synopsis of each program, a bibliography, and correlations to the *We the People: The Citizen & the Constitution* Level 3 text. A printed copy of the instructional guide accompanies each DVD and VHS.

### Elements of Democracy

*Elements of Democracy* is intended to bring a sense of clarity to the meanings of fundamental terminology surrounding the theory and practice of democracy. Although nothing in this book is to be taken as the final word on any of the topics that are discussed, it is the authors' hope that *Elements* sheds as much light on the subject of democracy as might reasonably be expected. In this attempt to facilitate the understanding of the complex terms required to comprehend and discuss democracy, the authors expect and encourage readers to inquire further into their significance and the controversies that underlie these terms.

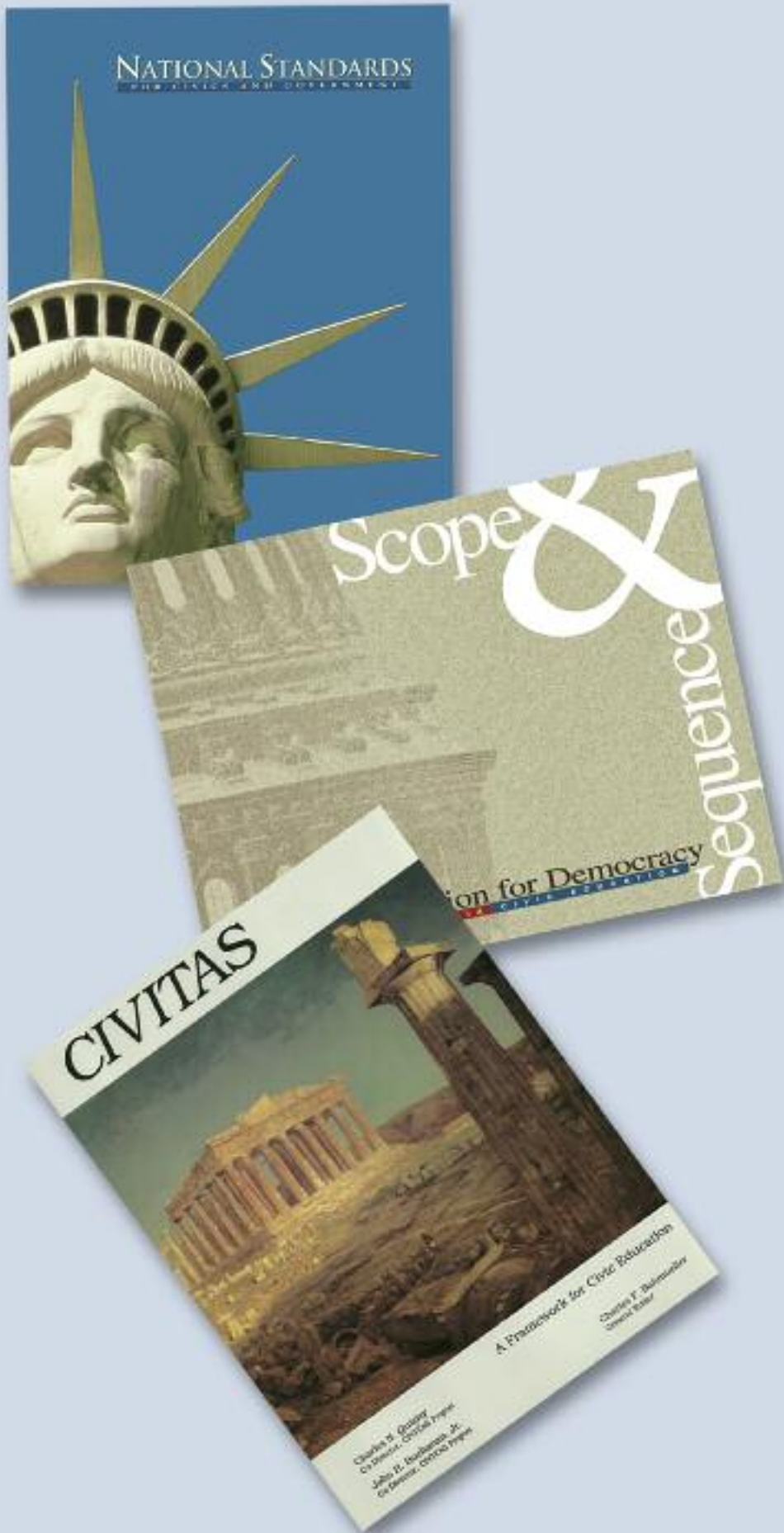
The ideas that surround the practice of democracy are among the most consequential of the modern world, and destined only to become more so. *Elements of Democracy* is an attempt to explore the range of ideas that make up the vocabulary of democracy. For example, the section titled "Concepts and Fundamental Principles of Democracy" encompasses such subjects as democracy and equality and the common good. Other sections include "The Political Processes of Democracy" and "Democracy and Citizenship." An excellent resource for high school, college, and adult audiences.



*"The [Representative Democracy in America] videos are engaging and accessible for all ability levels, while the supporting teacher materials are effective tools to ensure understanding of complex ideas. The focus on critical-thinking skills and activities is just the thing to engage today's student on this most important topic."*

*Kevin Fox*

TEACHER  
ARCADIA HIGH SCHOOL  
ARCADIA, CALIFORNIA



## National Standards for Civics and Government

*National Standards for Civics and Government* was developed by the Center for Civic Education with support from the U.S. Department of Education and The Pew Charitable Trusts. Three thousand individuals and organizations participated in the 2-year project to identify what students should know and be able to do in the field of civics and government at the end of grades 4, 8, and 12.

*National Standards for Civics and Government* has been used as a model for state curricular frameworks and standards throughout the country. The former United States Information Agency has distributed an international edition of *Standards* to other nations and agencies throughout the world.

The content standards are organized around five significant questions:

- What are civic life, politics, and government?
- What are the foundations of the American political system?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of the citizen in American democracy?

## California Civic Education Scope & Sequence

*Education for Democracy: California Civic Education Scope & Sequence* describes ways in which civic education content and skills are introduced in the primary grades and built on through high school. Designed to assist California educators, *California Civic Education Scope & Sequence* is also valuable for school administrators, district curriculum development coordinators, classroom teachers, school board members, and parents in every state.

The scope and sequence for each grade level includes civic education content and skills, an overview of the content for that grade level, a description of the topics addressed within each grade level, and a matrix displaying standards, sample classroom applications, and sample resources.

## CIVITAS: A Framework for Civic Education

*CIVITAS* is a comprehensive K–12 model for civic education. *CIVITAS* sets forth the civic knowledge, skills, dispositions, and commitments necessary for effective citizenship in the twenty-first century. Developed with contributions from more than 40 scholars with input from dozens of educators and teachers, *CIVITAS* outlines a program of civic competence and responsibility and encourages participation in the political and civic life of communities and the nation. Presented in a clear, easy-to-use format, *CIVITAS* is a valuable resource. *CIVITAS* is designed for curriculum specialists, teachers, school boards, teacher educators, local education agencies, and professional collections.

*“It is difficult to imagine a work of this scope [CIVITAS] meeting higher standards. Somehow, [you] have been able to encapsulate tons of knowledge into clear, accurate paragraphs.... Your people deserve not congratulations, but a standing ovation.”*

*Walter F. Murphy*

MCCORMICK PROFESSOR OF JURISPRUDENCE  
DEPARTMENT OF POLITICS  
PRINCETON UNIVERSITY



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