

PROJECT CITIZEN CORRELATION WITH VERMONT'S FRAMEWORK OF STANDARDS

The Vital Results

Communication Standards	
<p>Reading</p> <p>1.1 Reading Strategies Students use a variety of strategies to help them read.</p> <p>1.3 Reading Comprehension Students read for meaning, demonstrating both initial understanding and personal response to what is read.</p> <p>1.4 Reading Range of Text Students comprehend and respond to a range of media, images, and text (e.g., poetry, narrative, information, technical) for a variety of purposes (e.g., reading for pleasure as well as reading to develop understanding and expertise).</p> <p>Writing</p> <p>1.5 Writing Dimensions Students draft, revise, edit, and critique written products so that the final drafts are appropriate in terms of purpose, organization, details, voice or tone.</p> <p>1.8 Reports In written reports, students organize and convey information and ideas accurately and effectively.</p> <p>1.10 Procedures In written procedures, students organize and relate a series of events, fictional or actual, in a coherent whole.</p> <p>1.11 Persuasive Writing In persuasive writing, students judge, propose, and persuade.</p> <p>1.13 Personal Writing In personal essays, students make connections between experiences and ideas</p> <p>Listening</p> <p>1.13 Clarification and Restatement Students listen actively and respond to communication.</p> <p>1.14 Critique Students critique what they have heard (e.g. music, oral presentation).</p> <p>Expression</p> <p>1.15 Speaking Students use verbal and nonverbal skills to express themselves effectively.</p>	<p>Research into various print sources to investigate public policy and develop information on the problem under investigation.</p> <p>Students develop a documented portfolio, summarize the investigation, write policy and develop a written plan of action.</p> <p>Step VI calls for the student to reflect on their learning experience with public policy, the portfolio, working with classmates and problem-solving.</p> <p>Teacher directions, interviews and continuous group work to refine and synthesize the investigation and portfolio.</p> <p>Discussions, interviews and practice plus the final presentation.</p>

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<p>Information Technology</p> <p>1.18 Information Technology Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.</p> <p>1.19 Research Students use organizational systems to obtain information from various sources (including libraries and the Internet)</p> <p>1.20 Communication of Data Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.</p> <p>1.21 Selection Students select appropriate technologies and applications to solve problems and to communication with an audience.</p>	<p>Developing a research methodology to investigate the problem and then pursuing that research by using a variety of information sources and presenting that information.</p>
<p>Reasoning and Problem Solving</p> <p>Questioning / Problem Solving</p> <p>2.1 Types of Questions Students ask a variety of questions.</p> <p>Problem Solving</p> <p>2.2 Problem Solving Process Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.</p> <p>2.3 Types of Problems Students solve problems of increasing complexity.</p> <p>2.4 Improving Effectiveness Students devise and test ways of improving the effectiveness of a system.</p> <p>Approach</p> <p>2.6 Application Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.</p> <p>2.7 Information Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.</p> <p>2.8 Taking Risks Students demonstrate a willingness to take risks in order to learn.</p> <p>2.9 Persevering Students persevere in the face of challenges and obstacles.</p> <p>Abstract and Creative Thinking</p> <p>2.10 Fluency Students generate several ideas using a variety of approaches.</p> <p>2.11 Elaboration Students represent their ideas and/or the ideas of others in detailed form.</p>	<p>Preparation for interviews with resource persons, interviewing and then discussion about the results.</p> <p>Selection of a problem in the public sector, analyzing that problem and developing a plan of action to deal with the problem(s) discovered through the investigation</p> <p>These standards are implicit in the process of choosing a problem and solving that problem.</p> <p>Development of the portfolio as well as the evidence documentation require use of these thinking techniques and skills.</p>

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<p>2.12 Flexibility Students modify or change their original ideas and/or the ideas of others to generate innovative solutions.</p> <p>2.13 Product/Service Students design a product, project, or service to meet an identified need.</p> <p>2.14 Planning/Organization Students plan and organize an activity.</p>	
<p>Personal Development</p> <p>Worth and Competence</p> <p>3.1 Goal Setting Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.</p> <p>3.3 Respect Students demonstrate respect for themselves and others.</p> <p>Making Decisions</p> <p>3.7 Informed Decisions Students make informed decisions.</p> <p>3.9 Sustainability Students make decisions that demonstrate understanding of natural and human communities, the ecological, economic, political, or social systems within them, and awareness of how their personal and collective actions affect the sustainability of these interrelated systems.</p> <p>Relationships</p> <p>3.10 Teamwork Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).</p> <p>3.11 Interactions Students interact respectfully with others, including those with whom they have differences.</p> <p>3.12 Conflict Resolution Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.</p> <p>3.13 Roles and Responsibilities Students analyze their roles and responsibilities in their family, their school, and their community.</p> <p>Workplace</p> <p>3.14 Dependability and Productivity Students demonstrate dependability, productivity, and initiative.</p>	<p>The individual and group tasks required for the final product encourages students to set criteria. Cooperative group work engenders respect.</p> <p>The final product, being a policy recommendation, will have developed from the decisions students have made throughout the process. After selection of an investigative area students will be looking at the consequences various policy options can have on different systems.</p> <p>These skills are built into the cooperative group work and the class structure.</p> <p>The final product requires these qualities.</p>

<p>Civic / Social Responsibility</p> <p>Service 4.1 Service Students take an active role in their community</p> <p>4.2 Democratic Processes Students participate in democratic processes.</p> <p>Change 4.5 Continuity and Change Students understand continuity and change.</p> <p>4.6 Understanding Place Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.</p>	<p>Cooperative investigation of a public problem and policy and the presentation of that work.</p> <p>Investigation of real life situations that have a historical component and present a need for change. These situations, besides having a past, are interrelated with numerous aspects of the physical, social, and political community.</p>
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Based on the Fall, 2000 version of Vermont's Framework of Standards and Learning Opportunities

Project Citizen - Fields of Knowledge

Vermont History and Social Sciences Standards

<p>Critical Evaluation</p> <p>6.1 Causes and Effects in Human Societies</p> <p>6.2 Uses of Evidence and Data</p> <p>6.3 Analyzing Knowledge</p>	<p>Students examine complex webs of causes and effects in relations to events in order to generalize about the workings of human societies, and they apply their findings to problems.</p> <p>Students understand the varied uses of evidence and data, and use both to make interpretations concerning public issues.</p> <p>Students analyze knowledge as a collection of selected facts and interpretations based on a particular historical or social setting.</p>
<p>History</p> <p>6.5 Traditional and Social Histories</p> <p>6.6 Being a Historian</p>	<p>Students investigate both the traditional and the social histories of the people, places, and cultures under study, including those of indigenous peoples.</p> <p>Students use historical methodology to make interpretations concerning history, change, and continuity.</p>
<p>Geography</p> <p>6.7 Geographical Knowledge</p>	<p>Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for problems, and plan for the future.</p>
<p>Citizenship</p> <p>6.9 Meaning of Citizenship</p> <p>6.10 Types of Government</p> <p>6.11 Institutional Access</p> <p>6.12 Human Rights</p>	<p>Students examine and debate the meaning of citizenship and act as citizens in a democratic society.</p> <p>Students compare and evaluate the philosophical underpinnings and the workings of different types of governments, including constitutional governments, in various times in their local community....</p> <p>Students analyze the access that various groups and individuals have had to justice, reward, and power, as those are evident in the institutions in various times in their local community....</p> <p>Students identify and evaluate the concept of human rights in various times in their local community....</p>
<p>Diversity and Unity</p> <p>6.13 Concepts of Culture</p> <p>6.14 Forces of Unity and Disunity</p>	<p>Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community....</p> <p>Students understand the tensions between the forces of unity and those of disunity in various times in their local community....</p>
<p>Economics</p> <p>6.15 Knowledge of Economic Systems</p> <p>6.16 Impact of Economic Systems</p>	<p>Students use the basic principals of economics to interpret local, state, national, and international economic activity.</p> <p>Students evaluate the impact of economic systems on the needs and wants of all people on the environment in various times in their local community....</p>

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6.17 Governments and Resources	Students understand how governments affect the flow of resources, goods and services.
Conflicts and Conflict Resolution 6.18 Nature of Conflict	Students analyze the nature of conflicts, how they have been or might be resolved, and how some have shaped the divisions in various times in their local community.....

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